South Africa in Africa: Defining the landscape of higher education

International Education Association of South Africa
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International Education Association of South Africa (IEASA)
in association with
Higher Education South Africa (HESA)
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## Useful contacts

Study South Africa’s theme colours are those of the national flag.
It gives me great pleasure to endorse the 7th edition of *Study South Africa*. The International Education Association of South Africa (IEASA) has once again produced a publication that provides valuable insights and information about South African public universities and their place in the global higher education arena. I welcome this publication and congratulate IEASA for its hard work in promoting our higher education institutions internationally.

*Study South Africa* gives a comprehensive picture of higher education in our country. At a glance, the enquirer is able to see all that South African higher education has to offer: diversity in terms of institutions, the wide range of affordable courses on offer, the international acceptability of South African qualifications as well as the rich multi-cultural experiences of our campuses. In short, the Guide provides a summary of everything that will assist the potential student to actualise his or her full potential.

South African higher education is founded on broad social values such as respect for human life and dignity, commitment to equality and human rights, respect for diversity and non-sexism. Our education system seeks to construct citizens who are conscious of these values and therefore aware of their responsibilities in life and in the lives of others. These values are reflected in the diverse offerings by institutions covered in the Guide.

In addition, we have specific mechanisms in place to facilitate internationalisation, and our immigration policies have been relaxed to make it easier for international students, academics and other higher education staff to enter the country and stay for the duration of their planned activity. We also subsidise students from the continent in terms of our policy on the state subsidisation of foreign students at higher education institutions.

South Africa shares the global concern about the digital and information divide. We are of the view that access to information is empowering and would therefore like to see as many citizens of our country and the continent connected with the rest of the world, both digitally and in terms of knowledge. By staying in touch with the rest of the world through information sharing and exchange programmes, we minimise this information gap. It is for this reason, therefore, that the work of IEASA in the form of this publication is applauded, because it seeks to promote such exchanges and information sharing. There is no question that through internationalisation we can impact on our political, economic, cultural and social transformation. We can also address our skills shortage, build research capacity, enrich curricula and enhance the student experience.

Collectively higher education institutions in South Africa offer an impressive array of information and communication technologies, well stocked and interconnected libraries and some scholars who are among the best in the world, making the country a destination of choice for both Africans and students from abroad. We aspire to make all our international partners, students and staff feel at home and content with what our institutions offer them, pleasant living and study or work environments. We want them to be proud of their association with South African higher education and be ambassadors for the system once they leave South Africa.

*Naledi Pandor*

National Minister of Education
New leadership for a changing world

The International Education Association of South Africa (IEASA) is a non-governmental, non-profit, voluntary professional association of committed individuals and institutions with a common interest in the internationalisation of higher education. As IEASA last year celebrated 10 years of dedication on the part of those who created and nurtured it, I was honoured to be elected to lead the organisation for two years as its new president.

A newcomer to the international education arena in South Africa, my geographic life certainly prepared me for this role. I was born in Guyana, South America; grew up and was educated in Toronto, Canada; resided in Baton Rouge in the United States for two years; and have made Johannesburg, South Africa, my home for the past 13 years. My professional career in the NGO, corporate and education sectors, has also equipped me to engage with these partners to further develop the international education sector in South Africa. I am supported by IEASA’s management council, comprising specific portfolios and committees.

IEASA was formally launched in 1997 in response to the need for South African higher education institutions, recently liberated from apartheid and a long academic boycott, to respond to international educational trends and, in the interests of global competitiveness, for students and universities to gain global perspectives and to forge international contacts.

The development in 2002 of an IESA strategy to promote South African higher education abroad, set the stage for institutions to highlight their achievements and take their place in the international arena. IEASA’s primary task is to support South Africa’s efforts to grasp opportunities flowing from the internationalisation of higher education, in the country’s own and in Africa’s interests as the continent strives to grow its human resource capacity and harness research to tackle its many challenges. To do this requires a proactive, coordinated response to internationalisation.

This year IEASA has chosen South Africa in Africa: Defining the landscape of higher education, as the theme for its flagship publication, Study South Africa.

As our democracy has grown, South African higher education has expanded and attracted increasing numbers of international students. More than 53,000 now attend our public universities each year. Although students from around the world choose South Africa as their study destination, most international students are from other African nations, enabling this country to contribute to the development of the high level skills that the continent desperately needs, and to forge relationships with today’s African students — tomorrow’s African leaders.

There has also been steady growth in meaningful exchange agreements, partnerships and research collaborations struck between South African higher education institutions and their counterparts across Africa and the world.

Although not as visible as international students on campuses, these partnerships are advancing teaching, learning and research at South African and African universities, and South African scholars are conducting research aimed at tackling many of the problems of the developing world and especially of Africa. South African university leaders are also playing key roles in the Association of African Universities and Southern African Regional Universities Association, which are leading the continental movement towards a revival of African universities.

At the same time, the landscape of higher education in South Africa and in the world has been transforming. The internationalisation of higher education is proceeding apace, there is growing emphasis on quality assurance, and increasingly (and controversially) universities are being compared in international ranking exercises using a range of different criteria. Although dominated by the top universities of the developed world, South African universities hold their own in several international rankings.

At home, South African higher education has undergone radical transformation. Students of all races attend multi-campus, multi-cultural universities that drive Africa’s strongest higher education system and produce most of the continent’s research.

Higher education has been restructured through institutional mergers to create 23 public universities of three distinct types — ‘traditional’ universities, universities of technology and ‘comprehensive’ universities. More than half of all students are concentrated in the latter ‘new generation’ universities that combine academic and vocationally oriented higher education to offer a vast range of courses and qualifications up to Doctoral level. New funding and quality assurance systems have also been introduced in recent years.
Message from the President of IEASA

Study South Africa's 7th edition grapples with these and other issues in an effort to provide a glimpse into important developments in the internationalising worlds of South African, African and global higher education. For its part, IEASA is engaged in measures to grow and interact in the international education arena by:

• Developing and recommending desirable principles, policies and practices.
• Providing and encouraging others to provide opportunities for the professional development of people participating in the field.
• Seeking and disseminating relevant information.
• Cooperating with government and its agencies, organisations and institutions concerned with international education.

IEASA's core business has been defined in its strategic plan as the “internationalisation of higher education in South Africa”. Since its formation, IEASA has continuously focused attention on reviewing its strategic direction. Over the years this exercise led to values that IEASA holds dear and which underpin its work, including: professionalism, excellence, ethical commitment, tolerance, collegiality and sustainability. The Association’s mission is:

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

IEASA has achieved a great deal during the past decade. But there is much to be done if the Association is to meet its mission and goals. Changes in South African higher education have created great flexibility and many opportunities, and IEASA is restructuring and positioning itself to play an even greater role in the internationalisation of higher education and in promoting South Africa among the global university community.

IEASA will continue to work with Higher Education South Africa (HESA) – an organisation formed in 2005 by the vice-chancellors of South African public universities – the Department of Education, and other departments and organisations, to take forward issues that are of concern to the higher education sector. South African higher education should be promoted in a coherent, clearly articulated and proactive manner. IEASA has undertaken to advocate the need for a national internationalisation policy.

In the coming years IEASA will also grow its organisational, administrative and leadership capacities to enhance its ability to meet its goals. It will engage in advocacy and promotional campaigns to raise the funding needed for it to become a sustainable professional organisation that is the authoritative, cohesive and proactive voice on internationalisation in South Africa and is able actively to develop and advance South African higher education.

Study South Africa

Study South Africa is designed to provide current information about higher education in South Africa to local and international readers. It is a source of information about changes taking place in higher education, and about South Africa’s universities. The Guide also provides contact details that enable readers to find additional information about the higher education system and individual universities.

Study South Africa is distributed widely and is used by IEASA, HESA, the Council on Higher Education and other higher education organisations in South Africa. It is disseminated by universities to partner institutions and used for marketing purposes. It is also sent to South African embassies around the world, and is used to promote South African higher education at international conferences. Study South Africa is available at some bookstores and may be purchased from the IEASA Office. The publication is widely quoted and extensively accessed on its website: www.studysa.co.za.

I would like to thank the team that supports the operation of IEASA and Study South Africa: Dr Roshen Kishun, the Executive Director (Interim), who focuses on fund raising and policy development and oversees the publishing of Study South Africa; and Thilor Manikam, the full-time Senior Administrative Officer who is responsible for the smooth day-to-day running of the IEASA office and Study South Africa.

Study South Africa is published in partnership with Higher Education South Africa, which is providing leadership for the higher education sector in its drive to be globally competitive. HESA’s CEO, Dr Duma Malaza, sees IEASA’s work as a source of knowledge that could contribute to the strategic goals of HESA’s internationalisation plans.

Fazela Haniff
President: IEASA

IEASA management council
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• Dr Roshen Kishun: Executive Director (Interim)
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The desire to be formally linked to the international family of higher education institutions, after years of isolation that was triggered by apartheid, encouraged some progressive South African universities to either overtly enhance existing international links or to forge new ones. This was evident in the establishment of International Offices by a number of universities before the 1994 'liberation' elections.

The isolation of South Africa's universities had a definite influence on the preparedness of higher education to deal with all the challenges that came its way, especially the handling of international students. The political challenges that faced South Africa in the early 1990s required visionary leadership – and South African higher education was fortunate to be blessed with visionaries who identified the need to address this matter collectively.

As early as 1992 Dr Derek Swemmer and Dr Roshen Kishun, then two deputy registrars at the Universities of the Witwatersrand and Natal respectively, met in Durban to discuss matters of common interest.

The meetings identified a lack of urgent attention being paid by the Committee of University Principals (CUP) to challenges raised by a world community prepared to accept South African universities back into the international arena, as a major stumbling block to establishing a common agenda for South African higher education to deal collectively with matters related to international students.

At that stage (1992 to 1995) the CUP was preoccupied with major changes that were on the way for higher education. Divisions within the university sector between historically Afrikaans, English and black (disadvantaged) universities, impeded discussions on strategically important matters such as how to manage international students.

This was a common feature through the early period of post-apartheid higher education development; it was, understandably, more important to focus on dismantling apartheid structures than on dealing with new phenomena such as internationalisation.

It was thus left to the personal efforts of Kishun and Swemmer to get a focus on the internationalisation of higher education on track. For them the only way to proceed was to by-pass the CUP, which had ignored numerous requests to discuss internationalisation issues. They also realised, as administrators, that international students required specialised services and that very few higher education institutions had a clear understanding of this.

Kishun, who studied in California, United States, during the 1980s, had close links with US institutions that dealt with international students. In 1987 he attended a conference in Long Beach, California, of the Association of International Educators (NAFSA), a professional body that promotes the exchange of students and scholars to and from the US. It provided a clear frame of reference that influenced the early discussions on the need to form a structure to enable higher education to tackle internationalisation coherently.

Kishun and Swemmer decided to consult all universities with a view to establishing an organisation that would support institutions to create structures that could adequately deal with matters related to internationalisation.

In May 1995 Kishun and Swemmer, ably assisted by Kirstin Nussgruber, the first head of the University of the Witwatersrand (Wits) International Office, started to organise such a meeting. Invitations went out, through the office of the Wits Vice-Chancellor, to all South African universities as well as a representative of the Committee of Technikon Principles (CTP), the CUP, the government Departments of Home Affairs and Education, and the Matriculation Board, an organisation that accredits foreign qualifications.

The reaction was astounding. On 27 October 1995, at the Wits Club in Johannesburg, 34 delegates representing 21 of 22 South African universities met to discuss matters on a carefully prepared agenda. Technikons (now universities of technology) were represented through the CTP by Jonathan Stead. The Departments of Home Affairs and Education and the Matriculation Board each sent a representative.

Initial remarks by Swemmer and Kishun (who chaired the meeting), were reflected in the minutes and showed the meeting’s purpose to be:
...a philosophical discussion to explore and clearly articulate the necessity of internationalising South African tertiary institutions in order to create greater understanding and support for collaboration.*

It was clear that the vision of the meeting’s two initiators was more than just a student-focused future for an organisation that was still in its embryo stage. But it was equally obvious that student matters dominated the needs of universities in 1995: of the six issues placed on the agenda, all but two were linked to international student matters, which also dominated the discussions that followed.

From the reports by representatives of government departments, it was also clear that most systems were in transition and that direction would not be forthcoming from government as South Africa was still in the policy development phase. As a result, delegates decided to appoint task groups to investigate and report on matters related to international students.

The last item on the agenda attempted to steer the thinking of the delegates in the direction of forming an organisation to take charge of these and other important matters relating to internationalisation. It stated: "Where do we go from here?"

Delegates were requested to consider the significance and usefulness of the meeting, "and to decide whether or not to form an association". Should the idea of a new organisation be supported, "issues that would need to be determined would include the structure, functions and objectives of the steering group* to undertake its establishment.

Delegates decided to form the South African Association for International Education (SAAIE), at a next meeting scheduled for April 1996. To drive the process, the meeting elected a nationally representative steering group whose members would also act as coordinators of five regional task groups that would investigate and report back to the next meeting on the following matters: income generation; evaluation of overseas qualifications; study permits; language of instruction; and services. The steering group members were:

- Dr Roshen Kishun, University of Natal (chair)
- Dr Derek Swemmer, University of the Witwatersrand
- Mr VF Collett, University of the Orange Free State
- Dr Stan Ridge, University of the Western Cape
- Professor A Boon, University of Pretoria

The steering group met for the first time in December 1995 and decided that an important building block in the establishment of the association would be to develop a constitution. This task was delegated to the initiators of the idea: Swemmer and Kishun. Swemmer’s involvement with the English Academy influenced thinking on a possible constitution, with the Academy’s constitution distributed to the steering committee for comment. It was also decided that the next meeting of all participants would take place on 19 April 1996, and an agenda was agreed that included an item that delegates consider whether, in principle, to establish a proposed association as suggested in the draft constitution.
The second meeting of 'stakeholders' was attended by all but two South African universities. The representatives agreed in principle that SAAIE be formed, but attached a condition that institutions needed to state in writing that they supported the association's formation. It was also decided that SAAIE should be inclusive and that the CTP representative, Professor NI Morgan, would raise the issue of the participation of technikons at a CTP gathering on 2 May 1996. The meeting accepted the draft constitution, and gave the steering committee the task of determining the nature and date of the official launch.

By 27 June 1996, 19 institutions had responded positively and no institution had objected. The steering committee, after lengthy deliberation, concluded that the number of institutions in agreement represented sufficient consensus and that they would formally go ahead with preparations for the launch of the new association. Thus 27 June 1996 is technically the date that the association was formally established.

Most of the meetings for the rest of 1996 were devoted to detailed preparations for the launch, planned for 29 to 31 January 1997 at the University of the Western Cape (UWC). On 19 September 1996, an emergency meeting was scheduled to discuss the name. The acronym SAAIE was already used by another association, and it was felt that adopting an existing acronym might negatively impact on future fundraising campaigns. Consensus was reached among steering group members to adopt a new name, suggested by Stan Ridge of UWC – the International Education Association of South Africa (IEASA).

On 29 January 1997, IEASA was officially launched at the UWC conference. A statement issued set the agenda for the new organisation, and it was agreed that the conference was instrumental in developing a broader understanding of the internationalisation of higher education through discussions based on presentations by international figures who were able to present the approaches of their various countries.

IEASA was thus launched with the well wishes of organisations such as NAFSA and the European Association for International Education, and as a partner in the internationalisation of higher education with a clear mandate to promote internationalisation and to provide a forum for institutions and individuals to address current issues in the field of international education in South and Southern Africa.
South Africa in Africa and beyond

South Africa's role in Africa is a complex and often perplexing one. It is thus fitting that IEASA has chosen this issue as the theme for the 7th edition of Study South Africa.

As is the case so often in South Africa, its position in relation to the rest of the continent is still affected by the apartheid legacy. On one hand, the apartheid government adopted a cavalier and colonial approach to the entire region with political and militarily interference in Namibia, Mozambique and Angola. On the other hand, it enforced a politics of separation with its neighbours that mirrored the Bantustans that it established within the borders of South Africa.

Since the advent of democracy, South Africa has been fully integrated back into the continent. However, there are still questions regarding the role it can and should play within Africa and, more particularly, within the Southern African Development Community (SADC) region, where it is a dominant economic partner. It is my sense that higher education's approach to internationalisation offers an illustrative example of just how South Africa should respond to the needs and opportunities of the continent.

The fact that more than 7% of our higher education students are from outside the country and that Sub-Saharan Africa has, according to the Global Education Digest 2006 report, the most mobile student body in the world — one in 16 is studying outside the borders of their own country — suggests a highly mobile flow of young people learning not only specific disciplines, but also learning about a range of cultures, locations and languages. At present, South Africa is at the centre of this ebb and flow.

This has become increasingly apparent over the past year. The HESA office has seen a dramatic escalation in the number and diversity of governmental delegations that have approached us in order to establish bilateral agreements in higher education. These delegations come not only from Africa: wider conversations and summits are also taking place with Japan, Brazil and India. Some of these delegations are looking for partnership possibilities in the areas of research and innovation while others are interested in opportunities for their Masters and PhD students, especially when the country concerned does not have a strong system of postgraduate studies.

There is, however, one common strand to all of these engagements. Whereas, until recently, globalisation was viewed more as a concept and a theoretical possibility, it is now clear that many countries are actively engaging in the pragmatics of globalisation. In other words, there is a conscious move towards initiating working relationships with diverse groupings and governments in order to maximise efficiency.

It also gives a valuable indication of how far South Africa has come from the apartheid regime depicted above. The image of the sovereign nation state bounded by tightly guarded borders and thin flows of imports and exports has been replaced by a fluid understanding of the country as possessing multiple points of access and exit — whether it be via economic transactions, ICT, tourism or, for that matter, higher education. What then are the consequences of this trans-national fluidity for those in higher education?

One of the original strains in the development of the university saw its purpose as a way of creating communities which ranged in size and intention but were held together by a consolidating idea. Whether the purpose was to initiate others into arcane wisdom (teaching), or pursue new kinds of thinking (research), the early university, especially the medieval monastic university, was a sealed-off community, purposefully separated from the society in which it was located. Separateness meant that these communities were guided by the rigours and disciplines of their field and, over time, they have been used to perform the duties of the state.

From the teaching of Islam at Al-Azhar University in CE 975 to Catholicism in Bologna, the training of civil servants under Napoleon and Stalinism in Russian institutions, higher education has often served the needs of dominant political and religious forces at the time. Even today, the university often caters to the agenda of nation building or, at least, national consolidation via the image of the patriotic citizen. But with the radical opening up of borders, both national and regional, a new kind of university is emerging — and it is here that internationalisation assumes a new dimension and a new force in the shaping of nations.

We, in South Africa, openly welcome international students and staff because it speaks of a revitalisation of conversation within the world. If we accept that higher education institutions are at the forefront of thinking about the world, it follows that topics like global warming, inter-religious dialogue, terrorism, stem cell research, poverty and a host of other pressing issues are most likely to undergo the litmus test at higher education institutions around the world.

The freedom to debate, to disagree and to forge new understandings on all these issues is guaranteed by South Africa's constitution, which is one of the most forward looking
in the world, Study South Africa offers an insight into the range of study possibilities in this country, at all levels, in order to address the concerns not only of today, but of tomorrow. HESA supports the publication and hopes that it will offer prospects to all those who wish to encounter the diversity of cultures, religions, races and belief systems in one country: a diversity that will undoubtedly be the stuff of tomorrow’s global citizenry.

Dr Duma Malaza
CEO, Higher Education South Africa

HESA – Leading higher education in South Africa

Higher Education South Africa (HESA) is the leadership association representing all 23 public universities in South Africa, which are either ‘traditional’ universities, universities of technology (former technikons) or ‘comprehensive’ universities combining academic and vocationally oriented education. These institutions offer certificate, diploma, undergraduate degree and postgraduate degree programmes across many different fields of study.

HESA’s mission is:

• To promote and exercise proactive transformation, leadership and expertise for the higher education sector and South Africa.
• To address, through its member institutions, national development imperatives.
• To position higher education at the centre of knowledge strategies.
• To provide value added services to the university sector.

The activities of HESA are organised around programmes and projects that support, strengthen and contribute to the creation of a proactive, energetic higher education sector. For instance HESA’s Enrolment Services programme is designed to build, at a national systems level, a responsive enrolment system for higher education. It aims to identify intellectually talented learners and bring into South African universities those students most likely to succeed at higher education. It also seeks to address ongoing challenges of higher education access.

Two aspects of the Enrolment Services programme will be of interest to international students thinking about studying in South Africa: the National Information Service for Higher Education (NISHE), which provides important information on higher education study at South African universities (www.hesa-enrol.ac.za/nishe), and the Matriculation Board, which is involved in admissions regulation including the benchmarking of foreign qualifications (www.hesa-enrol.ac.za/mb).
"Let freedom reign. The sun never set on so glorious a human achievement."

Nelson Mandela

it has been more than a dozen years since South Africa achieved democracy and elected Nelson Mandela as its president. After 27 harrowing years in prison for challenging apartheid, he led a repressed and racially divided nation along the path to freedom and unity, from despair to hope, and from isolation into Africa and the world community.

South Africa's first democratic elections, held on 27-28 April 1994, were hailed by the world as a 'miracle' and Archbishop Desmond Tutu, Mandela's fellow Nobel Peace Prize winner, dubbed South Africa the 'Rainbow Nation of God'. Since then there have been two more peaceful, free and fair elections, both won by the African National Congress.

The Truth and Reconciliation Commission, headed by Tutu, helped to exorcise the ghosts of apartheid through scores of public hearings held around the country where its victims told their stories, and through ongoing processes of amnesty, restitution and prosecution.

The Government wrote one of the world's most progressive constitutions, and set about dismantling apartheid laws and institutions and building a stable society based on equality, non-discrimination, freedom and human rights. The new Government has focused on deepening democracy, growing the economy and improving the quality of life of all South Africans. As Mandela once said:

"If there are dreams about a beautiful South Africa, there are also roads that lead to their goal. Two of these roads could be named Goodness and Forgiveness."

South Africa's eventful history, its physical characteristics and its geographical position at the southern tip of Africa on a key shipping route, have forged a country of contrasts, rich in diversity and bursting with energy. There are worlds of humming humanity and teeming wildlife; of oceans and mountains, semi-desert and forests, thorny bush and savannah; of modernity and tradition; of Africa and Europe and Asia; of rich and poor, of black and white.

The people are friendly, the weather is fabulous, the scenery is stunning and this middle-income country is sufficiently developed to be very user-friendly - it offers rich world comforts in a challenging and interesting developing country setting.

An international destination

After decades of isolation and sanctions, South Africa rejoined the world and became an active participant in the international economy and politics, and in global events. The country has become a favourite conference venue and has held rugby and cricket World Cups. South Africa will host the 2010 Fifa Football World Cup, the first time this huge sporting event will be held on African soil.

South Africa has become an extremely popular destination for tourists, attracting more than eight million visitors during 2006. In the prestigious 2006 Conde Nast Traveler Readers' Choice Survey, in which 21,000 readers of the United States magazine voted for destinations based on their travel experiences, South Africa was rated the fifth favourite country for a holiday in the world, and Cape Town was voted the eighth best city in the world and number one in Africa and the Middle East.

The country has also attracted growing numbers of international students, from other African countries and from around the world. There are nearly 54,000 foreign students attending the country's 23 public universities, and today international students comprise more than 7% of a total higher education student population of 735,000.

The choice by more and more students of South Africa as a place to study affirms the quality and capacity of the country's universities, and international recognition of their qualifications. International students have enriched all campuses, enabling South African students to learn about other cultures, places and perspectives. In return, international students experience a sound, credit-worthy educational experience in a diverse and interesting environment for a fraction of the cost of studying in the industrialised world.

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

Since democracy South Africa has undergone enormous changes. Every aspect of life has been transformed, from politics and business to sport and society. Many developing world challenges remain, and they range from poverty, the diseases it spawns and HIV-AIDS to lingering inequalities, unemployment and related high levels of crime, skills shortages that are hampering economic growth and development, and a struggling school system.

Research here has the potential to make a real impact on people’s lives.

The country’s rich natural and ecological resources, multicultural population, inspiring history and dynamic political milieu provide fascinating backdrops for studies in many fields. The experiences of the liberation struggle and the triumph of reconciliation and democracy are brought to bear on the problems that South Africa shares with Africa and the developing world. There is cutting edge research being conducted in many areas ranging from development and health to biotechnology, conservation and astronomy.

Several South African universities have world class research, and feature in the Top 1% of the world’s institutions (captured in the United States’ Essential Science Indicators database) in nine of 22 scientific fields. The National Research Foundation (NRF) has identified eight focus areas for research. The first presents opportunities into areas that "characterise the country and the role that knowledge generation and transfer can play in development", in: paleontology and archaeology; the Southern skies; geological heritage; societies in transformation; cultural heritage and identity formation; health; and creative arts and cultural expression. Other areas earmarked by the NRF for significant funding are: economic growth; ecosystems and biodiversity; education; globalisation challenges; information and communication technology; sustainable livelihoods; and unlocking the future.

The NRF and Department of Science and Technology are creating national university-based centres of excellence in areas of existing research strength and of national importance, that are aimed at encouraging collaboration between scientists and institutions, stimulating world class research and generating high level human resources. Creating nodes of excellence is an ongoing project, but those already operating are the:

• Centre for Biomedical Tuberculosis Research
• Centre for Inversion Biology.
• Centre of Excellence in Strong Materials.
• Centre of Excellence in Birds as Key to Biodiversity Conservation.
• Centre of Excellence for Catalysis.
• Centre of Excellence in Tree Health Biotechnology.

Today South Africa is at the forefront of the global movement to forge a more equitable and sustainable world order. The country’s setting and role in Africa – it has the biggest and most sophisticated economy, and the strongest higher education system on the continent – makes it an ideal base for studies aimed at understanding and developing Africa.

The vision of current President Thabo Mbeki drove the new millennium moves towards African unification and an African Renaissance. The South African Government has vigorously helped to establish pan-African institutions such as the New Partnership for Africa’s Development, the African Union and the African Parliament. South African soldiers are involved in peace-keeping efforts across the continent.

Since the collapse of apartheid, South African companies and universities have also spread their wings across Africa. South Africa has become the biggest investor in Africa, and its higher education institutions have forged a myriad links with their counterparts across the continent, and are at the forefront of the move towards a revival of African universities.

In his famous ‘I am an African’ speech to mark the adoption of the South African Constitution in 1996, Thabo Mbeki encapsulated the hopes of a continent that is at last emerging from the shackles of colonialism and the post-colonial excesses of its own leaders, to experience the spread of democracy, freedom and economic growth. He said:

"Whatever the setbacks of the moment, nothing can stop us now! Whatever the difficulties, Africa shall be at peace! However improbable it may sound to the skeptics, Africa will prosper!"
South Africa is a scenically beautiful country. It has the third highest level of biodiversity in the world, is internationally renowned for conservation and boasts eight World Heritage sites, four of them natural wonders – the Cape Floral Region, Greater St Lucia Wetland Park, the Vredefort Dome created by a massive meteorite strike 3,000 million years ago, and the mountainous uKhahlamba-Drakensberg Park.

A breathtaking 3,000 kilometres of beaches form South Africa’s eastern, western and southern borders, enclosing 1.2 million square kilometers of mountain ranges and bushy foothills, subtropical forests, grassland, scrubland and the central semi-desert. To the north lie borders with Namibia, Botswana, Zimbabwe, Swaziland and Mozambique. The country completely surrounds the mountain kingdom of Lesotho.

The landscape changes strikingly, from the wild west coast lapped by the cold Atlantic and the mountains and winelands of the Cape, up a verdant east coast aptly named the Garden Route, past glorious beaches on the warm Indian Ocean to the land of the Zulus, where as author Alan Paton described in Cry, The Beloved Country, the ‘hills are grass-covered and rolling, and they are lovely beyond any singing of it’. The Drakensburg mountains separate the sub-tropical east coast from the highveld, a high-lying plateau that stretches north across the Karoo semi-desert, the golden fields of the Free State and the bushveld of the north.

South Africa is the only country with an entire floral kingdom, which surrounds Cape Town. Some 18,000 plant species grow within its boundaries, of which 80% occur nowhere else. The country is home to more mammal species than Europe and Asia combined. There are over 900 species of birds, over 100 types of snakes and some 5,000 species of spiders.

Vast stretches of the country are committed to game reserves, providing safe havens for wildlife. There are 22 national parks – the famous Kruger Park is the size of Wales – some 200 provincial reserves and scores of private game parks. The reserves offer incredible game viewing and are home to hundreds of thousand of antelope, which graze alongside big game such as buffalo, hippo, rhino, lion, leopard, cheetah, giraffe and elephant.

The summers are hot and the winters are mild, with an average of eight hours of sunshine a day. The entire coastline is a watery playground for swimmers, surfers, divers and anglers. Indeed, South Africa is sports-mad and offers every kind of outdoor activity, from hiking and biking to ostrich riding, river rafting, mountain climbing, ballooning and bungee jumping.

South Africa is cheap, easy and fun. The travel scene is highly developed. There is good accommodation everywhere and local travel and adventure companies are geared to students and backpackers. The roads are good and the financial infrastructure is excellent. Shopping malls in cities are modern and stuck everything one could hope to find in New York, London, Paris or Tokyo.

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. There is a fascinating mix of African, European and Asian cultures.

Cultural experiences abound, including the World Heritage sites of Robben Island off Cape Town, where Mandela and other political prisoners were incarcerated, the Iron Age citadel of Mapungubwe, the San (Bushman) terrain of the Richtersveld and the Sterkfontein caves outside Johannesburg, with rich hominid and mammal fossils that tell the story of our earliest ancestors. There are scores of museums covering areas ranging from art and Apartheid to natural history, shipping and surfing.

The cities buzz with cultural events and craft markets, coffee bars, 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.

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 and Portuguese. There are also plenty of international restaurants, along with fast food joints. To wash it all down, South African wines are among the best in the world, and fine local beers are drunk at every opportunity.

Politics and people

South Africa has a proportional representation electoral system, with general elections every five years. There are two ballots, one to elect members of Parliament’s National Assembly and the other for provincial parliaments. An upper house, the National Council of Provinces, comprises 10 delegates each from nine provinces. Local elections are run separately. There is also a House of Traditional Leaders, for chiefs of rural areas still under tribal authority.

Parliament elects a President who has a maximum of two terms, as in the US. Nelson Mandela was the new South Africa’s first president, and he stepped down after just one term. President Mbeki is currently in his second term, and will be succeeded by a new president following fourth democratic elections in 2009.

Pretoria is the administrative capital of South Africa, the legislative capital is Cape Town and the judicial capital is Bloemfontein. The biggest city is Johannesburg, which is the powerhouse of the economy. Some six million people live in Joburg and its surrounds. Durban is the second biggest city, and is home to the busiest port in Africa. Some

South Africa’s success in rising above centuries of racial hatred through reconciliation has been internationally acknowledged as a major political achievement of the 20th century. The country boasts four Nobel Peace Prize winners – Chief Albert Luthuli, Archbishop Desmond Tutu, Nelson Mandela and FW de Klerk, the apartheid leader who ended the reviled system.

Population breakdown by race

<table>
<thead>
<tr>
<th>Race group</th>
<th>Millions</th>
<th>% of population</th>
</tr>
</thead>
<tbody>
<tr>
<td>Black</td>
<td>37.2</td>
<td>79.4</td>
</tr>
<tr>
<td>White</td>
<td>4.4</td>
<td>9.3</td>
</tr>
<tr>
<td>Coloured</td>
<td>4.1</td>
<td>8.8</td>
</tr>
<tr>
<td>Indian</td>
<td>1.2</td>
<td>2.5</td>
</tr>
<tr>
<td>Totals</td>
<td>46.9</td>
<td>100.0</td>
</tr>
</tbody>
</table>


The economy

South Africa has a large, diverse and growing economy that generates a quarter of Africa’s entire Gross Domestic Product (GDP). The country has a solid economic infrastructure, is blessed with rich mineral and metal resources, and has strong manufacturing and service sectors and a booming tourism market. The Johannesburg Stock Exchange is the 18th largest in the world by market capitalisation, and South Africa’s banking sector is rated in the top 10 globally.

Economic growth has averaged 3.5% a year since late 1999, achieving the longest period of expansion in the country’s history. GDP growth is expected to grow by 4.5% a year until 2009, and by 6% a year for the following five years, according to Development Indicators Mid-Term Review produced by the Office of the Presidency (2007). It states that with the population growing at 1% a year, “average wealth per person can be expected to continue to rise at over 3% per year for the foreseeable future. Skills and materials shortages are the major constraints to economic growth.
South Africa’s Rand currency has stabilised and is currently around seven to the dollar, 14 to the British pound and 10 to the euro. Consumer inflation has been below 6% for four years, and the budget deficit is half its 5% level in 1994. The Government plans a budget surplus from 2007.

While under apartheid the public and private sectors were white-dominated, a booming economy and black economic empowerment and affirmative action policies have created a burgeoning middle class comprising all race groups. Between 2001 and 2005 the proportion of black senior managers rose from 25% to 27%, while the percentage of top managers who are black rose from 19% to 27%, according to Development Indicators.

Economic growth has begun to deliver more jobs. According to Statistics SA, around 1.5 million jobs have been created in the past three years, although joblessness remains high, affecting more than a quarter of all people of working age – one of the highest rates in the world. The Government’s goal is to halve unemployment between 2004 and 2014, to a maximum of 14%.

**Development**

Economic growth and more efficient tax collection has delivered tax cuts while dramatically raising government revenue, enabling increases in spending on social services and development. Since 1994 the Government has made major strides in improving the lives of millions of poor people, including by:

- Building 2.3 million subsidised houses.
- Electrifying 3.5 million homes.
- Increasing households with basic sanitation from 50% to 71%.
- Increasing the number of people receiving social grants from 2.5 to 12 million.
More and more South Africans are gaining access to a better life, and fewer and fewer are going hungry.

<table>
<thead>
<tr>
<th>Development indicators by household, 2002 to 2008</th>
<th>2002</th>
<th>2008</th>
</tr>
</thead>
<tbody>
<tr>
<td>Households with electricity</td>
<td>75.6%</td>
<td>81.3%</td>
</tr>
<tr>
<td>Households with piped water</td>
<td>66.1%</td>
<td>71.3%</td>
</tr>
<tr>
<td>Households in which one child went hungry</td>
<td>6.7%</td>
<td>2.4%</td>
</tr>
<tr>
<td>Households in which one adult went hungry</td>
<td>6.9%</td>
<td>2.5%</td>
</tr>
</tbody>
</table>

Source: Statistics South Africa

Poverty levels in South Africa remain high but have declined strongly in the past five years, thanks especially to a dramatic expansion in social grants. Grant spending has risen an average of nearly 20% over each of the past four years. In 2006 grants for old age, disability, foster care and child support amounted to nearly R11 billion, or about 12% of total government spending, and reached nearly 13% of the population, according to Statistics SA.

The expansion of social grants has raised the income of the poorest 10% and 20% of the population. However, according to Development Indicators (2007), "the rate of improvement of income for the poor has not matched that of the rich, and thus while income poverty is declining, inequality has not been reduced. The Government's goal is to halve poverty between 2004 and 2014.

South Africa is grappling with a major HIV-AIDS epidemic. UNAIDS estimates that around 5.5 million South Africans are living with HIV, or 11% of the population, and that AIDS claims up to 320,000 lives a year. HIV-AIDS has contributed to an alarming reduction in life expectancy, which is currently 50 years.

In recent years the Government has rolled out anti-retroviral treatment for people living with AIDS, and many people are being privately treated. Mass campaigns and other interventions are gradually thwarting the spread of HIV-AIDS.

Development achievements have been extraordinary in the past dozen years.

But much remains to be done to uplift the lives of millions of people still living in poverty, to reduce the levels of HIV-AIDS and crime, to deliver basic services to all South Africans, and to improve the health system and education in schools and colleges so that they are able to produce the skills that the country's burgeoning economy desperately needs.
University rankings

South Africa holds its own

The internationalisation of higher education and burgeoning research collaboration, growing student mobility and increased competition for funding and students are among imperatives that have, in the new millennium, ushered in a flurry of efforts to rank universities in terms of their academic quality and productivity at the national, regional and global levels.

University ranking exercises use a variety of criteria such as perceived quality, institutional statistics, websites and surveys of students, scholars or employers to make comparisons between institutions. There are also rankings of programmes, such as MBA courses and law schools, of research and of fields of study, among other things.

While almost always surrounded by controversy, and admittedly constrained by their own criteria, university rankings nevertheless provide grounds for evaluation and are used by students and others to inform decisions about universities. Some countries use rankings to decide how much funding universities receive, such as the research output exercise in Britain, and in some nations newspapers publish league tables aimed at informing student choice.

Writing in the Netherlands-based online version of the International Journal of Higher Education and Planning in 2006, Professor Anastassios Pouris, director of the Institute for Technological Innovation at the University of Pretoria, argued that there are several reasons for producing university rankings:

"Rankings are important for students, research administrations, industry and academics. For students and particularly postgraduate students the university’s performance is indicative of postgraduate employment. Rankings may be used as proxies for employment opportunities since they may serve as screening devices for employers and indicators of research quality. Employers compete strongly for the acquisition of postgraduate students from reputable academic institutions and they even offer positions well in advance of the students' graduation year."

Probably the best known global list is the Academic Ranking of World Universities, produced by the Institute of Higher Education at Shanghai Jiao Tong University for the government of China. Like most rankings, it is dominated by United States universities. This large study uses several indicators including the number of Nobel and Fields Medal winners, articles published in Nature and Science, articles in citation indexes and "academic performance with respect to the size of an institution". As with all rankings there are criticisms, especially of a bias towards the natural sciences and the heavy weighting given to Nobel prizes.

A number of projects harvest data from the internet. One is the Webometrics Ranking of World Universities, which has been produced since 2004 by the Cybermetrics Lab, part of the National Research Council in Spain. It sees the commitment of universities to web publication as reflecting a wide range of academic activities. Webometrics measures the volume and sophistication of the websites of 11,000 universities and 5,000 research centres worldwide, producing the Top 5000 institutions in rank and more in regional lists aimed at providing rankings for countries with few world class institutions. Webometrics can distort the rankings of high quality universities with a light web presence, but argues that its data shows "global good agreement among rankings".

Among other well known rankings are G-Factor, which refines the Webometrics approach; the Times Higher Education Supplement-QS World University Rankings, which is largely based on a (relatively subjective) 'peer review' system and citations, and ranks more non-American universities among its Top 500, and the 2006 Newsweek Top 100 Global Universities ranking which used criteria from the Shanghai and Times Higher studies as well as the number of volumes in library holdings. Some others are not available in English.

South Africa in the world

World university rankings are dominated by institutions in wealthy countries, particularly in Europe and the United States. However, South African universities hold their own among many institutions in wealthy country and all middle-income and developing countries, and they dominate in Africa, according to the Academic Ranking of World Universities.

Four out of South Africa's 23 universities - or 17% of institutions - were placed in the Top 500 globally by the 2006 Academic Ranking of World Universities. The institutions are the University of Cape Town (ranked 252), University of the Witwatersrand (396), University of KwaZulu-Natal (470) and University of Pretoria (481). The only other ranked African institution was the University of Cairo in Egypt, which was placed 402 out of 500.
South Africa's highest ranking University of Cape Town is in good company at number 252. Among the cluster of five universities ranked below and above it are two British, two Spanish and two German universities, and one university each from New Zealand, Italy, the United States and Canada.

Comparing the ranking of South African universities with those in other, in several cases significantly more developed countries, our institutions are well positioned. In an article analysing a previous Academic Ranking of World Universities, scholars from the Institute of Higher Education at Shanghai Jiao Tong University pointed that while 42% of universities in the Top 500 were from Europe and 40% were from the Americas (overwhelmingly the United States), only 35 countries had institutions ranked in the Top 500 (Liu and Cheng 2005):

"It is worth noting that most of the top institutions are in developed countries, indicating the very importance of economic power in building world class universities."

According to a list of top institutions by country, extracted by Liu and Cheng (2005), only 11 countries had 10 or more institutions in the Top 500, and eight had between five and 10. Three countries – South Africa, Norway and Brazil – had four institutions in the Top 500. Among the 35 countries who had fewer institutions in the Top 500 than South Africa that year were Russia, Singapore, Mexico, New Zealand, Hungary, Ireland, India (despite having more than 8,000 universities), Argentina, Greece, Poland, Czech, Chile and Portugal.

Last year there were five universities from New Zealand in the Top 500 but none from Portugal, only two each again from Russia, Poland and Greece, and three from Hungary. From South America one Argentinian, one Chilean and four Brazilian universities appeared. India had two universities in the Top 500, and there were 18 from China, which has more than 1,000 institutions.

The point is that while South African universities may not rank alongside the very best in the United States and Europe – universities with enormous resources in the world's wealthiest countries – several of this country's 23 universities are rated as highly as respected institutions in the developed world, offering internationally recognised qualifications and strong research opportunities in a comfortable institutional environment.

South Africa in Africa

In all university ranking exercises, South African institutions rate the highest in Africa.

In the latest Webometrics Ranking of World Universities, which focuses on internet presence as an indicator of a wide range of academic activities, there are 10 South African universities in the top dozen in Africa and one university each from Egypt and Reunion (France). In the Top 25 of the Webometrics ranking there are 12 universities from South Africa, three from Egypt, two from Kenya and one each from Reunion, Tanzania, Zimbabwe, Senegal, Namibia, Mauritius, Morocco and Mozambique.

While it has been pointed out that the Webometrics system can distort the ratings of quality universities with a weak web presence, there is also reasonable correlation between this and other systems and it is the only comprehensive rating system to offer a breakdown for Africa. Thus the Africa list has some comparative value.
Researchers at the University of the Witwatersrand

South Africa's ranking exercise

A significant South African ranking exercise was conducted by the University of Pretoria's Professor Anastassios Pouris, and it investigates the disciplinary strengths and international standing of local universities by measuring their inclusion in the Top 1% of world institutions cited in the international scientific literature.

Arguing that citations of articles "are in many ways the currency of science and technology" and are used for evaluation purposes, Pouris (2006) interrogated the US's Essential Science Indicators (ESI) database of the Institute for Scientific Information. It provides information on the Top 1% of most cited institutions worldwide during the most recent 10 years, across 22 scientific fields (each field has a citation frequency threshold of 1%).

South Africa ranked 36 out of 147 countries whose universities made the ESI citation thresholds in scientific fields. Pouris (2006) identified six South African universities that were included to a certain extent in the Top 1% of the ESI: the Universities of Cape Town, Pretoria, Orange Free State, the Witwatersrand, KwaZulu-Natal and Stellenbosch.

They were identified in the Top 1% "to a certain extent" because the country's universities only had citation 'footprints' in nine of the 22 broad scientific disciplines: institutions have to qualify in all scientific fields to be listed in the database. (It should be noted that, in other earlier studies, institutions such as the small Rhodes University, have been found to have high publication rates per academic.)
Pouris (2006) generated a table showing the number of citations of South African universities that met the threshold requirements in the ESI's various scientific fields, providing figures only for disciplines in which the institutions met the thresholds. This provides a sense of the scientific strengths of the universities.

<table>
<thead>
<tr>
<th>Scientific field</th>
<th>Cape Town</th>
<th>Pretoria</th>
<th>Free State</th>
<th>Wits</th>
<th>Natal</th>
<th>Stellenbosch</th>
</tr>
</thead>
<tbody>
<tr>
<td>Biology and biochemistry</td>
<td>5,783</td>
<td>3,907</td>
<td>1,217</td>
<td>10,351</td>
<td>4,695</td>
<td>6,936</td>
</tr>
<tr>
<td>Chemistry</td>
<td></td>
<td>1,086</td>
<td>711</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical medicine</td>
<td>12,577</td>
<td>3,807</td>
<td>2,152</td>
<td></td>
<td>4,314</td>
<td>1,403</td>
</tr>
<tr>
<td>Engineering</td>
<td></td>
<td></td>
<td></td>
<td>3,597</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Environment-ecology</td>
<td>4,932</td>
<td>2,152</td>
<td></td>
<td></td>
<td>783</td>
<td></td>
</tr>
<tr>
<td>Geosciences</td>
<td></td>
<td></td>
<td></td>
<td>4,947</td>
<td>1,620</td>
<td>1,459</td>
</tr>
<tr>
<td>Materials science</td>
<td></td>
<td></td>
<td></td>
<td>4,633</td>
<td>1,266</td>
<td>300</td>
</tr>
<tr>
<td>Plant and animal</td>
<td>1,033</td>
<td></td>
<td></td>
<td>1,620</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Social sciences</td>
<td></td>
<td></td>
<td></td>
<td>1,266</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

The University of the Witwatersrand (Wits) met the thresholds in seven scientific fields, Cape Town in six fields, Pretoria and KwaZulu-Natal in four fields, and Stellenbosch and Orange Free State in two fields.

All six South African universities had a presence in clinical medicine, and in plant and animal science. Three institutions (Cape Town, Pretoria and KwaZulu-Natal) were listed in the field of environment and ecology, and three (Cape Town, Wits and KwaZulu-Natal) in the social sciences. Pretoria and Wits had a presence in engineering, and Cape Town and Wits in geosciences, while Cape Town was the only university that met the threshold in biology and biochemistry, and only Wits was listed for chemistry and for materials science.

Cape Town led in four fields (clinical medicine, biology and biochemistry, environment-ecology, and plant and animal science), as did Wits (chemistry, geosciences, social sciences and material sciences), while Pretoria was top in South Africa in engineering.

The study by Pouris found that the highest-ranked institutional disciplines in South Africa were: environment and ecology, in which the University of Cape Town was ranked 103 among all of the world's universities; geosciences, where Wits was ranked 166 worldwide; and plant and animal science, where Cape Town was ranked 188 and Pretoria 200 in the world. In engineering, Pretoria was ranked 573 and Wits 778 in the world.

It also revealed that while only the six named universities made the Top 1% threshold in certain fields, they by no means produced all of South Africa's internationally visible research in 2005. For instance, he found that Cape Town generated 41% of national citations in biology and biochemistry, that together Pretoria and Wits had 35% of the institutional share in national citations in engineering, and that together all six institutions produced 76% of South Africa's citations in clinical medicine.

Pouris argues that the ESI database is useful for assessing universities as it is neutral (produced by an independent organisation with no links to the institutions assessed), and that "it does not suffer from subjective indicator biases and the results are repeatable". The study findings, he adds, are valuable for South African higher education, and for science and technology development.

He concludes that there is a mismatch between disciplines in which South African universities excel internationally, and those identified as priority fields by the Department of Science and Technology, and urges the Government to identify institutions with "seed" expertise in particular fields "and support them to develop an international profile".

Science at the University of Pretoria

References


Ensuring quality in South African universities

South Africa has been developing a rigorous system of quality assurance for higher education since 2001, with a view to continuously assessing how universities protect and improve the quality of courses, qualifications and research and ensure minimum standards.

The national body responsible for assuring quality and standards is the Higher Education Quality Committee (HEQC) of the Council on Higher Education (CHE), a statutory advisory body to government. The HEQC operates in four areas of quality assurance, by:

- Accrediting programmes that meet minimum standards.
- Conducting national reviews of existing programmes.
- Carrying out institutional audits.
- Engaging in quality promotion and capacity development.

While previously universities shouldered full responsibility for the quality of the qualifications they offered under a system of internal and external peer review, during the past two decades many countries have created formal systems of external quality assurance in response to growing demand by governments for institutions to be held accountable.

In many countries, problems with quality unearthed during reviews by quality agencies can result in the withdrawal of public funding and of the right to offer particular qualifications. In South Africa, HEQC audits have forced the closure of some programmes in public and private institutions, and refusal to accredit the programmes of some private institutions.

Quality assurance in higher education is a complex and often controversial exercise. Writing in the Mail & Guardian, Dr Liz Lange, executive director of the HEQC, and Dr Mala Singh, CEO of the Council on Higher Education, argue that in South Africa:

"The challenge to the national quality assurance body was compounded by apartheid legacies of uneven quality across the higher education system, academic wariness about state regulation of quality and the entry of a range of private providers (some of whom were new to educational provision). The HEQC has approached its work on the basis that the achievement of good quality in all sectors of higher education is an essential part of transformation and restructuring of the sector." (Lange and Singh 2007)

The HEQC followed most other countries by adopting the principle that universities remain primarily responsible for quality assurance, and that it is "physically impossible" for agencies to investigate the quality of every course and qualification at every institution. In the words of Lange and Singh (2007):

"Institutions have to be vigilant about quality and ensure that appropriate systems are in place and functioning consistently. What external quality assurance agencies do, as is the case with the HEQC, is to validate the effectiveness of institutional systems for quality, based on self-evaluations which higher education institutions conduct and for which they provide a sample of evidence."

The role of the HEQC, in conducting audits of universities, is to provide external validation of the quality assurance systems and practices that universities claim to have in place, in self-evaluation reports that they prepare as part of their audit portfolios. These reports, and institutional visits by HEQC-appointed peers and experts, form the basis of quality audits that assess how effectively the quality management systems of a university operate in the core areas of teaching and learning, research and community engagement, against a set of audit criteria including:

- Fitness of purpose based on national goals, priorities and targets.
- Fitness for purpose in relation to a university's specified mission within a national framework that encompasses differentiation and diversity.
- Value for money judged in relation to the full range of higher education.
- Transformation in the sense of enhancing the capabilities of learners for personal development, as well as the requirements of social development, and economic and employment growth.

All audit reports must be approved by the HEQC board and are accessible on its website: www.che.ac.za/heqc/heqc.php. All universities are audited at least once within a six-year audit cycle that started in 2004. The HEQC is also responsible for promoting and building capacity in quality assurance, and accrediting higher education programmes.

References


Voting with their feet

Students from across Africa and the world rank South Africa and its universities highly as a study destination. A dozen years into democracy, the country has become the most popular place to study on the continent and is one of the Top 20 host nations for American students.

Many factors drive patterns of global student mobility, which has grown rapidly to become a visible outcome of the internationalisation of higher education and a reflection of ‘globalisation’. By 2003 there were 2.1 million international students attending higher education institutions worldwide. By 2025 their numbers are forecast to reach 7.2 million.

The benefits of study abroad are considerable, to students and to countries. For destination countries, the fees and living costs paid by foreign students are a form of foreign investment, and those who are charged fees higher than local students help to fund higher education. There are also advantages to home countries if students return as well qualified citizens with knowledge of and links to other countries, and may have picked up another language.

International students have enhanced South African campuses with their different cultures and experiences, and by adding new dimensions to teaching and learning. South Africa benefits from the financial investments that foreign students make, and from the international relations and links forged during their studies. The internationalisation of education is viewed as a valuable means of advancing communication and respect among people of different cultures, of developing scholarship, and of strengthening South Africa’s global position.

According to research by the British Council, student drive-factors include geographic region, historical connections between countries, language, the perceived quality of a country’s education and its accessibility, affordability and the ‘employability’ of qualifications obtained. Interestingly, growing numbers of students are opting to study in developing world countries.

South Africa is close geographically to many sub-Saharan African countries, uses English as the primary language of instruction, charges lower fees than developed nations and has a lower cost of living. It also boasts a large higher education sector that is accessible and offers internationally recognised qualifications.

The number of foreign students at South Africa’s 23 public universities grew from 12,600 in 1994 to nearly 54,000 in 2006, according to provisional Department of Education statistics. About a quarter of international students are postgraduates.

In 2006, two-thirds of foreign students were from Southern Africa Development Community (SADC) countries, 16% were from the rest of Africa and 14% were from the rest of the world. (There was no accurate information on 9% of international students).

While the number of international students soared from 1994, it is now growing slowly but steadily. South Africa might be settling into an ‘ideal’ proportion of foreign students, it might be attaining the limits of its potential to attract or accommodate these students, or foreign enrolments might be being constrained by the Government’s limiting of sector-wide student numbers.

Most international students are from neighbouring states where English is quite commonly spoken. Zimbabwe is the major ‘source’ country, sending 18% of all international students, followed by Namibia, Botswana, Lesotho and Swaziland.
Proportionately, the biggest growth in international student numbers in recent years has been from non-SADC African countries, as South Africa's reputation as a quality higher education provider has spread northwards: non-SADC African numbers nearly doubled in the past five years. Europe is the biggest 'rest of world' supplier, followed by Asia and North America.

<table>
<thead>
<tr>
<th>International students</th>
<th>by country or region in 2005</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Southern African Development Community</td>
</tr>
<tr>
<td>Angola</td>
<td>Botswana</td>
</tr>
<tr>
<td>Democratic Republic of Congo</td>
<td>Lesotho</td>
</tr>
<tr>
<td>Malawi</td>
<td>Mauritius</td>
</tr>
<tr>
<td>Mozambique</td>
<td>Namibia</td>
</tr>
<tr>
<td>Seychelles</td>
<td>Swaziland</td>
</tr>
<tr>
<td>Tanzania</td>
<td>Zambia</td>
</tr>
<tr>
<td>Zimbabwe</td>
<td>SADC total</td>
</tr>
</tbody>
</table>

| Rest of Africa         | 8,609 |
| Rest of the world      | 2,380 |
| Asia                   | 119 |
| Australia and Oceania  | 3,504 |
| Europe                 | 1,499 |
| North America          | 135 |
| South America          | 7,697 |
| Rest of the world total| 1,580 |
| Grand total            | 53,666 |

Statistics from the Department of Education for 2005 show that over a third of international students are enrolled on distance education courses through the University of South Africa, a proportion in line with other destination countries, for instance in Europe. The University of Cape Town had the highest number of foreign students at a 'contact' institution, and there were also high numbers attending large institutions such as the Universities of North-West, KwaZulu-Natal, and Pretoria, and Tshwane University of Technology.

In 2005 Rhodes University had the highest proportion of international students, with one in four (26.5%) of students from outside South Africa, followed by the University of Cape Town (22.4%). More than one in 10 students were foreign at the Universities of Fort Hare and Western Cape, while international students comprised more than 8% of students at the Universities of the Witwatersrand, Nelson Mandela Metropolitan and KwaZulu-Natal.

**Contributing to Africa’s skills base**

South Africa sees attracting students from the rest of Africa as a way of contributing to the continent’s human resource development and an African Renaissance, and helping to stem a crippling brain drain: the International Organisation for Migration has estimated that at least 20,000 qualified people leave Africa every year, an unaffordable loss for a continent that has a small skills base and has lost a third of all its professionals.

Many international students end up living in the country where they study, and the argument is that aside from receiving high level training, African students who choose South Africa as a study destination are more likely to remain on the continent than if they studied abroad.

SADC governments are encouraging regional student mobility through a 2002 agreement that earns students the right to be treated as home students across the region, paying the same fees as local students.

In South Africa, SADC students receive the same government subsidy as local students and are charged the same fees (plus a modest international levy). Several universities also charge home-level fees to students from the rest of Africa. South Africa is contributing to Africa’s human resource development by subsidising the studies of all SADC and many other African students. All international postgraduate students are charged home fees. Universities have also been encouraged to recruit academics from the rest of the Africa.

South African universities have established international offices to market their courses and support foreign students, and to encourage and coordinate international research and linkages. Information on institutions is widely available, including on the internet.

To remain a popular destination, in a global environment of increasing competition for international students, IEASA believes that South Africa will need to commit more resources to international recruitment, more vigorously market its courses and institutions, ease study visa processes, and finalise an international education policy framework that formalises, supports and advances international activities.
South African higher education has changed dramatically since the collapse of apartheid and advent of democracy in 1994. In the new landscape there are far more students of all races enrolled in fewer but larger universities that are of three distinct types and offer a full range of courses leading to internationally recognised qualifications.

There are three quarters of a million students attending 23 public universities in a higher education system that is the strongest and most diverse in Africa. More than 7% of students on South Africa's multi-cultural campuses are international: most are from other African countries but there are also thousands of students from Europe, the Americas and Asia.

Today, one in six young South Africans enter higher education. Student numbers have nearly doubled in the dozen years of democracy, to 735,000 in 2006. Major strides have been made in opening access to groups disadvantaged under apartheid, especially black and women students: the portion of black students has grown to three-quarters of the student body, and 55% of students are women.

South African universities are launching a major revamp financed by a Rb billion allocation from the Government, which will be used to refurbish buildings, construct new facilities, fund improvements to equipment and libraries, improve outputs and produce more science, engineering and technology graduates (Gower and Pretorius 2007).

All public universities conduct research, which feeds into teaching and is frequently aimed at tackling the challenges of the developing world, especially those of South Africa and Africa. There are nodes of world class research in many fields, concentrated in the country's top research universities. The Government is committing increased funding to research, and in 2009 spending on research and development will reach 1% of Gross Domestic Product.

The new landscape

South Africa built a strong higher education sector during the apartheid years, but race-based inequalities, duplications and inefficiencies were rife. There were separate institutions for different race groups, historically 'white' institutions were most favourably located and resourced and conducted almost all research, and there was a binary system featuring 'academic' universities and 'vocational' technikons (polytechnics).

The legacy was a divided higher education sector of uneven quality. Post-apartheid, higher education faced enormous challenges: primary among these were the needs to achieve greater equity, efficiency and effectiveness within institutions and across the system.

At the institutional level, universities needed to improve access to students of all races, to help build a new democracy and to become more responsive to the new society's needs. They were required to develop curricula that were locally relevant but also geared towards an increasingly competitive,

technological and knowledge-driven world, to produce scholars able to tackle South African problems, and to train the growing numbers of graduates essential to economic growth and development.

At the national level, the Government drove a radical restructuring of higher education to make it more focused, stronger and efficient. The binary divide was dismantled, and the number of institutions was cut from 36 to 23 through mergers and campus incorporations involving most institutions. No campuses were closed, so there remains as much higher education provision as there was before.

The new landscape comprises three types of institutions: 'traditional' research-focused universities, universities of technology, and new 'comprehensive' universities that combine academic and vocationally oriented education and are aimed at enhancing student access and expanding research opportunities and market responsiveness. There are:

- Eleven universities: eight of the old universities and three new ones created through mergers between universities. These are 'traditional' universities that offer bachelor degrees, with strong research capacity and high numbers of postgraduate students.
- Six universities of technology: two of the old technikons and three new institutions born out of mergers between technikons. These vocationally oriented institutions award higher certificates, diplomas and degrees in technology, and have 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, offering both bachelor and technology qualifications, and focusing on teaching but also conducting research and postgraduate study.

There are also new institutes of higher education being established in the two of nine South African provinces that previously had no provision: the Northern Cape National Institute for Higher Education, and the Mpumalanga National Institute for Higher Education.
Mergers of two or more institutions created some very big multi-campus universities. There are five with around 40,000 or more students: the Universities of Johannesburg, KwaZulu-Natal and Pretoria, Tshwane University of Technology and the distance University of South Africa, which in 2005 had 212,000 students.

**New generation universities**

Previously, more than two-thirds of students were at traditional universities. The new higher education landscape concentrates almost half of enrolments in 'comprehensive' universities – 'new generation' universities, as they are being called. South Africa has six new generation universities with a total of more than 300,000 students.

Comprehensive universities are unusual in the world of higher education. The South Africa-Norway Tertiary Education Development Fund is supporting research to "develop a new academic profile for this new entity", according to its director Trish Gibbon (Blaine 2007).

The project is interrogating how new generation universities might be defined and positioned in the hierarchy of institutions, and issues such as access, entrance requirements and how the different qualifications, curricula, and teaching and learning styles of these combined traditional and polytechnic-style institutions might coexist.

Outgoing vice-chancellor of the comprehensive Nelson Mandela Metropolitan University, Professor Rolf Stumpf, sees the new universities as covering the usual areas of teaching and learning, research and community service, "but under a broader integrated focus of serving society and more particularly their immediate communities". They would operate on a "far broader span of the knowledge continuum" than traditional universities, he wrote in the *Mail & Guardian* (Stumpf 2007), with curricula that breach the binary divide:

"The new generation university takes the inherent integrated nature of knowledge as its point of departure, rather than viewing knowledge as grouped into an incompatible or hierarchical categorisation.

"New generation universities would thus offer a far greater set of learning programmes, covering a wider spectrum of qualifications, such as certificates, diplomas and degrees and, in some areas, do so from the initial entry level up to the PhD level. One of the challenges facing new generation universities is to develop learning pathways or articulation mechanisms between career-oriented certificate and diploma programmes and professional and other degree programmes.

"This approach means that new generation universities offer both discipline-based and inter- and multi-disciplinary-based learning programmes. It means they are positioned to respond..."
easily to changes in the knowledge environment also, such as the emergence of new knowledge areas like business ethics.

"Research at new generation universities will be centred on problem-solving or user-inspired research, which relates to challenges faced by their constituent communities. The research of new generation universities is usually characterised by knowledge diffusion or technology transfer whereby the knowledge generated by researchers is infused into industry, business, government authorities or civil society."

Engagement characterises the internal and external relations of new generation universities, wrote Stumpf (2007), with service and experiential learning an important component of their educational delivery. Stakeholders such as government, business and civil society provide input into the strategic direction, research agendas, business and curricula of the new universities, which are also "typically networked to many other knowledge-based institutions" and highly performance-oriented.

"A new generation university is incompatible with the notion of the university as an insular 'ivory tower' – it is the opposite. It invites society into its institution on the basis of mutually beneficial partnerships."

It has been a number years since the new millennium restructuring of the higher education landscape created comprehensive universities, and today they are operational and offering an enormous range of higher education provision of different types at all levels to a large student population. The ability of new generation universities to forge a new identity and to become more than their constituent parts, as described by Rolf Stumpf, could make them a formidable force in higher education in the future.

The changing face of universities

The human face of South Africa's public universities has transformed during the past dozen years. Once rigidly reserved for different race groups, today's multi-campus institutions are multi-racial, multi-cultural and multi-lingual – though English is the primary language of instruction on all but a few campuses.

Students

Growing student numbers and improving access to higher education, especially for black people disadvantaged by apartheid, was seen by South Africa's democratic government as key to overcoming past inequities, creating a stable democracy and society, and producing the high level skills essential to drive economic growth and development.

Universities were required to throw open the doors of learning to many more students of all race groups in order to build a student body that more accurately reflected South Africa's demographic make-up, and to transform campuses and cultures to become less alienating to students from diverse backgrounds.

South African higher education has made huge strides towards expanding and transforming its student population. Student numbers nearly doubled in a dozen years, from 473,000 in 1993 to 735,000. In 1993, nearly half of all students were white while 40% were African, 6% were coloured (mixed race) and 7% were Indian. By 2005 the portion of white students had shrunk to 25% and the African share had grown to 61%, with the proportion of coloured and Indian students rising to 14%.

<table>
<thead>
<tr>
<th>Year</th>
<th>African</th>
<th>Coloured</th>
<th>Indian</th>
<th>White</th>
</tr>
</thead>
<tbody>
<tr>
<td>1993</td>
<td>40%</td>
<td>6%</td>
<td>7%</td>
<td>47%</td>
</tr>
<tr>
<td>1997</td>
<td>58%</td>
<td>5%</td>
<td>7%</td>
<td>31%</td>
</tr>
<tr>
<td>2001</td>
<td>61%</td>
<td>5%</td>
<td>7%</td>
<td>27%</td>
</tr>
<tr>
<td>2005</td>
<td>61%</td>
<td>6%</td>
<td>8%</td>
<td>25%</td>
</tr>
</tbody>
</table>

A different picture emerges, however, from figures reflecting the proportions of young people from different race groups who enter higher education: while 60% of white and 51% of Indian school leavers access universities, the participation rate among coloured people between 20 and 24 years old is 13% and for Africans it is 12%. The primary reason for this disparity is the sub-standard schooling that most poor African children receive.

Access to universities by hundreds of thousands of poor black students has been enabled by the government-funded National Student Financial Aid Scheme, which currently supports 110,000 poor students (compared with 86,000 five years ago). In 2007 the Scheme will spend R1.6 billion providing needy students with bursaries and loans. Student loans are recovered through the tax system once graduates are employed.
To open access to needy students, most universities have devised alternative admission processes that select educationally disadvantaged students on the basis of their academic potential rather than their performance in national school leaving exams. Many institutions have also introduced academic development and 'bridging' programmes that help students to overcome poor schooling and to cope with learning in a second language, usually English.

Graduates
The number of graduates produced annually by South African universities has been steadily growing, from 74,000 in 1994 to more than 120,000 in 2005. There have been successful efforts to produce more of the kind of graduates the economy needs, especially in the fields of science, engineering and technology, which now enrol more than a quarter of all students.

However only 15% of students graduate each year, far fewer than the Government's benchmark of 25%, and there is concern about a continuing high drop-out rate of 50%, especially among black students. While there are more African than white graduates – in 2005 their numbers were 66,600 and 38,200 respectively – graduation rates are lower among African students, many of who are from sub-standard schools and so battle to cope with higher education, and from poor families and so endure financial difficulties even if they receive bursaries or loans.

One way of trying to reduce drop-out rates is to ensure that the 'right' students are admitted. A National Senior Certificate, or equivalent school leaving qualification, is the minimum requirement for admission to higher education, and to enter a degree a student also needs a matriculation endorsement (university level pass). Universities also have their own selection procedures that include points rating systems based on school results, questionnaires, and interviews to select appropriate students, while academic departments often require students to have performed well in subjects appropriate to their study field.

Higher Education South Africa (HESA), the body representing university vice-chancellors, is developing national benchmark tests to help universities select students who are most likely to succeed at academic study, and to measure how well a new national school curriculum prepares youngsters for higher education. According to Dr Duma Malaza, the head of HESA:

"Benchmark tests are one measure being put in place by higher education to nationally map out the developmental strengths and weaknesses of incoming students in areas that are critical to academic success... By using the benchmark test results to address the developmental needs of students early on, students will obviously have a greater chance of succeeding in their studies. The tests will provide an effective means of contributing to improving the numbers of students who finish their degree courses." (Blaine 2006a)

As with the Scholastic Aptitude Test in the United States, the South African tests will measure academic literacy, quantitative literacy and skill in mathematics. It will be a few years before universities decide whether to use the tests for admissions; if they do, prospective students who apply to several institutions, will need to only write one test – and hopefully universities will be better able to select the students most likely to succeed.

Staff
The qualification levels of South Africa's more than 15,000 academics are steadily rising. Efforts to transform the profile of university staff have been slower than among students, but there has been a gradual increase in the proportion of black and woman academics. In 2005, 63% of academics were white and 42% were women (although female scholars were concentrated among the lower ranks). The figures were slightly more positive among executive and professional university support staff: while 44% of all staff were white, 38% were African, 8% were Indian and 5% were coloured.
It has been difficult for universities to attract and retain (especially black) scholars, against stiff competition from the higher paying public and private sectors, and amid complaints of a still 'western' oriented institutional and academic culture. However, there are programmes underway to train a new generation of scholars, and the pool of potential candidates has been expanding along with postgraduate numbers.

**Funding and managing universities**

Higher education receives around 2.6% of total government spending, a commitment that compares favourably with other developing countries. However, for many years university funding declined in real terms (institutions compensated by raising tuition fees) and student numbers grew while staff numbers remained static, placing strain on the system.

Now South African higher education is set for a boost. The Government is upping funding levels, and in 2007 again raised its allocation to student bursaries and loans as well as announcing its R5.95 billion commitment to universities for infrastructural development. It has also upped funding for research.

This 'physical renaissance' will be used to construct new buildings and refurbish older ones, improve teaching and learning resources and library facilities, improve graduate outputs and produce more science, engineering and technology graduates. Writing in the *Mail & Guardian's* Higher Learning supplement, Primarashni Gower and Cornia Pretorius (2007) point out that:

"This is the first major government allocation to institutions in the past 30 years. There was no major infrastructure investment in the sector 20 years prior to the demise of apartheid, or during the first 10 years of democracy when the new education department was finding its feet. The sector creaked under pressure to increase student enrolment, with inadequate facilities to support this growth."

Education Minister Naledi Pandor told Higher Learning that R2.1 billion had been allocated up to 2007 to support direct, recapitalisation and infrastructure costs of merged institutions, and to alleviate the debt of some universities. The remaining R3.9 billion will be allocated by 2010, to be used by universities according to their needs, "with a bias towards historically black universities, with the objective of upgrading facilities so that disparities in learning, teaching and research facilities are ironed out" (Gower and Pretorius 2007).

Higher education has three primary sources of funding: about half is from government, about a quarter from student fees, and the rest is generated through donations and entrepreneurial activities. A new funding system has been introduced, linking funding to national policy goals and to the performance of universities. Funding allocations to universities are based on: research graduates and publication outputs; teaching outputs weighted by qualification level; student numbers weighted by study fields and course levels; and redress for institutions that have high numbers of poor students or are small. The Government, concerned about the rising cost to the Treasury of a growing student population, now limits student numbers.
Further education and training

South Africa’s further education and training (FET) sector is also being revamped, to raise quality and to tackle a skills shortage that is hampering economic growth. FET colleges enrol around 400,000 students – and the Government wants the number doubled in five years.

The FET system has been restructured through mergers between 152 technical colleges to create 50 new multi-campus public colleges across the country offering vocationally oriented training that is closely linked to industry requirements and the world of work. There are also scores of private colleges, which need to register with and be accredited by the Government.

The Government has committed R2 billion to the modernisation and development of FET, aiming among other things to create a vibrant, accessible and high quality sector that imparts the kind of skills and knowledge needed by South Africans to be productive and to keep abreast with modern technology, that meets the country’s pressing human resource needs, encourages lifelong learning and contributes towards development.

FET now covers technical education at the senior school and post-school levels. Many youngsters prefer vocationally-oriented education, and not all study the subjects required or achieve the results needed to secure a university place. FET colleges are spread through the country, in urban and rural areas, and so are accessible to many (including mature) students, and are crucial to efforts to encourage lifelong learning.

The Department of Education has thrown its weight behind the Joint Initiative for Priority Skills Development, which involves universities, the FET sector and several government departments in initiatives aimed at unblocking obstacles to skills acquisition and producing more scarce and priority skills in the shortest possible time.

New FET legislation will, among other things, enable state funding of both public and private college programmes, to encourage the rapid development of specific skills. The Government wants further and higher education to work closely with each other to ensure easier transition from schools to colleges and universities. It has also pumped money into a new bursary scheme for college students, which is being administered by the National Student Financial Aid Scheme and will provide bursaries for up to 25,000 FET students from 2007.

In recent years there have been major initiatives aimed at improving the quality, relevance and effectiveness of higher education. A quality assurance system was introduced in 2004. Curriculum transformation efforts have been directed at producing skills the economy needs, creating a National Qualifications Framework, enabling flexible learning, and encouraging more inter-disciplinary, relevant, outcomes-based curricula. Higher education is now based on learning programmes that drive the new funding formula.

Universities submit institutional plans to the Department of

Education, which determines the appropriate programme mix for every institution based on its current profile, relevance to regional and national priorities, its capacity to take on new programmes, and the need to avoid duplication between institutions. An Academic Policy is being introduced.

Research

South Africa’s research base is strong and diverse, and the largest in Africa. Thousands of scholars are conducting research that is helping to strengthen the economy and drive development, solve South Africa’s many challenges, serve the needs of all its people, or to advance knowledge generally.

During the 1990s, government spending was directed towards urgent post-apartheid needs and research funding declined. This alarming trend was reversed as South Africa entered the new millennium, with both the Government and private sector pumping money into research and development (R&D).

In his 2007 budget, Finance Minister Trevor Manuel wrote that South Africa’s R&D “capacity has been strengthened in the past five years through targeted investments to our science councils and universities.” He announced a further injection of R1.2 billion for science and technology, including R95 million to provide low-cost broadband to the academic community.

South Africa is bidding to host the world’s largest telescope, and is on the shortlist with China, Australia and Argentina. Of the R1.2 billion funding boost, R500 million is earmarked for this Square Kilometre Array (SKA), contingent on South Africa winning the bid in 2008. If it does, the country “will attract a billion Euro investment and one of the most ambitious science projects ever,” says Dr Bernie Fanaroff, SKA project manager (Joubert 2007). Meanwhile, the country will build the Karoo Array Telescope where it hopes to site the SKA.

Annual national R&D gross expenditure has risen to R14 billion, according to first results from the 2005-06 National Survey of Research and Experimental Development of the Department of Science and Technology (DST) – a rise of around 17% or R2 billion over the previous year. As a result, R&D spending rose to 0.91% of GDP, up from 0.87% the year before “representing a new high of R&D research intensity in the country”.

University of the Witwatersrand
"If the level of growth of R&D expenditure in relation to GDP is maintained we are confident that the target of attaining a national level of R&D expenditure equivalent to 1% of GDP by 2008-09 will be attainable. South Africa's R&D expenditure as a percentage of GDP is slightly less than that of Hungary for 2005 (0.94%) and is more than that of Portugal (0.81%) but lags far behind the leading European Union countries such as Sweden (3.86%) and Finland (3.48%). The level for Brazil is 1%, while that for Russia is around 1.1%."(DST 2007)

The number of R&D personnel in South Africa rose to 39,000 in 2005-06, up by 2,000 on the previous year. The number of full-time equivalent researchers, excluding doctoral students, is 22,405. Research in the business sector continues to grow, following the introduction of a R&D tax incentive that allows companies to deduct 150% of R&D.

"While we are pleased to note the increased availability of R&D personnel there is no room for complacency in regard to this prized resource. Skilled people are the most important inputs to the national system of innovation and the Department is committed to ensuring that an adequate supply of skilled human resources with a penchant for doing R&D is developed in the country so that they can contribute to further growth and stability of the South African R&D base."(DST 2007)

Universities and the government sector (including the science councils) conduct around 20% each of all research, while the business sector undertakes 59%, a proportion that the DST "compares favourably" to levels in European Union countries (63%).

South Africa's output of high level research, measured by the publication of papers per full-time equivalent academic, "shows a disturbing decreasing trend since 1997" (De Villiers and Steyn 2007). There have been major efforts to reverse the decline in research output through, among other things, scholarships for postgraduate students and research chairs.

There has been a dramatic rise in postgraduate enrolments since 1995, from 70,000 to more than 115,000. Nearly half of all research is in engineering or natural sciences, followed by medical and health sciences. In 2005 South Africa launched its first six research Centres of Excellence, which pull together existing resources to enable researchers to collaborate across disciplines and institutions on long-term projects that are locally relevant and internationally competitive. More centres will be established in the coming years.

<table>
<thead>
<tr>
<th>Key research and development indicators, 2005-06</th>
<th>Value</th>
</tr>
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<tbody>
<tr>
<td>Gross domestic expenditure on R&amp;D – GERD (Rand millions)</td>
<td>R14 billion</td>
</tr>
<tr>
<td>GERD as a percentage of Gross Domestic Product</td>
<td>0.91</td>
</tr>
<tr>
<td>Total R&amp;D personnel (headcount)</td>
<td>39,000</td>
</tr>
<tr>
<td>Total researchers (full-time equivalent, excluding PhD students)</td>
<td>22,405</td>
</tr>
</tbody>
</table>

Source: Department of Science and Technology 2007.
The Government has allocated R200 million to the South African Research Chairs Initiative, which is aimed at attracting world class researchers to universities. Sue Blaine (2006b) reports that the aim is to create 56 research chairs by 2008, and 210 by 2010, and quotes Science and Technology Minister Mosibudi Mangena as saying:

"Apart from generating new knowledge and increasing research outputs in patents and publications, they (the scientists) are to train PhD and Masters students and attend to the fault-lines we have long identified in our system. We have been complaining for some time about the decline in output in scientific activity in South Africa, and obviously you can only do something about it if you get more people to do research."

Conclusions

There are many challenges facing South African higher education, among them uneven quality across the sector, high student drop out rates, the need to attract and retain more high level (especially black and women) academics and managers, and the need to produce ever more graduates in fields that South Africa's growing economy urgently needs. But the country's strong higher education system has emerged from major post-apartheid transformation to become more efficient, equitable and effective.

In a dozen years, among other things, the number of student numbers have almost doubled, three-quarters of all students are black, higher education has been restructured, new funding and quality assurance systems have been put in place, and universities have become more receptive and relevant to the needs of South Africa and all its people. With the Government increasingly committed to funding and improving universities and research, the future for higher education in South Africa looks bright.

References


Small but vibrant

South Africa has a private higher education sector that is small compared to the public sector in terms of student numbers but comprises nearly 80 institutions, ranging from fair-sized universities offering 'traditional' degrees to colleges with limited numbers of students enrolled on courses in niche areas such as theology, the arts, business and computing.

Most for-profit colleges, both local and foreign-based, were established during the 1990s in response to growing demand for tertiary level study, and especially for short, flexible market-related courses and for distance education. There were also perceptions of instability and declining quality in public institutions, which were undergoing post-apartheid transformation.

Lack of regulation enabled a burgeoning of private institutions. In 1996 it was estimated that some 150,000 students were enrolled in hundreds of private colleges — although most of them offered further education certificates and diplomas — and reports of growing numbers of fly-by-night colleges.

The Department of Education became concerned on several fronts. Many for-profit institutions lacked resources and offered education of dubious quality. Officials were also worried about qualifications 'upward creep' that was distorting the value of degrees, and that private colleges were offering a narrow range of courses and 'cherry picking' in-demand courses such as business, marketing, information technology and MBAs.

The Government responded with national policies and legislation, and set up quality assurance and accreditation processes aimed at regulating the sector, run by the Higher Education Quality Committee of the statutory Council on Higher Education (CHE).

Today all private institutions are obliged to participate in these processes, and can only offer courses if they are granted registration by the Department of Education. Institutions that receive conditional accreditation have six months to comply with conditions attached by the Department, and those that do not comply (or do not participate in the process) must close.

In a 2003 report, 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 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."

There is now stability in South African private higher education. In mid-2007 there were 76 private higher education institutions registered with the Department, and six that were provisionally registered. Many of them also offer approved courses in further education, which is also being regulated by the Department.

Although private providers submit information to the Department, there is still some confusion about how many students there are in higher and further education colleges. It has been estimated, however, that only around 20,000 students are enrolled in private higher education, or less than 3% of all higher education students.

There is great variety in the size, focus and range of programmes among the 76 registered for-profit universities and colleges, although most are in urban areas. Most are local — following the withdrawal of many foreign-owned institutions during the registration process — and many attract middle class students onto courses that are high quality and are market-related and well rated by employers. Some offer contact education leading to qualifications offered by the distance education University of South Africa.

Some, such as Damelin Education Group and the Independent Institute of Education, have colleges around the country that provide a range of certificate, diploma and degree courses across several subject fields.

Midrand Campus in Gauteng is set up as a 'traditional' university and offers advanced certificates and diplomas as well as bachelor degrees in popular fields such as public relations, business administration, graphic design, eco-tourism and computer science. Monash University in Australia has a campus in Johannesburg providing arts and commerce degrees with some postgraduate provision.

But the vast majority of registered private colleges are small and focused and offer courses in areas such as theology, beauty, alternative therapies, commercial arts, media and marketing, business and management, information technology and tourism.

Shelly Kjonstad
South Africa's involvement in Africa has increased dramatically in the past decade. During the 1990s President Thabo Mbeki articulated the vision of an African Renaissance, and in the new millennium South Africa helped to drive the processes of setting up the continent-wide African Union, its development arm the New Partnership for Africa's Development (NEPAD), an African Parliament and an African peacekeeping force.

Once democracy ended international sanctions and the involvement of African countries in the anti-apartheid movement, South African business interest also headed northwards. According to the database of Who Owns Whom Inc, just 49 of the hundreds of South African companies now operating through Africa have 537 investments in 27 countries and employ more than 92,000 people (Blaine 2007). South Africa has become Africa's biggest investor.

In higher education, universities have forged partnerships and collaborations with many of their counterparts in other African countries, and South African academics are involved in a myriad research projects and educational programmes with African scholars. South African universities are also actively involved in regional and continental associations that are leading a movement towards the revitalisation of Africa's universities.

There appears to be no coherent effort to keep track of the involvement of universities in the rest of Africa. But in 2004 the national Department of Education produced a draft code of conduct outlining the responsibilities of South African universities working in Africa and Minister of Education, Naledi Pandor, has called on university associations to develop the code as a framework guiding tertiary collaboration and development across the continent.

A global campaign is underway supporting a revival of African universities through greater political and financial commitment from governments, international organisations and donor agencies, driven by conviction that higher education and research is critical to development. In the words of Professor Njabulo Ndebele, vice-chancellor of the University of Cape Town:

"The fundamental role of higher education in the development of the region and in its constituent nations is now fully accepted. Indeed, this is part of an historic trend across the entire African continent." (SARUA 2007)

Ndebele is also President of the Association of African Universities and of the Southern African Regional Universities Association, university bodies that are tasked with driving and coordinating the rejuvenation of African higher education.

The decline of African universities

Universities evolved in parts of Africa around the same time as those in Europe and elsewhere, but a range of factors combined to stall their development, especially during late colonialism and in recent decades under post-independence governments.

Professor Mahmood Mamdani, a leading African scholar and professor of government at Columbia University in New York, has charted the post-independence boom, and then decline, of universities in Africa (Mamdani 2006). He describes two colonial periods, with a "sharp contrast between the emphasis on higher education in the early and robust colonialism, the period of direct rule, and its near boycott in the period of indirect rule that followed the upsurge of anti-colonial resistance in the mid-19th century" (MacGregor 2006).

The colonies that suffered the most were those that were colonised last, in the early 20th century: the colonies of middle Africa, which could boast only a handful of graduates by independence during the 1960s. Higher education in middle Africa, according to Mamdani (2006), only "began in any meaningful sense with independence, not colonialism".

Higher education experienced a brief boom following the liberation of African countries from colonial rule, especially during the 1960s and 1970s. Many governments pumped investment into new and existing universities: while colonial Nigeria, for instance, had one university with 1,000 students in 1961, 30 years later it had 41 universities with 131,000 students.

But from the 1970s problems beset African universities, ranging from lack of historical vision and failure to 'decolonise' curricula to nationalist governments who attacked universities as hotbeds of criticism and slashed their funding, international policies that prioritised primary education, a massive brain drain and growing demand for university education, which placed pressures on facilities and staff. As Tume Ahemba describes:

"From Nigeria and Côte d'Ivoire to Kenya and Uganda, crumbling faculties and campuses, overcrowded lecture halls and hostels and depleted libraries and laboratories bear sad witness to chronic shortages of funding and investment. And the prospect of better salaries abroad is luring away talented teaching staff and dragging down the academic standards of the continent's once renowned alma maters." (Ahemba 2006)

Only South Africa, with its different politics and development patterns, escaped this trend.
A revival of African universities

Prospects for higher education began to improve a few years ago when the Association of African Universities (AAU), which has nearly 200 members in 45 countries, the 500-member Association of Commonwealth Universities (ACU) and South African vice-chancellors began campaigning hard for a revival of universities.

The AAU was responding to a range of developments across Africa that, in the words of its secretary-general Professor Akilagpa Sawyer, were "beginning to coalesce and reinforce each other, creating a momentum which is bigger than the sum of their parts" (MacGregor 2005b). According to Sawyer (2006) these included:

- The consolidation of democracy across Africa.
- A broad state revival and the contribution of strengthened economies to that revival.
- Increasing realisation by Africa's leaders of the central role of higher education in promoting economic growth and social development.
- National strategies for the development of scientific and technological capacity.
- Supra-national collaboration, in particular with other southern hemisphere partners.
- Significant potential international support for Africa's development.

There was growing recognition by Africa's political leadership "of the indispensable place of a revitalised and reoriented higher education system" in development, and for the first time the African Union identified higher education as a focus area in its Framework of Action (Sawyer 2006).

The AAU restructured its Secretariat and drafted a new agenda and strategic objectives that would enable it to play a weightier role in African higher education by supporting pan-African collaboration and development in key areas like curricula, quality assurance, leadership and policy, strengthening information and technology access by universities, and by advocating African higher education internationally. Its constitution was changed to allow wider membership, and to accommodate sub-regional chapters.

In 2005, at the AAU's 11th four-yearly conference held in Cape Town, Thabo Mbeki called on universities to raise their voice on the continental stage, to actively assist development and to respond to unprecedented support from developed countries (MacGregor 2005a).

The South African president outlined three major challenges faced by universities. The first was to analyse problems and offer practical solutions. The second was to set up centres to measure progress in key areas such as democracy, peace, stability, human rights and development. And the third was to support socio-economic development on a continent that "now speaks with one voice" about Africa's pressing needs.

He expressed concern at the continued export of human and capital resources to the developed world and the marginalisation of Africa by globalisation, and challenged scholars to draw on insights from non-Western educational traditions, to embrace an African world-view, 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."

Education Minister, Naledi Pandor, promised South Africa's full support for the AAU's work while ensuring that its relationships with African institutions were equal partnerships motivated by mutual benefit. South Africa's Council on Higher Education is providing support and expertise to developing quality assurance systems for African universities. The AAU conference also saw the launch of the Southern African Regional Universities Association (SARUA), and the election of Ndebele as President of the AAU and chair of SARUA.

The Commission for Africa and the G8

Parallel to these developments, then British Prime Minister Tony Blair's Commission for Africa was underway. The AAU, ACU and South African vice-chancellors developed a 10-year partnership programme, "Renewing the Universities", which informed the Commission, whose report (as well as the G8 summit at Gleneagles in Scotland in 2005) acknowledged the crucial role of higher education in development and called for international support for a revival of universities.

The Commission for Africa report (2005) described many of Africa's universities as "in a state of crisis", lacking physical infrastructure such as internet access, books, laboratories, equipment and classrooms. Unattractive conditions were fuelling Africa's brain drain and along with HIV-AIDS were depleting university staff, while demand for higher education was soaring. As a result, the research capacity of institutions had declined. Among its recommendations were for the international community to commit:
The Commission argued that stronger universities could "improve the accountability of governments and build participation and citizenship", and generate "independent research and analysis that supports the vibrant debate that can greatly improve the effectiveness of government policy and other services". Universities were also critical to tackling a chronic skills shortage on a continent that loses many if not most of its scholars to migration:

"Africa's universities ought to be the breeding ground for the skilled individuals whom the continent needs. There is a particular shortage in the science skills that are fundamental to addressing Africa's problems. Africa needs higher education and research institutes that attract students, researchers and teachers to study and work in Africa - at present there are more African scientists and engineers working in the US than in Africa. A long term programme of investment is needed, both to revitalize African universities and to support the development of centres of excellence in science, engineering and technology, including African institutes of technology."

The Commission highlighted the need for specific action to strengthen science, engineering and technological capacity, pointing out that 60% of Africa's total spending on research was in South Africa, that there were some areas "where there is virtually no science at all", and that the science gap between Africa and the rest of the world was widening. It called for the creation of 30 regional centres of scientific excellence that could act as "springboards" for developing scientific capacity:

"Scientific skills and knowledge enable countries to find their own solutions to their own problems, and bring about step-changes in areas from health, water supply, sanitation and energy to the new challenges of urbanisation and climate change. And, critically, they unlock the potential of innovation and technology to accelerate economic growth, and enter the global economy."

There have since been consultations on higher education involving Africa's political and educational leaders, including the AU and Nepad, and programmes are being developed and implemented to turn a revival into reality. Major funding commitments have been made (although they have fallen short of the Commission for Africa's calls), including by developed countries and US foundations.

**A Southern African revival**

South Africa is home to the Southern African Regional Universities Association. The first regional chapter of the AAU, it was founded in February 2005 to represent the leaders of public universities in the 14 countries of the Southern African Development Community (SADC). Today SARUA has a membership base of 58 public universities.

SARUA aims to do two crucial things that are in line with the SADC Protocol on Education, and AU and Nepad ideals (SARUA 2007): to address the capacity and research needs of SADC universities; and to tackle the development priorities of the region. Greater regional integration is a goal of SADC states, and SARUA is working to "stimulate such integration in the higher education sphere, and through it into the general socio-economic development of the region as a whole (SARUA 2007). In the words of Chief Executive, Piyushi Kotecha:

"A successful SARUA will mean that students and staff could circulate more freely throughout the region, and in the process kindle a cultural and intellectual infusion of different kinds of knowledge from different origins. A successful SARUA will also have implications for the internal governance of nation states within the region. It will impinge upon a country's immigration laws and its information technology networks, to mention but a few. What will be essential for SARUA to achieve – in fact, this is how its success will be measured – is a strong sense of collective leadership bound by a common vision that sees higher education not only as a catalyst for national economic development, but also for broader regional development."

SARUA's first job has been to conduct a baseline survey of all universities in the region, to collect detailed information on higher education in the 14 countries of SADC and to identify challenges and opportunities facing universities and governments "that can assist in the development of national and regional strategies to strengthen higher education".
Following consultation with SADC vice-chancellors that generated an extensive range of potential activities for the Association, it has settled on four programmes that are in line with its broad aims and tackle areas of critical need for higher education. According to SARUA (2007) these are:

**Institutional governance and leadership.** SARUA is instituting training and support in key areas such as research development, human resource policy, institutional planning, leadership development, and financial and resource management. "Participants will form the basis of an increasingly powerful regional leadership and management network".

**Information and communication technology (ICT).** ICT should underpin technology innovation, research, communication and the development of the knowledge economy, but in most SADC states ICT resources are "poor or virtually non-existent" with 80% of sub-Saharan universities inadequately connected. SARUA's ICT programme "rests on three pillars: connectivity, management, and open access" and is working with specialist organisations to improve ICT management capacity, expand access to high-speed bandwidth and establish National Research and Education Networks.

**Training and retaining scholars.** SARUA is identifying and forging partnerships with important science and technology and other initiatives in Africa, and with capacity development structures, to meet the fundamental needs to: encourage new (especially women) scientists; retain and support leading African scientists; improve the quality and quantity of science and scientific publications; and build a vibrant knowledge economy in Southern Africa.

**The HIV-AIDS pandemic.**

Southern Africa and its universities are hard hit by HIV-AIDS, which is affecting student and staff populations and impacting on the ability to meet demands for graduates. SARUA is drawing on work already done by universities to: consolidate best practice and develop innovative approaches to HIV-AIDS management that "secure institutional stability and growth"; and to encourage HIV-AIDS research, policy development and management.

In May 2007 SARUA adopted a programme of action to take forward its goals, including the regional study of higher education, a study and conference on open access for universities, an assessment and industry-universities roundtable on engineering infrastructure and curricula, a baseline study on governance leadership and management, research into a science and technology framework for SARUA, an HIV-AIDS monitoring and evaluation framework for institutions, and the development of the SARUA website.

In ways ranging from collaborative research and scientific consultancy to international advocacy and the training of African students, South African universities are increasingly contributing to African higher education, while the Government is heavily involved through the AU, NEPAD and other organisations in Africa-wide governance and development that is also helping to drive a revitalisation of universities. As Njabulo Ndebele has stated:

"We have a common goal to establish higher education as a basis for integrated regional development. Higher education is a pivotal instrument in achieving growth, stability, good governance, and an expanded quality of life for all the region's citizens."

**References**


Useful information for international students

South Africa's 23 public universities are located around the country and offer thousands of courses across all study fields leading to national certificates, diplomas, undergraduate or postgraduate degrees.

Public universities, universities of technology and comprehensive universities have multi-cultural campuses that are well resourced and alive with academic and research opportunities as well as extra-curricula activities ranging from sports and societies to pubs 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 student services and play an important role in institutional governance. Most campuses also operate voluntary or academically related community programmes that enable students to engage with local people outside of the university and that play a role in South Africa's development.

Qualifications

South African university qualifications are internationally recognised.

The most basic qualification at traditional universities is the Bachelor degree, followed by Honours, Masters and Doctoral degrees, although some courses offer certificates and diplomas. Bachelor degrees such as the BA, BCom, BSc or BSoCSc take three years to complete, while career focused degrees such as the BEng and BA (Ed) take four years and others, for instance medicine or architecture, take longer. Honours degrees, which require a Bachelor 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.

Application requirements to study in South Africa

How to apply for a study permit and visa

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

The South African High Commission, Embassy or Consulate in your country of residence issues a visa so that you may proceed to South Africa. At your ‘port of entry’ (for example, Durban International Airport, OR Tambo 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 requirements for an application for a study permit are:

- An official letter from the university confirming provisional acceptance at the university and the duration of the course.
- Medical and radiological reports (less than six months old).
- Yellow fever vaccination 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 costs.
- 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 permit applications can be viewed at: www.ukzn.ac.za/leasa.

Entrance requirements

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

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

Go to www.he-enrol.ac.za, click on 'Matriculation Board' and then on 'Foreign qualifications'. 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 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**

**Health insurance**

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

**Ingwe Health Plan medical cover**

Ingwe has many years of expertise in healthcare administration and funding, and is endorsed by IEASA. Ingwe's student plan offers appropriate private healthcare cover to international students, has low premiums and has comprehensive benefits including:

- Private 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.

There are two options:

**Hospital Plus**

For students wanting affordable health care. The plan offers unlimited private hospitalisation and allows students to choose between network providers or own providers to cover certain of their out-of-hospital health care.

**Capitation**

This is a cost-effective option for students who require more out-of-hospital benefits. Students select one of Ingwe's preferred provider networks for the management of their day-to-day medical services. Additional benefits are available to provide for specialist consultations and treatment required. Additional benefits include:

- Free access to the Go! Health Rewards Programme.
- Free emergency bag for all students who join the option for seven months or longer.
- Free access to 24-hour toll-free health advice.
- Unlimited ambulance services including emergency evacuation through Netcare 911.
- Comprehensive HIV Wellness Programme.

Medical cover is a complex matter. Ingwe appreciates 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 website for more information and contact details.

**Ingwe Health Plan**

Private Bag X150
Halfway House 1685
South Africa

**Important numbers**

Customer care: 0860 102 493
Pre-authorisation: 0800 002 449
Go! Health: 0861 200 100
Tel: +27 (0)12 671 8911 (switchboard)
Fax: +27 (0)12 673 2874
E-mail: marketing@ingwehealth.co.za
Website: www.ingwehealth.co.za

**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 millions of 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 United States. South Africa requires entry visas from travelers from some countries, which must be obtained in a visitor's home country from the local or the nearest South African embassy or mission.

**General**

Time: GMT +2 (+1 in northern hemisphere summer)
South Africa country dialling code: 27
Electricity: 220-230V, 50Hz
Weights and measures: Metric
The second section of Study South Africa comprises profiles of all of South Africa’s 23 public universities.

The profiles are of varying length, and have been written by the universities themselves. They provide basic information about institutions, but all universities have their own websites which can be consulted for details of academic programmes and student services on offer. Website, e-mail and postal addresses, and telephone and fax numbers, are provided.
1. University of Cape Town
2. University of the Western Cape
3. Cape Peninsula University of Technology
4. University of Stellenbosch
5. Nelson Mandela Metropolitan University
6. Rhodes University
7. University of Fort Hare
8. Walter Sisulu University
9. University of KwaZulu-Natal
10. Durban University of Technology
11. Mangosuthu Technikon
12. University of Zululand
13. University of the Free State
14. Central University of Technology
15. Vaal University of Technology
16. North-West University
17. University of the Witwatersrand
18. University of Johannesburg
19. University of Pretoria
20. Tshwane University of Technology
21. University of South Africa
22. University of Limpopo
23. University of Venda
Nelson Mandela Metropolitan University
Office for International Education
Africa's unique study address
Excellent teaching, a vibrant community

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. It is the largest higher education institution in the Eastern and Southern Cape, with some 20,000 students enrolled.

The University aims to meet the demand for high quality education that is responsive to the region's and South Africa's needs, and 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.

We are connected

... to the history of South Africa, named as we are after one of the icons of the struggle for freedom and democracy and located in a region which was the cradle of that struggle.

We are connected

... to the natural environment, located in a nature reserve and on the edge of a Bay with magnificent beaches and rich marine resources. The Bay guarantees a quality of life second to none while providing us with a gateway to the world.

We are connected

... to a city, Nelson Mandela Bay, which is home to approximately 1.5 million people who work in manufacturing industries specialising in motor vehicle assembly and agricultural processing, tourism and the services sector. Some of these industries are local subsidiaries of multi-national companies, and part of our mandate is to provide highly skilled people to work in the local economy.

We are increasingly connected to the national economy, especially through the significant infrastructure investment being made in initiatives like the Coega Industrial Development Zone and Deepwater Port as catalysts for economic growth. We are also increasingly connected to the world, with more than 10% of our student body drawn from diverse backgrounds outside South Africa. Yet Port Elizabeth, now incorporated into Nelson Mandela Bay and with all the amenities of a city, has the friendly warmth and connectedness of a much smaller town, especially around the village precinct of our main campuses in Summerstrand.

Vision statement

Our vision as a values-driven University is to be a leader in optimising the potential of our communities to work 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

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.

**Location**

Nelson Mandela Metropolitan University consists of seven different campuses or delivery sites – five in Port Elizabeth and two in George. The main campus is in Port Elizabeth, a city on the south-eastern coast of South Africa, and is the biggest campus in the southern hemisphere. Nelson Mandela Bay encompasses Port Elizabeth, Uitenhage and Despatch and its estimated population is more than 1.5 million people, making it South Africa’s fifth largest city in terms of population and the second largest in terms of area.

There is something special about the Bay. There has to be, as it was the only metro allowed to be named after former president Nelson Mandela. His ‘spirit of freedom’ is captured in the people of the Bay as well as their surroundings.

The city 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’. Port Elizabeth is set along the shores of Algoa Bay, which has 40 kilometres of magnificent coastline and protected sandy beaches. It is an ideal water sports centre, for swimming, snorkelling, surfing, body surfing, yachting, windsurfing, kite surfing, jet-skiing, fishing, whale watching and scuba diving. Eastern Cape province is a malaria free zone.

**Faculties and programmes**

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

**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 Built Environment and IT**

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

**Faculty of Health Sciences**

Students in this Faculty 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, Biokinetcs and Human Movement Science and Sport Management, as well as Social Development Professions such as Social Work, Youth Work and Psychology.
Faculty of Law
The Faculty takes pride in its 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. Services are provided to the community 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 of Science is more than adequately prepared to meet this challenge. It is at the forefront of modern teaching and cutting-edge research programmes in the agricultural, biological, earth, mathematical and physical sciences. Students are taught by dedicated, internationally recognised scientists who are committed to making innovative discoveries about the world around us that can help to build 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 provides a dynamic environment for postgraduate studies geared towards meeting local development priorities and the challenges of the global knowledge economy. Students can also get involved in interesting community outreach projects and have access to a full range of sporting and social activities.

Admission requirements
Admission requirements vary, depending on the programme. 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 initially. Over time, new courses, rules and options to study at different campuses will be introduced. The new University offers career focussed and academic programmes – from foundation programmes to certificates and diplomas, through to degrees up to doctoral level. 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, 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, tuck shops and vending machines are available. Madibaz International Coffee Centre is located below the Office for International Education on NMMU's South Campus. Each campus has a health clinic with trained nurses and the services of a doctor. The clinics provide first aid in medical emergencies, medical treatment, advice and information. Units for Student Counselling on each campus assist students with academic, career and personal issues.

An indoor sports 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 wide 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 firsts
- NMMU is the most culturally and linguistically diverse university in southern Africa, and is also the most diverse in terms of academic programmes.
- NMMU introduced the following degrees first in South Africa: Bachelor of Psychology; Youth Work; BCom 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.

Research
Research, both applied and fundamental, is one of the core business areas of a university. It is the way in which tertiary institutions contribute to growth and development in industry and society. Port Elizabeth Technikon and the University of Port Elizabeth had excellent track records. The merger of the two esteemed institutions will strengthen existing research niche areas and centres of excellence, and boost new and exciting research synergies.

The eight research focus areas at NMMU are: 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
Global partnerships and linkages

NMMU firmly believes in the strength and benefits of a well-defined higher education network society. The active development of such networks enhances internationalisation, and is clearly demonstrated by its international partnerships. The University not only uses these partnerships to enhance student mobility, but also to promote the internationalisation of our curriculum and international research partnerships. NMMU is committed to developing links with universities from developing countries, with specific reference to Africa. It also values its links with universities from the industrialised world, and uses these to develop and stimulate its drive towards excellence.

The NMMU US Study Centre

Nelson Mandela Metropolitan University is proud to introduce a specialised Study Abroad Centre to meet the needs of United States university students. Over the past five years NMMU has seen increased applications by US students for direct admission to a Semester Abroad Programme at the University.

The NMMU US Study Centre is designed to streamline and expedite the processes of admission, registration, visa and travel arrangements, orientation, course selection, housing, in-country travel opportunities, security and safety awareness, course transfer, course syllabi and transcript services to home institutions in the US. The Study Centre offers a focused service to students from universities that do not have formal institutional links with NMMU, but need to provide study abroad opportunities to their own students. This provides a service without the intervention of a third party: NMMU is thus not only the academic home for these students, but also the service provider.

Office for International Education

Nelson Mandela Metropolitan University welcomes international students on campus. We believe that they enrich our institution and make possible a diversity of views and cultural values, in and outside the classroom. There are over 2,000 international students from around 60 countries.

The Office for International Education assists international visitors and students with information on travel, visas and academic studies. The support network is comprehensive, and visitors and students can feel confident that they will be made welcome and be looked after during their time at NMMU. The Office offers a full suite of services to international students, and is well resourced with 17 full-time and half-day staff members as well as a number of student assistants and interns.

One of the advantages of being a relatively small institution in a small city, is that the support network throughout the University and surrounding neighbourhood is comprehensive, and visitors and students can feel confident that they will easily settle into their new environment.

Services

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

Arrival and orientation

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

Accommodation

The Office for International Education assists all new students to find accommodation. NMMU provides comfortable on-campus accommodation options. They include residences on Summerstrand campus, George campus and the Postgraduate Student Village for those engaged in postgraduate studies. As accommodation is limited, early application is essential. Some students prefer living off campus with relatives or friends, in order to benefit from a home-away-from-home. Off-campus accommodation options include renting flats and houses or boarding at nearby private residences. The Office has an accommodation manager who helps students to find off-campus accommodation.

Events and excursions

Events and excursions for students are organised by the Office for International Education. Events are organised in conjunction with various NMMU societies and the student representative council. There is an annual ‘International Week’ event, which provides opportunities for different cultural groups to show off traditional clothing, perform and talk about their customs and traditions. A variety of traditional foods can also be tasted, and items from different countries are displayed.

Research

The Office for International Education's full-time researcher coordinates research into areas of topical importance and relevance to the field of international education, such as internationalisation of the curriculum. Another research project is tracking the academic performance of international students,
and relating this to performance on the University’s admissions test battery in order 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 things. One ongoing project is exit questionnaires, which provide information on students’ experiences at NMMU: it aims to improve services and facilities if necessary.

**International Education programmes**

The Office for International Education offers a variety of programmes for international students, and assists South African students to participate in exchange programmes abroad.

**Three Weeks in the Sun (December to January)**

This is a three-week programme usually held over December and January (although it may be possible to negotiate holding it during another part of the year). The programme can be tailor-made to suit a university’s needs. Contact NMMU’s Office for International Education with regard to bringing out a group of students and accompanying academics, and a programme will be worked out according to the group’s field of study or interests, the number of credits required, and the type of practical exposure needed. The following are examples of previous programmes:

- **Photojournalism:** A short, focused programme that exposes students to the experiences of local photo journalists who covered the Truth and Reconciliation Commission, the body that uncovered atrocities committed under apartheid. The Programme is based in Port Elizabeth and surrounding areas.
- **Business ethics:** A short, focused programme that exposes students to economic activities in the Port Elizabeth area and discusses the need for, and content of, business ethics guidelines in general and with specific reference to the Eastern Cape.
- **Public health:** A short, focused programme that exposes students to healthcare systems in the Eastern Cape and South Africa. The programme looks at unique healthcare challenges prevalent in the Eastern Cape and affords students an opportunity to contrast local healthcare systems and challenges with those in their home country.

**Mid-year experience (July)**

This is a four to five-week programme that runs during the July recess. The dates may vary slightly from year to year, depending on NMMU’s academic calendar. This comprehensive programme offers a splendid introduction to South Africa’s diversity. It explores South Africa’s history, woven by multiple cultural and language groups, and its exceptional biodiversity. Students attend classes from Mondays to Fridays for three hours a day, with field trips to places of interest. In the last two weeks, students travel to remote, relevant sites for practical exposure to the ‘theory’ that they learn, with lecturers and knowledgeable local hosts. The following is the module description:

**South African History, Culture and Language**

(Three US credits and six ECTS credits)

Students learn about South African history, from humankind’s ancestors and the turbulent years as a frontier territory to the struggle heroes who engineered the transition from apartheid state to democracy. Students travel to important sites related to the course and immerse themselves in South African culture and language. They also acquire understanding of the customs and language of a cultural group indigenous to Port Elizabeth and the Eastern Cape: the isiXhosa.

**Environmental Studies**

(Three US credits and six ECTS credits)

Students gain first hand experience of the environmental issues that define South Africa. In Port Elizabeth and the Eastern Cape, students see the juxtaposition of the developed and developing worlds, and explore the challenges that this creates. Students study South Africa’s attempts to come to terms with development while striving to conserve one of the world’s most fascinating and biologically diverse natural environments.

**Study abroad**

NMMU offers a multitude of semester courses linked to academic programmes through faculties and departments. Students are permitted to select modules from all faculties. The price varies depending on the module chosen. The cost excludes airfare. All course materials and accommodation are for the student’s own account. Students should also make allowances in their budgeting for the costs of electricity, water, telephone calls, meals, entertainment and tourist related travel.

**English skills programme**

The English language skills programme is designed for international students whose primary language is not English, and who do not meet the minimum language entrance requirements of NMMU. The University offers a semester-based intensive English skills programme, geared to improving proficiency levels so that students are able to cope with English as a medium of instruction. The 16-week programme is presented bi-annually, from February to June, and from July to November. It consists of formal contact sessions, reading and writing assignments, and computer-based interactive and reinforcement exercises. Students are encouraged to sit in on academic lectures. There is also a mentoring programme in which international students are matched with local students who are studying mainstream English courses. The programme has achieved great results in terms of inter-cultural interaction and conversational English. Field trips and regular cultural excursions make up the rest of the programme.

**Nelson Mandela Metropolitan University**

PO Box 77000
Nelson Mandela Metropolitan University
Port Elizabeth 6031
Eastern Cape
South Africa

**Office for International Education**

Tel: +27 (0)41 504 2161
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E-mail: international@nmmu.ac.za
Website: www.nmmu.ac.za/international
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 21,000 students, with 6,000 studying for postgraduate degrees. UCT prides itself on a multi-cultural student body which reflects the cultures and religions of the diverse Western Cape region, South Africa, Africa and the world. The University welcomes international students and is currently home to over 4,000 students from 104 countries.

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.

Research and centres of excellence

Over the years, UCT has established a tradition of academic excellence, which is recognised worldwide. In the Academic Ranking of World Universities 2006, the University of Cape Town was in the category 203 to 300 of the top 500 universities in the world. It was also ranked first in both Africa and South Africa. As one of Africa's leading research universities, UCT 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 is privileged to have 24 out of South Africa's 59 scientists identified by an independent audit as 'A-rated' — those considered international leaders in their field (figures relevant for 2006). It is also the academic home of world renowned authors such as Breyten Breytenbach, André Brink and Njabulo Ndebele.

UCT's Department of Research and Innovation, comprising the Research Office, UCT Innovation and the Postgraduate Funding Office, coordinates research planning, postgraduate funding opportunities and the annual submission of the University’s accredited publications to South Africa’s national Department of Education.

In its quest to be research-led, UCT is continually seeking support to host postdoctoral researchers. In 2005, UCT offered 161 postdoctoral research fellowships. Support for postdoctoral research is sourced from the National Research Foundation (NRF), Medical Research Council (MRC) and funds from donations and income investments.

Signature Themes

A policy for signature themes research was adopted by UCT in 2004 to optimise existing excellence and growth of capacity in areas of prioritised needs. The Marine Research Partnership and the Brain-Behaviour Initiative were officially established in 2006 as UCT's first two signature themes, and a number of further themes are under development.

DST-NRF Centres of Excellence

UCT was awarded two of the first six national Centres of Excellence towards the end of 2004, which fall under the Government's Department of Science and Technology (DST) and the National Research Foundation. This achievement was commended by the Higher Education Quality Committee in their audit report. They are the Centres of Excellence in Catalysis, and in Birds as Key to Biodiversity Conservation.

Postgraduate studies and student support

UCT employs 4,300 people, 56% of whom are administrative and support staff and 44% of whom are academic and research staff (60% of UCT academic staff hold doctorates). A high proportion of UCT staff are leaders in their fields, and several UCT academics receive awards from national and international organisations in recognition of their quality and the impact of their research.

The scope of UCT's Research Office includes support systems for postgraduate and postdoctoral research fellows, and working in close partnership with academic and administrative staff to achieve the University's strategic objectives. Each faculty at UCT has a postgraduate student officer whose role is both advisory and to assist with postgraduate student application procedures, registration and day-to-day postgraduate student needs.

The International Academic Programmes Office (IAPO) looks after the special needs of international students. In addition, IAPO leads the development of internationalisation at UCT by acting as the central coordinator and facilitator of all internationally related initiatives and activities. IAPO is also UCT's organisational structure mandated to develop and implement its policy on internationalisation.

UCT is host to over 900 international postgraduate students. IAPO's support to international postgraduate students includes: application procedures; provision of pre-arrival and on-campus orientation; general counselling; advice on immigration regulations and assistance with the renewal of study visas; and advice on international student fees, health insurance and general UCT services. All international postgraduate student enquiries should be directed to the Manager: International Full Degree Students: carol.ojiwang@uct.ac.za.

UCT's Postgraduate Student Association, an academic association for all postgraduate students, aims to foster an active, vibrant and diverse postgraduate culture that contributes towards making the University a research-driven institution.
It represents postgraduates at faculty level through postgraduate councils, and at university level as an executive committee. These structures participate actively in various faculty and university decision-making bodies.

UCT offers several Masters and Doctoral programmes to students from all over the world. A few of the many options available by faculty can be viewed at: [www.uct.ac.za/students/postgraduate/handbooks](http://www.uct.ac.za/students/postgraduate/handbooks). Graduates with approved three-year degrees, who wish to do a Masters 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, after completing a Masters, or by upgrading an initial Masters registration to Doctoral level. Postgraduate diplomas normally follow a three-year Bachelor degree. Proof of English language proficiency is required for students for whom English is not the first language. For more information on postgraduate student application procedures visit: [www.uct.ac.za/apply/applications/postgraduates](http://www.uct.ac.za/apply/applications/postgraduates).

### Research groupings at UCT

Research at UCT includes fundamental and applied research in science and engineering, in the health sciences, in the humanities and in the growing field of policy research, as South Africa maps out the future of its new democracy. UCT has four of the 15 national research units funded by the Human Science Research Council’s Centre for Science Development. In the Health Sciences, UCT has the highest concentration of research centres funded by the South African Medical Research Council. The National Research Foundation identified UCT as one of South Africa’s leading research universities in science, engineering and technology. More information on UCT’s research per faculty and research reports can be found on: [www.uct.ac.za/research/office/reports](http://www.uct.ac.za/research/office/reports).

### Faculty of Science
[www.science.uct.ac.za](http://www.science.uct.ac.za)

#### Avian Demography Unit (ADU)

The mission of the Avian Demography Unit is to contribute to the understanding of bird populations, especially bird population dynamics, and thus contribute to the conservation of avian biodiversity. The ADU achieves these goals through a variety of projects in which para-ornithologists throughout Southern Africa can participate. These projects range from identifying bird species and undertaking census surveys to making detailed observations on breeding productivity.

Director: Professor LG Underhill
E-mail: les.underhill@uct.ac.za

#### Centre for Supramolecular Chemistry Research

This group was established in 1997 and focuses on the physical chemistry of supramolecular systems. Various host-guest compounds are synthesized, their structures analysed by means of powder and single crystal X-ray diffraction, and the results related to their physical properties. The Centre’s research efforts concentrate on polymorphism and solvation of insoluble drug molecules as well as their inclusion in cyclodextrins, on the characterisation of open framework transition metal structures and the study of selectivity of organic host-guest systems.

Director: Professor MR Caira
E-mail: mino.caira@uct.ac.za
Website: [http://web.uct.ac.za/depts/cem](http://web.uct.ac.za/depts/cem)

### Electron Microscope Unit (EMU)

The Electron Microscope Unit provides a central microscopy service to all departments of UCT as well as other universities, research institutions and private companies. The Unit offers teaching programmes to postgraduate students and staff and is able to advise users on many aspects of electron microscopy, light microscopy and digital imaging. The EMU is a key resource in the South African structural biology initiative and has established a Masters programme in Structural Biology jointly with others at UCT and the University of the Western Cape. In 2003, the Unit took delivery of a Zeiss 912 in-column energy filtering cryo-electron microscope equipped with a 2k x 2k CCD camera, the first instrument in this class in Africa.

Director: Professor BT Sewell
E-mail: trevor.sewell@uct.ac.za
Website: [www.uct.ac.za/departments/em_unit/index.php](http://www.uct.ac.za/departments/em_unit/index.php)

### Freshwater Research Unit

Since its inception in 1984, the Freshwater Research Unit has become one of the country’s leading centres of research and teaching on the ecology and management of Southern Africa’s inland waters. It is informally recognised by the Water Research Commission as a Centre of Expertise and its members are sought after nationally and internationally in a range of aquatic and scientific fields.

Director: Professor JA Day
E-mail: jenny.day@uct.ac.za
Website: [http://web.uct.ac.za/depts/zoo/lfru/intortofru.html](http://web.uct.ac.za/depts/zoo/lfru/intortofru.html)

### Marine Biology Research Institute

The Marine Biology Research Institute was established in 1985 as an umbrella organisation to market the marine expertise for which both the Departments of Botany and Zoology at UCT have been renowned for many decades. It aims to advertise UCT as a centre of marine research to funding organisations, potential donors and organisations seeking consultants in the field of marine biology, and to market UCT and our specialist courses and experience as teachers in marine biology to prospective undergraduate and particularly graduate students from Africa and around the world.

Director: Professor CL Griffiths
E-mail: clgriffiths@botzo@uct.ac.za
Website: [www.uct.ac.za/faculties/science/research/marinebiology](http://www.uct.ac.za/faculties/science/research/marinebiology)

### Percy Fitzpatrick Institute of African Ornithology

The Percy Fitzpatrick Institute of African Ornithology (affectionately known as the Fitztitute) is housed within the Zoology Department. Situated at the tip of Africa, the Fitztitute has an international reputation for research and teaching excellence in African ornithology and conservation biology. The DST-NRF Centre of Excellence in Birds as Keys to Biodiversity Conservation at the Percy Fitzpatrick Institute is now one of only six nationally recognised Centres of Excellence in science and technology in South Africa. Fitztitute members are committed to developing a greater understanding of the form, functioning and conservation of Africa’s rich biodiversity, through the training of scientists and the pursuit of primary research, from evolutionary ecology to conservation biology.

Director: Professor MA du Plessis
E-mail: mome.duplessis@uct.ac.za
Website: [www.fitzpatrick.uct.ac.za](http://www.fitzpatrick.uct.ac.za)
The UCT-CERN Research Centre was established in 2003 out of a convergence of certain research programmes within the Department of Physics. As implied by the name of the Centre, there is extensive collaboration with CERN, the European Centre for Particle Physics, which is one of the most prestigious research laboratories in the world. In particular, the UCT-CERN Research Centre has close collaboration with the next generation ultra-relativistic heavy-ion experiment at CERN's Large Hadronic Collider, named ALICE – A Large Ion Collider Experiment.

Director: Professor RE Darrington
E-mail: rob.dorrington@uct.ac.za
Website: http://hep.phy.uct.ac.za

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

Centre for Actuarial Research
The Centre for Actuarial Research is the only unit of its kind at an African university. It brings together multi-disciplinary teams to build capacity, improve techniques and produce independent research in demography, healthcare financing, social security and HIV-AIDS modelling. The main focus of the Centre is on training and research in demography and modelling the demographic impact of HIV-AIDS in Southern Africa.

Director: Professor RE Darrington
E-mail: rob.dorrington@uct.ac.za
Website: www.commerce.uct.ac.za/care

UNILEVER Institute of Strategic Marketing
The UCT Unilever Institute of Strategic Marketing, established in 1999, is a non-profit organisation based at UCT's School of Management Studies. The Institute is largely funded by the Unilever Foundation for Education and Development. There is a growing awareness that the unique and evolving South African marketplace bears little resemblance to marketing and consumer knowledge in the rest of the world.

Director: Professor John Simpson
E-mail: john.simpson@uct.ac.za
Website: www.uct.ac.za/faculties/commerce/research/uism

Development Policy Research Unit
The Development Policy Research Unit (DPRU) specialises in socio-economic research with a focus on labour markets, poverty and inequality. Through the application of economic and statistical techniques, its aim is to produce academically rigorous policy analysis. The DPRU's mission is to undertake high quality policy-relevant research, maintain and develop effective networks with government, civil society and the research community in Southern Africa, educate in training and teaching activities, and participate directly in the process of formulating, implementing and evaluating policy.

Director: Dr H Bhorat
E-mail: haroon.bhorat@uct.ac.za
Website: www.uct.ac.za/faculties/commerce/research/dpru

Faculty of Humanities
www.humanities.uct.ac.za

Centre for Social Science Research
The Centre for Social Science Research (CSSR) is an interdisciplinary research centre dedicated to social science in the public interest. Research in the CSSR is concerned with understanding human behaviour and the institutional and social dynamics of democracy and economic development in developing country contexts, in Africa and elsewhere. Our vision is to promote innovative and policy-relevant quality social science research in Southern Africa. The CSSR consists of the AIDS and Society Research Unit, the Democracy in Africa Research Unit and the Social Surveys Unit. Current research is focussed on democracy and governance, poverty and inequality, HIV-AIDS, health, sexual behaviour, education and social attitudes.

Director: Professor ME Steyn
E-mail: melissa.steyn@uct.ac.za
Website: www.cssr.uct.ac.za

Centre for Popular Memory
The Centre for Popular Memory prioritises the stories of marginalised peoples. Central activities are: research projects on memory, identity, place, space and trauma; training students in memory studies and oral history methodology; archiving oral, visual and audio-visual sources, and disseminating people's stories to on-campus and off-campus audiences through academic or popular history books and articles, travelling exhibitions, radio programmes, film documentaries and an online digital database.

Director: Dr S Field
E-mail: sean.field@uct.ac.za
Website: www.popularmemory.org

Centre for Rhetoric Studies
The Centre was created in 1995 and concerns itself with research in public rhetoric, deliberative democracy and argumentative communication, with specific emphasis on Southern African culture and democracy. The Centre's approach is multi-disciplinary (history of rhetoric, practice of public speaking, philosophy of rhetoric, rhetorical culture) and comparative (ancient and contemporary rhetoric, recurrence of debates in specific traditions, North-South rhetoric).

Director: Distinguished Professor Ph-J Salazar
E-mail: phillipe.salazar@uct.ac.za
Website: http://web.uct.ac.za/depts/rhetoricafrica

Institute for Intercultural and Diversity Studies (iNCLUDISA)
Our increasingly interconnected and diverse world requires that people have the insight, skills and capacities to handle human differences constructively. South Africa is no exception, and needs to foster a national culture that values communities of difference in organisational, public and civic life within a context of social equity. iNCLUDISA aims to contribute to these needs through formal and informal teaching and training, and contextually sound research into questions of inter-cultural communication, social identity, co-existence and diversity. As a regional resource centre, iNCLUDISA is developing the interface between academic theory and social practice, drawing together expertise in the Southern African region, and linking to other institutions globally that share similar objectives.

Director: Professor ME Steyn
E-mail: melissa.steyn@uct.ac.za
Website: www.uct.ac.za/faculties/humanities/research/incudisa

Isaac and Jessie Kaplan Centre for Jewish Studies and Research
The Isaac and Jessie Kaplan Centre for Jewish Studies and Research was established in 1980 under the terms of a gift to UCT by the Kaplan Kushlick Foundation, and is named in honour of the parents of Mendel and Robert Kaplan. It is an autonomous centre, with its own governing body, and is located within the Department of Hebrew and Jewish Studies. The Centre seeks to stimulate and promote the field of Jewish studies and research with a special focus on the South African
Faculty of Law
www.law.uct.ac.za

Centre for Socio-Legal Research
Since 1983, the Centre has done socio-legal research on how existing legislation affecting women, children and the family operates in practice. With a view to pinpointing urgently needed reforms of South Africa’s legal and social welfare systems. An aim has been to propose legally, economically and politically viable and appropriate alternatives to deficient procedures and, within existing constraints, to assist in alleviating current problems.

Director: Professor S Burman
E-mail: sandra.burman@uct.ac.za
Website: www.csir.uct.ac.za

Institute of Criminology
The Institute of Criminology, founded in 1977, is a research unit linked to the Department of Criminal Justice. The Institute’s aim is to initiate, coordinate and develop research and extension services in the broad field of criminology, and to promote public interest in all aspects of criminology. Current projects include research into policing, sentencing and punishment, juvenile justice, young sex offenders, access to justice, gangs and crime prevention. The Social Justice Resource Project provides research support to staff, students and the public. Postgraduate courses in criminology leading to degrees in the Faculties of Law and Humanities are offered under the auspices of the Department of Criminal Justice.

Director: Professor Clifford Shearing
E-mail: clifford.shearing@uct.ac.za
Website: http://web.uct.ac.za/depts/criminology

Institute of Development and Labour Law
The Institute of Development and Labour Law was established in 1996 through the merger of the Labour Law Unit and the Institute of Development Law. The Institute (through the former Labour Law Unit) has played a leading role in labour law teaching and research. It provides training courses in South Africa and other countries in Southern Africa. It also regularly contributes to training programmes of other organisations and collaborates with other leading university centres and NGOs.

Director: Professor ER Kalula
E-mail: evance.kalula@uct.ac.za
Website: www.labourlaw.uct.ac.za

Law, Race and Gender Research Unit
The Law, Race and Gender Research Unit is primarily engaged in research and training on issues of social context and diversity and the administration of justice. Social context training is education that aims to give judicial officers and other court officials the necessary knowledge and understanding to appreciate the perspectives of others and their different circumstances, so that their decisions are just and appropriate to the society in which we live.

Director: Professor C Murray
E-mail: chris.chris.murray@uct.ac.za
Website: www.lrg.uct.ac.za

Faculty of Engineering and the Built Environment
www.ebe.uct.ac.za

Bioprocess Engineering Research Unit
The Bioprocess Engineering Research Unit was formally constituted in 2001, cementing a long history of research in this field. It aims to underpin the growth and exploitation of biochemistry in South Africa through a national centre of expertise in bioprocess engineering. As such, the Unit maintains a productive balance between research centred on the application of biological principles through process development and on the fundamental understanding of biological processes at the mechanistic level and of the interaction of these processes with their environment.

Director: Professor STL Harrison
E-mail: sue.harrison@uct.ac.za
Website: www.chemeng.uct.ac.za/groups/bio

Catalysis Research Unit
The Catalysis Research Unit concerns itself with both fundamental and industrial research and development in the general field of heterogeneous catalysis, encompassing all of catalyst synthesis, physico-chemical characterisation and performance evaluation for industrially interesting chemical conversions. The main fields of investigation within the unit are Fischer-Tropsch synthesis, zeolite acid catalysis especially as applied to hydrocracking, to phenols and derivatives, and catalysis by gold. Moreover, the Catalysis Research Unit is the host laboratory for the DST-NRF Centre of Excellence in Catalysis, c-change.

Director: Professor JCO Fletcher
E-mail: jack.fletcher@uct.ac.za
Website: www.chemeng.uct.ac.za/groups/cat

Centre for Materials Engineering
The Centre for Materials Engineering strives to educate and train students in techniques and fundamentals in the broad field of materials engineering. It also seeks to serve a wide range of engineering activities, giving advice concerning material processing, properties and performance while maintaining an international profile for its research. The research activities of the Centre are aimed at addressing national needs in terms of both the provision of technological solutions and the development of skilled graduates.

Director: Professor RD Knutsen
E-mail: robert.knutsen@uct.ac.za
Website: www.mateng.uct.ac.za

Centre for Research in Computational and Applied Mechanics
The Centre concerns itself with basic research, industrial research and development, and postgraduate education in computational and applied mechanics. Its activities are multidisciplinary, involving the participation of people qualified in a number of branches of engineering, applied mathematics and scientific computing. The research interests of the Centre involve the broad field of non-linear problems in solid, structural and fluid mechanics, with a particular emphasis on the application and development of the finite element method.

Director: Professor BD Reddy
E-mail: daya.reddy@uct.ac.za
Website: www.cerecam.uct.ac.za
There is thus a niche for a research facility that focuses specifically on the health needs of adolescents. The Adolescent Health Research Institute builds on existing research and collaborations to coordinate, promote and facilitate research on all aspects of adolescent health. The specific aims of the Institute are: to facilitate cutting edge inter-disciplinary research that addresses key national public adolescent health priorities; promote networking among adolescent health researchers, practitioners and policy makers; increase the profile of the Faculty of Health Sciences at UCT with regards to world class adolescent health research; provide policy consultation at local, provincial, national and international levels; and increase and improve educational offerings in adolescent health at undergraduate and postgraduate levels.

Director: Professor A Fisher
E-mail: alan.fisher@uct.ac.za
Website: www.uct.ac.za/faculties/health/research/adolescenthealth

Cardiovascular Research Unit
The core research pursuit of the Cardiovascular Research Unit centres around the concept of ‘regenerative medicine’ with the goal of engineered regeneration of diseased structures through coordinated and site-directed signalling to facilitate gradual in situ remodelling of surgically replaced hybrid biosynthetic devices while offering patients an immediate dramatic improvement in quality of life through return to functionality of these diseased structures.

Director: Professor P Zilla
E-mail: peter.zilla@uct.ac.za
Website: www.uct.ac.za/faculties/health/research/cru

Institute of Infectious Disease and Molecular Medicine (IIDMM)
The Institute of Infectious Disease and Molecular Medicine aims to be an African Centre of Excellence as a large scale assembly of highly talented research leaders working in one place in a collegial federation, with many external collaborations and partnerships addressing the common theme of major infectious diseases such as HIV/AIDS, tuberculosis and malaria. It has a demonstrably strong scientific base that spans most of the major areas of modern biomolecular enquiry (membrane receptors, pumps and trafficking, cellular signalling, enzymology, cancer biology, molecular genetics, bacteriology, and virology), linking these to applied biology and biotechnology on the one hand, and public benefit on the other.

Director: Professor G Hussey
E-mail: greg.hussey@uct.ac.za
Website: www.iidmm.uct.ac.za

Hatter Institute for Cardiology Research
The Hatter Institute was established in 2003 and incorporates the previous Heart Research Unit into its structure to become a consolidated Cardiovascular Research Unit in the Department of Medicine. This division has consolidated its research interests into the following two main arenas: cardiac protection against ischaemia; and the molecular biology of cardiac hypertrophy. The Hatter Institute now uses state-of-the-art genetically modified models to study the molecular, cellular and physiological basis of heart diseases. The Institute has become an active and productive arena for training clinician-scientists and biomedical scientists.

Director: Professor L Opio
E-mail: lionel.opio@uct.ac.za

Website: www.uct.ac.za/faculties/health/departments/medicine/hattercardiology

MRC-UCT Immunology of Infectious Disease Research Unit
Human infectious diseases are a high priority area for South Africa and Africa, where they continue to be a leading cause of childhood and adult morbidity and mortality. Thus, the MRC-UCT Immunology of Infectious Disease Research Unit focuses on understanding of host protective immune responses and the development of effective vaccine strategies for eradication of diseases which are identified as priority areas by the World Health Organisation: tuberculosis, leishmaniasis, helminth diseases (bilharziosis) and African trypanosomiasis (sleeping sickness). The Unit’s mission is to be relevant as an excellent multi-disciplinary and international team, embracing both basic and applied research, in order to improve capacity, teaching and training in the immunology of infectious diseases.

Director: Professor F Brombacher
E-mail: fbrombac@uctgh1.uct.ac.za
Website: www.iidmm.uct.ac.za/fbrombacher/index.htm

MRC-UCT Liver Research Centre
The MRC-UCT Liver Research Centre is multi-disciplinary with its members comprising physicians, surgeons, biochemists, immunologists and pathologists. The Centre’s Mission is to better understand the liver and its related processes in health and disease, focusing on diseases occurring in Southern Africa with a view to identification, prevention and improving health care of patients with liver disease. Apart from its laboratories in the Departments of Medicine and Surgery, the Centre runs the only multi-disciplinary, comprehensive liver clinic, including a liver transplantation programme in Africa. The world’s only fully integrated porphyria clinic, laboratory, diagnostic and drug information service is run by specialist Liver Centre personnel. During 2006, the Centre authored or co-authored 20 research articles in international peer-reviewed journals. Since 2000 it has published 152 articles including 96 papers, 51 published abstracts, six PhD theses, one book and 26 chapters in scholarly books.

Co-directors: Professors Del Kahn (Surgery) and Pete Meissner (Medicine)
E-mail: peter.meissner@uct.ac.za
Website: http://web.uct.ac.za/depts/liver

MRC-UCT Occupational and Environmental Health Research Unit
The MRC-UCT Occupational and Environmental Health Research Unit aims to be a principal centre of occupational and environmental health research in South Africa, in the SADC region of Africa and other African countries, and internationally. It further aims to conduct multi-disciplinary research integrating laboratory, clinical, epidemiological and policy research into occupational health problems that have high priority in Southern Africa, in order to facilitate identification and improve characterisation of these and other problems and to better understand the determinants and modifiers of such problems.

Director: Professor J Myers
E-mail: jonny.myers@uct.ac.za
Website: www.oehru.uct.ac.za/objectives/objectives/php

MRC-UCT Research Unit for Exercise Science and Sports Medicine
This Unit exists to research factors influencing physical performance and health, and to disseminate knowledge and skills through education. Areas of research that are covered include the effectiveness of sports-specific training
protocols, and predictability of athletic ability or performance, as well as the exercise metabolism and fluid balance during endurance and ultra-endurance exercise.

Director: Professor TD Noakes
E-mail: tim.noakes@uct.ac.za
Website: http://web.uct.ac.za/depts/essm

Women's Health Research Unit
The Women's Health Research Unit (WHRU), established in 1996 in the School of Public Health and Family Medicine at UCT, is involved in research, teaching, technical health service support and advocacy in the areas of women's health and gender and health. It is made up of a multi-disciplinary team of researchers with expertise in public health, epidemiology, psychology, sociology and anthropology. Key research areas include: HIV and gender issues, reproductive health and HIV, health systems research (reproductive health), female cancers, contraception and termination of pregnancy.

Director: Dr J Moodley
E-mail: jennifer.moodley@uct.ac.za
Website: www.whru.uct.ac.za

Why study at the University of Cape Town?
In 2006 more than 4,000 international students from 104 countries registered at the University of Cape Town for either full degree programmes or for one or two semesters as part of our Semester Study Abroad programme.

10 good reasons to study at UCT
1. UCT a world class research-led African University!
2. Excellent student and research resources: a library with around one million volumes, journal holdings of approximately 16,000 titles, laboratories, study venues, international linkages, information technology services, and field research options.
3. Emphasis on research and postgraduate studies: more than 25% of UCT's 21,000 students are enrolled for PhD or Masters degrees, and top quality academic staff.
4. Rooted in Africa, with strong academic linkages across the continent: UCT has the Science Humanities and Engineering Partnerships in Africa (USHEP iA) Programme, Centre for African Studies, African Gender Institute and All Africa House.
5. Excellent academics and well renowned faculty; an inter-disciplinary approach and flexible range of structured options with tight quality control.
7. Supportive International Academic Programme Office: there are more than 4,000 international students, strong professional advice and support to international students, a community service programme and active international student organisations.
8. UCT courses are accredited by leading universities in the world: UCT has visiting student and academic agreements with institutions such as Leiden University, Princeton, the University of California, University of Massachusetts and University of Dar es Salaam.
9. Comprehensive student services: there is a Department of Student Affairs, extensive sports facilities, over 100 clubs, student health service, accommodation bureau, academic advisors, walk-safe scheme, shuttle service and community service options.

More reasons for international students
For international students, the UCT International Academic Programmes Office:

- Promotes the integration of international with local students through cultural activities to enhance student life.
- Provides opportunities for international students to be integrated into the local environment.
- Provides specialist day-to-day services for international students and applicants.
- Gives a comprehensive orientation programme on arrival.
STUDY ABROAD @ UJ
A global bridge to knowledge for the world

Come and experience
- Academic excellence in a World City
- An awesome student experience
- Diversity – the spice to student life
- An outstanding academic and social encounter
- Support all the way

For more information contact
The Division for International Relations
University of Johannesburg
PO Box 524, Auckland Park 2006, Johannesburg, South Africa
Tel: +27 11 559 6667 | Fax: +27 11 559 6951
Email: international@uj.ac.za | Web: www.uj.ac.za/international

www.uj.ac.za
Putting intellectual capital to work

The University of Johannesburg (UJ) is a premier African city university, committed to delivering outstanding higher education to students of exceptional caliber and potential. UJ is focused on maintaining high academic standards, while boldly embracing change and empowering its students to contribute knowledge and skills to this city and our beautiful country.

The University of Johannesburg is as dynamic and vibrant as the city it is named after!

The University was founded in 2005 through the merger of the former Rand Afrikaans University (incorporating the Soweto and East Rand Vista campuses) and the former Technikon Witwatersrand. Today, more than 45,000 UJ students represent the rich cultural and racial diversities of South Africa, and the University offers outstanding academic programmes, assisted by mixed modes of delivery.

Known for its excellence in teaching, research and community outreach, UJ stands poised to address the challenges of our national transformation agenda by combining the best of university and vocationally oriented education inherited from years of experience of its constituting institutions. UJ offers international students the opportunity to experience an academic and social encounter of outstanding cultural and political historical significance.

Vision and mission

Our vision is to be a premier, embracing, African city university offering a mix of vocational and academic programmes that advances freedom, democracy, equality and human dignity as high ideals of humanity through distinguished scholarship, excellence in teaching, reputable research and innovation, and through putting intellectual capital to work.

UJ commits itself to: partnerships with communities; supporting access to academic and technological teaching, learning and research; and challenging, creating and exploring knowledge. We value: academic distinction; integrity and respect for diversity and human dignity; academic freedom and accountability; individual and collective effort; and innovation.

Location of UJ

The University of Johannesburg is located in the 'City of Gold', Johannesburg, the gateway to many destinations in South Africa and the rest of Africa. As the financial hub of South Africa and part of Gauteng Province, which generates 48% of South Africa's economy, it is the most important city in one of the most important countries in Africa. Johannesburg has the largest financial and industrial infrastructure on the continent. Road access by car and bus is ample, and the metropole's main motorways pass almost all the campuses of the University.

Accessible campuses, flexible academic programmes

UJ has five campuses of which four – the Auckland Park Kingsway, Auckland Park Bunting Road, Doornfontein and Soweto campuses – are located in the metropolitan area of the City of Johannesburg. The East Rand campus, in the Ekuruleni Municipality at Daveyton, is near OR Tambo International Airport.

The campuses are different in culture and character, but all are rooted in the history of the Johannesburg and Ekuruleni metropolitan areas. All campuses have the infrastructure needed to deliver high quality education and service to students.

A wide range of both academic and career-focused programmes, with varying entrance and exit levels, is offered by nine faculties spread across the five campuses. As a comprehensive institution, the University is able to facilitate and accommodate transfer from one stream of study to another, without blurring the distinction between academic and technological education but by extending the range of possibilities.

Students attend classes at the campus where their qualification is offered. Instruction in all programmes is in English. The academic year in the southern hemisphere runs from the end of January until November.

Good reasons to study at UJ

1- Academic excellence is guaranteed

A highly qualified academic corps presents close to 200 undergraduate study programmes and a range of qualifications, from certificates and diplomas to undergraduate and postgraduate degrees. Among them are some of the highest rated research scholars in the country engaged in international research and community outreach programmes, enriching teaching and learning. The range and diversity of general academic and career-focused programmes, with different entry and exit levels, allows students to prepare for various professional careers.

2- Outstanding qualifications

Qualifications obtained from UJ, which are accredited by the South African Qualifications Authority and several professional
bodies and international academies, enjoy wide international recognition. In disciplines such as accountancy, social work, and transport and supply chain management, UJ students regularly qualify as the top students in the country. Many UJ graduates go on to do graduate studies on international scholarships at prestigious universities abroad.

3- Support all the way
International students are provided with a comprehensive suite of student support services, particularly from the International Office, ranging from orientation, personal advice and social activities to housing. Excellent libraries, micro laboratories and study skills support assist students to be successful in their choice of study. Cognisant of the needs of students with disabilities, we are committed to friendly and accessible campus support for people with special needs.

4- An awesome student experience
UJ encourages students to experience and lead a balanced student life in all its facets. A wide variety of sport is on offer, ranging from athletics, rugby, soccer, cricket and netball to canoeing and dance. Students interested in arts and culture can join the Arts Academy, Choir and several societies, including the International Students Society.

5- Diversity adds spice to student life
Our five campuses are different in culture and character, each with its own history, and provide wonderful opportunities for cultural exchange and experience of diversity. Our students have different interests, creeds, backgrounds and views. We agree and disagree, argue and debate, and learn a lot from each other. All campuses have a unique character and offer meeting places with abundant restaurants and cafeterias.

6- It is in Joburg
Johannesburg...Joburg...Joxi. This vibrant, bustling city is not only a centre of commerce, it is also rich in culture and diversity, a place loved by locals and people from all over the world. Cross over the Mandela Bridge into Downtown Joburg and you are in the new vibey Newtown Precinct, full of entertainment and rich in cultural heritage. Joburg provides opportunities for an authentic African experience within a modernised context.

Faculties

The nine faculties at UJ comprise many academic departments, staffed by more than 900 permanent academics as well as contract and part-time lecturers. Most academic programmes offer studies to the Masters and Doctoral levels, as do specific career-focused programmes. UJ researchers are engaged in a number of high-tech and socially relevant research projects of national and international significance.

Faculty of Art, Design and Architecture
This dynamic and exciting Faculty has a colourful 80-year history and association with numerous successful individuals in the world of art, design and architecture. Many of South Africa’s top creative and innovative people have either lectured or received their tuition here. Almost all programmes offer a degree at the fourth year level, and research possibilities beyond that. For more information e-mail: cathy@twr.ac.za.

Faculty of Economic and Financial Science
This Faculty engages in research and education in the advancement of knowledge and skills that build capacity in the fields of economics, finance and accountancy. It offers training of chartered accountants, econometrics training for potential and existing practitioners in the financial sector, and a unique Masters degree in financial economics for chartered accountants, investment analysts and agents, risk analysts and managers. Postgraduate training in finance is provided for those who want to become financial analysts, brokers, financial planners and consultants. For more information e-mail: lnuku@uj.ac.za.

Faculty of Education
The Faculty is committed to: the preparation of caring, accountable and critical-reflexive educational practitioners who are able to support and nurture learning and development in diverse educational contexts; the systematic pursuit and advancement of dynamic education knowledge of local relevance and international standing; and community engagement that anticipates and is responsive to the needs of communities as partners in learning. This is a mainly postgraduate faculty, with almost two-thirds of its students registered for advanced qualifications. Part-time learning and consolidated contact programmes are offered at selected off-campus venues. For more information e-mail: petrovr@uj.ac.za.

Faculty of Engineering and the Built Environment
The Engineering Faculty is split into two streams – engineering and the built environment programmes – and offers 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 studies aimed at improving the nation’s technological infrastructure. Almost all the degrees in the Faculty are offered with an information technology endorsement. For more information on engineering programmes e-mail: toelofse@uj.ac.za. For more information on built environment programmes e-mail: nomamolo@twr.ac.za.
Faculty of Health Science
The Faculty of Health Sciences is committed to strengthening the health and well-being of society, and understands the important role of research in realising this responsibility. The structure of the Faculty is unique within higher learning in South Africa today, housing courses traditionally associated with the Health Professions Council of South Africa and the South African Nursing Council together with complementary health disciplines as well as Sport and Movement Studies. For more information on nursing e-mail: jvlok@uj.ac.za. For more information on all other programmes e-mail: saritar@uj.ac.za.

Faculty of Humanities
The Faculty of Humanities comprises 19 academic departments, including the fields of modern and ancient languages, social sciences, human sciences and the humanities. The Faculty offers more than 30 undergraduate degree programmes, catering for a wide range of study and career opportunities. Intellectually, the faculty is vibrant, with a strong research output, numerous public seminars and a healthy tradition of debate. For more information e-mail: dbotman@uj.ac.za or jmitche/l@uj.ac.za (postgraduate).

Faculty of Law
The Law Faculty offers traditional law programmes such as BA Law, BCom Law and LLB, as well as Masters degrees by course work in various important fields. By joining forces with colleagues in the profession and the Bar, as well as with colleagues who are legal advisors to banks and other sectors, the Faculty offers an exciting range of diplomas, certificates and courses in fields such as income tax, insolvency, drafting of contracts, money laundering, environmental law, labour law and sports law. For more information e-mail: mhorak@uj.ac.za.

Faculty of Management
This uniquely positioned Faculty is focused on a broad range of management disciplines, and produces entrepreneurs and managers who are held in great esteem and have hands-on knowledge. Ideally positioned, the Faculty of Management takes advantage of its location in Johannesburg, the economic heartland of South Africa. Through its graduates the Faculty provides a range of world class career-focused and academic qualifications, training and research. The School of Tourism and Hospitality, located in this Faculty, has won wide acclaim. For more information from the Bunting Road campus e-mail: cleom@uj.ac.za. For more information from the Kingsway campus e-mail: laverml@uj.ac.za.

Faculty of Science
The Faculty of Science is a vibrant, dynamic and diverse scientific community that is a premier centre for the generation, dissemination and application of knowledge in the natural sciences and technology. Different departments such as Geology, Physics, Biochemistry, Environmental Sciences and Information Technology are involved in extensive and well established international research collaborations. For more information e-mail: lorra/ne@uj.ac.za.
International students

UJ welcomes various categories of international students:

- Full-time undergraduate applicants, who need a post-school qualification equivalent to a South African matric, and postgraduate applicants, who need a relevant first degree.
- Non-degree purpose (occasional and practical training) students, who are registered at their home university but are required to undertake practical training or some subjects at a foreign university as part of their programme. It is acceptable for a student not associated with another university, to register at UJ for subjects for one semester for non-degree purposes.
- Affiliate students, normally Masters and Doctoral students, who are registered at a home university but want to be affiliated with UJ for a while for research purposes.
- Exchange students attend UJ under a number of formal exchange agreements with foreign counterparts, and local students undertake reciprocal visits to partner institutions.
- International students may enroll for non-formal extracurricular or short courses (if they qualify). Such applicants also have to apply for a study permit. Please note that people in possession of a work permit may not study at a residential university in South Africa as well, even on a part-time basis. Please visit our home page for more information on this issue.
- Foreign post-doctoral researchers undertake research for varying periods up to one year in a specific academic department at UJ.

International student admission

Please consult the specific course brochures, which are posted on the home pages of the respective faculties, for these requirements. Special admission procedures for programmes include: assessment for guidance, evaluation and placement purposes; interviews; submission of portfolios of work; and 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 before study commences. Exceptions are a Bachelor in Optometriae (31 July) and a Masters in Psychology (30 June). There are two registration cycles for certain career-focused programs. The closing date for the second semester intake is 31 March. Please contact the relevant faculty to make sure of these dates, as they can vary. There is no specific closing date for Masters and Doctoral studies.

How to apply

There is course information on the UJ website. Information and application forms can also be mailed to prospective students. For details on foreign applications visit the International Office: www.uj.ac.za/international. Completed application forms, required documents and application fees should be sent to: Applications, University of Johannesburg, PO Box 524, Auckland Park 2006, Johannesburg, South Africa. International students are also required to possess a valid study permit specifically for the University of Johannesburg, and to have medical cover while studying in South Africa. Without these, students may not register.
English language proficiency

Good reading and writing skills as well as an above average understanding of English are required of international students. Therefore English language proficiency is an additional admission requirement applicable to all international students at UJ, regardless of the level.

University policy requires that foreign, non-English speaking applicants sit for the internationally recognised International English Language Testing System (IELTS) test. If English is one of the official languages in a student's country of residence, they will be exempt from this, but need to submit proof of English competency to the faculty to which they are applying. Please contact the International Office regarding this issue.

Students are responsible for taking the IELTS test themselves, and for its costs. A certified copy of the results must be submitted when applying to the University. The admission score is six for undergraduates and seven for postgraduates (nine being the highest). Test results are 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 requirement). The IELTS test is administered by the British Council, which has centres around the world. For more details, and to make an appointment, please visit their website: www.ielts.org.

Fees

The University is required by law to obtain full fees for the year from international students when they register. This includes the relevant course fee, registration fee and a non-refundable international levy. Unfortunately, no exceptions may be made. Students should contact the International Office to ascertain the specific applicable fees payable. All international students pay an international levy upon registration. This is additional to the tuition and registration fee. The levy is non-refundable and expires on 31 December every year.

Accommodation

Student accommodation on campus is extremely limited. Contact the Residence Offices to find out about accommodation available. Applying for accommodation and paying the application fee 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. E-mail:

- Doornfontein campus: kristines@uj.ac.za
- Bunting Road campus: kennethn@uj.ac.za
- Kingsway campus: daleens@uj.ac.za

As an alternative, students can contact a private accommodation provider for places to stay close to the University.

Rethink education. Reinvent yourself.
The premier university of African scholarship

A centre of excellence in Africa

The University of KwaZulu-Natal (UKZN) is a pre-eminent research and teaching university in South Africa. It is one of four African institutions rated among the top 500 universities in the world. UKZN has formal and informal affiliations with universities around the world, and has formed strategic links with institutions that are committed to programmes of mutual benefit.

The University's 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

UKZN is one of the largest universities in sub-Saharan Africa and is located in two cities (Durban and Pietermaritzburg) on five founding campuses. 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.

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 UKZN 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, and the humanities (including music) and social sciences (including social work). In addition, the campus offers architecture and nursing.

Nelson R Mandela School of Medicine

The School of Medicine has been producing quality doctors for 56 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 School of Medicine 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 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.
Pietermaritzburg
Pietermaritzburg is in the centre of the scenic KwaZulu-Natal Midlands, close to numerous nature reserves and parks, only an hour’s drive from Durban and a two-hour 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, the 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.

Westville
Located within an environmental conservancy about eight kilometres from the central business districts 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 multi-cultural 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, management studies 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 almost 40,000 students at the University, including international students from more than 70 countries. As one of the leading research institutions in Africa, UKZN is particularly geared to enhance the experience of international students. Many of the University’s academics are internationally acclaimed for their research and writing.

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 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. KwaZulu-Natal province 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.

Colleges and Faculties

The university offers undergraduate, Honours, Masters and Doctoral degrees under the following colleges. More detailed and updated information can be found on the following website: www.ukzn.ac.za.

College of Agriculture, Engineering and Science
- Faculty of Engineering
- Faculty of Science and Agriculture

College of Humanities
- Faculty of Education
- Faculty of Humanities, Development and Social Sciences

College of Health Sciences
- Faculty of Health Sciences
- Nelson R Mandela School of Medicine

College of Law and Management Studies
- Faculty of Management Studies
- Faculty of Law

Applications

Undergraduate studies
Applicants to Bachelor degree studies should possess a matriculation exemption endorsement. In view of different international school leaving certificates, the Matriculation Board, as 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. For enquiries regarding application for exemption refer to the website: www.he-enrol.ac.za/mb/forpres/htm.

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

Postgraduate Applicants
Candidates should have completed a four-year Bachelor degree, or a three year degree and a one-year, full-time Honours degree in the relevant field to enrol for a Masters degree. It is recommended that applicants obtain a certificate evaluation of qualifications from the South African Qualifications Authority (SAQA) before submitting applications to the University. Visit the SAQA website at www.saqa.org.za or contact them on +27 (0)12 431 5000. The Centre for the Evaluation of Educational Qualifications (CENQ) is the division in SAQA that is responsible for evaluating foreign qualifications. If you require an evaluation, refer to the main page of the SAQA website. You may download the relevant documentation by clicking on the top right hand corner for the Evaluation of Foreign Qualifications Application form, application guide and tariff guide. These forms may be printed and posted to them. Please note that the evaluation process can sometimes take up to three months: it is therefore important to apply as soon as possible.

Facilities and services
Each campus has a fully computerised main library with branches to serve special academic 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
The University of KwaZulu-Natal is particularly geared to enhance the experience of international students. It has affiliations with more than 280 institutions around the world. It has a good support infrastructure for international students and is thus able to provide professional services to all international students.

UKZN International's full complement of staff includes the Director, Principal International Advisor, International Student Applications Officer, Student Exchange and Study Abroad Coordinator, International School Coordinator, and SADC-Africa Officer. There are also International Student Support Offices located strategically on three campuses (but serving the five campuses), each staffed by an International Student Support Officer and an International Student Support Assistant.

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. Professional staff members proactively provide guidance to international students and seek to address their unique needs and challenges. Through UKZN International, the University strives to deepen its connections and roots in Africa and the rest of the world. The International Students Applications Office is geared to support the special application needs of 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.
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 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, 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. 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.

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 UKZN:

Study Abroad Coordinator
Tel: +27 (0)31 260 2870 or 2230
Fax: +27 (0)31 260 2967
E-mail: ukznsap@ukzn.ac.za
Website: www.ukzn.ac.za/ukzninternational/international/studyabroad.html

Student exchange programme (UKZNSEP)
The University of KwaZulu-Natal has more than 80 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 UKZN:

Student Exchange Coordinator
Tel: +27 (0)31 260 2870 or 2230
Fax: +27 (0)31 260 2967
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, 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 Howard College campus in Durban. 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 and Culture: An opportunity to experience Zulu language and culture and history.
- Service Learning: Community service and hands-on experience with local organisations and agencies.

**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 UKZN 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$2,600 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 such as weekend visits to the uKhahlamba Drakensberg Park, the Battlefields, the Great St Lucia Wetland Park and Hluhluwe-Imfolozi Game Reserve, and general 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 the UKZN:

**International School Coordinator**
Tel: +27 (0)31 260 2677
Fax: +27 (0)31 260 2967
E-mail: is@ukzn.ac.za
Website: [www.ukzn.ac.za/ukzninternational/international/exchange.html](http://www.ukzn.ac.za/ukzninternational/international/exchange.html)

**SADC-Africa initiatives**

The University of KwaZulu-Natal is committed to strengthening academic collaboration and expanding its partners, 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). Among other things, NEPAD aims to promote networks of higher education institutions and build capacity in Africa. The University's goals incorporate the importance of and need for collaboration between higher education institutions.

SADC-Africa initiatives are aimed at capacity building in Africa, supporting academic partnerships that meet specific developmental needs of African countries. There are growing numbers of students from Africa who are attracted to programmes that are internationally renowned and 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.

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**University of KwaZulu-Natal**

**International Applications**

**UKZN International**

University of KwaZulu-Natal
Howard College Campus
4th floor, Rick Turner Students Union building
King George V Avenue
Durban 4041
South Africa

Tel: +27 (0)31 260 2230 or 1092
Fax: +27 (0)31 260 2967
E-mail: intapplications@ukzn.ac.za
Website: [www.ukzn.ac.za/ukzninternational](http://www.ukzn.ac.za/ukzninternational)
Take the lead with Wits

The University of the Witwatersrand in Johannesburg, known as Wits, is renowned for its intellectual leadership and its commitment to nurturing critical thinkers, creative innovators, problem-positors and problem-solvers. "Witsies" are exposed to a comprehensive academic programme, participate in leading research across the five faculties and constantly engage in current developments in South Africa, the rest of Africa and the world.

Brief history and location

The origins of Wits lie in the South African School of Mines established in 1896, with full university status granted in 1922. Wits is home to more than 25,000 students, has produced more than 100,000 graduates, and has made and will continue to make its mark nationally and internationally. Wits boasts 88 Rhodes Scholars and four Nobel Prize winners. Spread over more than 100 hectares and seven campuses, Wits University is an urban, comprehensive university.

Decades of internationalisation

Internationally Wits is building relationships with other world class universities, ranging from the rest of Africa and the Far East to Europe and the United States.

The Faculty of Engineering and the Built Environment offers undergraduate degrees recognised by the Engineering Council of South Africa. In terms of the Washington Accord of 2000, official recognition of our degree programmes has been approved by the professional engineering accrediting bodies of the US, Canada, Australia, New Zealand, the UK and Hong Kong.

The Wits MBA programme was voted the best in South Africa for the sixth time in the 2005 Financial Mail survey in the United Kingdom. The Wits Business School was ranked 45th globally by the Financial Mail in its annual Executive Education Ranking. It was the first time that an African school was ranked among the top business schools in the world by this publication.

With more than 1,500 international students registered in 2005, from more than 90 countries and speaking more than 130 languages, Wits offers the perfect mix of academic excellence, cultural diversity, great employment prospects and a full social life. Furthermore, for cultural, social, economic and political exchange, the University is a cosmopolitan, exciting and vibrant place to live and study.

Faculties

The University is structured into five faculties comprising 37 schools and has more than 83 research entities (10 of which are recognised Medical Research Council units). 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.

Entrance requirements

Wits uses a number of selection procedures to select candidates for degrees. These procedures include a rating system, questionnaires, selection tests, interviews, auditions or written assignments. All applicants for undergraduate degrees must be in possession of a university entrance matriculation or an equivalent examination certificate recognised by the Matriculation Board. For some degrees such as medicine, engineering and commerce, there are additional requirements such as a minimum pass in mathematics. Requirements for postgraduate students vary from faculty to faculty, but the minimum entrance requirement is a Bachelor degree. International students have to have a proven proficiency in the English Language. For more information e-mail: admissions@senc.wits.ac.za.

Accommodation

The University boasts more than 20 residences which can accommodate 22% of the student population. International House, which caters largely for international students, was opened in 2003. For more information contact: accommodation@residence.wits.ac.za.

Wits International Office

The Wits International Office (WIO) is dedicated to furthering the internationalisation of the University. With the well-being of the University's international community as its central focus, the WIO is engaged in the enhancement of diversity, and international cooperation and understanding among the people of our continent and indeed of the world. International students are an important part of the student community at Wits and the WIO is dedicated to supporting them, from the time of their arrival and throughout their study programme.

Services provided

• An orientation programme to introduce new students to the academic environment, University services and other students, providing the essential first step to life at Wits.
• Liaison with University faculties and departments to maximise opportunities for success.
• Information and assistance with medical aid cover and study permits.
• An emergency contact point for parents and family trying to reach students.
• Support for the Wits International Students Association to organise the annual international day.
• Cultural events allowing international students an opportunity to share cultural experiences with South African students.
• Advise students and staff on study abroad programmes, which attract students from around the globe to the University for short courses.
• University partnerships to facilitate exchange programmes.
• Giving life to the University's internationalisation policy.
Faculty of Commerce, Law and Management

Do you want to be at the forefront of commerce? Want to climb the corporate ladder? Fancy studying at a leading business school? Interested in a career in law? Read on.

The Faculty of Commerce, Law and Management aims to contribute to the advancement of governance, justice and economic development through developing and increasing knowledge and skills.

The Faculty is home to the School of Economic and Business Sciences, the School of Accountancy and the School of Law. Business leaders often frequent the courses and programmes on offer at the Wits Business School, while civil servants and government officials are no strangers to the School of Public and Development Management. Wits’ offerings for part-time students, the Wits Centre for Part-Time Studies, also resides in this Faculty.

There are five major teaching and research centres attached to Schools in the Faculty. The Mandela Institute, the Centre for Applied Legal Studies and the Wits Law Clinic fall under the School of Law, while the Learning Information Networking Knowledge Centre and the Southern African Defence and Security Management Network are located in the School of Public and Development Management.

The Wits Business School, rated second in Africa in the Financial Times international survey released in 2007, was also ranked 53rd in the UK-based Financial Times Survey for Executive Education Courses in 2006. The Wits MBA programme was voted the best in South Africa for six consecutive years in the Financial Mail annual survey. It was also rated as the top Business School for three consecutive years (2004 to 2006) in the Sunday Times Top Brands Survey. The Wits Business School is fully accredited by the South African Council on Higher Education and received the prestigious International Accreditation by the Association of MBAs in 2005.

The Wits School of Law is highly regarded locally and abroad, and regularly hosts international guests, events, seminars and symposia on campus. One of the country’s premier institutions, the School produced two of South Africa’s post-1994 Chief Justices of the Constitutional Court. It is also home to the largest Law Clinic in South Africa, which not only provides legal assistance to indigent clients but also provides law students with practical experience. Since its foundation in 1922, the School of Law has built a reputation as a premier centre for legal education. Graduates have made their mark in law, commerce and scholarship the world over.

The School of Accountancy’s chartered accountancy programme is rated as one of the best in the country. The School has achieved an average pass rate of 90% in part one and 80% in part two of the South African Institute of Chartered Accountants’ qualifying exam over the past eight years.

Comprising the legacy Departments of Economics, Business Economics and Information Systems, the new School of Economic and Business Sciences is one of the largest and most dynamic Schools within the Faculty. With its focus on business sciences, economics and information systems, its courses cover a range of skills: from the more people-oriented skills of business such as marketing and human resource management to technical areas like finance and investment.

The Graduate School of Public and Development Management is the largest postgraduate school of public management in Southern Africa. During its 10-year history it has provided high level capacity building through a range of postgraduate degrees and short courses, to more than 9,000 people. It is a professional, inter-disciplinary school that offers a range of education and training programmes in local and provisional governance, economic and social development, and public management and policy.

To find out more about the undergraduate and postgraduate options available in this Faculty, visit: www.wits.ac.za/clm

Faculty of Engineering and the Built Environment

Wits’ undergraduate engineering degrees are recognised by the Engineering Council of South Africa. In terms of the Washington Accord, official recognition of our degree programmes has been approved by the professional engineering accrediting bodies in the US, Canada, Australia, New Zealand, the UK, Ireland and Hong Kong.

Our professionally qualifying degree in quantity surveying is accredited by the South African Council for the Quantity Surveying Profession and the Royal Institute of Chartered Surveyors (UK), while the construction management degree is accredited by the Chartered Institute of Building. Our architecture degrees are accredited by the South African Council of Architects, the Royal Institute of British Architects and the Commonwealth Association of Architects.
The Faculty of Engineering and the Built Environment is a leading institution providing high calibre, internationally accredited education in engineering and the built environment. Wits graduates in these disciplines are prepared for service in an era when the well-being of humankind depends more than ever on the ability to apply technology responsibly. In producing goods and services, a high level of technological know-how is needed and the protection of the environment has become vital.

We aim to produce graduates competent to create and develop policies, devices and systems in many areas: from buildings and factories to transportation and communication systems; from the generation and distribution of electrical energy to extracting and processing naturally occurring minerals and materials. All the manufactured elements and devices that are common in our lives have engineering inputs and all construction projects require the input of built environment professionals.

Did you know that Ferrari’s Chief Engineer, Rory Byrne, graduated from Wits University 42 years ago? He was recently awarded an honorary doctorate for putting South Africa on the world map of excellence.

In recent years Faculty students and graduates have worked with industry partners, scientists and other stakeholders to produce robotics for manufacturing everything from surgical lasers to heart pumps, from polymers to nuclear reactors. Teams have delved into space research, built safe and attractive bridges, small powerful computers and high-speed satellites. They have developed telecommunications, low-cost housing solutions and high-rise and high-tech buildings, and have conducted research into environmental protection and quality.

The Faculty’s built environment graduates have designed and delivered specific quality standard buildings and infrastructure. Several Wits graduates have directly contributed to the delivery of affordable housing and to addressing the housing needs of the poorer sections of South African society. Wits trains engineers and built environment graduates to produce solutions for tomorrow’s problems by developing new technology through research.

The Faculty of Engineering and the Built Environment houses the following Schools:

- School of Architecture and Planning
- School of Construction Economics and Management
- School of Mechanical, Industrial and Aeronautical Engineering
- School of Mining Engineering
- School of Chemical and Metallurgical Engineering
- School of Civil Engineering
- School of Electrical and Information Engineering (and Biomedical Engineering)

All our programmes, except Architecture, are based on a foundation in mathematics, the natural sciences and basic engineering subjects. Following the development of an adequate foundation, the degree programmes diverge into concentrated study in specialised areas.

Engineering and the built environment education at Wits provides students with the opportunity to acquire knowledge necessary to the advancement of career opportunities in several areas. Many graduates begin their professional careers in a variety of responsible positions in industry, government and non-traditional areas such as the banking sector. The first assignments are usually of a technical nature. Later, some become technical specialists or move into positions of administration and management. Whichever choice is made can lead to a rewarding career.

Careers within the fields of engineering and the built environment demand a high degree of self discipline, a sense of responsibility, ambition or goal orientation, hard work and teamwork. The Wits environment encourages the development of all these attributes.

Did you know?

The new Wits University Convergence Laboratory in the School of Electrical and Information Engineering brings together under one roof voice, data, video, multi-media and entertainment via a ‘next generation’ telecommunications network. In 2006, students developed software systems to aid the visually impaired, devices to allow video streaming from the T-shirts of soccer players to mobile phones, and developed virtual music gloves.

To find out more about this Faculty, visit: www.wits.ac.za/eb
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Faculty of Health Sciences

Interested in a career in the health sciences? Look no further! The Faculty of Health Science offers a range of options, from clinical medicine and the therapeutic sciences to physiology and the anatomical sciences.

The Faculty of Health Sciences is internationally renowned for the top quality of the professional degrees it offers. Graduates from the Faculty are sought worldwide and some of our postgraduate medical and dental courses, which lead to specialisation or to higher degrees, are highly attractive to graduates from many parts of South Africa and the rest of the continent.

The Faculty offers undergraduate degrees in medicine, dentistry, nursing, pharmacy, physiotherapy and occupational therapy. Training is offered with practical experience in five major hospitals in Johannesburg as well as several rural hospitals, the state of the art Wits Donald Gordon Medical Centre and
various clinics. Through its partnership with the Gauteng Health Department, Wits employs over 800 medical and dental consultants who are involved in teaching undergraduates and postgraduates, and in research programmes. Approximately 500 students graduate in these professions each year. In addition, postgraduate training is offered to specialists in medicine and dentistry. The Faculty also offers postgraduate qualifications in the therapeutic sciences, pharmacy and public health, as well as research Masters and Doctorates.

New courses that are responsive to the needs of Africa are constantly introduced. The first cohorts of graduates have just emerged from the Bachelor of Health Sciences and the Graduate Entry Medical Programmes. Students from all over Africa are enrolling in the new hands-on Postgraduate Diploma in Tropical Medicine and Hygiene, and some new programmes in sports medicine and exercise science are on the cards.

The Faculty is home to the following Schools:

- School of Anatomical Sciences
- School of Clinical Medicine
- School of Oral Health Sciences
- School of Pathology
- School of Physiology
- School of Public Health
- School of Therapeutic Sciences

All Schools participate in the training of undergraduate medical, dental and allied medical students, and postgraduates in all disciplines. Academics from the Faculty are constantly sought for their expertise in key health care issues both locally and abroad.

The Faculty welcomes applications for study in the following areas:

- Bachelor of Health Sciences with two tracks, biomedical sciences or human sciences, designed to produce graduates for a range of professional, managerial and leadership positions in the health care sector and/or leading to a BHSSc (Honours).
- Masters and doctoral (PhD) degrees by research in all Schools.
- Masters by coursework and research report in the fields of: public health, particularly in health policy and management, epidemiology, biostatistics and population studies; clinical medicine, including bioethics and neuro-developmental paediatrics; and oral health sciences, pathology and therapeutic sciences, including pharmaceutical affairs, physiotherapy, occupational therapy and nursing.
- Professional Masters degrees (MMed or MDent) in clinical medicine, pathology, public health and dentistry disciplines, including experiential time in hospital, pathology or community service. These degrees include a research component.
- Some schools offer advanced (postgraduate) diplomas.

For details of admission requirements, closing dates for registration and further opportunities for postgraduate study e-mail: healthpg@health.wits.ac.za or visit our website: www.wits.ac.za/health.
Faculty of the Humanities

Shift your paradigms

Shift your paradigms. Join a vibrant Faculty offering innovative undergraduate and postgraduate programmes in the arts and humanities.

The Faculty of Humanities engages creatively and critically with its location in Johannesburg, which is arguably South Africa's most globally networked city with dynamic political, social, economic and cultural links to Africa and the world. Academics in the Faculty have a wide range of links that include collaborative research with other leading scholars in universities in Africa, Asia, Europe, North America and the Middle East.

The Faculty offers a wide range of programmes. Some are vocationally oriented and lead to careers in specific professions, while others are theory and research-oriented and impart critical analytical skills that open up to a range of careers in academia and research institutes, the public and private sectors and non-governmental organisations.

Our courses are designed to provide a solid training in a particular field, yet draw on a broad range of options, enabling you to tailor courses to fit your personal career orientation.

The Faculty is home to the following Schools:

- School of Education
- Wits School of Arts
- School of Social Sciences
- School of Literature and Language Studies
- School of Human and Community Development
- Wits Plus, which offers part-time BA studies

The Faculty offers internationally recognised and renowned postgraduate programmes (Honours, Masters by coursework and by dissertation, and PhDs) in all these fields.

The Faculty is one of the leading centres of postgraduate studies and research in South Africa and on the continent. Postgraduate students in the Faculty are taught and supervised by leading academics who enjoy an international reputation as some of the world's foremost research-active and productive scholars.

Most of our programmes seek to be at the cutting edge of postgraduate studies by taking innovative multi-disciplinary, cross-disciplinary and trans-disciplinary approaches, linking the arts, social sciences, natural science, law and management. Our postgraduate students are put through rigorous theoretical and methodological training, which imparts strong research and analytical skills and enables them to adapt to the constantly changing world of work in the 21st Century.

The Faculty is home to leading research centres, institutes, programmes and units. These include the Marang Centre for Mathematics and Science education, the Emthonjeni Centre, the South Africa-India: Connections and Comparisons project, and the Local Histories and Present Realities history project, which is just one among various inter-disciplinary projects on the research agenda.

The Sociology of Work Unit undertakes research on the world of work and labour while the Centre for Africa's International Relations is concerned with developing teaching and research capacity. The East Asia Project and the Middle East and South Asia Project also aim to promote greater awareness and understanding of these regions within the Faculty. The Constitution of Public Intellectual Life Programme offers a platform for public discussion, debate and deliberation while the Wits Institute for Social and Economic Research is an inter-disciplinary research institute hosting six flagship research programmes.

For more information on undergraduate study, contact the Faculty of Humanities on:
Tel: +27 (0)11 717 1030
Fax: +27 (0)11 717 1299
E-mail: admission@senc.wits.ac.za

For more information on postgraduate study contact the Graduate School of Humanities and the Social Sciences on:
Tel: +27 (0)11 717 4032
Fax: +27 (0)11 717 4039
E-mail: gradschool@gsh.wits.ac.za

For further information visit our website:
www.wits.ac.za/humanities
Faculty of Science

Did you know that the Faculty of Science at Wits is one of the leading research and teaching facilities in the country? Did you know that our qualifications are recognised by major institutions abroad?

At the University of the Witwatersrand, excellence is not just a buzzword, it is a passion. As Africa's premier postgraduate university, we offer postgraduate students a broad spectrum of opportunity in a wide variety of fields.

The Faculty of Science is one of the leading science faculties in the country and on the continent. It has an excellent track record in both teaching and research. Its courses and qualifications are on par with the best in the world, as evidenced by their recognition by prestigious institutions abroad.

The Faculty is proud to house five accredited A-rated scientists, all international experts in their respective fields. Our research strength ensures that staff members keep in touch with the latest developments in their fields, which has beneficial effects both for undergraduate and postgraduate teaching.

On offer in our 10 Schools are courses in the biological and life sciences, chemistry and physics, geography, archaeology and environmental studies, geosciences, mathematics, computer science and molecular and cell biology. An extensive range of study options exist at the Honours and Masters levels in the biological and life sciences, physical sciences, mathematical sciences and earth sciences. There are two new Masters degree programmes on offer, one in Resource Conservation Biology and another in Environmental Science.

In addition to basic research opportunities in various fields, including high energy physics, rock art, climatology, palaeontology, palaeoanthropology, molecular biology and environmental science, the Faculty of Science has a number of leading researchers involved in the fields of financial and industrial mathematics, AIDS research and treatment of diseases, materials science and synthetic and structural chemistry. Increasing effort is being devoted to applied research linked to a variety of activities in Southern Africa.

Our Actuarial Science Programme provides exemption from 12 of the examinations required for qualification as a professional actuary with the Edinburgh Faculty of Actuaries or the London Institute of Actuaries. At the cutting edge of research and technology, scientists and postgraduates within the Faculty are working in the fields of biotechnology and bioinformatics, which the University identified as a strategic area for development. It encourages multi-disciplinary research within this and other areas.

The School of Geosciences within the Faculty is the oldest, largest and most diverse academic earth science institution in Africa. It houses the AfricaArray project, the first pan-African geophysics initiative, in partnership with the Council for Geosciences and Pennsylvania State University, incorporating a large network of organisations across the continent, Europe and the US.

The University curates one of the largest collections of fossils in the southern hemisphere, visited by scientists from all over the world for research purposes within the Institute for Human Evolution. New species of animals are constantly being discovered due to our groundbreaking research efforts, making Wits a target for visits by international researchers.

To view the full range of postgraduate study options on offer and for information on entrance requirements, visit our website: www.wits.ac.za/science
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
Excellence, equity and innovation

The University of the Free State (UFS) is one of South Africa's oldest universities, and celebrated its centenary in 2004.

UFS is an important research centre. Our six faculties offer a full range of undergraduate and postgraduate programmes to more than 25,000 students (40% of them postgraduates), including 1,900 international students.

The University is a multi-cultural and multi-lingual institution with parallel-medium instruction in English and Afrikaans. We are recognised as a leader in transformation and are committed to serving the community.

The main campus of the University of the Free State is situated in Bloemfontein, the capital of Free State province, in central South Africa. Bloemfontein is a modern city offering a full range of recreational, commercial and educational facilities and services.

There is also the Vista campus in Bloemfontein, as well as the Owaqwa campus in the Eastern Free State, approximately 300 kilometres from Bloemfontein. This campus, in one of the most scenic parts of the country, offers study opportunities towards BA, BComm or BSc degrees and selected courses in education.

Accommodation

Both the main campus in Bloemfontein and the Owaqwa campus offer accommodation in student residences.

On the main campus in Bloemfontein there are 18 residences, while on the Owaqwa campus there are five residences. Increasingly, these residences play a vital role in the academic performance of students.

There are also a host of private accommodation options available, with services and assistance on campus for placements.

Entrance requirements

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

Student life

Studying at UFS will introduce you to a varied and interesting student life, not only academically but also in terms of culture, sport and recreation. Two major arts festivals take place in Bloemfontein every year, and UFS cooperates with both.

On the main campus, the University boasts sports facilities for more than 20 sport codes, including a state-of-the-art astro-turf hockey field, a modern student centre (with shops and restaurants), a student newspaper and a campus radio station.

In addition, students have access to an extensive world class library, a career and guidance centre, a modern student theatre and various computer centres.

Faculties

There are six comprehensive faculties at the University of the Free State, offering a range of degree, diploma and certificate courses. In total, there are 94 departments and 21 schools and centres, including an internationally accredited School of Management.
The Faculties are:

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

Research

The University is an important national role player in terms of research and has close ties with a number of universities and industries on the continent and around the world. UFS has 70 National Research Foundation rated researchers, indicating the quality and excellence of its research portfolio.

The University recently announced the formulation of six Strategic Knowledge Clusters: areas in which the University excels and has gained international recognition, and that also holistically integrate components of teaching and learning, and community service. They are:

- Water Management in Water-Scarce Areas
- New Frontiers in Poverty Reduction and Sustainable Development
- Social Transformation in Diverse Societies
- Ecologically Sound Value Chains for Agricultural Commodities
- Materials and Nanosciences
- Advanced Biomolecular Research

Internationalisation

Strategic redirection of internationalisation at the University of the Free State is confirming the University’s commitment to excellence in research and student support, by investing in its international competitiveness.

The main areas of focus of this portfolio are to professionalise support to international students, to facilitate an increase in international research funding, and to facilitate the further globalisation and internationalisation of the University.

There are approximately 1,900 students from more than 50 countries represented on campus, the majority from Africa. The University has a high number of research and exchange agreements with many internationally recognised institutions, contributing towards a diverse, mutually beneficial international
culture within the framework of excellent research, teaching and community service.

A few milestones

- In 2006, the University was appointed as the national training provider for the Jobs for Growth Programme, an initiative that forms part of the Accelerated and Shared Growth Initiative for South Africa, driven by the Office of the Deputy President.
- In 2005, a young black scientist at UFS, Olihile Sebolai, made international headlines with a remarkable discovery of new oily substances in yeast. This is evidence of the University's commitment to producing high quality graduates particularly from previously disadvantaged communities.
- In 2004, UFS's excellent sport exercise facilities drew the Springbok Rugby Team to the Bloemfontein campus for an extended training camp. In recent years the University has begun to increase its investment in sport through the adoption of a Sport Plan.
- In 2004, the South African Broadcasting Corporation screened an acclaimed documentary on the life of King Moshoeshoe, a documentary commissioned by UFS as part of its centenary celebrations. Through this documentary the University highlighted the role played by King Moshoeshoe, the founder of the Basotho nation, as an African leader and nation builder who played a reconciliatory role in the Free State and beyond.
- In 2003, UFS became the first university in South Africa to appoint a black woman, Professor Letticia Moja, as Dean of a medical faculty. This is part of ongoing efforts to attract the best staff to the University, and to support the transformation process in South Africa.
- In 2002, UFS was one of the first universities in South Africa to adopt a policy on community service learning and research. Through this policy the University 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 both students and communities can benefit.

University of the Free State

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E-mail: niemannajadrd@ufs.ac.za
Website: www.ufs.ac.za
Study abroad at North-West University
Alive with ideas that work

If the North-West University had to be summed up in a single word, it would be ‘innovative’. This quality is carried through everything we do, from the research we conduct to our academic offerings, patents and inventions, approach to community engagement and sporting achievements.

Be part of a winning team

For more information contact:
The International Office, Joon van Rooy Building (F1), 11 Hoffman Street, Potchefstroom, 2531
Private Bag X6001, Potchefstroom, 2520, South Africa
INSTITUTIONAL OFFICE: Tel: +27 18 299 4931
MAFIKENG CAMPUS: Tel: +27 18 389 2111 Email: sam.motabogi@nwu.ac.za
POTCHEFSTROOM CAMPUS: Tel: +27 18 299 2919 Email: anelishé.vanderspoel@nwu.ac.za
VAAL TRIANGLE CAMPUS: Tel: +27 16 910 3180 Email: annette.willemse@nwu.az.za
Fax: +27 18 299 4938
Web: www.nwu.ac.za
A stable, vibrant and entrepreneurial university

The North-West University (NWU) officially came into being on 1 January 2004 as part of the national Government's broader plan to transform higher education, with the aim of using resources more effectively and addressing past imbalances.

The institutions that came together to create NWU were the former University of the North-West (in Mafikeng), the former Potchefstroom University for Christian Higher Education, and the Sebokeng Campus of Vista University (in Vanderbilpark).

The merger was a symbolic act of reconciliation that embodies the nation's building objectives of Government. As a result, NWU is now a multi-campus institution spread across two provinces. Each campus operates as a business unit with a managerial structure, but is supported by an Institutional Office situated in Potchefstroom.

NWU celebrates the unity and 'oneness' of a country that has 11 official languages and is made up of various cultures, backgrounds and belief systems. The University is developing a single institutional culture and ethos, with room for diversity in terms of campus personalities. Integrity, commitment, accountability and respect are the values that bind them together.

People are drawn to North-West University for many different reasons.

- For some, like Olympic gold medallist Dame Kelly Holmes and 1,000 other top athletes from 26 countries, the attraction is its high-performance training facilities, altitude and climate.
- For others, such as the researchers at Nuclear Engineering and the Unit for Space Physics, it is the opportunity to pioneer sustainable solutions to the world's deepening energy crisis or to be part of a global team building telescopes that shed fresh light on the secrets of the universe.
- For students, it is the freedom to learn and grow at a university that has international status and, at the same time, is a microcosm of South African society.

NWU offers scope for personal growth through entrepreneurial development, community service, sport and cultural activities including drama, music and poetry. This exposure nurtures well-rounded graduates able to pursue successful careers, contribute to the community and live balanced, purposeful lives.

In 2006, NWU enrolled 6,286 international students from 71 countries, including 5,729 students from Botswana and Namibia. Many are postgraduate students at the Masters and Doctoral levels, with a growing number enrolling as post-doctoral fellows in fields where the NWU has special expertise.

NWU vision and values

North-West University's vision is to be a "pre-eminent university in Africa, driven by the pursuit of knowledge and innovation". NWU's values are the compass that guides the institution towards achieving its vision. The University subscribes to the values of human dignity, equality, freedom, integrity, tolerance, respect, commitment to excellence, scholarly engagement, academic freedom and justice. In 2007, four 'do-values' were identified by management, namely integrity, commitment, accountability and respect. These 'do-values' are seen as practical enablers in realising the goals of NWU through the behaviour of all staff and students, building trust and fostering a team spirit across the University.

NWU mission

To realise the NWU vision and remain true to its values, the University has defined its mission as being to:

- Position itself as a values-driven university, striving to make a difference through the pursuit of knowledge and innovation, and by being locally engaged, nationally relevant and internationally recognised.
- Develop, educate and empower, through quality teaching and learning, well rounded graduates able to think laterally and critically and to serve the country and all of its people.
- Produce high quality, relevant and focused research, basic as well as applied, supplying innovative solutions to challenges faced by the scholarly community, the country, the continent and the world.
- Implement research results and expertise, both commercially and community-directed, for the benefit of the country, the continent and the world.
- Aspire to be recognised internationally as a well managed and innovative university, with a client focus and a quality focus, by creating an enabling environment that will enhance and improve our core business.
- Create a financially viable institution able to transform continually to meet the country's social and economic needs.

Research and innovation

Research, innovation, and entrepreneurship are the lifeblood of NWU, as the following achievements show:

- A group of researchers from the Potchefstroom Campus of NWU are part of the international High-Energy Stereoscopic System (HESS) group that won the much sought after

...
European Union Descartes Prize for Research for 2006.
- NWU is involved in developing the Heat Transfer Testing Facility for the Pebble Bed Modular Reactor Group (Pty) Ltd, with this project being one of the country's most important nuclear energy initiatives.
- NWU earns more than R1.4 million a year from royalties and licensing income, spends more on patents than any other university in South Africa, exports more than R4 million worth of high quality machine components per annum, and holds six US patents.

Language policy

NWU has a policy of functional multi-lingualism, based on the needs of different campus constituencies. English and Afrikaans are used as primary languages of tuition, but NWU acknowledges the realities of a multi-lingual society and university environment, and thus additionally uses Sesotho and Setswana as campus working languages.

Location

NWU has campuses in two provinces, North-West and Gauteng.
- The Mafikeng campus is located in Mafikeng, the capital of North-West province, and has students from 22 countries. Among other specialist programmes, it offers the only BSc Animal Health programme recognised for registration by the South African Veterinary Council. All tuition is in English.
- The Potchefstroom campus, also in North-West province, is situated in the historical university town of Potchefstroom. Unique programmes here include South Africa's only approved postgraduate qualification in nuclear engineering. Although Afrikaans is the primary medium of instruction at undergraduate level, non-Afrikaans speaking students are assured access through simultaneous interpreting in strategic programmes such as engineering, pharmacy, nursing, law and theology.
- The Vaal Triangle campus in Gauteng, South Africa's economic powerhouse, is situated on the banks of the Vaal River in a proclaimed nature reserve, with various species of game roaming the grounds. Academically, the campus' areas of specialisation are the economic, modelling, behavioural and education sciences. Tuition is bilingual in Afrikaans and English, with interpreting services in selected programmes.

Faculties and programmes

NWU has the following Faculties: Agriculture, Science and Technology (Mafikeng); Arts (Potchefstroom); Commerce and Administration (Mafikeng); Economic and Management Sciences (Potchefstroom); Educational Sciences (Potchefstroom and Mafikeng); Engineering (Potchefstroom); Health Sciences (Potchefstroom); Human and Social Sciences (Mafikeng); Law (Potchefstroom and Mafikeng); Natural Sciences (Potchefstroom); and Theology (Potchefstroom). The Vaal Triangle Faculty comprises the following schools: Economic Sciences; Basic Sciences; Behavioural Sciences, Modelling Sciences; Education Sciences; and Languages.

Residences

All three campuses offer accommodation in student residences that are comfortable, secure and well maintained. This contributes to a vibrant student life, geared to holistic growth and development. NWU is investing extensively in student facilities and infrastructure, aiming to offer the best possible learning and extracurricular development opportunities to students, including upgrading residences and expanding sports facilities. International students can contact the International Office to assist them in finding accommodation.

Entrance requirements

Admission requirements vary, depending on the programme. For more information on specific requirements, please visit our website at www.nwu.ac.za and look under 'Prospective Students'.

International Office

NWU has a dedicated International Office at the Potchefstroom Campus that liaises with and is a single point of contact for all international students, staff and visitors. The office deals quickly and efficiently with enquiries about admission procedures, accommodation, grants and bursaries, and study permits at all of the campuses. It also provides orientation support to international students, from their initial enquiry to their arrival at NWU. This service includes providing transport from the airport and assistance with banking, medical and other personal support services. NWU has academic agreements with universities around the world, affording students and staff the opportunity to study and conduct research at partner institutions for short or longer periods.

Internationalisation

The University's mission on internationalisation is focused on advancing research and attracting post-doctorate fellows and students at Masters and PhD levels. Exchange of staff with international academic partners takes place regularly. One of the priorities of 2007 is to continue establishing strategic linkages, in order to form cooperation agreements.

North-West University

Private Bag X6001
Potchefstroom 2520
South Africa

International Office
Tel: +27 (0)18 299 4931
E-mail: phumzile.mmope@nwu.ac.za
Website: www.nwu.ac.za

Mafikeng Campus
Tel: +27 (0)18 389 2111
E-mail: sam.motabogi@nwu.ac.za

Potchefstroom Campus
Tel: +27 (0)18 299 2919
E-mail: anelishe.vanderspoele@nwu.ac.za

Vaal Triangle Campus
Tel: +27 (0)16 910 3180
E-mail: annette.willems@nwu.ac.za
A proud history, an exciting future

Recognised as one of the prestigious universities on the continent of Africa, the University of Fort Hare stemmed from an initiative by the black elite and early 20th Century white liberals, many of them clergy, supported by many southern African leaders.

Fort Hare, which came into existence in 1916, celebrated its 90th anniversary in 2006 and is the oldest historically black university in Southern Africa.

Throughout its existence, Fort Hare students have come from all over Africa, as far north as Kenya, Uganda and Nigeria. Many graduates enjoyed prominent careers in fields as diverse as politics, medicine, literature and art.

Illustrious alumni include former South African president Nelson Mandela, Oliver Tambo, Govan Mbeki, Chris Hani, Robert Sobukwe, Robert Mugabe of Zimbabwe, Ntsu Mokhehle of Lesotho, Quett Masire of Botswana, Professor Yusuf Lule of Uganda, Tom Boya of Kenya, ZK Mathews, Getrude Ntlabath1, Chris Murkedush, Kaizer Daliwonga Mathanzima and Mangosuthu Buthelezi.

The Power of Choice

PROGRAMMES OFFERED

- Humanities
- Languages
- Social Sciences
- Archives and Records Management
- Fine Arts
- Applied Communication Management
- Library Science & Information
- Human Resource Management
- Theology & Religious Studies
- Social Work
- Public Administration
- Public Sector Management
- Commerce in Accounting
- Business Management & Industrial Psychology
- Economics & Business Management
- Management Law
- Information Systems
- Agricultural Economics
- Agricultural Extension
- Livestock Production
- Horticultural Science
- Soil Science
- Crop Science
- Botany
- Soil Science
- Livestock & Pasture Science
- Advanced Certificate in Education (ACE) Maths (GET Band)
- Advanced Certificate in Education (ACE) Science (GET Band)
- Advanced Certificate in Education: (ACE) Technology (GET Band)
- Bachelor of Education, Primary (BEd)
- Bachelor of Education: Primary (BEd) (GET Band)
- Geology
- Zoology
- Microbiology
- Biochemistry
- Chemistry
- Computer Science
- Geographical Information Systems
- Mathematics
- Physics
- Llc - Bachelor of Law
- 4 years for high school leavers
- 3 years for non law degree holders
- 2 years for B Juris holders
- 1 year for B Proc holders

THE FOLLOWING UNDERGRADUATE PROGRAMMES ARE OFFERED AT THE BHISHO CAMPUS

- Bachelor of Administration (Public Sector Management and Administration): B Admin (PA)
- Bachelor of Administration (Human Resource Management): B Admin (HRM)

The two programmes are intended for working and part-time students. Classes are offered in the evening from Monday to Thursday.

- Accounting
- Economics
- Development Studies (Also Offered)

ENTRY REQUIREMENTS

- Matric with endorsement
- Mature age 25 & up
- Age Exemption 45 & up

In some programmes, good school leaving certificates may be considered.
The list of alumni features many other leaders who continue to excel in numerous spheres other than politics. The role Fort Hare played in South Africa's struggle for liberation, and its influence across the continent, can be ascribed to the convergence of great minds on one campus. Political leaders are used to mark the era and to illustrate Fort Hare's reputation as the cradle of African Leadership.

The cosmopolitan University boasts a long standing tradition of non-racism, which is characterised by intellectually enriching and critical debate. Staff and students aspire to educational excellence, and social life on campus is vibrant.

The blueprint for transforming and repositioning this legendary institution in the 21st Century - the Strategic Plan 2000 and subsequent Institutional Operating Plan - nurtures and builds on these traditions. The objectives of these corporate re-engineering plans are to ensure that the University continues to be a dynamic institution worthy of its rich inheritance.

In April 2005, President Thabo Mbeki conferred the Supreme Order of Baobab (Gold Class) on Fort Hare in recognition of its role in the academic training of a legion of men and women in South Africa, and of its “leadership development” contribution.

The Baobab is a 3,000 year-old tree signifying great perseverance, resilience and strength of character. These are qualities attributed to the University of Fort Hare.

Campuses

Main campus - Alice
The main campus of the University of Fort Hare is situated in the fertile Tyhume Valley, some 120 kilometres due west of
the city of East London. It lies adjacent to Alice, a small town in a rural setting and the capital of Nkonkobe Municipality. The University and Alice are served by road and rail links.

**Satellite campuses – Bhisho and East London**

The university has two satellite campuses, one located in Bhisho and the other some 60 kilometres further east in the centre of the city of East London, between Fleet Street and the harbour.

**Faculties**

The University of Fort Hare’s academic programmes are clustered into five faculties: Education; Management and Commerce; Science and Agriculture; Social Science and Humanities; and the Nelson Mandela School of Law. The University offers diploma and degree qualifications across a wide variety of fields.

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**University of Fort Hare**

Private Bag X 1314
Alice 5700
South Africa

**Alice campus**
Tel: +27 (0)40 602 2011
Fax: +27 (0)40 653 1554

**East London campus**
Tel: +27 (0)43 704 7000
Fax: +27 (0)43 704 7095

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

Recipient of the Supreme Order of Boabab (gold)
Leading minds

100 years old in 2008

The University of Pretoria places the highest premium on academic excellence and academic standards, and combines world class education with beautiful, safe and diverse campus settings that allow our students to enjoy student life to the full.

The University of Pretoria is one of the largest residential universities in South Africa and is situated in South Africa's ever expanding administrative capital. It embodies the rich diversity and depth of South African society.

This world class research and training institution views its students as the 'Innovation Generation' and provides an intellectual home to the rich diversity of South Africa's talent. Through excellence in research and other fields, we have become preferred partners, both nationally and internationally.

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.
• A university that is 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 and enabling, value-driven culture, that provides an intellectual home for the rich diversity of South African academic talent.
• The premier university in South Africa that acknowledges its prominent role in Africa, is a symbol of national aspiration and hope, reconciliation and pride, and is committed to discharging its social responsibilities.

Mission

To be an internationally recognised South African teaching and research university and a member of the international community of scholarly institutions.
Location
The University of Pretoria is situated in the eastern suburbs of South Africa's expanding administrative capital, Pretoria, in Gauteng province, South Africa.

Language
The University of Pretoria provides an intellectual home to anyone who has the interest and ability to participate in its programmes. The University acknowledges that every student has a right to excellent training. The University undertakes to develop and use the languages of instruction, Afrikaans and English, as valuable instruments of science.

Faculties, departments and programmes
The academic year is from January to November. The University of Pretoria has nine faculties, 137 departments and 72 centres, institutes and bureaus. There are Faculties of:

- Economic and Management Sciences
- Education
- Engineering, Built Environment and Information Technology
- Health Sciences
- Humanities
- Law
- Natural and Agricultural Sciences
- Veterinary Science
- Theology

Application and Closing Dates
Applications open on 1 March of the year preceding the year of study. For undergraduates, the closing dates are:

- Study fields requiring selection: 30 June.
- Study fields not requiring selection: 31 August for international students, and 30 September for South African students.

Admission requirements are set for each degree offered.

Accommodation @ UP
Taking the residence option will provide you with an active student life, structure and security. Contact: csc@up.ac.za.

Campuses
The University of Pretoria has six campuses:

- Hatfield campus (Main campus)
- Onderstepoort (Faculty of Veterinary Science)
- Groenkloof (Faculty of Education)
- Prinshof (Faculty of Health Sciences)
- Mamelodi campus
- UP GIBS

Hatfield (Main campus)
This is the largest campus and is located in Hatfield, Pretoria. Most of the residences are within walking distance of the campus as well as restaurants, banks, grocery stores and a large shopping mall.

Onderstepoort (Faculty of Veterinary Science)
Onderstepoort is the only Faculty of Veterinary Science in South Africa.

Groenkloof (Faculty of Education)
The Faculty of Education is located in Groenkloof, and has its own residences and sports grounds as well as beautiful surroundings.

Prinshof (Faculty of Health Sciences)
The Faculty of Health Sciences and Dentistry has top class training facilities. The Prinshof campus has accommodation facilities for students. Nursing students have their own accommodation.

Mamelodi campus
Mamelodi campus is modern and boast a very active student life.
Student support services

Vision
To create an equitable environment for students by providing vocational guidance, social and psychological care in order to ensure academic excellence.

Health services
Free medical services are available to all registered University of Pretoria students. A student card assures access.

TuksSport
The University of Pretoria (nicknamed Tuks) offers top sport facilities and a High Performance Centre with a Sport Hotel for visiting sportsmen and women.

Sport at the University of Pretoria has a long and proud tradition. Over the years, Tuks has produced many national and international sport stars.

Student representation
The Student Representative Council consists of 50 members. These members are appointed according to a system of proportional representation.

The SRC's primary responsibility is student management and student matters. As such the SRC has the duty to formulate policy and procedures and determine what is relevant to student management.

Client Service Centre
The Client Service Centre (CSC) offers the client a consolidated entrance to the University of Pretoria. At the CSC all services rendered fulfill one standard: "Exceed the client's level of service expectation". The CSC is open from 08h00 to 16h00 from Monday to Friday.
Where cultures meet

Mission
The raison d'être of Stellenbosch University is to create and sustain, in commitment to the academic ideal of excellent scholarly and scientific practice, an environment within which knowledge can be discovered, can be shared, and can be applied to the benefit of the community.

Location and campuses
Stellenbosch University is situated in the classic university town of Stellenbosch. In addition to the main campus, there are three satellite campuses: Tygerberg (Health Sciences), Bellville Park (Business School) and Saldanha (Military Science).

Brief history
Stellenbosch was founded in 1679 and is the oldest town in South Africa.

Various education initiatives since 1685 had grown into what was known as the Stellenbosch Gymnasium by 1866. The Arts Department was established in 1874 and incorporated as Stellenbosch College seven years later. This, in turn, was renamed the Victoria College of Stellenbosch in 1887 and established as a University by an Act of Parliament in 1918.

In the last decade, the University has undergone broad transformation. There is significant growth in the number of non-white students enrolled at the University. There is greater representation of women in management positions. Transformation can also be seen in a more learning-centred approach.

Stellenbosch University has also in recent years actively pursued strategies which foster innovation, culminating in a recent national award for being the most technologically innovative higher education institution in South Africa.

Decade of internationalisation

Internationalisation highlights

- Dedicated International Office: An International Office was established in 1993. With our 10th anniversary we began a trend of ‘Family Meetings’, inviting current and prospective partners to spend time on campus to learn more about Stellenbosch as a destination for study and research. We look forward to our 15th year of existence in 2008.
- International network: We have an extremely well established network of international partners, for example: Eberhard Karls Universität Tübingen, Leiden University, the Catholic University Leuven, St Andrews University, Northwestern University, Chinese University of Hong Kong, Peking University and others.
- Regional initiatives: The signing of a state-to-state agreement between the higher education institutions of Western Cape province through the Cape Higher Education Consortium (CHEC) and the North-Carolina State University System.
- Student numbers: From a mere 200 Namibian and approximately 10 occasional students in 1993, international student numbers have grown considerably. Currently more than 2,500 non-South African students from 90 countries are registered at the University. They represent close to 10% of the resident student population.
International Student Organisation Stellenbosch (ISOS):
The formation of ISOS took place in 1995 and the organisation is still playing an important role in the development of a social and cultural programme for international students each semester.

Short programmes: To present diversity in our course offerings, the International Office successfully introduced courses through International Programmes Stellenbosch University, where we present non-curricular but accredited academic programmes. We have also set up partnerships with the International Student Exchange Programme, Council on International Student Exchange and the American Institute for Foreign Study. The introduction of our Summer School, and Certificate in Community Engagement, has been extremely successful.

Scholarships: We have established an International Office Travel Scholarship Fund that enables us to give scholarships to exchange students from Stellenbosch University to study abroad.

Unique culture
The University has a campus culture that welcomes a diversity of people and ideas. It is a multi-lingual campus where the three main languages spoken are Afrikaans, English and Xhosa. Due to the location of the main campus, town and campus life are closely interwoven, which gives rise to a high degree of interaction and integration. The language of instruction in undergraduate programmes is primarily Afrikaans, and students need a working knowledge of Afrikaans. At the postgraduate level the main language of instruction is English. It is thus essential that students have adequate English language skills.

Faculties
A comprehensive range of programmes is offered in 10 Faculties: Arts (humanities and social sciences); Science; Education; AgriSciences; Law; Theology; Economic and Management Sciences; Engineering; Health Sciences; and Military Science.

Degrees
Undergraduate (Bachelors) and postgraduate programmes (Diplomas, Honours, Masters and PhDs) are offered in all 10 faculties. More than a third of our students are enrolled in postgraduate programmes.

Research
Stellenbosch University engages in basic and applied research, and through partnering with industry and government has become a benchmark for research excellence. The University has established itself as one of the leading research universities in South Africa and Africa, and is proud to be home to three of six National Department of Science and Technology Centres of Excellence: Invasion Biology, the South African Centre for Epidemiological Modelling and Analysis (SACEMA), and the Centre for Biomedical TB research, which we co-host. The University will also soon host the South African Institute for Theoretical Physics at the Stellenbosch Institute for Advanced Studies.

Staff
There are 961 academic staff members (teaching and research), including 177 professors, and 1,528 non-academic staff members.

Entrance requirements
Matriculation exemption, a minimum average percentage and individual programme criteria are the entrance requirements for Bachelor programmes. Prospective postgraduate candidates (for Honours, Masters and Doctoral programmes) should hold an appropriate qualification/s from a recognised institution/s with good grades to be considered for admission. A minimum level of performance and other individual programme criteria also apply at the postgraduate level.

Facilities and services
Stellenbosch University offers excellent academic and recreational facilities to its students. On the main campus, it houses one of the biggest underground libraries in the world and a modern student centre ('Neelsie') offers a wide variety of commercial, financial and entertainment services. Students have access to Study Centres and 24-hour Computer Centres on all campuses.
Accommodation

University residences and houses, as well as private accommodation, are located on and around the campus, mostly within walking distance of the majority of academic buildings. University housing is limited. International students may choose to stay in self-catering accommodation administered by the International Office or in private accommodation around town.

International students

The International Office takes care of the special needs of all non-South African students. It creates a platform from the first enquiry to application, admission and registration and throughout the stay on campus. All new international students are met at Cape Town International Airport upon first arrival, and attend a comprehensive orientation and welcoming programme before the start of their semester: www.sun.ac.za/international.

‘From success to significance’

Professor Russel Botman’s installation as Rector and Vice-Chancellor of Stellenbosch University on 11 April 2007 was described by Naledi Pandor, the Minister of Education, as “a watershed event” in the history of the University, because to be the first black Stellenbosch University Vice-Chancellor holds many opportunities for South Africa’s future and its education: “It is important that you do make a difference,” she said.

Stellenbosch is one of the foremost universities in the country and its contribution to the South African community is undeniable. Testimony to this is the high calibre of the graduates that the University consistently delivers. We strive to be an international role player in the field of research, a national asset in the development of intellectual capital, and a driving force for regional development – within the context of the Western Cape, the greater South Africa and the African continent

“Our dilemma, as well as our challenge, is how to move from success to significance, given the changing socio-political milieu in which this University has to operate and within which it has to attain greater meaning for all our people,” said Professor Botman in his inaugural address.

The sustainable success of Stellenbosch University depends on Africa’s success. For this reason Botman identified Stellenbosch’s international relevance as a key strategic priority during his term as Rector and Vice-Chancellor. Underlying Professor Botman’s statements is the University’s Vision 2012. With this vision statement, Stellenbosch University commits itself to an outward-oriented role within South Africa, in Africa and globally

Stellenbosch University:

• Is an academic institution of excellence and a respected knowledge partner.
• Contributes towards building the scientific, technological and intellectual capacity of Africa.
• Is an active role player in the development of South African society.
• Has a campus culture that welcomes a diversity of people and ideas.
• Promotes Afrikaans as a language of teaching and science in a multi-lingual context.

Stellenbosch University

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Website: www.sun.ac.za

Professor Russel Botman, Rector and Vice-Chancellor of Stellenbosch University.
The Cape Peninsula University of Technology is a leading university of technology in the Western Cape and offers a variety of career-focused under and postgraduate courses.

Cutting-edge technology, an integrated learning model and applied research, underpin an empowering environment where our students and staff, in partnership with the community, commerce and industry, create and apply knowledge that contributes to skills development.

The University provides access to a range of diploma and degree courses in the following disciplines:

- Applied Sciences
- Business
- Education and Social Sciences
- Engineering
- Health and Wellness Sciences
- Informatics and Design

ENQUIRIES
The Registrar
Cape Peninsula University of Technology
P0 Box 1906
Bellville
7535

Email: info@cput.ac.za
Cape Peninsula University of Technology is the only university of technology in the Western Cape, South Africa. The University offers more than 80 world class, career-focused courses at various campuses and service points in Bellville, Cape Town, Granger Bay, Mowbray and Wellington.

Study disciplines include the applied sciences, business, education and social sciences, engineering, health and wellness sciences, and informatics and design. With more than 28,000 students, the University is the largest in the Western Cape.

Qualifications and admission

The University offers diploma and Bachelor degree study, as well as postgraduate research and study towards Masters and Doctoral degrees.

Cooperative education, a component part of all diploma studies, prepares students for the job market and makes provision for part of their training, known as experiential learning, to take place in practice.

- Undergraduate: Our minimum admission requirement is a South African Senior Certificate or equivalent qualification.
- Postgraduate: A Bachelor in Technology degree (BTech) or equivalent is required for admission to postgraduate (M Tech) study.

Applicants who do not have a South African qualification are required to send their results and qualifications to the South African Qualifications Authority in order to have them evaluated and equated to a South African qualification. For more information go to the web site: www.saqa.org.za.

Research

Areas in which CPUT generates research outputs include tuberculosis and HIV-AIDS, instrumentation, separations technology, energy technology, e-commerce, tourism and hospitality, coastal resource management and various interdisciplinary research projects.

Collaborative research agreements exist between CPUT and various universities in India, Switzerland, the UK, US and Russia, among others, as well as with leading South African universities. The University’s research culture and history spans almost two decades, and its applied and problem-solving research is focused on regional, national and continental needs.

Facilities and services

There are around 100 sports, social and cultural clubs and societies, covering a wide range of interests.

Health services and counseling are available to students on all campuses. International students qualify for accommodation in any of the University's 25 residences. Transport to and from residences is available.

Libraries give access to more than four million books, internet and video-audio facilities. All students have access to computers, as well as e-mail and internet facilities.

The CPUT’s Writing Centre provides academic and mentorship support to students, including in the development of writing skills and the preparation of presentations in English, the development of analytical thinking and computer literacy.
Brief History

Rhodes University is one of the oldest South African universities. It celebrated its centenary in 2004. It is also the smallest university in South Africa, with just over 6,000 students. Rhodes scores high on three important indicators of quality: student-staff ratio (18:1), research output per capita, and percentage of international students (25%).

The University is set in a beautiful and safe campus, and offers comfortable accommodation and modern facilities. Recent honorary doctorates include Archbishop Desmond Tutu, ex-President Nelson Mandela and Professor Amartya Sen.

Location

Rhodes University is situated in Grahamstown in the Eastern Cape. Grahamstown is a pretty, historic town. It started as a garrison in 1812 on the old Eastern Frontier where the British Empire met the Xhosa people.

The old town has a beautiful cathedral, a High Street, and the look is Georgian. Today it is a major educational and legal centre. It hosts the two premier South African Festivals: the National Arts Festival (June-July) and the Science Festival (March). The town is close to the stunning beaches of the Eastern Cape, a wide range of game reserves, and the mountains and plains of the Karoo desert.

Facilities and services

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

There are over 40 societies affiliated to the Students’ Representative Council including political organisations, a campus radio station, a student newspaper, a chamber choir, a debating society, religious groups and other cultural groups. A wide range of interesting sports activities are offered.

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; develops international opportunities, links and exchanges for Rhodes staff and students; liaises with the international offices at other universities; does
research on internationalisation at Rhodes; and participates in the activities of both local and international education societies. The International Office website is: www.ru.ac.za/international

The International Office commissioned an independent International Student Barometer survey of the satisfaction levels of international students at Rhodes. The results are available on the International Office website.

**Faculties, degrees and diplomas**

Courses are offered in the Faculties of: Commerce, Education, Humanities, Law, Pharmacy, and Science.

**Faculty of Law**

Degrees:
- Bachelor of Laws (Four Years)
- Master of Laws (One Year)
- Doctor of Philosophy (Two Years)
- Doctor of Laws (Four Years)

**Faculty of Pharmacy**

Degrees:
- Bachelor of Pharmacy (Four Years)
- Master of Pharmacy (Two Years)
- Master of Science (Two Years)
- Master of Clinical Pharmacy (Two Years)
- Doctor of Pharmacy (Three Years)
- Doctor of Philosophy (Two Years)
- Doctor of Science (Four Years)

Diploma:
- Postgraduate Diploma in Clinical Pharmacology (One Year)

**Faculty of Science**

Degrees:
- Bachelor of Science (Three Years)
- Bachelor of Science (Information Systems) (Three Years)
- Bachelor of Science (Software Development) (Four Years)
- Bachelor of Science with Honours (One Year)
- Master of Science (One Year)
- Doctor of Philosophy (Two Years)
- Doctor of Science (Four Years)

Diplomas:
- Postgraduate Diploma in Fisheries Science (One Year)
- Higher Diploma in Environmental Biotechnology (One Year)

The language of instruction is English.

**Research**

Rhodes is committed to excellence in research and has the highest research output per capita in the country. The contribution of research to teaching ensures that the University produces analytical and creative graduates.

The University and its associated Research Institutes are constantly seeking ways to increase and enhance the research being done. Rhodes is committed to undertaking excellent and internationally recognised research in all fields, particularly those relevant to South Africa.
There's a new sign of quality ...

As the largest residential higher education institution in the country, the Tshwane University of Technology (TUT) will provide you with skills, knowledge and opportunities to enable you to live your life to the full and to create your own destiny.

Our well-equipped faculties offer you more than 150, mostly internationally recognised, programmes to choose from – more than forty are available nowhere else. With such a choice, you are bound to find a future career just right for you.

While we excel in both the cultural arena and the sport arena and have a vibrant student life, we remain a focused academic institution. New market-related courses are developed continuously with the help of members of trade and industry – ensuring that courses are affordable and that curricula have definite vocational and professional links. Most courses also have an experiential learning component to ensure that you can apply the knowledge you acquired.

Empower yourself - It's a matter of choice

For more information: Call Centre: 086 1102 421 | www.tut.ac.za
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 the merger of three technikons: Northern Gauteng, North-West and Pretoria.

Today TUT is the largest residential university in the country, with 60,000 students, nearly 22% of them living in 34 residences at various campuses.

TUT has seven faculties spread over six learning sites, the Faculties of: Economics and Finance; Engineering and Built Environment; Arts; Information and Communication Technology; Humanities; Agriculture, Health and Natural Sciences; and Management Sciences. Together they offer more than 100 degree courses, 70 percent of them up to postgraduate level.

A winning strategy

TUT’s vision is to be the leading university that promotes knowledge and technology, and 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 makes 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 on a specific course at a specific campus.

Good reasons to study at TUT

The Tshwane University of Technology:

• Is one of the most extensive and modern universities of technology in South Africa.
• Is one of only two universities of technology that are world class in terms of research standards; and may therefore offer Masters and Doctoral degrees.
• Has worldwide academic agreements and recognition.
• Is technologically advanced, with virtual classrooms, e-testing, video conferencing, video and audio facilities, and interactive multi-media to facilitate learning.
• Offers skills-based qualifications.
• Has a large number of sport codes and well equipped sports facilities.
• Has campuses in Pretoria, Soshanguve, Ga-Rankuwa, Polokwane, Witbank and Nelspruit.

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. 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.

Tshwane University of Technology

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If you can dream it, we can help you achieve it.

As one of the world's largest distance learning institutions, we give you the freedom to achieve your goals in your own time, along with the support and inspiration you need to excel.

Whether it's a Certificate or a Doctorate, Economics or Agriculture, with Unisa you can make it happen.

For further information:
Contact Centre Number: 0861 670 411
E-mail: study-info@unisa.ac.za Web: www.unisa.ac.za
University of South Africa

Diverse choice, distance learning

The University of South Africa (Unisa) became the first comprehensive distance education university following the merger of higher education institutions in the country.

With a student body in the region of 250,000, Unisa offers a diverse choice of study fields at levels from certificate to degree, ranging from animal health, agriculture and law to business, education and the humanities, to name but a few. Unisa is now represented in all provinces of South Africa, and has strong outreach to other Southern African Development Community countries. In addition, Unisa has partnerships with several African countries to help build capacity, particularly in countries devastated by war.

There is enormous academic expertise available from merging the former University of South Africa and Technikon SA, and incorporating the distance education section of Vista University. The new Unisa has benefited greatly, and has increased its human resource and technological capacity to the advantage of the country and in providing learning opportunities for all students.

Research and student support

The University's management has developed a vision, mission, objectives and values in line with the newly formed comprehensive university, focusing on issues facing the continent of Africa in its research, academic programmes, student support and outreach, while at the same time ensuring the University's place in the global market.

There are challenges facing Unisa that are unique to South Africa – the need for literacy, training and providing skills to a massive population that was disadvantaged by poor schooling during the apartheid regime.

Access programmes

As a comprehensive university, Unisa offers a range of products that provide learners with a myriad opportunities to learn and develop skills, from certificate and diploma courses ranging from three months to three years, to degree courses up to doctoral level. In addition, prospective students who have a national senior certificate but not a university entrance matric, can register for an access course programme in the Unisa college where they would like to continue their studies. When successfully completed, the programme will offer them the opportunity to study further.

Postgraduate study

The University offers vast choice in postgraduate study, from certificate and diploma courses to BTech, Honours, Masters and Doctoral studies. Students can specialise in many fields offered by Unisa's five colleges, further equipping them for their chosen career.

Student support

Student support is essential in distance education, but particularly in South Africa, for the abovementioned reasons. The University continually strives to find better methods of tuition and support to help students achieve success. Students can register online and contact their lecturers through e-mail, telephone or letters. Similarly, they can contact the Bureau for Student Counselling and Career Development for advice and support in choosing subjects, a career or simply to assist if they are struggling to manage their time or studies.

Unisa offers tuition through the medium of distance education. This means students can study in the comfort of their own homes. Many students, however, come from underprivileged backgrounds and need not only academic support but also facilities like a quiet place to study. Learning centres where a limited amount of face-to-face tuition is provided are available in Sunnyside, Pretoria, in Johannesburg and several main centres.

Students obtain their study guides and course outline for the semester, including assignments, when they register. Students need to buy their own prescribed books. Books can be ordered from the main library in Pretoria (which is one of the biggest research libraries in the country), but there are only a limited number of prescribed books. All recommended books are available for further reading and research.

Students can register through the post, in person at the various centres, or through the internet. Examinations are held in more than 400 centres throughout southern Africa, the rest of Africa and overseas. Students can register to study in the following colleges: Economic and Management Sciences; Human Sciences; Science, Engineering and Technology; Law; and Agriculture and Environmental Sciences.

University of South Africa

The Registrar (Academic)
PO Box 392
Unisa 0003
South Africa

Tel: +27 (0)11 670 9000
Website: www.unisa.ac.za
Equipped for global success

Rurally based but globally inclined

The University of Zululand (Unizulu) positions itself as the leading local, rurally based comprehensive institution offering career-focused undergraduate and postgraduate education, including wide ranging research opportunities – but its focus is both local and global.

The University pursues partnerships with local and global institutions and welcomes students from both communities, in keeping with its mission to provide access to students from diverse backgrounds to an enabling and caring learning and teaching environment. Because it offers relevant programmes that are responsive to the development needs of both local and international societies, Unizulu is confident that knowledge generated by its research and disseminated through publications, teaching and development, benefits these communities.

Linkages and networks on educational, corporate and governmental levels already include successful academic partnerships with at least five American, four European and a number of cluster institutions from Africa, Asia and South Africa.

Unizulu's international character is also visible in the composition of its student population, with many students hailing from Swaziland, Lesotho and other Southern African Development Community countries. There are also students from sub-Saharan African states including Nigeria, Tanzania, Cameroon, Ghana and Kenya, as well as from Pakistan, Europe and the United States. An International Students' Officer was recently appointed to cater for the well-being and orientation of foreign students. Expansion has to go hand-in-hand with capacity building, which is a prerequisite to success in this regard.

The University of Zululand offers top class academic tuition and assists students in realizing 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. Unizulu accommodates some 10,000 students and is ideally situated for community-oriented research, especially in the fields of rural development, linguistics, folklore, history, religion, social work, political studies, the natural sciences, education and indigenous law.
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, and 45 kilometres south-west of South Africa’s major industrial growth point, Richards Bay.

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 Senate.
• Candidates from outside South Africa are expected to have met requirements from institutions that are recognised by Unizulu’s Senate.

Faculties, departments and degrees

Unizulu has four faculties: Arts; Education; Science and Agriculture; and Commerce, Administration and Law. Each offers degrees and diplomas at undergraduate and postgraduate level, within 60 departments that provide a wide range of study opportunities.

Services and accommodation

Some 17 sport codes are on offer at Unizulu and there is also a wealth of academic, religious, cultural, political and other societies and associations that cater for student interests. The majority of Unizulu students live in our 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. Unizulu’s chemistry laboratories, for example, are among the best equipped in South Africa and the library also offers state-of-the-art facilities.

University of Zululand

Private Bag X1001
KwaDlangezwa 3886
South Africa

Student Guidance Services
Tel: +27 (0)35 902 6346 or 6340/1/2
Website: www.uzuлу.ac.za

Arts  ●  Commerce, Administration & Law
●  Education  ●  Science & Agriculture

University of Zululand, Private Bag x1001, Kwadlangezwa 3886, Admissions (035) +27 35 902 6040, www.uzuлу.ac.za
Thinking beyond

The Central University of Technology, Free State (CUT) is one of the foremost higher education institutions in the heartland of South Africa, dedicated to quality education and training in science, engineering and technology.

Over the past 26 years CUT has developed into a leading institution able to take its place in the national as well as international higher education landscape. With the restructuring of higher education a few years ago, CUT embraced its new status as a university of technology and positioned itself to succeed as such.

As a regional university all science, engineering and technology research programmes are directed at the development of the region, to solve the problems of the region. Units such as the Unit for Applied Food Safety and Technology, the Centre for Community, Environmental and Industrial Development, Catchment Management Information Systems, and the Centre for Rapid Prototyping and Manufacturing, are widely recognised for their research. A Postgraduate School was established five years ago in an effort to develop and manage research at postgraduate level.

CUT’s Hotel School is recognised nationally and internationally as one of the best in the country. The employment rate of students in the School of Tourism, Hospitality and Sport is extremely high. Ninety-eight percent of the students achieve senior management positions within two years after graduation.

From its inception, the institution has been aware of its social responsibility towards the broader community. The Science Park was established in 1999 to allow the community access to the institution's technology and applied research. The Science Park is in effect a bridge between CUT’s expertise and the community that stands to benefit. By making technology and expertise available to the entrepreneur, the development of new business in the region is encouraged and jobs are created.

The University is aware of the fact that not everyone has the privilege to study at the main campus on a full-time basis. Therefore, selected learning programmes are offered at CUT’s Welkom Campus, as well as at the regional learning centre in Kimberley in conjunction with the Northern Cape Higher Education Institute.

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 programmes at the Bloemfontein and Welkom campuses for prospective students to choose from.

Engineering, Information and Communication Technology

This Faculty has schools of: Civil Engineering and Built Environment; Electrical and Computer Systems Engineering; Mechanical Engineering and Applied Mathematics; Information and Communication Technology; Design Technology and Visual Arts; and Jewellery Design and Manufacturing.

Management Sciences

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

Health and Environmental Sciences

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

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, sports facilities and a student centre.

Admission requirements

A candidate for a university of technology degree, diploma or certificate must be in possession of at least a School End Certificate (grade 12 certificate). A candidate for a degree, diploma or certificate must score 27 or more points on the CUT scoring scale in the Grade 12 examination in July, or a subsequent examination. For more information and special requirements with regard to international students and postgraduate studies, visit our website: www.cut.ac.za, or contact CUT’s International Office.

Central University of Technology, Free State

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South Africa

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Website: www.cut.ac.za

Central University of Technology, Free State
Durban University of Technology

The Durban Institute of Technology has changed its name to the Durban University of Technology (DUT). The impetus on the name change was to align the vision and mission of the institution, which identifies DUT as "a leading university of technology in Africa that nurtures holistic education and the advancement of knowledge."

Location and campuses
DUT is a vibrant multi-campus university of technology at the cutting edge of higher education, technological training and research. We offer students the convenience of attending one of seven sites located throughout KwaZulu-Natal. The two main campuses, Steve Biko and ML Sultan campus are situated on the Berea in Durban, providing state-of-the-art facilities and a superb learning environment. The Pietermaritzburg campus is situated in the Midlands which has extraordinary potential as a hub for technological innovation and education.

As a state higher education university of technology, we bring a solid reputation stretching from almost a century of internationally recognized degrees and diplomas. Students know that a university of technology qualification, with the hands-on skills that it provides, is a ticket to good employment.

Faculties and departments
DUT offers an exciting range of undergraduate and post-graduate programmes from four faculties: Arts; Commerce; Engineering, Science and the Built Environment; and Health Sciences. Our qualifications include National Diplomas, Bachelor of Technology, Master and Doctoral degrees. We offer 72 academic programmes (full-time and part-time).

Research
There are research programmes and initiatives available to students, which are supported by DUT, the National Research Foundation and other external funding agencies.

Teaching staff
DUT has approximately 620 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.

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

Facilities and services
DUT 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. Within the Student Counselling Department, we have qualified professional staff that help students with career counselling, guidance and life-skills.

DUT 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.

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

CONTACT:
Student Enquiries and Admissions
PO Box 1334
Durban 4000, South Africa

International Relations Office:
Contact Mrs Angel Motsamai
Tel: +27 (0)31 204-2471
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Finding solutions for Africa

Medunsa Campus
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.

Mission Statement
*A world class African university which responds to education, research and community development needs through partnerships and knowledge generation – continuing the long tradition of empowerment.*

Location
The University's Medunsa campus is located north-west of Pretoria. Its grounds extend over some 350 hectares adjoining Ga-Rankuwa township, and the campus is easily accessible by rail and road. Regular bus and taxi services operate between Tshwane (Pretoria) and George Mukhari Hospital, as well as between Mabopane-Soshanguve and Medunsa.

Medium of instruction
The medium of instruction is English

Faculties and schools
Medunsa has awarded diplomas and conferred degrees totaling 11,602 since its inception.

The Medunsa campus has a population of approximately 4,500 students from across South Africa, Africa and abroad, and comprises a Faculty of Health Sciences including the Schools of Public Health, Dentistry, Health Care Sciences, Medicine and Pathology. Affiliated support units include the Institute of Human Nutrition, the Medunsa Institute for Community Service (Medicos), the Medunsa National Pharmacovigilance Centre, and the Experimental Animal Unit.

Facilities and services

Accommodation
Medunsa Campus has 12 residences, catering for both genders. Admission to university residences is reserved for full-time registered students, while visiting students are usually accommodated in Pretoria.

Post office and e-mail
Medunsa has its own post office on campus. E-mail facilities are provided by the Information and Communication Technology Department in the Students' Laboratory, Basement and SASOL Building.

Centre for Academic Excellence
The Centre for Academic Excellence (CAE) is responsible for providing support to the academic community to continuously improve the quality of teaching and learning. The CAE also provides, inter alia, counselling and career guidance services, individual counselling, group therapy and student development workshops.

Health Service
Students are able to have most of their problems dealt with by the Health Service, but are referred to the hospital if more specialised attention is needed.

Sports Bureau
Sport and cultural clubs currently operating at Medunsa include athletics, badminton, basketball, body building, chess and many more.

Satellite campuses
Medunsa campus has three satellite campuses located in the provinces of Polokwane, North West and Mpumalanga.

International Office
Apart from elective students from countries such as Germany, Sweden, the Netherlands and others, full-time international students come from European countries and all over Africa. The International Office serves as a focal point to assist all international students and provides, among other things, arrival, accommodation and orientation information and advice, as well as cultural, social and sporting activities.

Application and closing dates
Applications open from February to March and close on 31 August to October, depending on the degree, preceding the year of study.

University of Limpopo
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University of Limpopo: Medunsa Campus
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E-mail: hlatshwayo@medunsa.co.za or ppotgieter@medunsa.co.za
Website: www.medunsa.ac.za
A place of quality, a place to grow from hope to action through knowledge

The University of the Western Cape is located in the northern suburbs of the greater Cape Town area, and is a place of vibrant cultural diversity. UWC has been at the vanguard of South Africa's historic change, playing a distinctive academic role in helping to build an equitable and dynamic nation.

At UWC we proudly speak of our institution as "a place of quality, a place to grow from hope to action through knowledge". Our academic and support staff are prepared to go the extra mile to assist students to achieve their educational goals if they have the potential, the will and determination, and apply themselves conscientiously to their studies.

UWC's reputation as a popular destination is shared by both local and international students, who come from more than 60 countries worldwide. In particular, we have many postgraduate students from Africa working in a range of areas. Increasing numbers of students from Europe, Asia and North America enrol as degree-seeking and short term study abroad or exchange students. UWC's reputation for being close to its communities provides international students with opportunities to participate in community work and, more particularly, service learning.

UWC has seven faculties or colleges: Arts; Community and Health Sciences; Dentistry; Economic and Management Sciences; Education; Law; and Natural Sciences.

Research schools, institutes, centres and units

- The Cape Flats Nature Reserve
- Centre for Adult and Continuing Education
- Centre for Humanities Studies
- Centre for Southern African Studies
- Centre for the Study of Higher Education
- Child Protection Programme
- Community Law Centre
- Division for Lifelong Learning
- Electron Microscope Unit
- Entrepreneurship Development Unit
- Environmental Education and Resources Unit
- Finance and Development Training and Research Unit
- Ikwimi Sentrum for Multi-lingualism and the Language Professions
- Institute for Social Development
- International Ocean Institute - Southern Africa
- Programme for Land and Agrarian Studies
- School of Government
- School of Pharmacy
- School of Public Health
- School of Science and Mathematics Education
- South African Herbal Science and Medicine Institute
- South African National Bioinformatics Institute
- UWC-Robben Island Museum Mayibuye Archive

Postgraduate and research focuses

Biotechnology, biodiversity and conservation biology, bioinformatics, chemical sciences, computer science, material science, mathematical sciences, medical biosciences, herbal sciences, nanotechnology, applied chemistry, exploration/applied geochemistry, physics, water studies, community welfare, cultural studies, development studies, dynamics of building a better society, education (mathematics and science education, higher education studies, and language education), environmental studies, public health, human rights law, environmental law, international business law, history and heritage studies, ethics, foreign languages, political studies, public health, nursing, psychology, social work, pharmacy, dentistry, economics, management, governance and administration, integrated water resource management, labour issues, lifelong learning, literature, management, politics, religion and theology, and women's and gender studies.

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A truly African university

Vision

To be at the centre of tertiary education for rural and regional development in Southern Africa.

Mission

As a comprehensive institution, the University of Venda (Univen) offers a range of undergraduate and postgraduate qualifications in fields of study that are responsive to the development needs of the Southern African region, using appropriate learning methodologies and research.

The University's new mandate is to transform into a 'comprehensive institution' that offers academic, professional and vocational qualifications.

What makes Univen great

As a university situated in a rural environment in Thohoyandou, in the Vhembe district of Limpopo province, the institution takes, as its educational priorities, the socio-economic needs of its location and the people it serves, including the broader SADC and international communities.

Univen seeks to develop in students an awareness of the socio-cultural reality that shapes their lives and their capacity to transform. Students are expected to learn about African achievements as a basis for their role as change agents in society.

The University curriculum is comprehensive in nature, and seeks to satisfy development imperatives internationally, and human needs and interests, part of which are unique to the regions and communities it serves.

The pedagogy at Univen seeks solutions in real-life situations through a curriculum that is problem-based, project-designed and involves students in scientific thought, innovation and social leadership geared towards finding solutions to the persistent problems of poverty, under-development, race, gender and disability-induced disparities.

Univen considers research as an activity that is allied to teaching, and uses research findings to enrich lecture theatre pedagogy and to promote community and societal development.

University academic work is organised within three Faculties, and each faculty comprises schools:

Health, Agriculture and Rural Development
- School of Agriculture, Rural Development and Forestry
- School of Health Sciences

Humanities, Management Sciences and Law
- School of Human and Social Sciences
- School of Management Sciences
- School of Law

Natural and Applied Sciences
- School of Mathematics and Natural Sciences
- School of Environmental Sciences
- School of Postgraduate and Integrated Studies
Education for the real world

In the 40 years of its existence – first as a college, then as a technikon and now as a university – Vaal University of Technology has grown in stature, drawing students from all over the country. It is one of South Africa’s largest residential universities of technology, with about 17,000 students. This position enables it to make a substantial contribution to the development of human resources in the region and country.

The University’s main campus boasts excellent facilities conducive to learning and research, sport and recreation, art and culture, and community engagement. Lecture halls, laboratories, auditoriums and offices are situated on 4.6 hectares. Four satellite campuses extend the services of the University at Secunda, Ekurhuleni, Klerksdorp and Upington. There is also an extension to the main campus in Sebokeng. Four faculties and various departments serve students, catering for their many needs.

The institution’s vision is to be “a dynamic centre of technology, leading in quality education for the nation”, and its mission states that the University “is committed to the development of higher education” through:

- Teaching and learning: To achieve excellence in teaching and learning endeavours by developing entrepreneurial, technological and cognitive skills. To create an environment conducive to develop behavioural, attitudinal competencies and social skills through cultural, sporting and personal development activities.
- Research: To generate innovative and relevant research which solves the problems of industry and the community.
- Community service: To create a culture of lifelong learning to empower our communities by sharing knowledge, skills and resources.

Career focused diplomas and degrees are designed to prepare students for the world of work. Many programmes include practical experience in the workplace, so that students “hit the ground running” when they start their career. Through its practical approach to teaching and research, involvement in the community, transfer of knowledge and technology, and entrepreneurial emphasis, Vaal University of Technology educates people for the real world.

Research

Research has become a focal point of the University. While applied research is the main focus, numerous papers are presented nationally and internationally by staff and students. The University has five research institutes involved in multidisciplinary applied research, the: Institute of Applied Electronics; Institute for High Voltage Studies; Institute for Chemical and Biotechnology; Institute for Sustainable Livelihoods; and

Enterprise Development Unit.

The institutes and research are supported by a Department of Technology Transfer and Innovation which: provides for start-up companies and spin-offs; seeks opportunities to commercialise research; assists researchers to apply for patents and copyright; and houses a unit that assists enterprises in downstream chemical products.

Students services and support

Vaal University of Technology is home to more than 1,200 foreign students, and has an International Relations Office that coordinates all international exchange programmes.

A Department of Student Services supports student development and governance, promotes cultural and developmental activities, and provides a host of other student services. Students are entertained by their own campus radio station: VUT FM, which enhances social relations on campus and among the local community.

The University has a comprehensive library and related facilities, and a special department that provides student support and counselling. It also has a sports stadium, an abundance of sporting facilities offering a variety of sporting codes, and a Sports Academy that provides specific support to sportsmen and women who wish to study at VUT.

Marketing and development

Vaal University of Technology has a track record of sound financial management, and makes a concerted effort to build relationships and sustain partnerships with donors to secure adequate funding.
A development university

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

WSU has approximately 24,000 students who are spread across its four campuses in Mthatha, Buffalo City, Butterworth and Queenstown. Each campus operates through delivery sites or teaching centres, of which the University currently has 11.

As a comprehensive university WSU offers courses across the national qualification spectrum, from certificates and diplomas to degrees and postgraduate degrees.

Our flagship Medical School, which is based in Mthatha, is a pioneer in the provision of problem-based learning and community-based education. The Medical School curriculum has proved immensely successful and relevant to the demands of the South African health sector and is now slowly being adopted by other medical schools in South Africa.

The University is also a proud teaching partner in the Nelson Mandela Academic Hospital, a technologically advanced referral hospital and the first of its kind to be constructed in South Africa's new era of democracy.

WSU considers its brand to be one of its significant assets as it cements the University’s association with the principles and life-time goals of one of South Africa's greatest freedom fighters, the late Walter Max Ulyate Sisulu. As a mark of this association the University conferred its first honorary degree posthumously on Walter Sisulu. The degree was received on his behalf by his late wife, Albertina Sisulu, in the presence of their family and friends at a special ceremony in Johannesburg in February 2007.

WSU is keenly aware of its unique location, straddling the rural and urban divide of the Eastern Cape. This has inspired the University’s objective to become a critical change agent in the province and a meaningful partner in the delivery of the development imperatives of the country and the province. These goals are underpinned by our vision to be a leading development University that specialises in rural development and urban renewal.

Walter Sisulu University has five Faculties that offer a full range of accredited qualifications:

- Health Sciences
- Science, Engineering and Technology
- Business, Management Sciences and Law
- Education
- Humanities and Social Sciences

The University's research into development is spread across the faculties and includes collaborations with other South African universities as well as universities and colleges in Canada, the United States, Britain and Africa.

In the changing landscape of South Africa, Walter Sisulu University is confident that it can build the foundations of a proud legacy for future generations in this century of African Renaissance.
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 private funding and an initial enrolment of 15 students. Today Mangosuthu Technikon is a modern higher education institution offering superior quality, technologically advanced programmes and services in engineering, natural sciences and management sciences. There are almost 10,000 students pursuing a variety of degrees and diplomas.

Location

Mangosuthu Technikon is situated near Umlazi township, 25 kilometres south of Durban, with easy access to points of interest in the greater Durban metropolitan area and within minutes of Durban International Airport.

Entrance requirements

The minimum requirement for admission is a South African National Senior Certificate or equivalent. Passing grades in specific subjects are needed for certain programmes. International students must have their qualifications evaluated by the South African Qualifications Authority.

Accommodation

Campus residences and housing at off-campus locations in the city and in surrounding communities can accommodate students. International students may also choose to find their own off-campus housing, often in the form of shared accommodation.

Facilities and services

In addition to modern lecture venues, specialised laboratories, and computer and multi-media resource centres, Mangosuthu Technikon features a number of excellent sports facilities and clubs, a variety of student organisations, and a state-of-the-art health clinic. Every semester a number of special events take place that add to the academic and cultural life on campus.

Faculties

Mangosuthu Technikon has three Faculties: Engineering; Natural Sciences; and Management Sciences. The Faculties offer a variety of diplomas and degrees ranging from national diplomas to Bachelors of Technology.

Mangosuthu Technikon
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Jacobs 4026
Durban
South Africa
Tel: +27 (0)31 907 7111 (general inquiries)
Website: www.mantec.ac.za
International Partnerships
Tel-fax: +27 (0)31 907 7105
E-mail: mbali@julian.mantec.ac.za or holger@julian.mantec.ac.za
Useful contacts

Study South Africa associates
International Education Association of South Africa (IEASA)
PO Box 85099
Reservoir Hills
Durban 4090
Tel: +27 (0)31 260 3077
Fax: +27 (0)31 260 2136
E-mail: aieasa@ukzn.ac.za
Website: www.ukzn.ac.za/ieasa

Higher Education South Africa (tHESA)
PO Box 27392
Sunnyside
Pretoria 0132
Tel: +27 (0)12 481 2842
Fax: +27 (0)12 481 2843 or 2850
E-mail: admin@hesa.ac.za
Website: www.hesa.org.za

Government
South African Government
Websites: www.gov.za or

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

Department of Education
Private Bag X895
Pretoria 0001
Tel: +27 (0)12 312 5911
Fax: +27 (0)12 325 6260
Website: www.education.gov.za

Department of Foreign Affairs
Private Bag X152
Pretoria 0001
Tel: +27 (0)12 351 1000
Fax: +27 (0)12 351 0165
Website: www.dfa.gov.za

Department of Science and Technology
Private Bag X894
Pretoria 0001
Tel: +27 (0)12 843 6300
Website: www.dst.gov.za

Education
Centre for Higher Education Transformation
Private Bag 8
Rondebosch 7700
Cape Town
Tel: +27 (0)21 659 7100
Fax: +27 (0)21 659 7117
E-mail: chet@chet.org.za
Website: www.chet.org.za

Council on Higher Education
PO Box 13854
The Thamea 0126
South Africa
Tel: +27 (0)12 392 9100
Fax: +27 (0)12 392 9110
E-mail: admin@che.ac.za
Website: www.che.ac.za

South African Qualifications Authority
Postnet Suite 248
Private Bag X06
Waterkloof 0145
Pretoria
Helpdesk: 086 010 3188
Tel: +27 (0)12 431 5000
Fax: +27 (0)12 431 5039
E-mail: saqainfo@saqa.org.za
Website: www.saqa.org.za

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Suite 16
Private Bag x65
Halfway House 1685
Johannesburg
Tel: +27 (0)11 312 0671
Fax: +27 (0)11 312 0664
E-mail: unitech@worldonline.co.za
Website: www.unitech.org.za
Useful contacts

**Research**

National Research Foundation
PO Box 2600
Pretoria 0001

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

**Useful websites for students and travellers**

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

South Africa in the news
Mail and Guardian: www.mg.co.za
The Times: www.thetimes.co.za
Sunday Times: www.sundaytimes.co.za
Business Day: www.businessday.co.za
Independent Newspapers: www.iol.co.za
News 24: www.news24.com
South African Broadcasting Corporation: www.sabc.co.za

Airlines
British Airways: www.ba.com
Kulula.com: www.kulula.com
Nationwide Airlines: www.flynationwide.co.za
South African Airways: www.flysaa.com

Travel and tourism
www.southafrica.net
www.aatavel.co.za
www.wheretostay.co.za
www.accommodation.co.za
www.backpackers.co.za
www.abisa.co.za
www.go24.co.za

Arts and culture
www.artslink.co.za
www.artsandculturetrust.co.za
www.museums.org.za
www.music.org.za
www.sacultures.org.za
12th Annual IEASA Conference
International Education Association of South Africa
Hosted by the University of Pretoria
www.up.ac.za/ieasaconference
e-mail: ieasaconference@up.ac.za

Past and Future: The role of internationalization in knowledge production

27th - 30th August 2008
Study South Africa is the only comprehensive, up-to-date guide to South Africa’s rapidly evolving higher education system. The Guide is published by the International Education Association of South Africa in association with Higher Education South Africa.

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

Since the end of apartheid and birth of democracy in the 1990s, South Africa has attracted growing numbers of international students from across Africa and around the world – nearly 54,000 in 2006, or 7% of the country’s 735,000 higher education students.

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

This new edition of Study South Africa has been revised and updated to provide accurate information on each of the country’s 23 public universities and universities of technology.

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