English is used as medium of instruction in most South African higher education institutions.

Ranked eighth most-popular study destination for foreigners by the Institute for Statistics of the UN’s Educational, Scientific, and Cultural Organisation (Unesco).

Internationally recognized qualifications offered in diverse landscapes.
"While the restructuring process has left its mark indelibly on the higher education system, it is questionable whether we have got to the heart of the challenges that higher education faced within post-apartheid South Africa."

Prof Barney Pityana

South Africa contributes to Africa’s human resource development by accepting students from the rest of Africa.

SHAWCO attracts 1400 volunteers a year, with 880 in the education sector whose aim it is to improve the academic performance of learners in township schools.
Higher Education and Development in South Africa

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

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Contributors

DR LOVENESS KAUNDA

Dr Kaunda holds the position of Director responsible for providing leadership and management to the International Academic Programmes Office at the University of Cape Town, South Africa. This is a unit charged with providing central coordination and facilitation of international academic programmes and partnerships, as well as service provision, to over 4500 international full degree and semester study abroad students. She has a PhD in Applied Linguistics and has worked at the University of Cape Town for 19 years in various capacities including as a senior lecturer, researcher in language and science education, Dean of Students, and currently as Director of Internationalisation.

MR VARKEY GEORGE

Mr George is the Director of SHAWCO (Students’ Health and Welfare Centres Organisation), a student-run non-profit at the University of Cape Town, South Africa. He is a guest lecturer on Social Entrepreneurship at the University of Cape Town and various business schools in Europe. He mentors student groups from Europe and the USA in Cape Town, on Social Entrepreneurship, and encourages them to take responsibility for their own lives as well as the lives of others; implementing social programmes and keeping them sustainable. He is passionate about introducing students, at a young age, to social issues and, through them, finding unique solutions to social problems. He has managed to implement various entrepreneurial activities at SHAWCO to wean it away from total dependence on donor funding. He was further nominated for the Social Entrepreneurship Award by the Schwab Foundation in 2007.

PROF NYAMEKO BARNEY PITYANA

Prof Pityana is the Vice-Chancellor and Principal of the University of South Africa (UNISA). An exponent of Black theology, he is one of the founding members of the South African Students’ Organisation, and an instrumental figure in the Black Consciousness Movement. He is an admitted attorney of the High Court of South Africa and further holds a PhD in Religious Studies. Professor Pityana has published extensively in theology, human rights law and politics. In April 2006 he received the Award of the Order of the Grand Counsellor of the Baobab: Silver.
Changes to Ministry of Education

By Chris Bathembu

Pretoria - Education has been split into two separate ministries in the new government structure - basic education and higher education and training.

The President, Jacob Zuma, said changes to the structure of some government departments were necessary to speed up service delivery and efficiency.

Party Secretary General, Dr Blade Nzimande, will become Minister of Higher Education and Training while former Gauteng Education MEC Angie Motshekga will head the Ministry of Basic Education.

Political analysts say the changes could be an indication of how President Zuma plans to manage government in the next five years. – www.buanews.gov.za

R146 million earmarked for foundation programmes

By Gabi Khumalo

Cape Town – The Department of Higher Education and Training has budgeted R146 million for this year’s foundation programmes with qualifying institutions being allocated teaching development grants.

Tabling his department’s Budget Vote on Tuesday, Minister Blade Nzimande said R1.462 billion was also earmarked for improving teaching, learning and residence infrastructure and academic efficiency, in this financial year.

“There are primarily directed at historically disadvantaged institutions and towards increasing the capacity of the system to produce graduates in scarce and critical skills such as teachers, engineers, medical doctors and plant and animal health specialists,” Dr Nzimande said.

He said the Department intended to convene a stakeholder summit early next year to discuss a range of issues facing higher education institutions, including the development of a transformation charter for the sector and the establishment of a permanent higher education stakeholder forum. Other critical issues to be discussed will include the matter of institutional autonomy, academic freedom, and public accountability as well as the need to strengthen multilingualism at universities.

“We will explore how indigenous African languages and Afrikaans as an academic language can be strengthened in ways that do not impact negatively on student access, especially in specialised study fields and scarce skills areas,” the Minister said.

He noted that while the challenges were great, his Department will put in place the machinery, and work tirelessly to unlock the education and training sector to those previously deprived of such prospects and fulfil its mandate to create a better life for all. – www.buanews.gov.za

New body to deal with challenges in higher institutions

By Gabi Khumalo

Cape Town – The Department of Higher Education and Training has accepted a proposal for the establishment of a monitoring and oversight body to deal with challenges of transformation in higher institutions.

Accepting the proposal at a Ministerial Committee in Cape Town, Departmental Minister Blade Nzimande said it was clear that the Department needed to give more attention to this particular matter.

“We call on higher education institutions and invite the public to engage the issues of racism and discuss ways and means to get rid of racism in our society,” Minister Nzimande said.

He said the oversight body, which will be based in the Department’s office will also complement the work of the Council on Higher Education (CHE).

– www.buanews.gov.za
It gives me pleasure to provide support to the International Education Association of South Africa’s (IEASA) 9th edition of the Study South Africa publication.

The focus of this edition, which is Higher Education and Development in South Africa, is most appropriate today as South Africa continuously strives to ensure that higher education remains relevant and responsive to the developmental needs of the country.

To this end, we always have to bear in mind that South Africa is a developing country, and as such still confronts challenges such as poverty and under-development. These challenges are characteristic of most developing countries, particularly in sub-Saharan Africa. Thus, our higher education sector, through its core functions of teaching, research, and community engagement, should seek to address these issues especially as they affect the poor and other vulnerable members of our society.

Since we became a democratic state in 1994, South Africa has gone a long way to transform and restructure our higher education system to ensure amongst others equity with regard to the demographics of our staff and student population. The gender and racial profile of our students has improved significantly over the years to the extent that we now have black and female students constituting the majority at our institutions, especially at undergraduate level.

It is also pleasing to note that our institutions enjoy good international standing. South African researchers and institutions continue to engage in research collaborations with their peers and counterparts around the world, and thus, are integral parts of research programmes and networks.

With respect to student mobility, our higher education institutions continue to attract large numbers of international students, particularly from other parts of Africa. In 2007 the number of international students enrolled at our institutions was counted at 59,209, a significant increase from 44,439 in 2000. About 85% of these students originate from the African continent, more specifically the Southern African Development Community (SADC) region.

Several factors account for the increase in the number of international students coming to South Africa. These include the country’s natural and ecological resources, rich and diverse cultural heritage, and the stable socio-political conditions. The consistent growth in the number of international students seeking to study in South Africa is a positive affirmation on the quality of the country’s institutions and the international reputation of their academics and qualifications.

As a country, we see this growth as a positive development as it provides us with the opportunity not only to impart or relate our experiences, but also, to learn from others, and by so doing further enhance the international standing of our higher education system.
As universities increasingly move from an introspective posture to a broader role in nation building, human development, addressing the global challenges and influencing national and international politics, internationalisation is rapidly becoming a must and not an option for a university of the 21st Century. Several developments in higher education have also influenced the functioning of the traditional university. Some of these developments include the international ranking of universities, the Bologna Process of education, the international quality assurance movement, the peer review process, and joint research and joint degree offerings. The easy mobility of staff and students and their need to attain international experience and exposure, has significantly contributed to the internationalisation of higher education. The campus culture and demographics are increasingly becoming diverse and reflective of the world’s population, rather than its immediate demographics.

The International Education Association of South Africa (IEASA) seeks to promote internationalisation of higher education in South Africa. IEASA is unfortunately faced with steep challenges, which at a minimum include, higher education budget cuts, the high demand for higher education in South Africa (especially at undergraduate level), and the recent xenophobic attacks on foreigners living in the economically depressed sections of the South African population.

South African universities are conscious of the needs and nuances of the community they serve. They are, however, also mindful that their relevance and vision must go beyond their immediate community and reach the world for which higher education is meant. IEASA is aware of its environment, especially being in South Africa, which is a middle-income country with a young democracy and numerous challenging expectations from its populace. The notion of internationalisation should therefore not strike a dubious cord to the spectator, that South African universities are externally focussed and ignoring the challenges at home.

South African universities will continuously strive to be internationally competitive and locally relevant through a number of innovative models, one of which is internationalisation.

The theme of our current publication is ‘Higher Education and Development in South Africa’. The theme resonates perfectly with IEASA’s current vision of being a developmental organisation that seeks to employ higher education internationalisation for Africa’s development. Universities have accepted their roles as agents of change and human development, and South African universities have adopted ‘developmental internationalisation’ as one vehicle through which higher education will collaborate with international peers and development organisations to support development in Africa. This re-orientation of the African internationalisation agenda transcends the themes of the conference held at the University of Fort Hare in 2009 and the 2010 conference to be held at the University of the Witwatersrand. From these strategic conferences, the discourse about the kind of internationalisation that is relevant to South Africa and Africa will be engaged in and thoroughly examined in tandem with international trends,

Message on ‘Developmental Internationalisation’

From Mr David Farirai, President of the International Education Association of South Africa (IEASA)
and the African development challenges.

South African universities have realised that there exists a gap between the rhetoric of internationalisation and the realities on campuses. To bridge this gap and move beyond the rhetoric, the universities have made a serious commitment to internationalisation as witnessed by the growth and development of IEASA. IEASA seeks to develop and advance the internationalisation of higher education in its various forms. The Association realises that for South African higher education to be compared with the best in the field, there is a need to collaborate with the best in the world. Our practices cannot remain detached from the global benchmarks of quality higher education because it is only by voluntarily subjecting ourselves to the rigours of international quality evaluation and assessment that we can claim quality higher education of international standard.

The IEASA publication, *Study South Africa*, is therefore a means of communicating the excellent educational offerings that South Africa has. We invite the international community to engage with South African universities and form productive relations.
It is opportune that the question of the South African university and development is the theme of this year’s IEASA publication. Since 2007, there has been debate, opinion pieces, and conferences on higher education and the developmental state. As can be expected, there has been much speculation on what constitutes a developmental state in the first place. Is it a coded term for an emerging economy, or is it a state, like China, where development drives economic acceleration? The notion is made all the more complex when academics and university leaders apply their collective minds. What role should the university have in these macro-economic configurations, what is the ultimate purpose of the university in a country like South Africa?

In the final analysis, debate is theoretical. Given the disparities that have historically existed in South Africa, a developmental agenda is not a ‘nice to have’ but a necessity. There is no space ‘for business as usual’ when the country - and universities in particular - is mandated with improving the lives of everyone.

In February of this year HESA participated in a meeting with the Presidency. The meeting took place with other sub-sectors that together comprise what is known as ‘the social cluster’. By way of preparation, HESA conducted a desktop survey of what our universities were currently working on in the field of poverty eradication and development. So rich was the resulting information that HESA produced a publication documenting these diverse initiatives in order to make public these efforts. In the process of putting this document together, it is evident that in the pursuit of poverty eradication our universities are, in one way or another, addressing all eight of the Millennium Development Goals (MDGs), from gender equality to developing global partnerships.

The picture of higher education that emerges is interesting because it shows the sector doubly focused; addressing basic needs of the poorest of the poor while producing innovations that are at the forefront of discovery. From revitalising unused fish hatcheries to breeding pedigree Nguni cattle, the initiatives aimed not only for the upliftment of communities in poor areas, but simultaneously addressed long-term sustainability issues that confront the country.

Some of the innovations that have taken place in the last couple of years testify to the ability of South Africa’s higher education institutions to develop inventive solutions to seemingly intractable problems. 2009 marks the year of the first African vaccine for HIV to be tested in South Africa. In a recent HESA study on our collaborations within Africa, there were numerous examples of inter-university partnerships covering issues as diverse as HIV and agriculture, water security, to translating the Mozilla FireFox Web Browser (an open-source equivalent of Internet Explorer) into Luganda, at Makerere University in Uganda. These are a few of the many stories of collaborations within Africa and further abroad. Addressing the MDGs and finding solutions that will positively affect the world are not mutually exclusive and, as these projects indicate, are often intertwined. In the search for answers to poverty alleviation, come unexpected breakthroughs in basic and applied research.

By Professor Duma Malaza, CEO: Higher Education South Africa (HESA)
The extensive international student and lecturer population, who visit our shores on an ongoing basis, sustains and fuels this collaborative spirit. Some 8% of our student population is made up of international students and academics, and it is this cross-pollination that keeps the local university fraternity vibrant.

With the introduction of the newly formed Department of Higher Education and Training, higher education has a bigger playing field; one that includes our Further Education Colleges and our skills development institutions. That opens up an ever-wider understanding of what tertiary education is all about. If Minister Nzimande is to make sense of this restructured landscape it will be important for him to seek ways in which the arcane knowledge of the university can articulate with the artisan’s world as well as those who simply want to learn a new skill, like project management. As the Minister has repeatedly made clear, what matters is access and opportunity. Perhaps more importantly, this is also an opportunity for our universities. Higher education in this country has always consisted of different sub-sectors catering for a diverse set of educational needs. The new configuration moves us from a hierarchical system of universities, colleges, and training institutions to a ‘one-stop sector’ for everyone who tries to access higher levels of education. Much like the United States’ system where universities and colleges comprise a broad space that is open to all kinds of educational needs and aspirations, South African higher education has become truly democratic.

And that is the core of higher education for development. It allows institutions to focus directly on what they do best; be it nano-technology or mastering the basics of Microsoft Office. Whether it is laureates or learnerships, what matters is the evolution of a country towards a better place for all who live here and all who visit – and study – here. Development, under these new conditions, is not merely an economic term signalling GDP growth per capita. It means something more.

HESA’s study on graduate attributes clearly shows that South African graduates excel in one distinctive quality: their ability to work comfortably within very different cultural, ethnic, and racial groupings. In the face of increasing global intolerance, this is a crucial quality to cultivate, and one that forms the backbone of the graduates that we need to produce globally.

Development has an interesting etymology coming from the Old French and meaning ‘to unfold, to push back’. Maybe that is the point. South Africa has a tertiary education system that allows all who participate (irrespective of their point of access or origin) the ability to unfold, not only themselves as individuals but, in so doing, to push back the frontiers of the social, political, economic and global community in which they find themselves. From HESA’s perspective, we welcome students and academics from the rest of the world who wish to join us in this vital undertaking.
Higher Education in Context

Higher Education and Development in South Africa: An Introduction

One mission of university education could be the preparation of students for an unpredictable, ambivalent and sometimes unjust life, and to strengthen their self-criticism and capacity for critical thinking, as well as their sense of responsibility and tolerance of difference. In short, universities should prepare students to cope with permanent change (Kivinen & Ristela: 2002).

As the globe emerges, with some difficulty, from the recession and the ‘long tail’ of the credit crunch, it is important to heed the wisdom that a university education prepares us for an uncertain world. What began as a sub-prime crisis on the other side of the world soon infected international economies. What was unthinkable a year ago is a harsh reality today. And if all challenges are increasingly becoming global, then the solutions likewise need to harness the best thinking, especially from our universities, via international collaborations. Each and every South African university understands the importance of internationalisation simply because our difficult history has meant that for many years we were deprived of contact with the rest of the world.

Even after the birth of democracy, South African higher education (students, academics and management) has had to “cope with permanent change”. The renowned educational theorist, Frans van Vught, described the merger process in South Africa as one of the most ambitious ever attempted. To reduce the amount of institutions in the country from 32 to 23 within the space of three years was, to many, inconceivable. However, not only did it take place, but the process was completed with far less disruption than was ever foreseen. This is not to say that higher education in South Africa doesn’t have its challenges, but rather to acknowledge that there is an immense resilience within our institutions in the face of the unforeseen.

And it will need all that resilience as universities have undergone another change. Not this time at the level of policy but recent changes will still have huge governance consequences for the sector. The post-election government has made some wide-ranging changes since it has assumed power in April 2009. Perhaps the biggest change has been the restructuring of state departments in order to make them more responsive to the developmental needs of the country. The former Department of Education has been split into a primary and secondary (schooling) department and the Department of Higher Education and Training. This split has also occurred in many other countries internationally as it becomes clear that higher education needs special focus because of the many different tasks that are required of it – from producing teachers in order to sustain education and the economy, to producing world-class researchers that allow countries to compete internationally.

In the strategic plan of the new departments that was presented to Parliament on 30 June 2009, the higher education department focussed specifically on providing increased academic and research support, the internationalisation of higher education, especially within Africa and the production of quality graduates who are “relevant for socio-economic development”. It is fitting then that the theme of the 9th edition of Study South Africa focuses on development.

However ‘development’ is not a value-free term and has been used by countries in the past and present to dragoon a population into meeting the economic targets of the state. Often at the price of personal autonomy. While a focus on development is crucial to a country like South Africa, as an emerging economy, it must be achieved with an emphasis of improving the economic and social conditions of every person in the country. Rather than a narrow sense of development which simply sees the entire population slaving towards the meeting of a range of economic indicators, we need to understand development as the maximising of personal potential that will, as a by-product of that process, lead to the advancement of neighbours, communities and the population as a whole.

As suggested in the opening lines, it is this sense of development that occurs most intensively within the university setting. The questioning of beliefs, the dismantling of prejudices, the assuming of responsibility and the treasuring of difference is at the core of
higher learning. This edition of Study South Africa will examine very different facets of our developmental agenda, ranging from the responsibilities and opportunities for higher education in relation to our neighbours in Africa, to the role of the university within the community in which it is located, and to the impact that our teaching and research is having on the people of this country.

The present global conditions make for uncertainty and unpredictability. It however remains true that in these conditions a university education, irrespective of the discipline, with the possibility of debating and understanding different cultures and nations, is crucial for the development, not only of the self but of the entire global village.

Reference
South African Higher Education: Facts and Figures

South Africa’s university sector is the strongest and most diverse in Africa. In the new landscape there are nearly double the number of students of all races - three quarters of a million in all - enrolled in the fewer, but larger, public universities, and nearly one in five young South Africans enter higher education. More than half of all students are women, and some 8% are international students, most of them from other African countries but also thousands from Europe, Asia and the Americas.

There are three types of universities and together they offer a full range of courses leading to internationally recognised qualifications. All public universities conduct research, which supports teaching and is frequently aimed at tackling the challenges that face South Africa and the developing world. There is world-class research generated in many fields, concentrated in the country’s top research universities.

Public funding of higher education has increased in recent years and universities have received a major funding boost from government to refurbish buildings, construct new facilities, upgrade equipment and libraries, improve outputs and produce more science, engineering and technology graduates.

South Africa’s apartheid legacy was a higher education sector that was racially divided, of uneven quality, and beset by duplications and inefficiencies. Under apartheid 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).

Higher education in a democratic South Africa faced huge challenges - primarily the need to achieve greater equity, efficiency and effectiveness within institutions and across the system.

Universities had to open their doors to students of all races, transform curricula to become more locally relevant but also geared to a knowledge-driven world, train growing numbers of different types of graduates essential to economic growth and development, and produce scholars able to tackle South Africa’s problems through research responsive to all of society’s needs.

The new government drove a radical restructuring of higher education aimed at making it stronger and more focused and efficient, within a framework of policies and regulations including the 1996 National Commission on Higher Education, 1997 Higher Education Act, and the 2001 National Plan for Higher Education.

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 ‘comprehensive’ universities that combine academic and vocationally oriented education.

Currently, the system has:

- Eleven universities: ‘traditional universities that offer Bachelor degrees and have strong research capacity and high proportions of postgraduate students.
- Six universities of technology: vocationally oriented institutions that award higher certificates, diplomas and degrees in technology; and have some postgraduate and research capacity.
- Six comprehensive universities: offering both Bachelor and technology qualifications, and focusing on teaching but also conducting research and postgraduate study.

South Africa’s student participation rate - the proportion of 18-24 year-olds in higher education - is fast approaching 20%.
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<td>25 National Institutes</td>
<td>Northern Cape Institute for Higher Education</td>
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</table>

There are also new institutes of higher education in two of the 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.

Previously, more than two-thirds of students were at traditional universities.

The new higher education landscape concentrates almost half of enrolments in the six ‘comprehensive’ or ‘new generation’ universities, which together enrol more than 300,000 students.

These institutions are in the process of finding innovative ways of best combining the different qualifications, curricula, and teaching and learning styles of their traditional and university of technology constituent parts.

The distance University of South Africa has the largest number of students - over a quarter of a million - while Rhodes University in Grahamstown has the smallest number, with just over 6,000 students. Mergers of two or more institutions created some very big multi-campus universities. The largest 'contact' university is the University of Pretoria, which has nearly 53,000 students, followed by the Tshwane University of Technology with over 51,000. These are followed by North-West University, the University of Johannesburg and the University of KwaZulu-Natal.

**Students**

A specific goal of the National Plan for Higher Education (2001) was to increase participation in higher education to 20% for the 18-24 age cohort. Expanding student numbers and improving access to higher education for disadvantaged black people were seen as key to overcoming apartheid inequalities, creating a stable society, and producing the high level skills needed to drive economic growth. Universities were required to enrol many more students of all race groups and build a student body that more accurately reflected South Africa’s demographic make-up.

The expansion and transformation of the South African student population has been nothing less than astounding.

Student numbers have nearly doubled in the past 16 years, from 473,000 in 1993 to some 799,658 in 2008, according to provisional Department of Education figures.

The number of graduates produced annually by South African universities has been steadily growing, from 74,000 in 1994 to more than 127,000 in 2007.
In 1993 nearly half of all students were white, 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%.

South Africa’s student participation rate - the proportion of 18-24 year-olds in higher education – is fast approaching 20%. But while access to higher education has significantly improved, there are still racial divides between the participation rates of young people: some 60% of whites and more than half of Indians enter higher education, but the rate for Africans is only around 11% and for coloureds it is even lower at 7%. The primary reason for this is low quality primary and secondary schooling.

Since its formation in 1999, the government-funded National Student Financial Aid Scheme (NSFAS) has played a critical role in enabling financially disadvantaged students to access higher education. Study bursaries and loans worth R2.5 billion were awarded to disadvantaged students in 2009, which is estimated to benefit over 140,000 students, and the numbers are growing annually. Student loans are recovered through the tax system once graduates are employed. In 2008, NSFAS reclaimed about a quarter (R616 million) back from graduates who had found employment and were re-paying their loans.

Still, higher education has a disturbing 45% drop-out rate among students, undermining the access gains of universities. Financial difficulties among the country’s large pool of poor black students are largely to blame. ‘First generation’ students from low-income, less educated families are the most likely to drop out, according to a Student Pathways study by the Human Sciences Research Council (HSRC). Loans and bursaries do not cover the full costs of study, leaving students struggling to cover living and other costs. This is especially true of those students on the NSFAS loan scheme where approximately 35% of those students do not complete their studies.

To increase access and success, 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.

All institutions have also put in place academic development initiatives - bridging/foundation or extended curriculum programmes - that help students to overcome poor schooling and to cope with learning in a second language, usually English.

The Council on Higher Education (CHE), which is an advisory body to government, is also exploring extending the period of degree studies from three to four years to address this problem.

Success rates in universities have been improving, according to the Department of Education, and are currently 74% for African, 76% for coloured, 81% for Indian and 85% for white undergraduates. But only around 15% of students graduate each year, far fewer than the government’s benchmark of 25%.

The number of graduates produced annually by South African universities has been steadily growing, from 74,000 in 1994 to more than 127,000 in 2007. 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. This amounts to 36,637 (29%) graduates in Science, Engineering and Technology; 31,104 (25%) in Business and Management; 28,332 (22%) in Education and 30,814 (24%) in Humanities and Social Sciences in the same year.

After 30 years with the same requirements for entering higher education, 2008 saw the introduction of a new school-leaving certificate.
It is the first new Grade 12 national school exit qualification ever where all provinces wrote the same papers with the same curricula and assessments. It was also the first examination reflecting exposure to some compulsory mathematical elements up to Grade 12 exit level and the first compulsory school system exposure to Life Orientation, which assists with the development of useful life skills and exposes schools to an externally assessed set of requirements. This year then, is the first cohort to enter our universities and, although there are concerns about the National Senior Certificate, the responsibility is on universities to ensure that as many students as possible make the grade. Whether it be access to foundation courses in critical subjects or offering career advice for those under-prepared students entering higher education, it remains crucial that students are afforded every opportunity for success once they have commenced higher learning. Universities often have their own selection procedures that include points rating systems based on school results, questionnaires, and interviews to select appropriate students, while academic departments often require students to have performed well in subjects appropriate to their study field.

For some years Higher Education South Africa (HESA) has been developing national benchmark tests to help universities select students who are most likely to succeed at academic study, and to measure how well the new national schools curriculum prepares youngsters for higher education. The tests measure academic literacy, quantitative literacy and skill in mathematics and, if adopted by all universities, students will only need to write one test even if they are applying for entry to several institutions. Higher Education South Africa is quick to point out that these benchmark tests are not intended to exclude students who have successfully entered higher education, and they see the tests as a way of identifying students who may need additional assistance or who show promise that exceeds their NSC results.

### Staff

<table>
<thead>
<tr>
<th></th>
<th>Instruction &amp; Research Staff</th>
<th>Administrative Staff</th>
<th>Service Staff</th>
</tr>
</thead>
<tbody>
<tr>
<td>Total</td>
<td>13,589</td>
<td>22,224</td>
<td>5,904</td>
</tr>
<tr>
<td>% Black staff</td>
<td>39</td>
<td>59</td>
<td>97</td>
</tr>
<tr>
<td>% Women</td>
<td>43</td>
<td>61</td>
<td>40</td>
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</tbody>
</table>

**Figure 1 – Department of Education 2007**

There are more than 43,717 full-time staff in South Africa’s 23 public universities, including 15,589 academics, according to the Department of Education figures for 2007. A further 65,000 people are employed part-time. Most employees are white, closely followed by African staff, but while whites dominate the academic and professional personnel categories, black people are in the majority in administration or service jobs. Efforts to transform the demographic profile of academic and professional university staff have been slower than among students, but there has been a gradual increase in the proportion of black people and women. An ongoing challenge for universities is the difficulty in retaining talented, young black academic staff who are highly prized by the government and corporate sectors and who are often lured away from a career in academia by better salaries and promises of swift advancement. 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.

In 2007, 43% of the academic staff were women but this does not reflect that women are still concentrated around the lower end of the academic scale.

### Research

South Africa’s research base is strong, diverse and the largest in Africa. It produces 80% of basic research conducted in Southern Africa. Thousands of scholars conduct research that is helping to strengthen the economy and drive development, solve the country’s many challenges or advance knowledge generally. Several South African universities produce world-class research, and feature in the top 1% of the world’s institutions (captured in the United States’ Essential Science Indicators database). There has been a dramatic rise in postgraduate enrolments since 1995, from 70,000 to more around 120,000. But of this number only 9,158 Master’s and PhDs graduated in 2007, or 7.2%.

South Africa spends 0.9% of Gross Domestic Product (GDP) on research and development and is on target to increase this proportion to 1% during 2009/2010, which will place the country at a level with Brazil in terms of research spending. The Department of Science and Technology’s (DST’s) budget allocation for 2008-2009 was R3.7 billion, and it has set aside R195 million to strengthen scientific capacity at higher education institutions. The Minister of Science and Technology has recently announced that a further R53 million would be set aside for additional Research Chairs in the 2010/2011 period.

South Africa’s research base is strong, diverse and the largest in Africa. It produces 80% of basic research conducted in Southern Africa.
Universities conduct around 20% each of all research; the government sector (including the science councils) conducts about 22.8%; while the business sector undertakes 55.9%, a proportion that the DST says compares favourably to levels in European Union countries.

There are 30,986 R&D personnel in South Africa, according to the DST. However, South Africa’s output of high level research, measured by the publication of papers per full-time equivalent academic, has shown a disturbing dip since the late 1990s, largely because of the drop in funding, an ageing population (of largely white male) researchers and the difficulty in attracting and retaining young academics.

In its 10 year plan for Science and Technology, the DST calculated that to build a knowledge-based economy positioned between developed and developing countries, South Africa would need to increase its PhD production rate by a factor of about five over the next 10 to 20 years. Presently South Africa produces 1,200 PhDs a year in comparison to countries like Germany (20,000 per annum) and China (35,000).

There are major efforts underway to reverse the decline in research output through, among other things, scholarships for postgraduate students and greater funding for research. 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. Another centre has subsequently been established.

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

The dwindling pool of senior academics has prompted South Africa to create 210 university Research Chairs by 2010, and to woo top foreign scientists in an attempt to reverse the brain drain. By the end of 2008 there were 72 new Chairs, boosting research capacity in the optimistic effort to produce 6,000 PhDs annually.

There are 1,679 rated researchers in six categories that cover experienced, young and ‘disadvantaged’ academics. Researchers apply for ratings to the NRF, and panels of experts in 22 subject fields assess the standing of researchers among their peers, based on work produced during the previous seven years. Ratings, the NRF contends, are thus “assigned on the basis of objective statements contained in reviewers’ reports”. Researchers get financial support at varying levels based on their rating, from an incentive funding programme. This ‘glue’ money is to keep their research programmes going. Academics can use the money at their discretion, with limited conditions attached. Around one in seven of all researchers are now rated in one category or another.

Among the 60 A-rated scientists, 24 work for the University of Cape Town, and there are 14 and 7 respectively at the universities of the Witwatersrand and Stellenbosch.

There are five at the University of Pretoria, three at KwaZulu-Natal, two at North-West and at the University of Johannesburg, and one at Rhodes and the Nelson Mandela Metropolitan University.

Rated Researchers

South Africa has 60 A-rated researchers who are "unequivocally recognised by their peers as leading international scholars in their field", according to the rating system of the National Research Foundation (NRF).
A 2008 report by Higher Education South Africa, *Tuition Fees: Higher education institutions in South Africa*, revealed that by 2004 direct first stream funding from the government had dropped to 43% of university income (from 49% in 2000) while the proportion of second stream income from fees rose to 29% (from 24% in 2000). For the past two years, universities have been making a concerted effort to ensure that fee increases remain within the inflation rate of that particular year. On average, 28% of universities’ income was generated from third stream type activities in 2004 (slightly up from 27%). Under increasing pressure from government to contain soaring tuition fees, universities are seeking ways of generating more third stream income through donations, investments and entrepreneurial activities. Higher education also sees raising alternative income as a way of bolstering university autonomy.

Since 2007, education (all levels) comprise on average 5.5% of GDP and amount to approximately 19.5% of total government funding. For the 2009/10 period government has set aside R15.2 billion for direct transfer to the universities and R2.1 billion for the National Student Financial Aid Scheme.

**Governance**

Universities are autonomous institutions in South Africa, but the higher education system is under increasing pressure to ensure that the sector produces the skills the economy needs and is efficient, affordable and accountable. Over the past year, and in each of these areas, both the former and new Minister have called universities to book, and with the establishment of the new higher education department it is likely that the sector will come under increased scrutiny.

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.

Curriculum transformation efforts have been directed at producing much-needed skills, creating a National Qualifications Framework, enabling flexible learning, and encouraging more inter-disciplinary and relevant curricula.

**Quality Assurance**

A quality assurance system was introduced in South Africa in 2004. Quality assurance is the responsibility of the statutory advisory body, the CHE. Its Higher Education Quality Committee (HEQC) conducts audits of universities - there have been 28 audits of public and private institutions so far – based on self-evaluation by institutions of their performance against a range of criteria, and external peer assessment. The HEQC also accredits courses and does national reviews, quality promotion and capacity development. A new higher education qualifications framework has come into effect this year and is aimed at strengthening the quality assurance system and laying the foundation for credit accumulation and transfer, which was hindered by separate qualifications structures for universities and universities of technology.

The policy also defines how higher education qualifications fit into the National Qualifications Framework (NQF), which covers all education.
levels of education and registers all qualifications. The framework sets minimum admissions requirements for all programmes, but leaves it up to universities to set their own admissions policies beyond those minimums. It allows recognition of prior learning and work integrated learning.

Qualifications are structured in credits. For instance, there are 120 credits for the first year of a Bachelor degree, with each credit representing 10 notional study hours. Credits can straddle different levels of the NQF - levels five to seven cover undergraduate, and eight to 10 postgraduate qualifications depending on what is appropriate for the qualification. From 2009 all new higher education programmes must comply with the framework, be registered on it and accredited by the Department of Education. There will be a transitional period for existing programmes to be restructured to achieve full compliance.

Conclusions

Over the past two years the South African government has been asking higher education to play a fundamentally greater role in the development of the country. Through a range of initiatives that are intended to accelerate economic growth, reduce poverty and supply scarce skills, the government is calling on higher education to assist in this drive towards citizen empowerment. While still respecting the autonomy of our institutions, government have become highly sensitised to the role that the university plays within society.

At least in the new Department’s priority area of internationalisation it is obvious that South African universities are more than fulfilling their mandate.

South African higher education faces many challenges, among them uneven quality across the sector, low postgraduate numbers, high student drop-out rates, and the need to attract and retain more high level (especially black) academics and managers. However, there have been major achievements. Since the transformation of higher education began in the mid-1990s, the number of students in South Africa’s public universities has nearly doubled and the racial make-up of the student body has radically improved. Higher education has been restructured, new funding and quality assurance mechanisms have been put in place, and universities have become more responsive to the needs of South Africa and all its citizens.

Further Education and Training

South Africa’s Further Education and Training (FET) system has also been restructured through its own merger process. This has meant that the sector that had 152 technical colleges now has 50 on 256 campuses across the country. The FET sector has been expanded through a R1.9 billion recapitalisation project funded by government in order to improve the quality and to tackle the country’s skills shortage. FET colleges enrolled around 123,000 students in 2009, up from 25,000 in 2007. By 2014, the government wants 1 million students enrolled at colleges. The colleges will now fall under the Department of Higher Education and Training and it is expected that their offering will be more closely aligned with the universities, especially the universities of technology in the future. The modernisation of the sector was necessary in order to offer vocationally oriented training that is closely linked to industry requirements and the world of work.

The Minister, Dr Blade Nzimande, went further in August 2009 to propose that the FET Colleges will also be used to work with municipalities, business and local communities to incubate small enterprises.

It is hoped that this vibrant, accessible and high quality sector will impart the kind of skills and knowledge needed by South Africans to be productive and to keep abreast with modern technology, will meet the country’s pressing human resource needs, encourage lifelong learning, reduce unemployment and contribute towards development. FET Colleges are spread through the country, in urban and rural areas, and so are accessible to many (including mature) potential students. In addition, it is foreseen that the FET Colleges will work closely with the Sector Education Training Authorities in order to establish ‘an early warning system’ of what and where skills are needed within the country and to provide them in the shortest possible time.

Private Higher Education

There are 99 private higher education institutions operating legally in South Africa, according to the register of institutions published by the Department of Education (August 2009), including 75 that are fully registered and 24 with provisional status. Although there are far more private than public higher education institutions, the private sector is dwarfed by public universities in terms of student numbers. Present estimates place the number of students in the private sector at slightly over 30,000 students.

Most private colleges offer advanced certificates and diplomas with a vocational focus, responding to the high demand for market-oriented qualifications and producing drastically needed skills.

Political reforms from the 1990s prompted a boom in private higher education in South Africa, with local and foreign institutions and entrepreneurs spotting a potentially lucrative market. Demand for tertiary education was growing, as was interest in globally known qualifications as the previously isolated country rejoined the world community. The growth in private colleges took the country by surprise, and there was no framework in place to register, accredit or quality assure the sector. So the Department of Education set about constructing one, through the Higher Education Act of 1997 and Regulations for the Registration of Private Higher Education Institutions, gazetted in 2002. It also created registration, accreditation and quality systems for private institutions.

Up to 2007, 443 institutions had lodged applications for registration as ‘privates’, while only 144 were either provisionally or fully registered. The result of this shake up of the system meant that many private institutions, some of who were opportunistic
fly-by-nights, folded. Of those in the 2009 Register of Private Higher Education Institutions most offer advanced certificates and diplomas in fields such as theology, information technology and computing, commerce and management, media, and alternative therapies. That said, one Catholic institution, St Augustine College, is remarkable in that in 2008 it had 168 Master’s and 12 PhD students enrolled, which amounted to more postgraduate students than 13 of the 23 higher education institutions for the same year.

There are also a number of institutions offering a range of degree and postgraduate qualifications, such as Monash South Africa and the Independent Institute of Education, Damelin and Midrand Graduate Institute, as well as major providers of advanced certificates and diplomas such as Lyceum College and City Varsity.
Internationalisation in South Africa

The internationalisation of higher education began in earnest in the 1990s, after political reform was announced and especially once peaceful democratic elections were held in 1994, ending apartheid and enabling the country’s re-entry into the world community. In those heady days, South Africa transformed from being a pariah state into an internationally admired rights respecting nation and a model for democracy in Africa.

Higher education scholars, long isolated by an academic boycott, were eager to establish contacts and links with colleagues around the world, to attend international conferences, to participate in collaborative research, to have their research published internationally and to contribute to global knowledge production. Universities were quick to realise the many benefits of internationalisation, ranging from opportunities to attract fee paying foreign students and seek wider recognition for South Africa’s qualifications, to securing research and development funding from international organisations and forging relationships with African and international researchers so as to bring greater expertise to bear on the many challenges faced by South Africa and Africa.

International offices in universities were created or expanded to manage a flurry of activity involving students, academics and institutions from around the world. The offices began marketing university courses and supporting a rapidly growing flow of foreign students, creating study abroad programmes, and managing international exchanges and linkages. Internationalisation has transformed campuses, with nearly one in 10 students today coming from beyond South Africa’s borders and bringing with them new ideas, experiences and cultures. In return, international students experience a sound higher education experience in a diverse and interesting environment for a fraction of the cost of studying in OECD countries.

But internationalisation is about more than numbers of foreign students. It is also about integrating internationalisation into university strategies, activities and management, promoting international cooperation in higher education, supporting students and academics to respond to and be part of a changing world, and including an international dimension into what is taught - ‘internationalisation at home’. Today, South African universities and academics have thousands of links, partnerships and exchanges with institutions around the world and across the continent. But much work is still to be done to embed internationalisation into every aspect of university activity, and this is considered to be the next phase of internationalisation in South Africa. Several universities are, however, actively pursuing internationalisation policies beyond the areas of international students and research partnerships.

In line with the autonomy of institutions, the Department of Education has historically been supportive of internationalisation initiatives and has not yet seen fit to regulate this process via policies on internationalisation. However, with the establishment of a new education ministry and the new prioritisation of international activities – specifically in terms of deepening our relations with Africa – it is anticipated that the higher education’s internationalisation agenda will be brought far more into focus in future discussions between the sector and the Education Department.
Positioning South African Higher Education for Africa

In 2008, Higher Education South Africa conducted a desktop survey to explore the ways that South African universities are presently connecting with the rest of Africa. The survey covered 12 of the 23 public institutions and provided a fascinating insight into the extent of our involvement on the continent. Much of this material mirrors IEASA’s data (see below), but these are some of the interesting highlights.

There are 58 Memoranda of Understanding or similar agreements between the 12 universities and those in Africa. These agreements range from general staff and student exchanges through to the organisation of conferences and workshops, access to scientific and analytical facilities and to direct interventions, like the University of Pretoria’s efforts to assist the University of Botswana to build both a medical school as well as future capacity within that university for the fight against the HIV pandemic.

The universities surveyed showed a growing sense of their place within Africa and this is increasingly reflected in what is taught. There appears to be two distinct responses in this regard. The first is to understand involvement in terms of projects confined to a particular discipline within the university. Areas like history and cultural studies lend themselves to a distinct African focus. The second trend is to understand ‘Africanisation’ as a process that will increasingly impact on every part of the university’s functioning.

An example of the latter is evident in the University of Cape Town’s approach. In 2007 approximately 16% of the University of Cape Town’s total student body (undergraduate and postgraduate) were international students from SADC countries. The presence of such a high percentage of SADC students in the classes means that UCT is developing ways of adapting its curricula to accommodate an increasingly diverse audience. This is also apparent at Rhodes University where there are nine initiatives arising from various departments and which are often infused throughout the undergraduate and postgraduate courses. The University of Pretoria has 33 courses that deal specifically with Africa and a further 21 modules on Africa covering a range of courses from cultural history to theology.

In the area of research collaborations within Africa, the universities of Stellenbosch and Pretoria stand out. According to the information received, they have focused extensively on African research networks and together have 175 research collaborations with fellow institutions on the continent.

Over 75% of the institutions surveyed are involved in the training of professionals (academics, diplomats etc.) from Africa. Rhodes University, for example, indicates that it is currently involved in 32 training programmes with African counterparts. These take the form of short courses to the running of workshops in other countries. There are also some 13 initiatives where study modules have been jointly developed between South African and African universities. The curricula of these have been jointly fashioned by the partner universities or they have embarked on a short-term project around a specific need. For example, Rhodes has recently spearheaded the Translate@thon at Makerere University with the occasion of an ICT For Development Conference in Kampala, Uganda. Three hundred students and staff from various departments translated the Mozilla FireFox Web Browser (an open-source equivalent of Internet explorer) into Luganda, one of the local languages.

The richness of these collaborations is not adequately captured in the quantitative data but rather in the countless stories of Africans working together for the improvement of the continent. From the Nelson Mandela Metropolitan University’s Master’s in Higher Education Management and Leadership in Africa to the Durban University of Technology’s work in Uganda on HIV awareness, ethnography and creativity. These are the stories that often pass unnoticed but are still quietly shaping and developing the future of Africa.
International Student Landscape

International students are represented at every South African university. The country has long been a preferred destination for students from other countries in Southern Africa. This is due to the fact that South Africa is the country, in the region, with the largest, and strongest, higher education system offering a full range of courses and qualifications not always available in nations with smaller university sectors. The Southern Africa Development Community (SADC) Protocol on Education and Training was signed in Malawi in 1997. Article 7 A1 of the Protocol states that “Member States agree to recommend to universities and other tertiary institutions in their countries to reserve at least 5% of admission, for students from SADC nations, other than their own.” South Africa reached that target in 2003 and in 2008, 5.7% of the country’s student cohort came from the SADC region.

The number of international students has grown dramatically since 1994: from 12,600 to more than 64,000 in 2008, nearly 8% of a total of 800,000 students at South Africa’s 23 public universities - according to provisional Department of Education figures. About a quarter of these international students are postgraduates. The choice by a steadily growing number of international students, of South Africa as a place to study, confirms the quality of the country’s universities and the international standing of their academics and qualifications.

The country has become the most popular place to study in Africa, and is one of the world’s top 20 host nations for American students.

Figure 1 - Increase in student numbers

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<tbody>
<tr>
<td>SADC</td>
<td>6,209</td>
<td>7,822</td>
<td>21,138</td>
<td>36,207</td>
<td>35,917</td>
<td>45,718</td>
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<tr>
<td>NON-SADC AFRICA TOTAL</td>
<td>1,521</td>
<td>2,079</td>
<td>4,263</td>
<td>6,664</td>
<td>8,569</td>
<td>9,505</td>
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<tr>
<td>REST OF THE WORLD</td>
<td>4,827</td>
<td>5,268</td>
<td>5,568</td>
<td>7,108</td>
<td>7,673</td>
<td>6,731</td>
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<td>1,574</td>
<td>1,991</td>
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<td>GRAND TOTAL</td>
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<td>717,793</td>
<td>741,383</td>
<td>799,698</td>
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<tr>
<td>%Non South African</td>
<td>7.68</td>
<td>7.16</td>
<td>7.25</td>
<td>8.00</td>
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</tbody>
</table>

Source: Department of Education (2009). These figures are provisional.

Research hub

South Africa also attracts international postgraduate students and academics, who engage in highly relevant research in their fields, often in collaboration with local scholars with global reputations in their areas of expertise.

Many factors drive the choices of international students, who numbered 2.9 million in 2006 - a 59% increase over the 2000 figure of 1.7 million global students, according to an OECD report. The 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.
Why South Africa?

South Africa is close geographically to most sub-Saharan African countries, and uses English as the primary language of instruction, charges lower fees than many 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.

It is not surprising, therefore, that 71% of international students are from neighbouring SADC countries where English is commonly spoken – 45,718 in 2008, against 15% from the rest of Africa, and 11% from outside the continent:

Zimbabwe is the major ‘source’ country, sending 39% of all international students - up from 27% in 2006.

The rapid rise in the number of Zimbabwean students accounts for much of the increase in numbers from 2006 to 2008, and has been fuelled by the political and economic crises in the country. The next biggest sending countries are Namibia, with more than 8,000 students in South Africa; Botswana with over 5,000; followed by Lesotho, Swaziland, the Democratic Republic of Congo, Zambia, Mauritius, and Angola. Over 9,500 students from non-SADC African countries studied in South Africa during 2008, slightly less than the 7,000 from the rest of the world. Most these non-African students in South African universities were from Europe, followed by Asia and North America.

In the latest OECD Report 2008 it is also significant to note that South Africa ranks 10th in the world as a preferred destination for international students and is the only African country that features.

As mentioned above, part of the draw factor for South Africa is that English is the predominant language of instruction and that, comparatively, South Africa is still an inexpensive study destination.

Provisional statistics from the Department of Education for 2008 showed that around 40% of international students were enrolled in distance education courses through the University of South Africa (UNISA), a proportion in line with other destination countries, for instance in Europe. The North-West University had the highest number of foreign students at a ‘contact’ institution, closely followed by the University of Cape Town and the University of Pretoria. Rhodes University had the highest proportion (22%) from outside South Africa along with UCT at almost 20% of the student population. More than one in 10 students were foreigners at the Universities of Fort Hare, Wits and UNISA.

Figure 2 – Trends in international market shares (2000, 2006) Source: OECD Report 2008

5.7% of South Africa’s student cohort, in 2008, came from the SADC region.
Benefits for students, and South Africa

For both the outbound student and the host country, the benefits of study abroad are well known and considerable. For destination countries, the fees and living costs paid by foreign students are a form of foreign investment and help to fund higher education. Countries and students benefit from the international relations and links forged between students during their studies.

In South Africa, internationalisation is also viewed as a means of advancing communication and respect among people of different cultures, of developing scholarship, and of strengthening the country’s global position.

South Africa also sees accepting students from the rest of Africa as a way of contributing to the continent’s human resource development and helping to stem a crippling brain drain. Africa, which suffers a critical shortage of high-level skills, loses 70,000 highly qualified scholars and experts each year, mostly to developed countries, according to the World Bank. In line with the recommendations of the SADC Protocol, SADC students receive the same government subsidy as local students and are charged the same fees (plus a modest international levy). Several universities also charge home-level fees to students from the rest of Africa. The argument is that by providing quality training to African students, South Africa contributes to the continent’s human resource development, and that African students who choose South Africa as a study destination are more likely to remain on the continent than if they studied abroad.
Since the birth of democracy, South African companies and universities have ventured into Africa. South Africa has become the biggest investor in Africa, and its higher education institutions have forged a myriad of links with their counterparts across the continent, and are working with their fellow African universities towards the revitalisation of the continent.

**A Study Destination**

South Africa has been a stable, peaceful and progressive democracy since 1994, when the first democratic elections were held and the African National Congress came to power. Nelson Mandela was elected president and he led the formerly reviled apartheid nation on the road to freedom and democracy. Since then there have been three more free and fair elections.

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

The general election in April 2009 has signaled a new chapter for the country. One of the first changes that the new president, Jacob Zuma, introduced was the renaming of the Department of Foreign Affairs to the Department of International Relations & Cooperation. This is not simply a name change but deliberately initiates a new focus on what is called “development cooperation” which emphasises the strengthening of partnerships, especially within Africa, for the purpose of mutual development across the continent.

**Since the birth of democracy, South African companies and universities have also ventured into Africa.**

South Africa has become the biggest investor in Africa, and its higher education institutions have forged a myriad of links with their counterparts across the continent, and are working with their fellow African universities towards the revitalisation of the continent.

**A Place to Visit**

South Africa’s eventful history, rich natural environment 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 charged with energy. There are worlds of diverse humanity and teeming wildlife; of rich oceans and desolate 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 wonderful, the scenery is breathtaking and this middle-income country is sufficiently developed to be very user-friendly - it offers rich world comforts at an affordable cost in a challenging and interesting developing country setting.

**South Africa has become a popular conference venue, has held rugby and cricket World Cups and is presently gearing up to play host to the 2010 FIFA Football World Cup, the first time this huge event will be held on African soil.**

This has also precipitated a huge increase in accommodation with almost 100,000 graded rooms ready and waiting for the event.
Higher Education in Context

The tourism industry is booming. In 2008 foreign arrivals reached an all time high of 9.5 million people, up 5.5% on the previous year - considerably higher than the global tourism growth rate and amounting to a foreign direct spend of R74 billion. In contrast, and according to the UN World Tourism Organisation, international tourist arrivals declined to just 2% in 2008 from 7% in 2007.

The travel scene is highly developed. There is comfortable accommodation everywhere, the roads are good and the financial infrastructure is excellent. Shopping malls in cities are modern and stock all major local and international brands. The biggest city is Johannesburg, which is the economic heartland of South Africa. According to the 2009 Mercer Cost of Living Database, Johannesburg is the cheapest city in the world, replacing Asunción in Paraguay. Other big cities are Cape Town, Durban - which is home to the busiest port in Africa - Pretoria, Port Elizabeth and Bloemfontein.

A Beautiful Country

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 meteorite strike 3,000 million years ago, and the mountainous uKhahlamba- Drakensberg Park.

There are 3,000 kilometres of beautiful beaches stretching form South Africa's eastern, western and southern borders, and enclosing 1.2 million square kilometres of mountain ranges and bushy foothills, sub-tropical forests, grassland, scrubland and the central semi-desert.

To the north lie borders with Namibia, Botswana, Zimbabwe, Swaziland and Mozambique. The country completely surrounds the mountain kingdom of Lesotho. The landscape changes strikingly, from the 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 rolling hills of the Zulus. The Drakensberg mountains separate the sub-tropical east coast from the highveld, a high-lying plateau that stretches north across the Karoo semi-desert, the golden fields of the Free State and the bushveld of the north.

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 South Africa are committed to game reserves, providing safe havens for wildlife. There are 22 national parks - the famous Kruger Park is the size of Wales - some 200 provincial reserves and scores of private game parks. The reserves offer incredible game viewing and are home to hundreds of 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.

People

South Africa’s population in mid-2009 was 49 million, according to Statistics South Africa. The two most populace regions, each with just over 10 million people, are Gauteng - a small province that includes the cities of Johannesburg and Pretoria - and the Zulu-dominated east coast province of KwaZulu-Natal.

South Africa’s population is diverse. There are four main race groups: black (African), white, coloured (people of mixed race) and Indian. Four in five people are African (79.3%) and the rest are either white (9.1%), coloured (9%) or Indian (2.6%). Just over half of all people (52%) are women.

South Africa has eleven official languages. English is the most commonly spoken, followed by Afrikaans, Zulu and Xhosa. The others are Pedi, Tswana, Sotho, Tsonga, Swati, Venda and Ndebele.

Some 3,000 kilometres of beautiful beaches stretching form South Africa’s eastern, western and southern borders, and enclosing 1.2 million square kilometres of mountain ranges and bushy foothills, sub-tropical forests, grassland, scrubland and the central semi-desert.

Languages

South Africa has 11 official languages. Of the indigenous African languages, the most commonly spoken is isiZulu, which is home tongue to nearly a quarter of the population, followed by isiXhosa. Afrikaans - the language evolved from Dutch settlers - is the first language of 13% of people. English is the home language of just 8% of South Africans but is the country’s lingua franca and is spoken by most people. Road signs and official forms are in English, which is also the language of the cities and of business.
Politics

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. Nelson Mandela was the new South Africa’s first president, and he stepped down after just one term. President Zuma is the country’s new president following the 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.

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.

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. The cities buzz with cultural events and craft markets, coffee bars, pubs and clubs. There are annual festivals of everything from rock music, dance to poetry and jazz, cinema complexes, art galleries and more than 100 active theatre venues. South Africa’s film, music and fashion industries are booming. The country has become a top site for shooting international movies, its locally produced films and music earn global awards, and its fusion fashion is making a distinctive mark on the world.

Some 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 down, South African wines are among the best in the world, and fine local and international beers are drunk at every opportunity thanks to SAB Miller, the second largest brewer in the world.

The Economy

South Africa has a large, diverse and growing economy that generates a quarter of Africa’s entire Gross Domestic Product. The country has a strong economic infrastructure, rich mineral and metal resources, strong manufacturing and service sectors and a burgeoning tourism market. Economic policy focuses on boosting economic growth and investment in order to generate jobs and reduce income inequalities - two major challenges.

Like the rest of the world, South Africa has felt the effects of the global credit crunch and is officially in a state of recession. That said, the country has escaped many of the harsher impacts of the global downturn due to strict banking (and lending) regulations.

There has also been a huge infrastructural boost in preparation for the 2010 World Cup and according to African Business magazine some 15 out of the top 16 companies on the continent are South African, as are 54 out of the top 90.

Economic growth has averaged 3.5% a year since late 1999, achieving the longest period of expansion in the country’s history. It is expected that the economy will shrink by 1.8% in 2009, but the forecast for 2010 is still expected to show a 2.1% growth.

Growth has begun to deliver more jobs, although unemployment remains high. During 2009 the unemployment rate dropped to 21.9% - the lowest rate since 2001 when it was 29% according to Statistics South Africa. The Government’s goal is to halve...
unemployment between 2004 and 2014, to a maximum of 14%. The total number of South Africans with jobs by mid-2009 was 17.5 million.

South Africa’s Rand currency has strengthened during 2009 and currently trades at around R7.80 to the dollar, 12.7 to the British pound and 11 to the Euro. Consumer inflation was 6.7% in July and is expected to come down further as the conservative inflation targeting continues to impact.

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

**Development**

One of South Africa’s major problems, poverty, is gradually easing. The 2008 Development Indicators report revealed a reduction in poverty since 2000, with the proportion of the population living below R462 a month decreasing from 58% in 2000 to 48% in 2005. Nine million people have been lifted out of poverty since 1996 and - thanks to economic growth and more efficient tax collection - more than 12 million people now receive social grants. The expansion of social grants has raised the income of the poorest 10% and 20% of the population - but levels of income inequality remain high because the rate of improvement of income for the poor has not matched that of the rich.

Since 1994 the government has made major strides in improving the lives of millions of poor people. Despite the number of households growing by around four million and increasing demand for social services, according to the government’s 2008 Development Indicators:

- 2.5 million subsidised houses have been completed or are in progress, providing shelter to some 8.8 million people.
- 87% of households have access to water of reasonable standard compared with 61% in 1994.
- 73% of households have access to sanitation, against 50% in 1994.
- 72% of households have access to electricity, compared with 61% in 1994.
- Immunisation coverage has reached 86% of people.
- Severe malnutrition for children under five years has been reduced by more than 60%.

More and more South Africans are becoming educated. Almost all children are now enrolled in primary school, and while only two-thirds of young people were attending secondary school in 1990 the proportion had grown to 93% by 2004.

**Adult literacy is steadily improving and stands at 82%**.

South Africa is, nevertheless, grappling with a major HIV/AIDS epidemic, which has been reducing the life expectancy of its people, to 60 years for men and 64 years for women. Statistics South Africa estimates the overall HIV prevalence rate to be 11%, or around 5.4 million people, and AIDS claims hundreds of thousands of lives each year. There has been an associated rise in cases of tuberculosis since 2001. In recent years the government has rolled out anti-retroviral treatment for people living with AIDS. Mass campaigns and other interventions are gradually thwarting the spread of the deadly virus. According to the HSRC’s South African National HIV Prevalence, Incidence, Behaviour and Communication Survey, 2008, the following indicators predict a stabilisation of the epidemic:

- Reduction in HIV prevalence among children.
- Reduction in the new infections among teenagers aged 15 to 19 years.
- Substantial increase of condom use among youth and all other age groups.
- Increase in the population reached by communication programmes.

Development achievements have been remarkable in the years since 1994. But much remains to be done to uplift the lives of millions of people still mired in poverty, to further reduce levels of HIV/AIDS and crime, to deliver basic services to all South Africans, and to improve the health system and education in schools and colleges so that they are able to produce the skills that the country’s burgeoning economy needs.

Four of the five fastest land animals live in Africa - the wildebeest, lion, and Thomson’s gazelle (all about 50 mph), and the cheetah (70 miles per hour).
Studying in South Africa: Information for international students

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

Because all our universities have international students, even the smallest university has a dedicated international office that acts as a first port of call in the case of queries or problems.

Universities have elected Student Representative Councils (SRC) that offer student services and play an important role in institutional governance. Most campuses also operate voluntary, or academically related, community programmes that enable students to engage with local people outside of the university and also play a role in South Africa’s development.

Qualifications

South African university qualifications are internationally recognised. The most basic qualification, at traditional universities is the Bachelor degree, followed by Honours, Master’s and Doctoral degrees, although some courses offer certificates and diplomas. Bachelor degrees such as the BA, BCom, BSc or BSc(SocSc) take three years to complete, while career-focused degrees such as the BEng and BA (Ed) take four years and others, for instance medicine or architecture, take longer. Honours degrees, which require a completed Bachelor degree, are generally one-year courses.

Master’s 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, Bachelors of Technology degrees and postgraduate qualifications up to Doctoral level. The study period for the B(Tech) is four years, although in most cases there are exit points at lower levels enabling students to enter a career with a diploma qualification at an earlier stage.

Comprehensive universities offer a combination of both of these types of qualifications.

Application Requirements

Applying for a study permit and visa

Anyone who is not a South African citizen, or a permanent resident, requires a visa in order to enter, as well as a permit to stay (or sojourn) in South Africa. The South African High Commission, Embassy or Consulate in your country of residence issues a visa so that you may travel to South Africa. At your ‘port of entry’ (for example, Durban International Airport, Johannesburg International Airport, Cape Town International Airport or Beit Bridge), your visa is endorsed and becomes your temporary residence permit.
Higher Education in Context

How to apply for a study permit

A university is not permitted to register you until you have produced your valid study permit.

It usually takes at least six weeks for your study permit application to be processed. It is also important for you to note that your Study Permit is issued to study at one institution and you would have to apply for a change of status, should you want to change institutions.

This can be done in the city applicable to the new institution of study.

You are required to apply for a study permit at the South African High Commission, Embassy, Consulate or Trade Mission in your country of residence. If there is no South African representative in that country, you must apply to the nearest South African High Commission, Embassy, Consulate or Trade Mission.

The following are the current requirements to be submitted to the South African Embassy/Consulate in your country to obtain your Study Permit:

- A passport valid for not less than 30 days after intended studies.
- Administrative fee of R425 (as at December 2006).
- Confirmation and proof of payment of a South African Medical Aid Cover with a medical scheme registered with the SA Medical Schemes Council. Cover must remain valid for the duration of the calendar year (see health insurance).
- Letter of Offer from the University stating the duration of degree, confirming that the student is not taking the place of a local student and undertaking to inform the Department of Home Affairs when the student deregisters.
- Medical and Radiological reports (less than six months old).
- Yellow Fever vaccination certificate, if relevant.
- Relevant certificates if married, widowed, divorced or separated.
- Details regarding arranged accommodation while in South Africa.
- Proof of sufficient funds to cover tuition fees and maintenance.
- A police clearance certificate for the past 12 months or longer since the age of 18.
- A cash deposit or a return ticket to country of origin.
- Nationals of African countries are not required to pay this deposit if their Government undertakes, in writing, to cover all costs relating to any repatriation action that may become necessary. You are advised to submit the documentation as soon as possible to the South African High Commission, Embassy, Consulate or Trade Mission – do not send the documentation to the university. We, however advise that you keep a copy of your submission and all receipts.

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

Part-time study

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

To apply for the endorsement you will need to complete form BI1739. There is no cost for the endorsement:

- Complete form BI1739.
- Letter of Acceptance/firm offer letter from the university.
- Original Passport and Work Permit.
- Proof of Medical Aid.
- Proof of Finance.
- Proof of Employment.

International students must have proof of medical insurance cover that is recognised in South Africa.
Extension of a study permit

The following should be submitted to the Department of Home Affairs:
• BI1739 form (R425.00 – application fee).
• Spouse ID & Marriage Certificate.
• Proof of Registration with an Institution.
  • And an accompanying letter from the Faculty/School/Department advising of extension period required
• Proof of Payment of Tuition Fees.
• Proof of Funds Available.
• Proof of a South African based Medical Aid Cover.
• Proof of Guardianship for Minor if Applicable.
• Passport (Original).
• Apply 30 days before Permit Expires.

Your application for the extension of a study permit needs to be signed by a representative at the university before it is submitted to the Department of Home Affairs.

Though the university will make copies of these documents for your student file, it is advised that you retain a copy for your own records.

Part-time work

The holder of a study permit for studies at a higher education institution may conduct part-time work for a period not exceeding 20 hours per week during term and full-time when the university is closed.

Changing conditions of a study permit

A change in conditions of a study permit refers to a situation where you hold a valid study permit with a condition to study at another institution in South Africa other than the one you are applying to.

This is usually the case for learners and students studying at South African high schools, colleges and other academic institutions and their permits would therefore be endorsed with a condition to study at institutions in any of the categories above. In order to register at another university the permit will need to be endorsed for the applicant to study at that specific university.

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

Entrance requirements

International student applicants have to qualify for either a certificate of complete exemption or a certificate of conditional exemption, as long as they are accepted as equivalent to the South African entrance requirement. To find out whether your school leaving or tertiary qualification meets South African university requirements, visit the website of Higher Education South Africa’s Matriculation Board, which advises universities on minimum general admission requirements and administers endorsement and exemption requirements.

Requirements for admission to certificate and diploma programmes are determined by universities.

Go to http://www.hesa-enrol.ac.za/mb and select ‘Foreign qualifications’. This section on the site contains detailed information on entrance requirements. You will also be able to select your country and determine what is required to study in South Africa. The website also contains information on the latest endorsement requirements and regulations for certificates of exemption, including the fees payable and application forms. An online assessment and application system is being introduced where South African and foreign first degree applicants can assess their qualifications and apply for certificates of exemption online.

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.

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

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

Most higher education institutions require proof of full medical aid cover with a South African based medical aid scheme for each full academic calendar year. This cover must usually be valid until 31 December in the year of study in order to qualify to register.

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

The following are medical aid companies with developed student focused products that are registered in terms of the Medical Schemes Act. They also offer the minimum benefits that a student may need while in South Africa. They are also accepted by the Department of Health’s medical facilities.

Over years of experience, IEASA has established that the current list of medical aid products that follow, meet the legislative requirements as well as the personal needs of international students. Institutions may obviously augment this list or impose their own specific medical aid requirements.

- **Bestmed Medical Scheme**
  
  [http://www.bestmed.co.za/](http://www.bestmed.co.za/) | +27 (0)12 339 9800

- **Ingwe Health**
  
  [http://www.ingwehealth.co.za](http://www.ingwehealth.co.za)  
  +27 08 60 102 493 | +27 (0)12 671 8511

- **Protea Medical Aid Society**
  
  [http://www.studenthealth.co.za/](http://www.studenthealth.co.za/)  
  0860 PROTEA | +27 860 776 832 | +27 (0)21 552 7111

- **Bonitas Medical Fund**
  
  [http://www.bonitasmedicalfund.co.za](http://www.bonitasmedicalfund.co.za)  
  +27 (0)11 510 2000

For more details about all Medical Aid providers in South Africa, contact:

- **SA Medical Scheme**
  

**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. The country has embarked on an extensive campaign to provide those infected with ARVs and according to a recent HSRC study, there are signs that the epidemic is stabilising. However, local and international students are advised to always practice safe sex.

**Visas**

Entry permits are issued free on arrival to visitors on holiday from many Commonwealth and most Western European countries, as well as Japan and the United States.

South Africa requires entry visas from travellers from some countries, which must be obtained in a visitor’s home country from the local or the nearest South African Embassy or Mission.

**General**

- **Time:** GMT +2 (+1 in northern hemisphere summer)
- **South Africa country dialling code:** 27
- **Electricity:** 220-230V; 50Hz
- **Weights and measures:** Metric
Features

Internationalisation and Higher Education

Development in South Africa: A focus on SHAWCO at the University of Cape Town, and its Social Responsiveness Programme

Higher Education, Transformation and Africanisation - A Paradigm Shift
Background

The University of Cape Town’s (UCT) strategic plan for 2009-2013, recently tabled at senate, characterises Vice-Chancellor Max Price’s first term of office. The plan takes as a given that the core business of the institution, i.e. research, teaching, and learning, will continue and that most of this activity is being conducted very successfully and at a very high level. Thus, the strategic plan that he presented for this period focuses on the change UCT needs to introduce.

In an attempt to flesh out what change UCT would like to see achieved, and be visible, in the UCT of 2013, the focus of the strategic plan is on how to promote what is distinctive about UCT in the higher education landscape.

These are:

• UCT’s particular responsibility to produce the next generation of academics for South Africa and the continent;

• UCT’s tradition of commitment to social justice and democratic values, and its desire to foreground this through its research, the values of its graduates and its social responsiveness activities; and

• UCT’s leading position on the African continent and the possibility of becoming a global meeting point between North and South.

In addition, the strategic plan addresses the questions:

• What would make UCT the preferred place – the destination of choice - for students, young post-doctoral and senior academics in South Africa, Africa and internationally?

• How can UCT adjust its activities to better answer the pressing social, economic, and developmental problems facing South Africa and the African continent?

This article foregrounds the role of one of the organisations at UCT that has a long history of addressing some of the overarching strategic goals mentioned above. Over a period of 65 years, the Students’ Health and Welfare Centres Organisation (SHAWCO) has proved to be a strategic mechanism for achieving some of UCT’s social responsibility goals through its outreach work involving strategic partnerships with local communities of Cape Town, UCT departments, corporate organisations, student organisations, and international partner universities. One of UCT’s overarching strategic goals is to enhance and strengthen its engagement and relationship with the various communities of Cape Town that were historically excluded from UCT. The University is regarded by many in the city as a place that is either beyond their reach or too inhospitable. If it is to transform itself into an inclusive space of learning and teaching, it has to change these perceptions. Expanding outreach work, social responsiveness activities in these communities, public relations, improved school liaison, and highlighting the achievements of alumni from these communities, are the hallmarks of SHAWCO’s mission.
Success Factors

SHAWCO’s success factors lie in ensuring that its goals are met within the constraints of trying to “achieve long term goals with short term volunteers”.

Through SHAWCO’s programmes such as SHAWCO Education, SHAWCO Health, SHAWCO Enterprise, and SHAWCO International, the organisation has succeeded in expanding opportunities for students to become involved in community-based programmes and thereby assisting in dealing with some of the key development challenges facing our society. South Africa faces a number of critical threats to the success of its development. These include continued high levels of poverty and inequality, violent crime, poor quality of education in most of our public schools, the lack of infrastructure development, rapid urbanization, preventable diseases, and others. Through direct experience, students registered at UCT for full degrees and semester study, as well as those overseas students who come for service learning programmes, are able to acquire the civic literacy knowledge and skills necessary to build a more just, equitable, and unified society not only here in South Africa but also in their home countries.

By participating in SHAWCO’s programmes based at centres right across the Cape Peninsula, UCT is able to contribute to social reconstruction and development through creating opportunities for student engagement. This is an important vehicle for interdisciplinary learning, enhancing the breadth and diversity of the students’ educational experience and producing graduate citizens able to reflect on the implications of living and working in different social contexts. Most importantly, it equips young people with the skills and the knowledge to address social issues and, at the same time, keep them sustainable.

SHAWCO calls them the “humming birds”, the ones that don’t easily give up and keep on building nests in the face of hopelessness.

The experiences that result from this exposure are life changing.

SHAWCO Education

SHAWCO Education has been providing extra lessons in Mathematics, Science, English, and Biology to learners in Cape Town townships for the past five years. There are about 1300 learners per year who benefit from this programme in some of the most impoverished areas on the Cape flats such as Khayelitsha, Nyanga, Kensington, and Mannenberg. About 80 student committee members and 800 volunteers plan and implement the tutoring, sports, arts, life skills, and educational trips that form part of the curriculum. In total, SHAWCO attracts about 1400 volunteers a year, with 880 in the education sector whose aim is to improve the academic performance of learners in township schools and improve their chances of getting access to higher education. SHAWCO Education is already bearing fruit in that some of the learners on the programme are getting enrolled at UCT, funded by SHAWCO, and also enrolling in other Western Cape higher education institutions.

SHAWCO Health

The Health sector has some 500 students from the Faculty of Health Sciences who take three specially equipped mobile clinics to various sites in the evenings, and treat between 4000 and 6000 patients per year. Over 160 clinics are run every year in Khayelitsha, New Nest, Browns Farm, Masiphumelele and Jo Slovo. Special Paediatric Clinics and screening clinics are run at Imizamo Yethu in Hout Bay, as well as at Children’s Homes. Health and Rehabilitation services are also provided at these clinics. The patients who attend Simthandile Clinic on Monday nights now have access to a medical clinic, waiting room education, sign language interpretation, physiotherapy, occupational therapy, speech therapy, and audiology services. These clinics also offer dietetics and nutrition services by students from the University of the Western Cape who are studying Public Health. The SHAWCO Health Clinic at Khayelitsha, with funding from GrandWest, is a true mobile Paediatric clinic, which visits Edu-care Centres, pre-schools, crèches, and children’s homes to screen a large number of children in the hope that children at risk can be identified before they have to be taken to hospital. The clinic is in partnership with the UCT Faculty of Health Sciences and the work there forms part of the Paediatrics curriculum for medical students as well as other students from the Health and Rehabilitation Sciences who do the screening in areas such as neurodevelopment, audiology, speech and language pathology as well as assist school teachers and principals in issues of environmental health. The clinic operates during the week and on Saturdays. Services will soon include a Paediatric Cerebral Palsy Clinic on Saturday mornings.

All these services at clinics are helping ease the pressure at the Red Cross Children’s Hospital and at outpatient hospitals in the Western Cape.

SHAWCO equips young people with the skills and the knowledge to address social issues and, at the same time, keep them sustainable.
Local, Corporate and International Partnerships

These programmes have been made possible through the many partnerships that SHAWCO has forged both locally and internationally. Corporate support includes that from the Grand West Casino, MWeb, MTN Foundation, FNB Trust, Murray and Roberts, Anglo American Chairman’s Fund, Bombardier, Western Province Rugby - all as a part of their corporate social investment (CSI). RAG (Remember and Give) is a sister organisation of SHAWCO comprising of 80 student volunteers who raise about R1 million per year from events such as music shows, selling the SAX Appeal magazine and holding auctions.

Through the support and partnership with the Faculty of Health Sciences, SHAWCO has been able to run the clinics through the participation of students and volunteer doctors. Through a generous donation from the MTN Foundation, secured by the student leaders themselves, computers at SHAWCO’s Nyanga Centre are now all connected to the Internet. This has enabled participants in the Masilikhulise Project to access key information regarding job opportunities, key business practices and a host of other information. A new computer centre at Mannenberg, with full Internet connection, is now completed through a partnership between Mannenberg Primary School, SHAWCO and various stakeholders in the community, as well as the generous funding support from the Ernest E. and Brendalyn Stempel Foundation, and the Rhodes Scholarship Southern African Fund (RSSAF). These computers will be used by the school during the day, by SHAWCO in the afternoon for tutoring projects, and by community members in the evening when adult computer classes are run.

One of the challenges that SHAWCO has is to keep its operations and volunteer services running when the student volunteers are on vacation.

The International Academic Programmes Office (IAPO) suggested that SHAWCO approach international partner universities, many of whom are often interested in sending their students here for service learning or for electives. The Director of SHAWCO wasted no time in pursuing this proposition and currently SHAWCO has a number of international partnerships that help keep SHAWCO’s programmes running through UCT’s vacation periods. SHAWCO has hosted groups of student volunteers from Amiens in France, Oslo College and Oslo University in Norway, Stanford University in the US, the College of William and Mary in the US, Vanderbilt University in the US, Arcadia University in the US, Sheffield University in the UK (the latter on their fourth visit), and medical students from the University of New South Wales who will be manning the mobile clinics during UCT’s vacation periods while earning credits for their elective. SHAWCO is continuing to explore other partnerships in order to continue offering continuous services to the community. These may be from universities abroad, local corporations, individuals and Foundations.

Students from the UCT Faculty of Health, equipped with three mobile clinics, treat between 4000 and 6000 patients per year.

As the largest student run organisation in the Southern Hemisphere, SHAWCO is just one example of a campus-based organisation that is having a huge impact on South African society, particularly in the greater Cape Town area. The students who volunteer are the key players without whom none of this could be achieved. SHAWCO provides a platform that is successfully being used by higher education to impact the communities in which they are located and beyond. SHAWCO has become instrumental in promoting some of UCT’s global partnerships and has made student volunteerism a global movement. The organisation plays a part in enabling local and external communities and NGOs to access knowledge, skills, resources and professional expertise.

Other South African higher education institutions can emulate this model as a way of engaging with the communities around them.
South Africa’s higher education policy, as we well know by now, was predicated on an assiduous transformation imperative. This imperative was driven as much by the need to undo the iniquitous legacy of apartheid and years of white minority hegemony over the academe, as it was by a duty to re-establish higher education institutions in the post-apartheid reform milieu in ways that advanced the values and principles set out in the Constitution, that promote the development of a critically educated citizenry, and fulfil the human resource development needs of a developing economy.

The first trenches of change were structural reforms, the opening up of academic spaces, setting out of new policy objectives, rethinking the role of higher education in a developmental context, and the creation of an enabling environment for the free pursuit of academic excellence. These changes happened between 1995-1997 – guided first by the National Commission on Higher Education, followed by the White Paper No 3 on Higher Education, and the Higher Education Act, 1997. Then there followed a period of intense policy discourse fuelled by the CHE’s proposals: ‘Towards a New Higher Education Landscape’ (2000), the ‘National Plan for Higher Education’ (2001); The National Working Group’s proposals: ‘Restructuring the Higher Education System in South Africa’ (2001); and culminating in the Ministry’s 2002 policy statement on the restructuring of higher education – ‘Transformation and Restructuring: A New Institutional Landscape for Higher Education’. Permeating this discourse was the issue of transformation, and at key moments, that of Africanisation.

The NPHE and the restructuring proposals sought to take the reform process further by restructuring higher education through a process of mergers and incorporations, the closure of Vista University, and the establishment of Universities of Technology and Comprehensive Universities.

The NPHE process purported to reduce South Africa’s higher education institutions from the original 36 to 22 (11 universities, 5 universities of technology and 6 comprehensives).

While the restructuring process has left its mark indelibly on the higher education system, it is questionable whether we have got to the heart of the challenges that higher education faced within post-apartheid South Africa.

While the restructuring process has left its mark indelibly on the higher education system, it is questionable whether we have got to the heart of the challenges that higher education faced within post-apartheid South Africa. Notwithstanding the extensive legislative developments and other policy initiatives, South Africa’s higher education institutions continue in large measure to reflect their apartheid past. The historically black and disadvantaged institutions continue to reflect their historic disadvantage; those that benefited from the largesse of apartheid continue to glory in that benefit. While more black students have been admitted to previously white universities, it remains true, however, that social and academic life at these universities remains far from integrated. Black universities continue to admit overwhelmingly black students because such institutions, their culture and ethos of disadvantage offer no attraction to the previously advantaged. No less significantly, where a growing number of black students are being admitted, the academic staff remains overwhelmingly white. The prevailing culture in these institutions is alienating and may be inhibiting to unrestrained academic and intellectual activity.
Ten years since the Higher Education Act came into force, the South African academy remains barely reformed in the areas that matter most, the soul of the university: its academic structures, curriculum and the modes of academic pursuits.

By and large, our higher education institutions have embraced the neo-liberal and modernist logic that is long on aspirations of excellence, and that seeks to mirror the Anglo-Saxon models of universities and their traditions, which have been elevated to a value and standard that constitutes the sole benchmark of excellence, but which are short on relevance and critical consciousness.

In order to address some aspects of this phenomenon, many universities have begun to establish links with universities elsewhere in Africa, and academics from various African states are a regular feature in South African academic conferences. South African universities have also increased their intake of students from various Sub-Saharan African states to the current figure of 53,000. Many South African universities also have collaboration agreements with African tertiary institutions, and more and more academics are being recruited from across Africa. Indeed, if one peruses the strategic statements of many South African universities, the expressions “world-class” and “African” always appear side-by-side. But, remarkably, none of this appears to have induced South African higher education institutions to embrace or to explore to its ultimate logic the implications of an African character and identity for our academic enterprise, or to seek an expression of an African ethos in their life and environment. This, I suggest, should be the basis of a third wave of higher education reform that could be so far reaching and endogenous as to be considered revolutionary.

A tentative effort was undertaken by Malegapuru Makgoba and Sipho Seepe with the support of then Minister of Education Kader Asmal as a result of prodding by former President, Thabo Mbeki (2004:13-57). One says “tentative” because one finds statements in their essay, Towards an African Identity of Higher Education, which raise more questions than answers; such as the following:

The cornerstone of an African university must be intellectual humility, the celebration of doubt, the acknowledgement that what we know is but an approximation of what is or could be, that everything before us is nothing but an unfinished story that can still be changed, shaped and authored (15).

It is hard to understand what indeed is African about such a quintessentially post-modernist philosophical method of enquiry. We begin, however, to sense something of the direction we could take where [on p.41] the essay draws from Ramose some conceptualisation of Africanisation as essentially a thought-work enveloped in African idiom and symbols, the recognition of a diversity of ways of knowing and alternative epistemologies, and a variety of ways of learning and understanding the world of experience and of constructing a future. Quoting African American scholar Molefi Asante the authors then explain the predicament that we have got ourselves into: “this vicious virus that erodes the very nature of our seeing, our explanations, our methods of inquiry, and our conclusions” (p.43).

As it turns out, the efforts of Magoba and Seepe on the character and identity of an African university are drawn from a contemporary discourse on the universities of the future. This arises from the enormous diversity in the purposes and services of the university, to such an extent that the Newmanian idea of a university and the Humboldian ideal no longer appeal, nor do they express fully, the complex nature of the modern ideas on the university.

In fact, the university has become such a diverse concept that one can no longer speak authoritatively of any single or unique organising principle for a university (Thorne: 29).

Therefore, while abiding by some broad universal principles of what constitutes a university, it is possible for an African university to develop its own identity and aspirations that signify its evolving culture(s), intellectual traditions, and knowledge systems (Magna Charta Universitatum, 1988). Armed with such tools, it provides a means of leveraging and interrogating all other forms of knowledge; to learn from, to allow oneself to be influenced by and in turn, to influence, knowledge in diverse environments.

What is proposed for an African system of knowledge production and generation of ideas is one that intentionally engages its basis African epistemology; experiential rather than abstract, communal, i.e. learning from others, dialogical and exploratory, applied and relevant. Learning from experience is often discerned from stories, symbols, language, ritual, myths and tradition. Sir Graham Hills summarises this vision in the context of the debate about the universities of the future when he says:

It is the holistic world of reality and of human experience where subjective values may be just as important as their related objective considerations. This is the world of sentiments, of ethics, of morality and politics. Every citizen needs to be aware of how it works and how important it is (Thorne: 225).

Drawing from the Aboriginal experiences, Paul Widman discovers that the classic ways of knowledge formation (technic; scientia; praxis) need to be supplemented with what he terms gnosia - the ability to understand symbolically with our hearts and heads. Elaborated further, it is insight or metaphoric knowledge; and relatio - the way we learn to relate, to communicate through belonging, through love. Widman is of the view that it should be just as legitimate to draw knowledge from one’s inner senses and intuition in that it directs one to a way of exploration, rather than to a search for the elusive “truth”, the sole and single way of being and knowing. I would say that this rhymes well with what Peter Crossman has to say in his essay on endogenisation of knowledge means at African universities and for African scholars. Adebayo Olukoshi and Paul Tryambe Zeleza in their introduction to their symposium: African Universities in the Twenty-First Century:
Volume 1 summarise Crossman as follows:

... the need for African universities and their processes of knowledge production to be consistent with the cultural orientation and material contexts, themselves in constant change, of groups of people to whom they belong or whom they serve, which entails the appropriation and transformation of 'external' factors and influences to 'internal' principles and priorities that define orientation, values and practices (12).

These ideas also find powerful expression in a contribution by Hans Van Ginkel of the United Nations University in the GUNI (Global University Network for Innovation) series on the Social Commitment of Universities (Higher Education in the World 2006: The Financing of Universities). Van Ginkel states that a university of the future will of necessity have to contend with some shifts in research, education and knowledge management, which he sees as the primary role of the university.

The classical and future role of the university is to bring cohesion to scholarship and to stimulate creativity by preserving existing knowledge and passing it on within a broad interpretation of academia’s role: testing and improving the quality of knowledge; developing knowledge further, using combinations and confrontation as tools.

A question must therefore be asked as to whether this alienating philosophical paradigm is not at least in part, an explanation for the extent to which Africa is battling to increase its participation rate in higher education?

At 5%, on average, Africa is by far outstripped by all other continents where participation rates are as low as 16% in East Asia and the Pacific and as high as 50% in Europe and Central Asia. South Africa at 17% performs marginally better, but we are put to the chase by our partners in Brazil, China and India.

In conclusion, therefore, the panorama of the South African higher education system can never be complete without resorting to what Van Ginkel refers to as the ‘Copernican Revolution’—demanding a paradigm shift as revolutionary as the shift away from the Ptolemaic belief that the earth was at the centre of the universe. We dare to assert that there cannot be one centre of the knowledge universe but many, and that Africa has as much a claim to that centre as any other. What this entails is that endogenous ways of knowing should become the primary means and tools of knowledge development, learning and understanding. This suggests to me a new African pedagogy and epistemology. One wants to avoid reliance upon what has become known as Indigenous Knowledge Systems (IKS) because this tends to have the effect of characterising IKS as an exotic subject or discipline, rather like Anthropology. We seek to locate an African method of knowledge exploration and to inform the entire knowledge system, rather than to rigidify as belonging to a part of the knowledge structure. The proposal is that endogenous knowledge and diverse ways of knowing and learning must be embraced. This will then compel universities to design Afrocentric and innovative methods of assessment of knowledge and examination, determine how information and data are assessed and valued, and how it gets translated to knowledge and helps to determine excellence. This is just as “classic” as the Western models of knowledge generation and intellectual development.

The second challenge that flows from this, is that we can no longer perceive knowledge simply in terms of discrete disciplines. A new matrix of knowledge formation and organisations of systems will take account of the extent to which boundaries between knowledge are porous and fluid. And as such, the traditional faculty organisation must give way to programmes and interest groups in multi-disciplinary and trans-disciplinary engagements and collaborations.

Finally, the university will have to be more deeply embedded in its social context, learning and discovering from that environment, responsive to the challenges the environment throws up for solutions, raising questions and proffering solutions to problems identified, and guiding the future of that context, towards a relationship with its neighbours and with its past and present.

In my view this is by far a more exciting and progressive agenda for a South African university of the 21st Century to engage and develop, than the rather staid aspirations to Western models that we have so uncritically embraced in South Africa. However defined differentiation might be, universities that wish to experiment with such a thorough model of an African university should be encouraged and resourced appropriately.

REFERENCES

University Profiles
The following contains the profiles of all 23 public universities in South Africa. The profiles are of varying length, and have been submitted by the universities themselves. It provides you, the reader, with basic information about the institutions, as well as further contact details if you would like to contact a specific institution or visit their website for further information.

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 University of Technology
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
Leave your footprint

Participate in the NMMU’s unique Short Course Programmes and leave your footprint in Africa.

**CUSTOMISED PROGRAMMES**

This unique 3 - 8 week short programme can be tailor-made to suit your university’s academic needs. The programme can be designed to fall within any academic discipline, and arranged for any time of the year for a group of 5 (minimum) to 12 (maximum) students per programme.

**MID-YEAR EXPERIENCE**

*Application Closes: 31 March*

The programme, which is hosted during May to June, introduces South Africa’s diversity. This 4 - 5 week programme explores South Africa’s history, which is shaped by the multiple cultures and language groups of the country.
Nelson Mandela Metropolitan University

A place of excellent teaching with a vibrant community that equips students for life

The Nelson Mandela Metropolitan University’s (NMMU) highest priority is to promote academic excellence through a varied curriculum, the highest standard of teaching throughout all faculties, and innovative and applied research for social and economic development. 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.

As 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.

So when you enrol at the NMMU, be prepared to experience uniqueness, because at the NMMU, we find ourselves being connected.

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.

We are connected . . . to a city, Nelson Mandela Bay that is home to approximately 1.5 million people who work in manufacturing industries specializing in motor vehicle assembly and agricultural processing, tourism and the services sector.

We’re also increasingly connected . . . to the national economy, especially through the significant infrastructure investment which is being made through 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.

Yes, we are connected!

A University born from the Eastern Cape

Nelson Mandela Metropolitan University consists of six different campuses – five in Port Elizabeth and one in George. The main campus is in the coastal city of Port Elizabeth, on the South Eastern coast of South Africa. Nelson Mandela Bay is home to Port Elizabeth, Uitenhage and Despatch and its estimated population is over 1.5 million people.

There is something special about this 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.
Vision and Mission – guaranteeing your tomorrow

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.

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.

Faculties and programmes
NMMU is one of the few really comprehensive universities, not only in South Africa but also in the world, and can thus offer an extensive range of internationally recognized 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 IT, Health Sciences, Law, and Science.

Facilities and services
Each campus 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, astro turf 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 - pioneers in its field
- 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; Masters in Tourism Law.
- NMMU has about 24 000 students, 10% of whom come from outside South Africa.
- NMMU is home to the oldest art school in the country, founded in 1882.
- Our university is the only one in South Africa to offer fully-fledged game drives on its own nature reserve.
- The University has over 68 000 alumni around the world.
- There are NMMU alumni chapters in East London, the United Kingdom, and Uganda.

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

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

The eight new 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 management; culture, communication and language; leadership, governance and democracy; and educational development in support of quality teaching, learning and curriculum.

Centre for Advancement of Non-racialism and Democracy
After the 2008 NMMU march against racism, the NMMU Vice Chancellor, Professor Derrick Swartz called to initiate a project against racism, which has now resulted in the establishment of the NMMU Centre for the Advancement of Non-racialism and Democracy. The idea of a centre focusing on the study of non-
racialism and democracy stems from a grave concern that the issue of racism and its alternatives have not been given sufficient scholarly attention in South Africa, notwithstanding the effects which centuries of colonial and apartheid rule have had on the socio-economical and political landscapes.

The aims and objectives of the centre are as follows:
1. To conduct basic and applied research on non-racialism and democracy.
2. To initiate projects into the critical analysis of the notion of race and the manifestation of racism and its alternatives, within the South African context.
3. To strategically facilitate the integration of scholarship and transformative action relating to the advancement of non-racialism and democracy.
4. To develop and implement strategies relating to social cohesion within the NMMU and the broader South African society.
5. To provide an advocacy platform for the advancement of non-racialism and democracy.

NMMU 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. 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.

One of the advantages of being a relatively small institution in a small city is that the support network throughout the university and the 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.

Arrival and orientation
The Office for International Education meets and greets new students at the airport and, above all, assists international students in adjusting to their new environment. There is an orientation programme, focusing on students needs and providing them with vital information and a tour of the campus as well as the city surrounds.

Accommodation
The Office assists all new students in finding accommodation – on and off campus.

Events and excursions
Events and excursions are organised by the Office for International Education. Events are organised in conjunction with various NMMU societies and the student representative council.

Research
The Office for International Education’s full-time researcher 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.
Admission requirements for International Students

Admissions criteria to the University are closely linked to the education system within which it operates. South African universities function within a higher education system that allows students from the South African school system with 12 years of education, and who achieve matriculation exemption, to enter a university for studies. Students thus follow a three-year undergraduate degree or in the case of professional qualifications, a four-year undergraduate degree.

Prior to admission, international students are assessed to determine if their school results will give them conditional or full exemption. The foreign school qualification is benchmarked against the South African senior certificate with matriculation endorsement as the standard.

Global Partnerships and Linkages at the NMMU

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

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

The NMMU is committed to develop its international links with universities from developing countries, with specific reference to Africa. It however values its links with universities from the North, and uses these to develop and stimulate its drive towards excellence.

The NMMU US Study Centre

The NMMU is proud to introduce a specialised Study Abroad Centre to meet the needs of United States (US) university students. Over the past five years, NMMU has seen increased requests from US university students who had applied for direct admission for a Semester Abroad Programme at NMMU.

The NMMU US Study Centre is designed to expedite and streamline 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 service to the home institutions in the US.

The Study Centre will provide a focused service to students from universities that do not have formal institutional links with the NMMU, but have the need to provide study abroad opportunities to their own students. The NMMU is thus not only the academic home for the students, but also the service provider.

International Short Programmes

Customised Short Programmes

A short programme of 3 – 8 weeks can be arranged any time during the year. The programme can be tailor-made to suit an enquiring university’s needs. Staff from any international office or specific faculty can contact the Office for International Education at NMMU about bringing out a group of students and faculty staff, and a programme will be worked out in accordance with the groups’ aims, field of study or interests, number of credits required, and type of practical experiences needed.

SAMPLE PROGRAMMES

1. Public Health

A short, focused programme that exposes students to the community healthcare systems in the Eastern Cape and South Africa. This programme focuses on the unique healthcare challenges that are prevalent in the Eastern Cape and affords the students an opportunity to contrast these systems and challenges with those in their own home country. Visits include a trip to a local Aids Haven, local hospitals, as well as a weekend away examining rural healthcare issues in the nearby Winterberg.

Other programmes include:
Nursing, Education, Photojournalism, Business Ethics, and Community Service Learning.

Mid-Year Experience (May-July)

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

Office for International Education has over 2000 international students from 60 countries.

www.ieasa.studysa.org
Students attend classes Monday to Thursday, for three hours a day, with practical visits or field trips to places of interest. Fridays are set aside as Study Days, allowing the students time to work on assignments required for the module. During the programme, on a longer overnight field trip, the students will also travel to more remote relevant sites for practical exposure to the “theory” with lecturers and knowledgeable local hosts.

Study Abroad

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

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. The programme has achieved great results in terms of intercultural interaction and conversational English. Field trips and regular cultural excursions make up the rest of the programme.

What our students have to say

Riina Laaksonen is from Finland and is studying International Business and Political Science at NMMU; she comments: “In my studies I try to concentrate on the African perspective as much as possible (I think that will be a great benefit for me in the future). What I really love about NMMU is its international atmosphere, great variety of interesting courses, excellent professors, and friendly staff, who takes good care of us international students. Also, the people in Port Elizabeth are very welcoming, and the climate is fantastic. There are lot of things to do, and places to visit around here. I’ve met interesting, new people and really enjoyed myself in South Africa.”

David Johnson, a student from CSU, San Bernardino, US says that Port Elizabeth is known as ‘The Friendly City’, and it literally is a friendly city. “I have not experienced any negative vibes or anger periods since I have been here. It has been over a month now and that is amazing considering the ‘rush-rush’ society back home in the California. Here it’s a slow-going atmosphere and attitude. People just don’t rush, they take it slow and easy and that means they don’t hurry you if you are a visitor. This gives a person who is visiting but for a while, like me, a smooth transition in getting adjusted.”

Randi Margarete and Anja Pedersen from Norway say: “Sure, Norway is more than 10 000 km’s away. But NMMU is a melting pot for young academics from all over the world – and so we are a large community. We enjoy our stay and are glad that there are still some months left.”
University of Cape Town
A world-class African university

As one of the continent’s leading research universities, the University of Cape Town (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. With over 21,000 students and approximately 4,500 staff members, UCT prides itself on a multicultural community that reflects the cultures, backgrounds 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 100 different countries.

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

Higher Education and Development in the context of UCT

“Although education cannot transform the world, the world cannot be transformed without education.” – Linda Chisholm and Haroon Bhorat in Changing Class: Education and Social change in Post-apartheid South Africa (2004).

What is the role of higher education?

The most commonly cited benefit of higher education is its contribution to economic growth. However, there is a general realisation in developing- and democratic countries that the overriding goal of higher education systems is not only that of producing a highly educated population that is able to participate in the economic growth of the nation, but also one that is able to shape its socio-cultural and democratic value system. In his 2007, keynote address at the Imbewu Programme Review Conference (Port Elizabeth) entitled: “The Challenges of Education and Development in 21st century South Africa”, Saleem Badat is critical of an approach that reduces the value of education to its efficacy for economic growth rather than to its broader social and intellectual value and functions.

He argues that education has an intrinsic significance as a way of building critical thinking skills that are an essential ingredient in the cultivation of our humanity, and development of our intellectual, cultural, scientific, historical, political, and contemporary understandings of our world - a means to engage with our beliefs and values. In other words, this multi-faceted portrayal of the value of education is much more realistic. It is what has enabled progressive nations to sustain their superiority in knowledge production and development.

Linking UCT’s strategic niche to development

Higher education institutions are often differentiated by their missions where some have a research focus while others have a teaching and / technology focus. Regardless of the mission and focus, each one aspires to become a world-class institution and while the stakeholders they cater for are different, they all tend to respond to the ever complex needs of the local communities in which they are located in addition to their teaching and research focus.

UCT is home to 4,496 international students from 100 different countries.
The University of Cape Town defines itself, and is seen as, a research university. Recognising that knowledge production is a catalyst for development, UCT places a great deal of emphasis on research as a key contributor in addressing, and solving, the many socio-economic issues that South Africa is grappling with.

It sets aside a huge amount of resources for the development of research infrastructure and management, capacity and international research collaborations in order to sustain its distinguishing feature as a research institution. Through funding from government sources (e.g. the Department of Education, the NRF and other government agencies), local and overseas donors, and Foundations, the University is able to deliver on its research mandate. Through research and innovation as well as through local and international partnerships with other research institutions around the world, with industry, commerce, and government, it is able to sustain its knowledge production mandate and contribution to development.

The University’s commitment to the socio-political, economic, and cultural issues of today’s South African society is articulated in its strategic goals and outlines how it aims to promote what is distinctive about UCT in the higher education landscape. These are:

- UCT’s particular responsibility to produce the next generation of academics for South Africa and the continent;
- UCT’s tradition of commitment to social justice and democratic values and its desire to foreground this through its research, the values of its graduates and its social responsiveness activities; and
- UCT’s leading position on the African continent and the possibility of becoming a global meeting point between North and South. (UCT Strategic Plan for 2009 – 2013)

This strategic direction, outlined in UCT’s Strategic Plan for 2009 – 2013, underlines UCT’s recognition of its broader role in national development. It recognises that the graduates it produces will be well placed to influence national policy, come up with scientific and technological development initiatives that will support industry and innovation, business and academia.

They have the tools that will enable them to engage with the socio-cultural conditions of our society. While seeking to maintain a healthy interaction with society in addressing the challenges that the country is grappling with, through its research, innovation, and social engagement, UCT strives to create an academic community that values strategic collaborations with international partners on the production and utilisation of knowledge. It strives to protect its academic freedom and the traditional mandate of a university as an institution for the public good.

A snapshot of the graduation rates for 2008 paint a clear picture of the extent to which UCT contributes to development in South Africa and internationally, in terms of the human and intellectual capacity.

### 2008 UCT Graduates by Faculty and Qualification: All vs. International on 13 May 2009

<table>
<thead>
<tr>
<th>Faculty</th>
<th>Undergraduate Bachelor</th>
<th>Postgraduate Bachelor</th>
<th>Postgraduate Diploma</th>
<th>Honours</th>
<th>Master’s</th>
<th>Doctoral</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>All</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Com + GSB</td>
<td>920</td>
<td>357</td>
<td>113</td>
<td>30</td>
<td>3</td>
<td>1468</td>
<td></td>
</tr>
<tr>
<td>EBE</td>
<td>473</td>
<td>34</td>
<td>1</td>
<td>133</td>
<td>118</td>
<td>776</td>
<td></td>
</tr>
<tr>
<td>HUM</td>
<td>823</td>
<td>83</td>
<td>319</td>
<td>129</td>
<td>22</td>
<td>1376</td>
<td></td>
</tr>
<tr>
<td>LAW</td>
<td>37</td>
<td>6</td>
<td></td>
<td>30</td>
<td>17</td>
<td>160</td>
<td></td>
</tr>
<tr>
<td>MED</td>
<td>294</td>
<td>55</td>
<td>55</td>
<td>57</td>
<td>23</td>
<td>484</td>
<td></td>
</tr>
<tr>
<td>SCI</td>
<td>306</td>
<td>21</td>
<td>173</td>
<td>89</td>
<td>34</td>
<td>623</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>2853</td>
<td>563</td>
<td>793</td>
<td>453</td>
<td>109</td>
<td>4887</td>
<td></td>
</tr>
<tr>
<td>Com + GSB</td>
<td>89</td>
<td>46</td>
<td>21</td>
<td>8</td>
<td>3</td>
<td>107</td>
<td></td>
</tr>
<tr>
<td>EBE</td>
<td>89</td>
<td>3</td>
<td>21</td>
<td>37</td>
<td>8</td>
<td>158</td>
<td></td>
</tr>
<tr>
<td>HUM</td>
<td>130</td>
<td>10</td>
<td>61</td>
<td>29</td>
<td>6</td>
<td>236</td>
<td></td>
</tr>
<tr>
<td>LAW</td>
<td>16</td>
<td>2</td>
<td>22</td>
<td>22</td>
<td>3</td>
<td>53</td>
<td></td>
</tr>
<tr>
<td>MED</td>
<td>23</td>
<td>12</td>
<td>9</td>
<td>14</td>
<td>5</td>
<td>63</td>
<td></td>
</tr>
<tr>
<td>SCI</td>
<td>64</td>
<td>21</td>
<td>44</td>
<td>27</td>
<td>13</td>
<td>169</td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>411</td>
<td>13</td>
<td>91</td>
<td>137</td>
<td>38</td>
<td>846</td>
<td></td>
</tr>
</tbody>
</table>
UCT has secured 18 out of 55 research chairs that have been established since 2006 by the National Research Foundation (NRF). Since 2004, UCT has also hosted two out of six Centres of Excellence awarded by the Department of Science and Technology through the NRF. The aim of these centres is to act as nodes for research and development in fields identified as strategically important to South Africa. The Centres hosted at UCT include members from universities around South Africa and serve as important research training sites for postgraduate students. Other strategic initiatives include those areas that have been prioritised by faculties and strengthened by a wide range of local and international partnerships and networks.

These are: the Centre for High Performance Computing; Institute of Infectious Diseases and Molecular Medicine; and the Africa Earth Observatory Network.

UCT’s commitment to excellence is further 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 32 out of South Africa’s 72 scientists identified by an independent audit as ‘A-rated’—those considered international leaders in their field (figures relevant for 2009). It is also the academic home of world-renowned authors such as Breyten Breytenbach, André Brink and Njabulo Ndebele. In keeping with its mission to be a research-led institution, UCT has adopted a strategy for growth at the postgraduate level in recent years, and is currently host to 6,000 postgraduate students across all faculties. More than 1,500 are international postgraduate students. For more information on postgraduate student application procedures access: http://www.uct.ac.za/apply/applications/postgraduates/ and http://www.uct.ac.za/students/postgraduates/handbooks/

In order to access more details about UCT’s strategic research niches and the over 50 other research groupings, please go to http://www.research.uct.ac.za/page1.php?pid=1 or follow the following links:

- DST-NRF Centre of Excellence at the Percy FitzPatrick Institute, Birds as Key to Biodiversity Conservation
- DST-NRF Centre of Excellence in Catalysis, c*change
University Profiles

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Industrial Health Research Group
E-mail: Nicholas.Henwood@uct.ac.za

Institute of Ageing in Africa
Web: http://www.instituteofageing.uct.ac.za

Institute of Infectious Disease and Molecular Medicine
Web: http://www.iidmm.uct.ac.za

MRC/UCT Cape Heart Centre
Web: http://web.uct.ac.za/depts/cht/

MRC/UCT Human Genetics Research Unit
E-mail: Raj.Ramesar@uct.ac.za

MRC/UCT Immunology of Infectious Disease Research Unit
Web: http://www.iidmm.uct.ac.za/fbrombacher/index.htm

MRC/UCT Liver Research Centre
Web: http://www.uct.ac.za/depts/liver/ and http://www.porphyria.uct.ac.za

MRC/UCT Medical Imaging Research Unit
Web: http://www.uct.ac.za/faculties/health/research/miru/

UCT Occupational and Environmental Health Research Unit
Web: http://www.oehru.uct.ac.za

MRC/UCT Oesophageal Cancer Research Group
Web: http://www.iidmm.uct.ac.za/iparker/index.htm

MRC/UCT Receptor Biology Research Group
Web: http://web.uct.ac.za/depts/iidmm/akatz/research.htm

MRC/UCT Research Unit for Exercise Science and Sports Medicine
Web: http://web.uct.ac.za/depts/essm/

MRC/UCT Traditional Medicines Research Group
E-mail: Peter.Smith@uct.ac.za

UCT Institute of Child Health
E-mail: David.Beatty@uct.ac.za

UCT Leukaemia Centre
E-mail: Nicolas.Novitzky@uct.ac.za

Women’s Health Research Unit
Web: http://www.whru.uct.ac.za

Faculty of Humanities
Centre for Contemporary Islam
Web: http://www.cci.uct.ac.za

Centre for Creative Writing
Web: http://www.creativewriting.uct.ac.za

Centre for Popular Memory
Web: http://www.popularmemory.org

Centre for Rhetoric Studies
Web: www.rhetoricafrica.org

Centre for Social Science Research
Web: http://www.cssr.uct.ac.za

Institute for Comparative Religion in Southern Africa
Web: http://web.uct.ac.za/depts/religion/institutes.php

Unit for Intercultural and Diversity Studies
Web: http://incudisa.uct.ac.za/

Isaac and Jessie Kaplan Centre for Jewish Studies and Research
Web: http://www.humanities.uct.ac.za/research/groupings/cjsr/

Lucy Lloyd Archive, Resource and Exhibition Centre
Web: http://www.michaelis.uct.ac.za

Research Institute on Christianity and Society in Africa
Web: http://web.uct.ac.za/depts/ricsa/ and www.arhap.uct.ac.za

UCT has 32 of South Africa’s 72 A-rated, internationally recognised scientists.
The role of the International Academic Programmes Office (IAPO) is to lead 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 that recognises its location in Africa, while acknowledging that a characteristic of excellent higher education anywhere in the world is its global relevance. Part of this involves looking after the special needs of international students and facilitating the development of global partnerships.

In 2008, the University enrolled 4,496 international students from over 100 countries worldwide. To give a further breakdown: 2,318 came from the SADC region, 574 were from the rest of Africa, 993 were on the semester study abroad programme, while 3,503 were on full degree programmes. International students contribute to the wealth and diversity of knowledge shared during lectures with perspectives from their own unique educational backgrounds and experiences.
International Student Statistics 2008
by Faculty

<table>
<thead>
<tr>
<th>International Postgraduate Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Commerce</td>
<td>256</td>
</tr>
<tr>
<td>GSB</td>
<td>56</td>
</tr>
<tr>
<td>EBE</td>
<td>247</td>
</tr>
<tr>
<td>Humanities</td>
<td>319</td>
</tr>
<tr>
<td>Law</td>
<td>147</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>240</td>
</tr>
<tr>
<td>Science</td>
<td>315</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,580</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>International Undergraduate Students</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Commerce</td>
<td>403</td>
</tr>
<tr>
<td>GSB</td>
<td>0</td>
</tr>
<tr>
<td>EBE</td>
<td>513</td>
</tr>
<tr>
<td>Humanities</td>
<td>501</td>
</tr>
<tr>
<td>Law</td>
<td>44</td>
</tr>
<tr>
<td>Health Sciences</td>
<td>101</td>
</tr>
<tr>
<td>Science</td>
<td>261</td>
</tr>
<tr>
<td>TOTAL</td>
<td>1,923</td>
</tr>
</tbody>
</table>

| Study Abroad / Occasional Students  | |
|-------------------------------------||
| Commerce                            | 89    |
| GSB                                 | 0     |
| EBE                                 | 42    |
| Humanities                          | 685   |
| Law                                 | 46    |
| Health Sciences                      | 41    |
| Science                             | 90    |
| TOTAL                               | 993   |

UCT has over 40 signed partnership agreements with universities and other agencies around the world. Many of these focus on research collaboration, faculty, and student exchange. In line with its focus and working within the constraints of undergraduate student exchanges, UCT intends to focus on postgraduate student exchanges, many of which will be short-term ones aimed at exposing them to international benchmarks as a way of attracting them into academia and research careers.

10 good reasons to study at UCT
1. UCT is a world-class research-led African university.
2. Excellent student and research resources and facilities.
3. Excellent destination for graduate studies.
4. Strong research partnerships and student exchange agreements across Africa and globally.
5. Highly committed academics delivering high quality teaching in all its faculties.
6. Wide selection of courses in its six faculties including its top ranked Graduate School of Business.
7. Vibrant student life incorporating in and out of class support for all students.
8. A UCT degree that will enable you to work anywhere in the world.
9. The most popular destination for semester study abroad and service learning in Africa.
10. Location, location, location!

University of Cape Town
International Academic Programmes Office
Cottages 3 & 4 Lovers Walk
Lower Campus
University of Cape Town
Rondebosch
7701
Tel: +27 21 650 2822/3740
Fax: +27 21 650 5667
General Enquiries: int-iapo@uct.ac.za
Postgraduate studies enquiries: carol.ojwang@uct.ac.za

Admissions Office
Level 3 Kramer Law Building
University of Cape Town
Rondebosch
7701
Tel: +27 21 650 2128
Fax: +27 21 650 3736
Email: admissions@uct.ac.za
Website: http://www.uct.ac.za

As the most popular destination for semester study abroad and service learning in Africa, UCT boasts 40 signed international partnership agreements.
University Profiles

The University of KwaZulu-Natal (UKZN) is committed to academic excellence and advances knowledge through globally competitive teaching, learning, scholarship, research, innovation, and academic freedom. UKZN has nearly 40,000 students and offers an extensive suite of programmes at both undergraduate and postgraduate level on five campuses.

Why choose UKZN?
- The University of KwaZulu-Natal is rated amongst the top 500 universities of the world, and is the second most productive university in South Africa in terms of research output.
- UKZN has five campuses in Durban and Pietermaritzburg with 4 Colleges, 8 Faculties and 52 Schools offering approximately 2,000 academic programmes.
- UKZN has an international reputation for academic excellence, outstanding research output, and African scholarship. We have links with over 250 international institutions, which facilitate ongoing collaborative academic partnerships.

UKZN is able to offer an exceptionally wide range of innovative, multi-disciplinary courses that will broaden perspectives, foster a capacity for independent critical thinking, and provide intellectual tools to develop your mind, while enhancing your career opportunities in the local and global marketplace. The University strives to provide an enabling environment for all its students to ensure their individual intellectual development, while at the same time provide holistic education that promotes an awareness of social responsibility and sound ethical practice in a diverse society. But, not all learning takes place in the lecture halls - UKZN offers extensive sporting, cultural and extramural activities.

Nature’s Paradise
- UKZN is situated in the subtropical seaside city of Durban, and in the Midlands city of Pietermaritzburg, capital of the Province of KwaZulu-Natal. Durban is a city whose local authority has received numerous awards for their management of the city, while Pietermaritzburg is located in the centre of the scenic KwaZulu-Natal Midlands, close to numerous nature reserves and parks.

With an inviting outdoor climate, KwaZulu-Natal’s two World Heritage Sites lure the explorer. Surf, snorkel, scuba dive, hike the majestic Drakensberg mountain range, go wild game, or bird, viewing in internationally renowned national parks, you can do it all in this alluring province.

A Choice of Campuses
- **Edgewood**
  The Edgewood Campus in Pinetown is the University’s primary site for teacher education and the home of the Faculty of Education.

- **Howard College**
  The Howard College Campus offers a full range of degree options in the fields of Engineering, Law, Humanities, Development and Social Sciences, and Nursing. The Campus is situated in the vibrant coastal city of Durban, renowned for its beaches and coastal resorts.

- **Nelson R Mandela School of Medicine**
  A buzzing centre of academic excellence only ten minutes away from Durban’s city

One of the largest residential universities in South Africa, the University of KwaZulu-Natal consolidates the resources, infrastructure, and intellectual capital of two major regional universities following the merger of the Universities of Natal and Durban-Westville.
centre, the Medical School has committed itself to producing highly qualified and experienced medical practitioners dedicated to improving the quality of life of South Africans.

**Pietermaritzburg**

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

**Westville**

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

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**Colleges and Faculties**

**College of Agriculture, Engineering and Science**

**Faculty of Engineering**

* Bachelor of Science in Engineering

**Undergraduate**

• Agricultural Engineering
• Chemical Engineering
• Civil Engineering
• Computer Engineering
• Electrical Engineering
• Electronic Engineering
• Mechanical Engineering

Bachelor of Science in Property Development
Bachelor of Science in Land Surveying

**Postgraduate**

* Master of Science by coursework and dissertation available in:
  
  Civil Engineering
  
  Electrical Engineering
  
  Master of Science in Land Surveying - by research
  
  Construction Management and Quantity Surveying - Honours

**Faculty of Science and Agriculture**

* Bachelor of Science
* Bachelor of Science in Agriculture

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**College of Health Sciences**

**Faculty of Health Sciences**

* Bachelor of Nursing
* Bachelor of Communication Pathology
* Bachelor of Nursing (Advanced Practice)
* Bachelor of Dental Therapy
* Diplomas and Certificates in Nursing
* Bachelor of Occupational Therapy
* Diploma in Oral Health
* Bachelor of Pharmacy
* Bachelor of Medicinal Science (Anatomy)
* Bachelor of Medical Science (Physiology)
* Bachelor of Physiotherapy
* Bachelor of Sport Science
* Bachelor of Optometry
* Bachelor of Communication Pathology (Speech language pathology)

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The University is the second most productive university in South Africa in terms of research output.
### School of Medicine

**Undergraduate**
- Bachelor of Medicine
- Bachelor of Surgery

**Postgraduate**
- Bachelor of Medical Science - Honours
- Master’s
  - Medical Science - Research
  - Medical Science in Clinical HIV/AIDS Management
  - Medical Science in Occupational & Environmental Medicine
  - Medical Science in Medical Informatics
  - Medical Science Telemedicine
  - Public Health
  - Medicine
  - Medicine in Family Medicine
  - Master’s in Nursing
- PhD (Nursing)

### College of Humanities, Development and Social Sciences:

#### Faculty of Education

**Undergraduate**
- Bachelor of Education
  - Certificate in Education

**Postgraduate**
- Bachelor of Education – Honours
- Master’s of Education
- Doctor of Education

### Faculty of Humanities, Development and Social Sciences

- Bachelor of Arts
- Diploma in Jazz and Popular Music
- Bachelor of Social Science
- Diploma in Music Performance
- Bachelor of Architectural Studies
- Diploma in Proficiency in Translation
- Bachelor of Community and Development Studies
- Bachelor of Criminology
- Bachelor of Music
- Bachelor of Social Work
- Bachelor of Theology

#### Structured Curricula
- BA in Cognitive Science
- BA in Drama and Performance Studies
- BA in International Studies
- BA in Music
- BA in Music and Drama Performance
- BA in Philosophy, Politics, Law
- BA in Philosophy, Politics and Economics
- BA in Psychology
- BA in Visual Art
- BSocSc in Geography and Environmental Management
- BSocSc in Government, Business and Ethics
- BSocSc in Housing
- BSocSc in Industrial, Organisational and Labour Studies
- BSocSc in International Studies
- BSocSc in Management and Communication Studies

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### College of Law and Management Studies

#### Faculty of Law

**Undergraduate**
- Bachelor of Law (Full-time/Part-time)

**Postgraduate**
- Master of Law
- Business Law
- Child care & Protection
- Constitutional Law
- Environmental Law
- Labour Studies
- Maritime Law
- Medical Law
- Public Health Law
- Trial Advocacy
- Taxation

#### Faculty of Management Studies

**Undergraduate**
- Bachelor of Business Administration
- Bachelor of Commerce
- Bachelor of Commerce in Accounting
- Bachelor of Business Science
- Bachelor of Business Science (Actuarial Science)
  - Management Studies

**Postgraduate**
- Accounting
- Marketing Management
- Business Finance
- Small Business Development
- Business Information Systems
- Management
- Economics
- Human Resource Management
- Marketing & Supply Chain Management

**Master of Commerce (Course Work)**
- Economics
- Information Systems and Technology
- Master of Commerce – Research

**Accounting**
- Economics

**Doctor Philosophy**

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### A Research-led University

As one of South Africa’s pre-eminent research institutions, UKZN provides a dynamic environment for all facets of the research and innovation spectrum. The research activities span the natural, biomedical and social sciences and the humanities.

The National Research Foundation (NRF) has rated a substantial number of researchers at UKZN and eight UKZN staff members have been appointed to the prestigious positions of South African Department of Science and Technology Research...
Chairs. UKZN further has a considerable network of research partnerships and academic exchange agreements with leading universities and other research institutions around the world.

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

Within the overall framework of the development of sustainable rural livelihoods, which is a strategic research initiative at UKZN, two other major centres – the Africa Centre for Crop Improvement and the Africa Centre for Food Security – continue to rise to the challenge of meeting Africa’s food security needs.

Investing in Learning

UKZN has committed substantial resources to providing world-class teaching and research facilities. The new Biological and Conservations Sciences Building on the Westville Campus houses state-of-the-art laboratory facilities. Teaching venues have been upgraded across the campuses. Through the use of wireless technology, lecturers at selected teaching venues across the University are using Internet, pod casting, and other related strategies for teaching and research. The addition of four new laboratories and equipment at the School of Chemistry and the Africa Centre for Crop Improvement and the Africa Centre for Food Security – continue to rise to the challenge of meeting Africa’s food security needs.

Community Outreach

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

Facilities and Services

All five campuses have a fully computerised main library with excellent collections and qualified, knowledgeable staff. All students have access to the network through PC labs. All labs have laser printing facilities and consultants are on duty to assist students. Other facilities include theatres, art galleries, a vast archive, student publications, campus bookshops, health clinics with fully trained nurses on duty and doctor by appointment, and a large number of sporting clubs that operate on all campuses.

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

Student Counselling and Career Centre

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

Accommodation

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

Promoting Internationalisation

One of UKZN’s goals is: African-led Globalisation

The University endeavours to promote African-led globalisation through African scholarship by positioning the University, through its teaching, learning, scholarship, research, and innovation, to enter the global knowledge production system on its own terms, bringing knowledge productions systems relating to its local context into the global arena.

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

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

Forge Strategic Partnerships: Strategic partnerships at the continental and global levels are critical in placing UKZN’s African scholarship in the wider international arena and in taking on some of the challenges of producing African scholarship. With its vision in mind, the University will pursue strategic linkages with other institutions that work in Africa and whose common interests in
research and graduate studies can provide a platform for bringing scholars together to create new knowledge.

To this end, we will identify key partners and develop sustainable, mutually beneficial, in-depth relationships with them in broad, focused areas that are not faculty-specific and relate to the African context and its challenges.

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

**University of KwaZulu-Natal Study Abroad Programme (UKZN SAP)**

The University offers an exciting semester study abroad programme to students who wish to experience a diversity of cultures and languages. The study abroad programme:

- Is designed for international students who wish to spend one or two semesters at UKZN, taking primarily undergraduate modules for the purpose of transferring credits on completion to their home institution.
- Courses taken may be at undergraduate, or in some cases postgraduate level depending on the students’ academic background and the availability of courses at the home institution.
- Students applying to study abroad must have completed at least three semesters of study at their home institution.
- Students pay dollar fees per module per semester.
- Students normally register for four courses, which is a full credit load at UKZN.

The University is one of the leading research institutions in Africa, and is particularly geared to enhance the experience of study abroad students. It has affiliations with more than 250 institutions around the world. It has a good support infrastructure for international students and is thus able to provide professional services to all study abroad students. Study abroad students are usually accommodated on-campus. Prospective study abroad students may apply either on their own initiative or through a partner programme between UKZN and their home institution.

For more information on the courses for non-degree purposes please refer to [www.ukzn.ac.za/handbooks](http://www.ukzn.ac.za/handbooks). International students can contact their local international office or the Study Abroad Coordinator (UKZN SAP) on ukzn.sap@ukzn.ac.za or +27 (0)31 260 2870/2230.

**University of KwaZulu-Natal Student Exchange Programme (UKZNSEP)**

The University has more than 83 student exchange agreements in 25 countries. The student exchange programme provides international students with an opportunity to interact academically, socially and culturally with local people.

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

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

International students are advised to contact their local international office or the Student Exchange Programme’s (UKZNSEP), Student Exchange Coordinator on ukznsep@ukzn.ac.za or +27 (0)31 260 2870/2230.

**English Language Requirements**

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

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

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

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

For students who do not meet these requirements, intensive English courses are offered on the Pietermaritzburg and Durban campuses. For further information contact the Coordinator: Language Centre on kerchhoffj@ukzn.ac.za (Pietermaritzburg) or dace@ukzn.ac.za (Durban).

International School

The University of KwaZulu-Natal International School offers international students the opportunity to visit KwaZulu-Natal for an intensive five-week study programme from end of June to the beginning of August. The International School programme is designed to let international, and South African students, experience the rich heritage and diversity that the region has to offer.

The International School offers educational experiences that complement the University’s curriculum while adding significant cultural dimensions to student’s life experiences.

The courses offered are:

• Culture and Diversity in the Rainbow Nation
• Zulu Language and Culture
• Service Learning

Evaluation and Credit

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

Tours

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

Accommodation

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

Applications

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

Fees

Information about the full cost of the programme and the dates are available on the International School website at: http://ukzninternational.ukzn.ac.za/InternationalSchool1721.aspx

For more information, you can contact the International School Coordinator on dace@ukzn.ac.za or on +27 (0)31 260 2677.

Full-time Undergraduate Studies

Applicants to Bachelor degree studies should possess a matriculation exemption endorsement. In view of different international school-leaving certificates, the Matriculation Board provides guidelines on qualifications that are acceptable on face value for admission to first degree studies at South African universities. Applicants with non-South African school leaving certificates must ensure that they qualify for a full, or conditional, matriculation exemption in terms of the guidelines provided by the matric basic legal requirement for admission to degree studies. For enquiries regarding application for exemption, refer to the website: www.hesa-enrol.ac.za/mb/.

In addition, applicants need to meet faculty subject and or performance requirements. Applicants with non-South African school leaving certificates must enclose certified copies of documents, and translations where necessary. Applicants from non-English speaking countries should provide proof of English Language ability.

Full-time Postgraduate Applicants

Candidates should have completed a four-year Bachelors degree, or a three-year degree and a one-year full-time Honours degree in the relevant field to enrol for a Master’s degree. It is recommended that applicants obtain a certificate of evaluation of qualifications from the South African Qualifications Authority (SAQA) prior to submitting applications to the University.

Visit the SAQA website on http://www.saqa.org.za.

University of KwaZulu-Natal
International Academic Programmes Office
International Relations
University of KwaZulu-Natal
4th floor, Rick Turner Students’ Union Building
King George V Avenue
Durban 4001
South Africa

Tel: +27 (0)31 260 1092
Fax: +27 (0)31 260 2367
Email: intapplications@ukzn.ac.za
University of Limpopo
Finding solutions for Africa

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

The University of Limpopo is the result of a merger between the former Medical University of Southern Africa (Medunsa) and the University of the North, that occurred on 1 January 2005. It has two campuses – Turfloop Campus in Polokwane, and Ga-Rankuwa Campus in Pretoria.

Mission and Vision

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

The University of Limpopo has a hugely significant future. The institution has committed itself to quality teaching and research, and through these commitments to finding solutions for Africa’s diverse challenges – particularly those relating to rural communities.

A fundamental ingredient of the University’s self-image is that it is intrinsically African in character. From this flows its vision: To be a leading African university epitomising excellence and globally competitiveness, addressing the needs of rural communities through innovative ideas.

Location and Campuses

When the geographic location of the University is taken into account, the African and global emphasis of the vision and mission is not surprising. Traces of its African heritage are clearly visible on both campuses.

• Turfloop Campus: The Turfloop Campus is situated in the middle of a densely populated rural area, 33 kilometres to the east of Polokwane, the capital of South Africa’s most northerly, and rural province. Limpopo Province shares borders with Mozambique, Zimbabwe, and Botswana, and many of its developmental challenges are also faced by these countries.

• Medunsa Campus: The Ga-Rankuwa (Medunsa) Campus of the University is similarly positioned in a densely populated peri-urban area to the north of Pretoria adjoining Ga-Rankuwa Township. Its grounds extend over some 350 hectares, and the Campus is easily accessible by rail and road. The Medunsa Campus has a population of approximately 4,500 students from across South Africa, Africa and abroad, and is home to the Faculty of Health Sciences.

New Directions

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

In an increasingly competitive tertiary environment, the University provides quality foundational education, as well as niche areas of excellence and considerable socio-economic impact.

The University’s academic staff has contributed significantly to research nationally and internationally in their fields, and includes highly rated scientists and researchers who have
authored and edited numerous publications that are widely used in South Africa and the Southern African Development Community region.

Students enjoy studying in a university environment that takes care of their African origin while also providing a vibrant learning and living experience.

**Faculties**

The University of Limpopo has a three-tier academic structure consisting of Faculties, Schools and Departments. **For example:**

**Faculty of Health Sciences**
- School of Dentistry
- School of Healthcare Sciences
- School of Medicine
- School of Pathology
- School of Public Health

**Faculty of Humanities**
- School of Education
- School of Language and Communication Studies
- School of Social Sciences

**Faculty of Management and Law**
- School of Law
- School of Economics and Management
- Turffontein Graduate School of Leadership

**Faculty of Science and Agriculture**
- School of Agriculture and Environmental Science
- School of Computational and Mathematical Sciences
- School of Molecular and Life Sciences
- School of Physical and Mineral Sciences

Two acclaimed degrees offered by the University are the Master of Business Administration (MBA) and Master of Public Administration (MPA).

The MBA programme creates the opportunity to change your career and make you a competitive manager by developing the competencies required to lead organisations towards effective and efficient delivery of goods and services.

The admission requirements for this programme are as follows:
- Possess a Bachelor’s degree,
- Have three years’ appropriate management experience, and
- Mathematics at school level.

In the first and second year of study, students will engage with the following:

**First Year**
- Principles of management
- Financial accounting
- Business law
- Economics for managers
- Research methodology
- Business statistics
- Management accounting
- Human resource management
- Marketing management
- Operations management
- Financial management

**Second year**
- Information and technology management
- International marketing
- Business strategy
- Entrepreneurship
- Managing people and change
- Research report
- Environmental management and tourism
- Project management
- Corporate governance

The programme is delivered over a two-year period.

The MPA programme offers students a wealth of relevant knowledge and skills required for a development state in Africa. The primary client focus is national, provincial and municipal functionaries and officials within South Africa and elsewhere on the continent. The civil servants attend their classes on block release of one week for a month to accommodate their work commitments.

The admission requirements for this programme are as follows:
- At least a three-year degree in Public Administration or related degree with a minimum of three years’ related practical managerial/supervisory experience.

Apart from exchange students from countries such as Germany, Sweden, Belgium, and the Netherlands, full-time international students come from Europe, the Far East, and Africa.
The MPA programme is offered over a period of two years within which a total of nine modules should be completed. The following six modules are compulsory:

- South African public management
- Public management theories
- Public financial management
- Research methodology
- Ethics and accountability in administration
- Organisational theory

In the second year, students are also required to produce a mini-dissertation under supervision. Elective modules are:

- Public policy analysis
- Performance management
- Rural development and project management
- Human resources management
- Strategic management.

The MPA programme is offered over a period of two years.

Examples of Excellence

The University offers research and academic programmes that dovetail with flagship initiatives of the New Partnership for Africa’s Development (Nepad):

- Diarrhoeal Pathogens Research Unit
- Extended degree programmes
- Material Modelling Centre
- Hepatitis B diagnosis and prevention in South Africa
- Telkom Centre of Excellence for Speech Technology
- National Community Water and Sanitation Training Institute
- South African Vaccination and Immunisation Centre
- Development and Facilitation Training Unit

Facilities and Services

Accommodation

Accommodation is provided for students in various residences on both campuses in well-designed, comfortable rooms that ensure an optimum atmosphere where students can study.

Students are accommodated as follows:

- Undergraduate students: usually two students sharing a double room.
- Senior students: usually single rooms.
- Postgraduate students: in residences especially earmarked for postgraduate students.

It is important to note that competition for residence accommodation is intense, and thus accommodation in the residences is reserved for full-time registered students.
Post Office and E-mail
Both campuses have their own post office. E-mail facilities are provided by the Information and Communication Technology Department in Student Computer Laboratories.

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 offers a variety of academic interventions aimed at:
- Broadening access;
- Improving retention and throughput;
- Providing general academic support; and
- Facilitating the smooth transition of first-time students to university life.

Health Services and Disabled Students’ Unit
The Student Health Centre provides health services to students of the University. Services are offered on a primary healthcare basis. If more specialised attention is needed, students are referred to a hospital.

The University’s Turfloop Campus boasts a well-furnished and user-friendly unit that caters for both physically and visually challenged students.

Sports Administration
There are a number of sporting codes and cultural clubs available on both campuses under the guidance of Sports Administration.

Satellite Campuses
The University operates in Polokwane, and in the North-West and Mpumalanga Provinces, in terms of its medical academic programme.

International Office
Apart from exchange students from countries such as Germany, Sweden, Belgium, the Netherlands and others, full-time international students come from Europe, the Far East, and Africa. The International Office serves as a focal point of call, assisting international students by providing, among other things, accommodation on arrival 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.
Wits. Generating knowledge for Africa

Just some of the reasons why you should be choosing Wits as your destination for innovative and leading research in postgraduate studies

• Wits is one of only 2 universities in Africa ranked in the top 500 in the world
• Nearly one third of our students are postgraduates
• Wits' Faculty of Health Sciences produces at least one third of the specialists and most of the subspecialists in South Africa*
• Prof. Viness Pillay, a 2008 NSTF finalist, who holds a Chair in Drug Delivery, is leading the way in innovative drug delivery solutions, which could revolutionise the way humans take medication. The new drug delivery systems are versatile, biocompatible and biodegradable
• Wits alumnus and world renowned artist, William Kentridge was listed in Time magazine’s Top 100 people for 2008
• Wits has a separate Palaeoanthropology hub called the Institute for Human Evolution, dedicated to palaeoanthropological research. Wits is also home to one of the largest fossil collections in the southern hemisphere. New species are constantly being discovered due to our groundbreaking research efforts, making Wits a natural home for international researchers in this field.
• The Marang Centre for Maths and Science Education, which provides a unique model for combining excellence and innovation in research, teacher development and professional outreach, won the 2008 NSTF Award for Innovation
• Wits graduates more than 5000 students annually
• The School of Accountancy achieved an average pass mark for the Qualifying exams in excess of 90% exceeding the national average
• Wits has 40 research entities, eight of which are Medical Research Council Units
• Wits regularly hosts illustrious visitors. In 2009 Economics Nobel Laureate Prof. Joseph Stiglitz and Professor Robert Aumann, 2005 joint Nobel Economics Prize winner, visited the campus

*CMSA 2009 results

For more about our world class reputation and information regarding postgraduate studies visit our website

www.wits.ac.za
University Profiles

University of the Witwatersrand
The intellectual hub of Africa

Internationally ranked as one of the leading institutions on the continent, the University of the Witwatersrand (Wits) is a premier University in Africa, and the obvious choice for those seeking academic and research excellence.

The University of the Witwatersrand, also known as Wits University, was ranked in the top 1% in the world in seven defined fields of research according to the 2007 ISI international rankings. The University has a selective approach to research development, concentrating on areas of actual and potential international excellence, while focusing on challenging, relevant and innovative research that is beneficial to the country and Africa.

Over 100,000 individuals have graduated from Wits in its 87-years of existence.

At the forefront of a changing society, Wits is an engaged institution, dedicated to advancing the public good. It continues to play a key role in fostering intellectual communities and promoting sustainable social and economic development in a globally competitive environment.

Brief History and Location

Established in 1922, Wits is an urban university located in Johannesburg, the economic heartland of Africa, spread over 400 hectares in Parktown and Braamfontein.

Faculties and Academic Staff

Wits is home to about 27,700 students, about a tenth of which are international and a third of which are postgraduate students serviced by approximately 5,500 staff (support and academic). The vibrancy of the academic project is reflected in the more than 3,000 courses across the University’s five Faculties and 34 Schools.

The Faculties are:

• Commerce, Law and Management - www.wits.ac.za/clm
• Engineering and the Built Environment - www.wits.ac.za/ebe
• Health Sciences - www.wits.ac.za/health
• Humanities - www.wits.ac.za/humanities
• Science - www.wits.ac.za/science

Advancing Frontiers in Knowledge Generation

Wits sustains an impressive research output and is committed to providing quality training to postgraduate students as a means of ensuring a continuing supply of active and motivated researchers.

Priority Research Thrusts

• Biodiversity • HIV/AIDS • Evolution of Species and Natural Heritage
• Cities • Diseases of Lifestyle • Materials Science and Engineering
• Mineral Resources, Exploration and Mining • Molecular Biosciences
• South Africa-India

Wits proudly hosts 40 research entities, comprising nine institutes, 19 research units and 12 research groups. Eight of the 40 entities are Medical Research Council units.

Research Units

• Antiviral Gene Therapy
• Applicable Analysis and Number Theory
• Bone Research Laboratory
• Carbohydrate and Lipid Metabolism
• Cardiovascular Pathophysiology and Genomics
• Clinical HIV
Home to hundreds of rated researchers, all of whom are leaders in their disciplines, Wits also boasts 10 prestigious National Research Foundation Chairs (listed below) and three Centres of Excellence focusing on Biomedical Tuberculosis Research, Strong Materials, and Aerospace respectively.

**South African Research Chairs**

Wits University has 10 approved Research Chairs.

They are:

- Prof. Ray Durrheim (Geosciences)
- Prof. Diana Hildebrandt (Chemical and Metallurgical Engineering)
- Prof. Phillip Bonner (Social Sciences)
- Prof. Helder Marques (Chemistry)
- Prof. Heinrich Dirr (Molecular and Cell Biology)
- Prof. Shabir Madhi (Clinical Medicine)
- Prof. Viness Pillay (Therapeutic Sciences)
- Prof. Francis Thackeray (Institute of Human Evolution)
- Prof. Maureen Coetzee (School of Pathology)
- Prof. Robert de Mello Koch (Physics)

Read more about Research@Wits at [www.wits.ac.za/research](http://www.wits.ac.za/research)

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**Student Facilities**

- Wits has full internet and e-mail access in all its computer laboratories and most residences.

- The fully computerised Wits University library system comprises two main libraries and 14 divisional libraries. Students have access to over 1,000,000 book volumes; 400,000 journal titles and 46,000 new electronic resources.

- The University boasts 14 museums and will shortly boast a new Art Museum, housing a variety of rare and valuable artworks. The Wits Theatre has run over 2000 productions in its 26-year history.

- Wits has a wide range of sporting facilities including playing fields, tennis and squash courts, an indoor sports hall, swimming pools, a gymnasium and a practice tank for the Rowing Club. The University is home to the biggest football club in South Africa - the ‘Clever Boys’ - the only South African University team that competes in the Premier Soccer League. There are over 100 student clubs and societies catering for a diverse range of interests, including numerous clubs that cater for the social and cultural needs of international students.

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

- Wits has committed R1-billion to infrastructure development across its campuses, including the refurbishment and development of residences. There are 18 University-owned residences that accommodate about 13% of the student population. International House, a residence that caters largely for international students, opened in 2003. Accommodation is available off-campus to house our growing international student population.
Entrance Requirements

All international students have to have a proven proficiency in the English Language. For undergraduate degrees, an equivalent examination certificate recognised by the Matriculation Board is required. For some degrees such as Medicine, Engineering, and Commerce, there are additional requirements such as a minimum pass in mathematics.

Requirements for postgraduate students vary from faculty to faculty, but the minimum entrance requirement is a Bachelor’s degree. Postgraduate applicants will need a South African Qualifications Authority (SAQA) certificate to confirm the value of their previous degrees in order for the respective faculty to respond to the application.

Acting locally - Performing globally

Wits is continuously establishing and maintaining its existing local and global partnerships and continue to play an active role in fostering intellectual communities for indigenous solutions. Our Internationalisation Policy fosters the exchange of ideas and opinions in a robust environment that advances the frontiers of knowledge generation. The diversity of demography of Wits University’s staff, students, and visitors encourages intellectual engagement and constructive debate that invigorates the academic project and promotes mutual respect, tolerance, and understanding within society.

The Wits International Office (WIO) was established to cater for the growing needs of degree seeking international students. Its activities have now expanded to manage ‘Internationalisation at Home’ via the International Human Rights Exchange (IHRE) and other similar programmes. The WIO facilitates agreements for exchange programmes like Study Abroad and promotes the African Footprint initiatives with other African universities and governments such as SANTED NEW II and EARCE. It also manages requests from international visitors - a portfolio that is aligned to the University’s Internationalisation Policy.

In addition to the University services for students, the WIO offers additional support including guidance for the application of study permits; advice on medical cover; facilitates interaction with the Department of Home Affairs; and facilitates airport transfers, city/cultural orientation and excursions.

For more information visit www.wits.ac.za and click on International.

University of the Witwatersrand

Ms Samia Chasi: Manager, International Partnerships
Wits International Office

Private Bag x3, Wits, 2050, South Africa
Tel: +27 (0)11 717 1054
Fax: +27(0)11 717 1059
Email: studysa.international@wits.ac.za
Website: www.wits.ac.za

In 2008, the Centre for Exercise Science and Sports Medicine at Wits was officially inaugurated as the first FIFA Medical Centre of Excellence in Africa, only one of six such centres in the world.
Study abroad at
North-West University
a leading university

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.

A university driven by the pursuit of knowledge and innovation

For more information contact:
INTERNATIONAL OFFICE: E11 Building, 20 Hoffman Street, Potchefstroom, 2531
Private Bag X6001, Potchefstroom, 2520, South Africa
Tel: +27 18 299 2919 Email: anelishe.vanderspoel@nwu.ac.za

INSTITUTIONAL OFFICE: Tel: +27 18 299 4931 Email: phumzile.mmope@nwu.ac.za

MAFIKENG CAMPUS: Tel: +27 18 389 2144 Email: koos.degenaar@nwu.ac.za

POTCHEFSTROOM CAMPUS: Tel: +27 18 299 2769 Email: theo.clouete@nwu.ac.za

VAAL TRIANGLE CAMPUS: Tel: +27 16 910 3180 Email: annette.willemse@nwu.ac.za

www.nwu.ac.za
North-West University

A leading university

The North-West University (NWU) is one of the most stable universities in the higher education sector in South Africa, with a balance between teaching-learning and research. Regarding research, the NWU is in the top eight in South Africa, for teaching-learning in the top five, and for innovation and commercialisation in the top three.

According to the 2007 figures published by the Department of Education in 2009, the NWU rated very well, benchmarked against the other 22 higher education institutions in South Africa. Here is the evidence:

• In 2007, the NWU was the fourth largest university in South Africa based on the total head count, namely 44,726. In terms of distance students, the NWU was the second largest in SA.
• For graduation rates, which are the number of degrees as a percentage of the total heads, the NWU rated third in the sector with 25.3%.
• For the total number of degrees and diplomas awarded, namely 11,345, the NWU rated second in the sector.
• The NWU awarded 618 Master’s degrees in 2007, putting the University in the sixth place in South Africa.
• The NWU awarded 124 PhDs in 2007, placing the institution fifth in the sector.

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

Faculties on the various campuses consist of the following:

Mafikeng
• Agriculture, Science and Technology
• Commerce and Administration
• Education
• Human and Social Sciences
• Law

Potchefstroom
• Economic and Management Sciences
• Law
• Theology
• Arts
• Natural Sciences
• Education Sciences
• Engineering
• Health Sciences

Vaal Triangle
• Humanities
• Economic Sciences and Information Technology

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

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

The University operates as a government funded tertiary institution, although only forty percent of its income derives from this source. It offers full-time and part-time undergraduate
and postgraduate courses, as well as correspondence courses to more than fifty thousand students from more than twenty African countries. The faculties have been restructured into a school system and arranged between the three campuses, with a language policy of functional multi-lingualism, based on the needs of different campus constituencies.

In 2008, the NWU won PriceWaterhouseCooper’s Best Governed University competition, Pan-South African Language Board’s “University that has done the most for nation building and multi-lingualism”, and the Department of Science and Technology’s “Most innovative University.”

The University’s mission on internationalisation is focused on advancing research and attracting post-doctorate fellows and students at Masters and PhD levels. One of the current priorities is to continue establishing strategic linkages, in order to build on comprehensive cooperation agreements. The NWU’s tagline, Innovation through diversity, reflects the University’s mission to treasure diverse cultures and harness it in the institution’s pursuit of knowledge and innovation.

Research and Innovation

To speed up the NWU’s move towards becoming a balanced teaching-learning and research university where research finds it rightful place, the research and innovation strategy is carefully focused to optimise resources and ensure maximum impact of interventions.

In addition, the University is progressing favourably with the implementation of its Research Entities Model. The underlying principle in the identification and development of research entities is that the University and each campus develop research strengths, taking into account existing and relevant expertise and potential, the needs of the region and the country, within the framework of the long-term research and innovation strategic plan. There has been a marked increase in the number of NWU researchers with ratings from the National Research Foundation, bringing the number at this stage to 103.

Community Engagement

The NWU demonstrates an innovative spirit in the implementation of expertise and regards it as an extended activity of the core business of the University, with community development being part of it. Whereas some of the implementation of expertise activities such as short courses, consultation, service rendering, and technology transfer generate a third income stream, many of these activities overlap with, and often enhance, community engagement activities that are typically not for profit.

Sporting Supremacy

In the major sporting codes, the University has been amongst the top universities in South Africa for the past five years. In 2008, the NWU’s athletics team was the overall USSA champion. In addition, a record number of eleven NWU athletes were included in the South African team that took part in the 2008 Africa Championships in Ethiopia, where they won seven of the 22 medals won by South African athletes.

The NWU Rugby Institute was the National Club Champions in 2008 and the NWU Karate Club at the Potchefstroom Campus won the USSA title for the ninth consecutive year. Furthermore, the NWU boasts a Rugby Institute and a Hockey Academy on the Potchefstroom Campus, a Soccer Institute on the Mafikeng Campus, and a Cricket Academy and Cycling Academy on the Vaal Triangle Campus.

Cultural Highlights

The NWU believes in the all-round development of students so that they are well prepared to embark on successful careers, contribute to society and live balanced, purposeful lives. While academic excellence is important, it is not the only attribute that the University seeks to nurture. Campus life is geared to holistic growth and development, as is clear from the wide range of activities in which students are encouraged to participate, such as an endless list of cultural groups and organisations.

Residences

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

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

The NWU has a dedicated International Office at Potchefstroom Campus that liaises with, and is a single point of contact, for all international students, staff and visitors. The Office deals swiftly 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 the NWU.

North-West University

- International Office:
  E11 Building, 20 Hoffman Street, Potchefstroom, 2531
  Private Bag X6001, Potchefstroom, 2520, South Africa
  Tel: +27 18 299 2919 • E-mail: annelishé.vanderspoel@nwu.ac.za
- Institutional Office:
  Tel: +27 18 299 4931 • E-mail: phumzile.mmope@nwu.ac.za
- Mafikeng Campus:
  Tel: +27 18 389 2144 • E-mail: koos.degenaar@nwu.ac.za
- Potchefstroom Campus:
  Tel: +27 18 299 2769 • E-mail: theo.cloete@nwu.ac.za
- Vaal Triangle Campus:
  Tel: +27 16 910 3180 • E-mail: anette.willemse@nwu.ac.za

Visit our website at: www.nwu.ac.za
The University of Pretoria (UP) places the highest premium on academic excellence and academic standards, and combines a world-class education with diverse opportunities to enjoy student life to the full. We provide outcomes-based qualifications that combine relevant intellectual and other skills. We strive to achieve a balance between instituting new, viable, career-orientated programmes to meet rapidly changing market needs, while preserving traditional scientific programmes and stimulating postgraduate study and research.

This world-class research and training institution has over 70 academics that carry National Research Foundation ratings. The University 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, the University of Pretoria has become a preferred partner – both nationally and internationally.

A fundamental value of the University is to promote intellectual and social justice, so as to ensure racial, ethnic and gender equality in all spheres of its institutional life. We embody the rich diversity and depth of South African society.

**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; and
- The premier university in South Africa that acknowledges its prominent role in Africa, is a symbol of national aspiration and hope, reconciliation and pride, and is committed to discharging its social responsibilities.

**Mission**

The mission of the University of Pretoria is to be an internationally recognised South African Teaching and Research University and a member of the international community of scholarly institutions.

**Language Policy and Medium of Instruction**

With regard to the medium of instruction, the University uses two official languages, namely English and Afrikaans. In formal teaching, the medium of instruction is either English or Afrikaans, or both of these languages, provided that there is a demand and that it is academically and economically justifiable. In respect of administrative and other services, a student has the right to choose whether the University should communicate with him or her in English or Afrikaans. A third language, Sepedi, was adopted in 2007 as a language of communication.
The Campuses and Faculties

The University of Pretoria is one of the largest residential universities in South Africa. We have five campuses in Tshwane (i.e. Pretoria) and the Gordon Institute of Business Science (that presents modules on both the Hatfield and Sandton campuses).

Hatfield Campus:
Houses the following Faculties:
- The Faculty of Economic and Management Sciences
- The Faculty of Engineering, the Built Environment and Information Technology
- The Faculty of Humanities
- The Faculty of Law
- The Faculty of Natural and Agricultural Sciences
- The Faculty of Theology

Onderstepoort Campus: Houses the only Faculty of Veterinary Sciences in South Africa.

Groenkloof Campus: Houses the Faculty of Education, and has its own residences and sports grounds.

Prinshof Campus: Houses the Faculty of Health Sciences, Dentistry and Nursing and also has its own residences.

Mamelodi Campus: Selected four-year BSc programmes of the Faculty of Natural and Agricultural Sciences are presented on this campus.

L.C. De Villiers:
Houses the High Performance Centre and TuksSport. Sport represents a significant part of student life and has a long and proud tradition. UP provides students with opportunities to participate at club, national and international levels in 28 sporting disciplines. TuksSport offers top sport facilities and a High Performance Centre with a Sport Hotel for visiting sportsmen and women. Over the years, we have produced many national and international sport stars. For more information consult www.up.ac.za/tukssport or e-mail your query to sportinfo@up.ac.za.

UP GIBS Campus
The Gordon Institute of Business Science Campus (in Illovo, Sandton), provides business and leadership education to the South African business community that is tailored to the South African market, while providing students with a global perspective.

Application and Closing Dates

The academic year at the University of Pretoria starts in January and concludes in November. Applications open on the 1st of March of the year preceding the year of study. Selection courses are those degree courses with early closing dates and limited space. Applications for the following academic selection programmes close on 30 June of each year for both South African and International Students:
- University Diploma in Veterinary Nursing
- MBChB (Medicine)
- BOccT (Occupational Therapy)
- BRad (Radiography)
- BPhysT (Physiotherapy)
- BCur (Nursing)
- BDietetics
- BChD (Dentistry)
- University Diploma in Oral Hygiene
- BCommunication Pathology
- BSc (Arch) [Architecture]
- BSc (Int) [Interior Architecture]
- BSc (LArch) [Landscape Architecture]
- BSc (QS) [Quantity Surveying]
- BSc (Construction Management)
- BSc (Real Estate)
- BT&RP (Town and Regional Planning)
- LLB (Law)

Applications for undergraduate academic programmes, other than those mentioned above, close on 30 September in the year preceding the year of study for South African Students and on 31 August for International Students.

Please make use of the online web application form at www.up.ac.za/apply. Please note that with web applications the application fee can only be paid by credit card. Specific admission requirements apply to each degree offered at the University of Pretoria. Please consult the following website for details: www.up.ac.za.
Accommodation at the University of Pretoria

The Department of Residence Affairs and Accommodation (TuksRes) offers students a safe, functionally-convenient, on-campus study and living environment. Placement is based on academic merit and the first round of placements is done in May of the year preceding study. Demand always exceeds availability, so it is advisable to apply as soon as possible.

The Department of Student Affairs

The vision of this department is to create an equitable environment for students by providing vocational guidance, social and psychological care in order to ensure academic excellence. Resorting under the Dean of Students, the Department of Student Affairs incorporates the following divisions:

- Student Health
- The Disability Unit
- Student Development that oversees the Student Representative Council; student culture; student media; THE PERDEBY newspaper; TUKSFM (which broadcasts on 107.2); and TUKSRAG. You can participate in any of the more than 100 religious, cultural, academic, and literary societies.
- Student Support, offers the following services: study methods, reading skills, life skills, career planning, communication skills, psychometric tests, and support for students with special needs.

Arts and Cultural Activities

The University’s own symphony orchestra, various choirs, film festivals, the serenade competition, drama productions, and many more events cater for your cultural needs. The University of Pretoria has four museums that are not only for cultural enjoyment, but also function as research centres that give added value to various academic programmes. For more information, e-mail your request to arts@up.ac.za.

The Client Service Centre

The Client Service Centre provides the following services:

- All general enquiries regarding the University of Pretoria
- Student recruitment
- Residences
- Applications
- Student accounts and payments
- Study financing
- Student cards
- Parking discs
- International student support
- Career placement
- Course consultations.

University of Pretoria

Hatfield Campus

c/o Lynnwood Road and Roper Street

Hillcrest

Pretoria 0002

South Africa

Call Centre

Tel: +27 (0)12 420 3111

Fax: +27 (0)12 420 4555

E-mail: csc@up.ac.za

Website: www.up.ac.za
The University of the Free State (UFS) is one of South Africa’s oldest universities, and is more than a 100 years old.

The University of the Free State (UFS) is a university that is seen as a place of research and scholarship, which is founded on critical inquiry, based within the epicentre of community engagement. Committed to this core mandate and targeted growth and investment, our seven faculties offer a full range of undergraduate and postgraduate programmes to more than 27,000 students – 40% of them postgraduate – including 2,100 international students.

The University values the diversity of its student population and is determined to manage this diversity successfully as an asset that adds tremendous value to the learning experience of every student. We recognise the centrality of this principle and intend to continue to play this role as our University and our country grapple with the task of building a non-racial, non-sexist, multicultural, and multilingual society.

The Main Campus of our University is situated in Bloemfontein, the capital of the Free State Province. Bloemfontein is a modern city offering a full range of recreational, commercial, and educational facilities and services.

The University also comprises a South Campus in Bloemfontein, as well as a Qwaqwa Campus in the Eastern Free State, approximately 300 km from Bloemfontein. This campus, located in one of the most scenic parts of the country, offers study opportunities towards a BA, BCom or BSc as well as selected courses in education.

The UFS is recognised as a leader in the transformation process in South African higher education - a view endorsed by former President Nelson Mandela, who has lauded our University for its transformation and language policies.

By keeping pace with the changing times, we remain true to our vision: To be an excellent, equitable and innovative university. Our mission supports this.

Our mission is:
The pursuit of scholarship as embodied in the creation, integration, application and transmission of knowledge by promoting the following within the ambit of financial sustainability:
• An academic culture
• Critical scientific reflection
• Relevant scientific education
• Pure and applied research
• Community service
• Development of the total student as part of its academic culture

Accommodation
Both the Main Campus in Bloemfontein and the Qwaqwa Campus offer accommodation in student residences. On the Main Campus, there are 18 residences, while the Qwaqwa Campus has 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 requirement for all degrees is a matriculation exemption certificate or equivalent. In some cases, admission can also be obtained through the assessment of prior learning embarked upon by the applicant or based on age and experience. For admission to some courses, minimum pass marks for certain matriculation subjects are required.

Please contact the University for more information. Students from abroad are required to pass an English language proficiency test.

**Student Life**

Studying at the 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 the UFS co-operates with both.

On the Main Campus, the University boasts sports facilities for more than 20 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 theatre for performing arts and various computer centres.

**Faculties**

There are seven comprehensive faculties at the UFS, 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:

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

**Research**

The UFS has a remarkable research track record that proves that size and location is no barrier to excellence. The University is highly regarded in South Africa and is an important national role player in terms of research. It has close ties with a number of universities and industries in Africa and around the world. It boasts more than 75 academics and/or scientists that are rated by the National Research Foundation, indicating the excellence of its research portfolio.

The University is capitalising on its strengths with the development of six strategic clusters to facilitate multidisciplinary approaches to research, as well as teaching and learning and community service. These strategic clusters are:

- Water Management in Water-Scarce Areas
- New Frontiers in Poverty Reduction and Sustainable Development
- Social Transformation in Diverse Societies
- Technologies for Sustainable Crop Industries in Semi-Arid Regions
- Materials and Nanosciences
- Advanced Bio-Molecular Systems
Internationalisation at the UFS: Positioning and Support

The Strategic Plan for Internationalisation at the UFS is a direct consequence of the implementation of the institutional focus and strategic priorities of the University by investing in its international competitiveness.

The Office for International Affairs serves to express this commitment to raise the University’s international standing and effectiveness. As the hub of internationalisation at the UFS, International Affairs offer a synergistic support function to students from abroad, at both undergraduate and postgraduate level, and contribute towards the internationalisation of the research platform by inter alia focusing on international research funding opportunities.

There are approximately 2,100 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, within the framework of excellent research, teaching and community service.
South African universities offer exceptional academic options in a vibrant, diverse setting.
Creating futures

The Cape Peninsula University of Technology (CPUT) is the only university of technology in the Western Cape, South Africa. The University offers more than 70 world-class, career-focused courses at various campuses and service-points in Bellville, Cape Town, Mowbray and Wellington, Western Cape, South Africa. With more than 30,000 students, the University is the largest in the Western Cape.

QUALIFICATIONS AND ADMISSION REQUIREMENTS
The University offers diploma and bachelor degree study, as well as post-graduate research and study towards master’s and doctoral degrees, in six faculties:

APPLIED SCIENCES
- Agricultural Management
- Agricultural (Animal Production, Crop Production or Viticulture & Oenology)
- Analytical Chemistry
- Biotechnology
- Consumer Science: Food & Nutrition
- Environmental Health
- Environmental Management
- Fisheries Resource Management
- Food Technology
- Horticulture
- Landscape Technology
- Mathematical Technology
- Nature Conservation
- Oceanography

BUSINESS
- Accounting
- Cost and Management Accounting
- Entrepreneurship
- Event Management
- Financial Information Systems
- Hospitality Management:
  - Accommodation, Food & Beverage or Professional Cookery
- Human Resource Management
- Internal Auditing
- Management
- Marketing
- Office Management & Technology
- Printing Management
- Public Management
- Real Estate
- Retail Business Management
- Sports Management
- Tourism Management

EDUCATION
- FET Economic & Management
- Sciences
  - GET: Foundation Phase (Grade R-3)
  - GET: Intermediate & Senior Phases (Grades 4-9)

ENGINEERING
- Building, leading to Construction Management or Quantity Surveying
- Cartography
- Clothing Management
- Engineering: Chemical
- Engineering: Civil
- Engineering: Computer Systems
- Engineering: Electrical
- Engineering: Industrial
- Maritime Studies
- Engineering: Mechanical
- Engineering: Mechanical Marine
- Engineering: Mechatronics
- Operations Management
- Surveying
- Textile Technology

HEALTH & WELLNESS SCIENCES
- Biomedical Technology
- Dental Assisting
- Dental Technology
- Emergency Medical Care
- Nursing
- Optical Dispensing
- Radiography (Diagnostic, Therapy, Nuclear Medicine, Ultrasound)
- Somatology

INFORMATICS AND DESIGN
- Architectural Technology
- Fashion
- Film & Video Technology
- Graphic Design
- Industrial Design
- Information Technology
- Interior Design
- Jewellery Design & Manufacture
- Journalism
- Multimedia Technology
- Photography
- Public Relations Management
- Surface Design
- 3-D Design
- Town & Regional Planning

Cooperative education, a component part of any 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.

ADMISSION REQUIREMENTS
Undergraduate: Our minimum admission requirement is a South African National Senior Certificate or equivalent qualification. Post-graduate: A Bachelor in Technology degree (BTech) or equivalent is required for admission to post-graduate (MTech) study.

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

RESEARCH
The potential to develop a vibrant, strong and relevant research environment at CPUT has been demonstrated by past research success in a number of disciplines.

CPUT is currently recognised by the National Research Foundation for excellence in research in the following areas:

- Computational and Applied Technologies in Manufacturing
- Environmental Toxicity and Remediation
- ICT in e-Business, e-Government and Community Engagement for Shared Growth
- Instrumentation Research
- Material Science and Technology
- Real-time Distributed Systems

CPUT’s research outputs include TB/HIV/AIDS, Mathematics, Science and Technology Education, instrumentation, separations technology, energy technology, power systems, e-commerce, tourism and hospitality, coastal resource management and various interdisciplinary research projects. Collaborative

BELVILLE CAMPUS Tel +27 (0)21 959 6653 Fax +27 (0)21 959 6662
CAPE TOWN CAMPUS Tel +27 (0)21 460 3032 Fax +27 (0)21 460 3076

http://www.cput.ac.za
For more information, write to: internationaloffice@cput.ac.za
research agreements exist between CPUT and various universities in India, Switzerland, UK, USA and Russia, amongst others, leading South African universities, as well as the French-South African Technical Institute of Electronics (FSAITE) recently inaugurated at CPUT. The University’s research culture and history spans almost two decades and focuses its applied and problem-solving research on regional, national and continental needs.

HISTORY
The history of CPUT goes back to 1920 when the foundation stone of the Longmarket Street Building of the then Cape Technical College was laid in Cape Town.

In 1962 the Peninsula Technical College was established to cater for the steady growth in the number of apprentices in a variety of trades. With the promulgation of the Technikons Act in 1993, the colleges (renamed technikons) could offer degrees; Bachelors, Master’s and Doctoral degrees in Technology.

In May 2002, the Minister announced the merger of the Cape Technikon and Peninsula Technikon in January 2005, to be known as the Cape Peninsula University of Technology.

Prof Luyeluzi Mazw-tanga was appointed as the first Vice-chancellor of the Cape Peninsula University of Technology in 2006, and in 2008 Dr Trevor Manuel, alumnus, Minister in the Presidency in charge of National Planning Commission and former Minister of Finance, was appointed as the first Chancellor of the University.

FACILITIES AND SERVICES

- There are some one hundred sports, social and cultural clubs and societies, covering a wide range of interests.
- Health services, including a disability unit, and counselling 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 DVD/audio facilities.
- All students have access to computers, as well as email and Internet facilities.
- CPUT’s Writing Centre provides academic and mentorship support to students, including the development of writing skills and the preparation of presentations in English, the development of analytical thinking and computer literacy.

The Cape Peninsula University of Technology offers more than 70 career-focused undergraduate and postgraduate courses at the following faculties:

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

Cape Peninsula University of Technology
Today’s Dream
Tomorrow’s Future

Brief History
As a state higher education university of technology and a member of the International Association of Universities and the Commonwealth, Durban University of Technology (DUT) brings a solid reputation stretching from almost a century of internationally recognized degrees and diplomas. The university aspires to be a “preferred university for developing leadership in technology and productive citizenship”, and to “making knowledge useful”.

Location and Campuses
DUT is a 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 have extraordinary potential as a hub for technological innovation and education.

Faculties and Departments
DUT offers an exciting range of undergraduate and post-

Faculty of Accounting & Informatics
- Auditing and Taxation
- Financial Accounting
- Finance and Information Management (Midlands)
- Information and Corporate Management
- Information Technology
- Management Accounting
Faculty Office: +27 (0)31 373-5441

Faculty of Applied Sciences
- Biotechnology & Food Technology
- Chemistry
- Clothing and Textile Studies
- Food and Nutrition Consumer Sciences
- Horticulture
- Maritime Studies
- Mathematics, Statistics and Physics
- Sport Studies
Faculty Office: +27 (0)31 373-2907

Faculty of Arts & Design
- Architectural Technology & Interior Design
- Fashion & Textiles
- Fine Art & Jewellery Design
- Media, Language & Communication
- School of Education
- Television, Drama & Production Studies
- Visual Communication Design
Faculty Office: +27 (0)31 373-6517

Faculty of Engineering and the Built Environment
- Chemical Engineering
- Civil Engineering & Surveying (Durban)
- Civil Engineering (Midlands)
- Construction Management & Quantity Surveying
- Electrical Power Engineering
- Electronic Engineering
- Industrial Engineering
- Mechanical Engineering
- Town & Regional Planning
Faculty Office: +27 (0)31 373-2447

Contact details:
Mrs Angel Motsamai
Tel: +27 (0)31 373-2471
E-mail address: International@dut.ac.za
Call Centre 0860 10 31 94
Website: www.dut.ac.za
Faculty of Health Sciences
- Basic Medical Sciences
- Biomedical and Clinical Technology
- Chiropractic and Somatology
- Dental Sciences
- Emergency Medical Care & Rescue
- Homoeopathy
- Nursing, Child and Youth Care and Environmental Health
- Radiography
Faculty Office: +27 (0)31 373-2716

Faculty of Management Sciences
- Applied Law
- Applied Management (Midlands)
- Entrepreneurial Studies & Management
- Governance and Economic Development
- Hospitality Management Sciences & Tourism
- Human Resource Management
- Marketing Retail & Public Relations
- Operations & Quality Management
- Regional Governance and Development (Midlands)
Faculty Office: +27 (0)373-5410

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

Entrance requirements
The minimum entrance requirement for admission is a South African National Senior Certificate as certified by Umalusi or a recognised equivalent qualification. International students must be evaluated with the G7(9)* rule or by the South African Qualifications Authority (SAQA) at full Senior Certificate level or higher.

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 helps students with career counselling, guidance and life-skills. DUT also has a project, the TABELSA 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 all eligible students who wish to stay on campus.
*As per DUT's rule book for student 2009, available on the DUT website under the heading 'Prospective Students'.

International Education and Partnerships (IEP)
The Directorate: International Education and Partnerships (IEP) was established to support DUT in its drive towards becoming a globally positioned University of Technology.

IEP encourages internationalization by highlighting activities in our departments to international and potential partners viz. Universities, Industry, Embassies, Consulates, Government Departments and International Agencies, and through this promoting the image of the institution as a reputable, leading University of Technology in Africa within a dynamic global context.
RHODES UNIVERSITY

BRIEF HISTORY
Rhodes University is one of the oldest South African universities with a proud reputation of excellence in teaching, research and community engagement. It celebrated its centenary in 2004.

It is also the smallest university in South Africa, with 6,320 students (2008). Rhodes scores high on three important indicators of quality: student-staff ratio (16:1); research output per capita; and percentage of international students (21%).

Successive generations of Rhodians have had an influence on southern African and world affairs out of all proportion to their number, for example the Honourable Mr Justice Lex Mpati (President of the South African Supreme Court of Appeal) and Mick Davis (Chief Executive of Xstrata PLC, the fifth largest diversified metals and mining company in the world).

Among its honorary doctorates are Archbishop Desmond Tutu, ex-President Nelson Mandela and Professor Amartya Sen.

LOCATION
Rhodes University is situated in Grahamstown in an area known as Frontier Country in the Eastern Cape. Both the environment and its communities are a vibrant mix of all the best that Africa has to offer. It is also the historic heartland of the Eastern Cape and embodies the spirit of the many and varied cultures who met here and made their mark - Khoi, Xhosa, European, Boer and British.

The old town has a beautiful cathedral on 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 exquisite beaches of the Eastern Cape, a wide range of game reserves, and the mountains and plains of the Karoo desert.

FACILITIES AND SERVICES
Rhodes students benefit from world-class learning infrastructure. Already regarded as a leader in its field, the School of Journalism and Media Studies is housed in the African Media Matrix, a learning environment at the forefront of media technologies and designed to provide students with a stimulating and productive workspace.

Home of the Department of Computer Science and Information Systems, the Hamilton Building, is one of the most technologically advanced of its kind in Africa. The Barratt Lecture Complex is currently Rhodes University’s premium lecturing venue, offering three lecture theatres and two seminar rooms. With its high-tech facilities, it also offers the only video conferencing capability on campus.

State-of-the-art conference and sport facilities are available and students have access to services such as the Legal Aid Clinic, Psychology Clinic, Day Care Centre, Counselling Services and Career Centre.

THE INTERNATIONAL OFFICE
The International Office is run by a small team of four people, who provide a contact point for study-abroad and exchange students, staff and visitors, as well as providing support for Rhodes staff and students who travel and study abroad on official exchange programmes. The office is also concerned with developing international
opportunities, links and exchanges for Rhodes staff and students, and it liaises with the international offices at other universities.

The International Office is tasked with researching internationalisation at Rhodes University, which includes conducting campus-wide surveys on issues of internationalisation and the experiences of international students here at Rhodes, and facilitating workshops to develop the internationalisation policy at Rhodes University. The office also runs a successful Internationalisation at Home (I@H) project, bringing the world to Grahamstown.

Website: www.ru.ac.za/international

FACULTIES, DEGREES & DIPLOMAS
Rhodes University has six Faculties (Commerce, Education, Humanities, Law, Pharmacy and Science) and 35 Academic Departments. Flexibility in the design and combination of courses offered makes studying for a degree at Rhodes a unique experience as it allows students to take the courses best suited to their interests.

The language of instruction is English.

RHODES CAMPUS LIFE
At Rhodes registered full-time students benefit from an excellent residence system and a close-knit campus lifestyle. Each with its own constitution, rules and traditions, ten Halls of Residence comprise several residences grouped around a dining hall. Each residence has its own ethos and character created by the students who live there. The residence system offers a safe, supportive environment in which students are encouraged to experience both the academic and social aspects of university life. Students who prefer to live as oppidans are equally supported with their own dining facility on campus, oppidan committee and Warden.

OUTSIDE THE LECTURE HALL
Rhodes has more than 30 active sporting codes, offering a diverse choice from rugby, rowing, and cross country, to cricket, surfing and squash. The wide range of activities is well supported by excellent facilities and equipment, giving students the opportunity to participate in pursuits not often provided at school level.

CULTURE AND SOCIETIES
There truly is a cultural activity or society for everyone at Rhodes which boasts over 50 different societies from Ballroom dancing to Debating, and PhotoSoc to the United Nations Association, as well as a campus radio station, two student newspapers and many religious and cultural societies. These societies carry out a number of projects that are concerned with community engagement.

RESEARCH
Rhodes is committed to excellence in research and has a high research output per capita. 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 their endeavours. Rhodes is committed to undertaking excellent, internationally recognized research in all fields, particularly those relevant to South Africa. Building the research capacity of black and female staff, as well as the identification and nurturing of research potential among young academics, are among the University’s primary goals.

Recently, Rhodes academic, Professor Tebello Nyokong, won the Africa-Arab State 2009 L’Oréal-Unesco Award for Women in Science. She has pioneered research into photodynamic therapy which looks at harnessing light for cancer therapy and environmental clean-up.

STAFF
Total academic and research staff: 326
Total administrative staff: 986

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

ACCOMMODATION
There are 43 residences and a Post-Graduate Village. Approximately 47% of students live in residence, while approximately 53% are in private accommodation.
Tshwane University of Technology: a world class university

On 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; North West, Northern Gauteng and Pretoria. Today TUT is the largest residential university in the country, with 60 000 students, nearly 22 percent of them living in 34 residences at various campuses.

TUT has seven faculties spread over six learning sites, the Faculties of: Economic and Finance; Engineering and Built Environment; Arts; Information and Communication Technology; Humanities; Science 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; provides career education of international standard that is relevant to the needs and aspirations of southern African people. In support of this vision TUT:

- Creates, applies and transfers knowledge and technology of international standard through 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 technology innovation by making knowledge useful through 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 a learning component so that graduates can apply the knowledge they acquired at TUT and make an impact immediately on being employed.

Qualifications and admissions
The university awards national diplomas and bachelor of technology degrees, up to master’s 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 the one of only two universities of technology that are world class in terms of research standards, and may therefore offer master’s and doctoral degrees.
- Has worldwide academic agreements and recognition.
- Is technologically advanced, with virtual classroom, e-testing, video conferencing, video and audio facilities, and interactive multimedia learning.
- Offers skills based qualifications.
- Has a large number of sports codes and well equipped sports facilities.
- Has campuses in Pretoria, Soshanguve, Ga-Rankuwa, Polokwane, Witbank and Nelspruit.

Student life
TUT has good, comprehensive programmes taking care of students. Academic development units assist staff and students, and teach students life skills.

International Partnerships
A dedicated International Partnerships Office facilitates the smooth integration of international students into life into TUT. The University also offers exchange and internship programmes. The institution has more than 100 collaboration agreements, and international post graduate students pay the same fees and South Africans.

Tshwane University of Technology
Mr. Hendrick Shubane (Executive Director)
Partnerships Directorate
Tel: +27 012 382 5311
Fax: +27 86 620 0634
Email: shubanel@tut.ac.za

Ms. Kedisaletse Mahlangu (Head of Department)
International Partnerships Office
Tel: +27 012 382 4922
Email: mahlangukm@tut.ac.za

Empower yourself - It’s a matter of choice

086 110 2421 ➔ 012 382 5533 ➔ www.tut.ac.za
Tshwane University of Technology - a leader in Africa

To make the correct career and institutional choice is not always easy. TUT makes the selection simple. How?

- TUT is one of the leading universities of technology in Africa
- Academically TUT is divided into seven faculties: Economics and Finance, Engineering and the Built Environment, Science, Humanities, Information and Communication Technology, Management Sciences, and the Arts
- All TUT programmes are registered on the South African National Qualifications Framework (NQF) and are credit bearing
- Geographically, TUT's footprint covers four of South Africa's nine provinces with campuses situated in Gauteng, Mpumalanga, Limpopo and the North-West Province
- Twenty-eight rated researchers inspire, assist and motivate postgraduate students to excel in research projects
- Living in a TUT residence is an excellent way to make friends, have fun and fully experience student life – without any initiation activities. All new students attend an orientation programme to make them feel at home and to become familiar with their new environment
- Excellent career counselling and study guidance services are available
- The Directorate of Financial Aid provides a highly effective system of financial support services
- Closing date for applications is August of each year

Empower yourself - It's a matter of choice

086 110 2421 ➤ 012 382 5533 ➤ www.tut.ac.za
WHO AND WHAT IS UNISA?

Unisa is unique in South Africa’s higher education environment, as it is the only dedicated open distance learning (ODL) provider in the country. Unisa is also the largest university in South Africa, with a student headcount of over 250,000, including African and international students in 137 countries worldwide.

VISION

Unisa’s bold vision clearly expresses its character and aims:
Towards the African university in the service of humanity.

Where are we?

South African presence:

Unisa’s Main Campus on Muckleneuk Ridge in Pretoria is a major landmark of the country’s capital city.

The Muckleneuk Campus hosts the centres of the University’s main activities in the areas of teaching, research and community engagement. It is also the administrative hub of Unisa. The Unisa Library, one of the largest libraries in Africa and a rich research resource with more than 2.4 million items, is also situated on the Muckleneuk Campus.

The Sunnyside Campus in Pretoria is the main area of student activity. It provides facilities such as study space for at least 3,000 students, about 25 tutorial venues, well-equipped computer laboratories, an undergraduate library, student counselling services and an academic literacy and student information centre.

The Florida Campus is to become Unisa’s dedicated Science Centre, with the College of Agriculture and Environmental Sciences already situated there.

With regional centres in Cape Town, Durban, Polokwane, Nelspruit and Mtatha, Unisa provides various services and facilities to students in those regions.

African and global reach

Unisa has a wide and far-reaching global presence, both academically and physically. The University has collaboration agreements with institutions in Africa, Europe, North America and Asia, and strategic relationships with the United Nations Development Programme (UNDP), the Global Reporting Initiative, the African Union and the African Council on Distance Education (ACDE), among others.

WHAT DO WE DO?

Academic character and offerings:

Comprehensive university

Unisa is a comprehensive university that offers a combination of career-oriented courses (usually associated with a university of technology, whose programmes prepare students for the world of work), as well as generally formative academic programmes (typically linked to a traditional university).

This institution therefore offers an unparalleled range of study choices, ranging from short courses and certificate programmes to three- and four-year degrees or diplomas, with postgraduate studies offered to doctoral level.

Open Distance Learning institution

Unisa follows an open distance learning (ODL) model of tuition, which represents an approach or philosophy that combines the principles of:

- learner-centredness
- lifelong learning
- flexibility of learning facilitation provisioning
- removal of barriers to access
- recognition of prior learning
- provision of relevant learner support
- construction of learning programmes.

Learning involves the use of blended techniques such as integrated and mixed media, and coursework with various modalities for learning development, facilitation and support. Unisa, as an ODL education institution, determines its own admission requirements, grants access to traditionally disadvantaged students, recognises prior experiential learning and promotes flexible learning in terms of its interactive learning material.

Colleges

Unisa offers a rich tapestry of study disciplines within five colleges:

- College of Economic and Management Sciences
- College of Human Sciences
- College of Science, Engineering and Technology
- College of Law
- College of Agriculture and Environmental Sciences

In addition, intercollege bodies promote multi, inter and trans-disciplinary postgraduate research and tuition, such as the:

- Institute for Science and Technology Education
- Centre for African Renaissance Studies
- Institute for Graduate Studies

Research and innovation

Research an integral feature of Unisa

As a university committed to the creation, advancement and application of knowledge, Unisa views research as a core aspect of its business. The University strives to create a vibrant research culture that emphasises relevant and responsive research.

Unique research initiatives

- Centre for African Renaissance Studies. The University boasts the Centre for African Renaissance Studies, which is a one-of-a-kind academic and research unit that aims to explore and unlock the intellectual wealth of Africa.
- Research Chairs. Unisa hosts a number of key research Chairs, all of which play an important role in expanding new study and research avenues.
• Centre of Excellence. Unisa’s first Centre of Excellence, the Centre for Computational Relativity, Astrophysics and Cosmology (CRAC), focuses on research in the areas of astronomy and high performance computing.

• National Research Foundation research niche area. Unisa hosts the National Research Foundation (NRF) research niche area (RNA) Ecotoxicology, Bioorganic and Natural Products Research.

WHAT DO WE OFFER THE INTERNATIONAL STUDENT?

Unisa welcomes students from all over the world. Dedicated faculty and staff create a conducive and comfortable environment for international students in search of an excellent education, both at undergraduate and postgraduate level.

Advantages of studying at Unisa

• You can study at your own pace, moving quickly through the parts you find easy, and taking your time with the difficult sections.

• Your lecturers provide help and guidance through tutorial letters. It is your responsibility to contact them should you run into difficulties.

• You can work and earn a living while studying. You can therefore study when it suits you, either late at night or early in the morning.

• Unisa is less expensive – the study fees are nearly 60 percent less that those of residential universities. You save time and money not having to attend classes. By studying at home, you cut down on transport and accommodation costs as well.

• You can choose to join or form a study group to help you with your studies. Alternatively, you can attend tutorials at a learning centre.

• Unisa degrees are recognised internationally.

Support services to international students

Unisa’s ODL offering includes comprehensive study materials that allow individual students to pace their way through a structured programme.

It is not just about reading and writing. The curriculums are full of activities and exercises that students can do and apply, no matter where they are. If problems arise with the content of courses, students are encouraged to contact their lecturers via phone, fax or e-mail.

**myUnisa**

Unisa created an online student website (https://my.unisa.ac.za) where students get free access to the following services:

- **Non-course specific functions**
  - do administrative tasks such as checking your personal information, change your address, change your exam venue, add or cancel courses, view your account, do credit card payments
  - view your personal examination timetable
  - get access to Library functions and resources
  - contact an online student counsellor
  - get advice on studying online

- **Course specific functions**
  - view the course home page
  - contact your lecturer via e-mail
  - view record of submitted assignments
  - submit assignments
  - use the course discussion forum
  - view or download study material

Examination centres

Unisa has more than 80 examination centres in countries other than South Africa, of which over 20 are in African countries and more than 60 in the rest of the world.

Language of tuition

International students for all programmes are required to have an acceptable level of competence in writing, reading, speaking and understanding English.

Admission on the grounds of a foreign qualification

If you have completed a foreign qualification other than 0 and A-levels or HIGCSE / IGCSE, contact the Unisa Admissions Office at:

Phone: +27 12 429 4142,
Fax: +27 12 429 4250
Email: admission@unisa.ac.za
to determine whether you qualify for any form of admission.

Prospective international students for a first bachelors degree have to satisfy all the requirements for a full matriculation exemption certificate or qualify for a conditional exemption.

Visit the Matriculation Board’s website at:
http://www.hesa-enrol.ac.za/mb/forpres.htm or call +27 12 481 2848 / 2847.

University of South Africa (Unisa) contact details:

Web: www.unisa.ac.za,
Email: study-info@unisa.ac.za,
Phone: +27 11 670 9000
THERE'S A SIMPLE REASON WHY THE UNIVERSITY OF THE WESTERN CAPE IS ONE OF SOUTH AFRICA'S MOST SOUGHT AFTER INSTITUTIONS OF HIGHER LEARNING. WE ACCOUNT FOR ALL WHO HAVE VISION.

MAKE THE RIGHT CHOICE

The University of the Western Cape is the institution of choice for many students who choose to pursue undergraduate and postgraduate studies in our seven faculties.

As a visionary institution of higher learning, UWC has produced countless leaders in industry and government. Our legacy of providing quality education goes beyond our national borders.

Indeed, UWC alumni can now be found throughout Africa and many other parts of the world. Today thousands are proud to have a connection with UWC and to call it their alma mater.

Come and join the thousands of South Africans and other nationals who carry the UWC badge with great pride. You will be glad you did.

Choose UWC if you want:

- an innovative high standard academic environment reflective of the integration of South Africa’s diverse population;
- a progressive challenging space to learn;
- several faculties offering groundbreaking academic choices in an inter-disciplinary manner; and
- to participate in community development initiatives through our many community outreach programmes as an integral part of our curriculum.

For details of our degree courses and programmes, visit our website at www.uwc.ac.za

UNIVERSITY of the WESTERN CAPE

A place of quality, a place to grow, from hope to action through knowledge
The University of the Western Cape (UWC) sees itself as an engaged university that is repositioning itself to transcend the past and embrace the complex realities of transformation and global technological advances. We have directed our efforts towards programmes, and achieving excellence in teaching, learning, and innovation, while also attaining national and international distinction – particularly in selected priority research areas in the humanities, social and natural sciences.

**Centres of Excellence**

UWC has seven Faculties, which are: Arts, Community and Health Sciences, Dentistry, Economic and Management Sciences, Education, Law, and Natural Sciences. With rigorous strategic planning, UWC has been able, through the faculties, to achieve excellence in a number of research areas. **In particular, UWC:**

- Is the only place in Africa undertaking comprehensive work on the hydrogen economy, researching the use of hydrogen instead of fossil fuels as an energy resource.
- Is the African leader in bioinformatics. SANBI, the South African National Bioinformatics Institute is one of a small group of comparable top-level centres worldwide, and hosts Africa’s only Cray Supercomputer. SANBI is conducting cutting-edge research into key diseases facing Africa.
- Is a leader in biotechnology, with a special interest in the genetics of life forms, which thrive in extreme conditions, and their implications for our understanding of microbial molecular ecology.
- Holds the UNESCO Chair in Geohydrology, and plays a leading role in networks across Africa in water resources research and training.
- Has the largest and most productive School of Mathematics and Science Education in Africa.
- Is a leader in Constitutional and Human Rights Law, with a special interest in children’s rights.
- Is involved in a joint archive digitisation project with the University of the Witwatersrand and King’s College in London, to digitise the archives of UWC Chancellor, Archbishop Emeritus Desmond Tutu.
- Is home to Africa’s main centre for Free and Open Source Software development and several pioneering Information and Communication Services projects of international scope.

**International Links**

UWC has a vigorous international programme, with partnerships throughout the globe. Linkages include, among many others, joint programmes with the University of Missouri, US, the Flemish Universities in Belgium, the University of Linköping in Sweden, Bochum University in Germany, the University of British Columbia, Howard University in Washington, and Sydney University of Technology as well as universities in India, Bangladesh, Sri Lanka and across the African continent.
University of Zululand

A comprehensive university

The University of Zululand (UniZulu) pursues partnerships with local and global institutions and has diverse students from differing backgrounds. At UniZulu, students learn in an enabling and caring environment. The University is responsive to the developmental needs of both local and international societies, and research knowledge is disseminated through publications.

The institution has linkages and networks on educational, corporate, and governmental levels with milestones of successful academic partnerships with at least five US-, four European-, and a number of cluster institutions from Africa, Asia, and South Africa.

International students come from Swaziland, Lesotho and other Southern African Development Community countries, as well as Sub-Saharan African states. An International Students’ Officer manages the welfare, care and orientation of such international students.

Academic tuition is competitive and offers students the opportunity to achieve their goals and dreams. UniZulu as an alma mater has illustrious leaders in the fields of politics, government administration, commerce, arts, law, and science.

The University has a student population of more than 13,000 and is ideally located for community-oriented research, especially in rural development, linguistics, history, agriculture including HIV & Aids research.

Location

UniZulu’s campus is located at KwaDlangezwa on the North Coast, not far from the fast growing city of uMhlathuze and deep water port of Richards Bay. The Campus is 150 kilometres north of Durban, in the KwaZulu-Natal Province.

Entrance Requirements

Prospective students, enrolling for undergraduate programmes, are required to meet the following criteria:

• Matriculation endorsement or exemption;
• Recommendation by the Faculty Board on the basis of prior learning and maturity, as motivated by the relevant Department and approved by Senate; and
• Candidates from outside South Africa are expected to have met requirements from institutions that are recognised by UniZulu’s senate.

Faculties

UniZulu has Faculties of Arts, Education, Science and Agriculture, Commerce, and Administration and Law, each offering degrees and diplomas at undergraduate and postgraduate level, within 60 Departments that provide a wide range of study opportunities.

Services

UniZulu has a wealth of academic, religious, cultural, and political societies and associations that cater towards student needs. It further boasts 17 sporting codes.
The majority of UniZulu students live in on-campus residences, however, the University also caters for students who wish to stay off-campus.

Richards Bay City Campus – Coming Soon!

UniZulu is building a new campus that will supply graduates needed for the economic and social development of the region, province, and South Africa. The campus will be located in Richards Bay and is scheduled to open in January 2010.
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 28 years the 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 the higher education landscape a few years ago, the CUT embraced its new status as a university of technology and thus 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 and 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, the Sleep Laboratory and the Centre for Rapid Prototyping & Manufacturing (CRPM) are widely recognised for the research conducted here. A Postgraduate School was also established in an effort to develop and manage research at postgraduate level.

The CUT’s Hotel School is recognised nationally and internationally as one of the best Hotel Schools 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 are employed within three months, whilst half 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 serves as a bridge between the CUT’s expertise on the one hand, and the community that stands to benefit on the other. 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 the CUT’s Welkom Campus, as well as at the regional learning centre in Kimberley in conjunction with the National Institute of Higher Education.

**Faculties and schools**

National certificates, diplomas and degrees up to doctorate level are offered by the 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 Art; 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.

A fourth faculty, the Faculty of Human Sciences, is presently under discussion.

**Facilities**

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

Six projects are underway where buildings will be upgraded or built to improve the physical standards and efficiency of the CUT.

**Admission requirements**

For more information and special requirements with regard to international students and postgraduate studies, visit our website: www.cut.ac.za
The current vision has brought Stellenbosch University to a point of departure in which it can elevate itself to an institution that does not only want to be significantly "different" (relevant), but also wishes to be significantly "better" (quality).

Location and Campuses
Stellenbosch University’s main campus is located in the picturesque town of Stellenbosch. There are three satellite campuses: Tygerberg Campus (Health Sciences), Bellville Park (Business School), and Saldanha (Military Science).

The University’s multilingual campus culture welcomes a diversity of people and ideas. On campus three main languages, English, Afrikaans, and Xhosa are spoken. The language of instruction in undergraduate programmes requires a working knowledge of Afrikaans, while English is the main language of instruction at postgraduate level.

Faculties and Entrance Requirements
A comprehensive range of undergraduate and postgraduate programmes is offered across ten Faculties: Arts; Science; Education; AgriSciences; Law; Theology; Economic & Management Sciences; Engineering, Health Sciences and Military Science. For more information visit: www.sun.ac.za/students/AtoZ/SUN/eng/index.asp.

Matriculation exemption, a minimum average percentage, and individual programme criteria are the entrance requirements for Bachelor programmes. Prospective postgraduate candidates should hold an appropriate qualification(s) from a recognised institution(s) with good grades as well as adequate English language skills (submit TOEFL or IELTS) to be considered for admission.

Research
Stellenbosch University has established itself as one of the leading research universities in South Africa and Africa, and engages in basic and applied research. The University is home to 245 NRF-rated researchers and houses three DST/NRF Centres of Excellence, as well as the National Institute for Theoretical Physics (NITheP). As part of the South African Research Chairs Initiative (SARChI), the University hosts nine chairs as well as a SA National Energy Research Institute (SANERI) Research Chair.

Faculties and Services
Stellenbosch University offers excellent academic and recreational facilities to its students. On its main campus, it houses one of the biggest underground libraries in the world, and a modern student centre offers a wide variety of commercial, financial and entertainment services. University residences and houses, as well as private accommodation, located on and around the campus, are mostly within walking distance of the majority of the academic buildings. International students may choose to stay in self-catering accommodation, administered by the International Office, or in private accommodation.

International Students
The International Office takes care of the special needs of all international students. It creates a platform from the first enquiry to application, admission, and registration and throughout the stay on campus. In 2008, we welcomed 2,500 international students that included a mix of study aboard, exchange, research and full-degree students.

Stellenbosch University's formal academic output, in the form of accredited publications for 2008, was 2.1 per staff member, the highest research output per capita in the country.
The Vaal University of Technology’s (VUT) main campus boasts excellent facilities conducive to learning and research, sport and recreation, art and culture, and community engagement. Three satellite campuses extend the services of the University at Secunda, Ekurhuleni and Upington. There is also an extension to the main campus in Sebokeng called Edu-City. 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;
• Research; and
• Community Service.

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.

Research

Research has become a focal point of the University, while applied research is the main focus. The University has five research institutes involved in multi-disciplinary applied research i.e: 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 that: 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.

Student Services and Support

Vaal University of Technology is home to more than 1,200 international students, and has an International Relations Department 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 also entertained by their own radio station, VUT FM.

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.

The appointment of the first female Vice-Chancellor

The appointment of Professor Irene Moutlana as VUT’s first female Vice-Chancellor heralded a new era in the history of the University. Professor Moutlana’s approach to the management of the Institution was well articulated in her inaugural address in which she spoke about the soul of the Institution as being ‘sensitive to people’s issues’. In her daunting task of taking the University into greater heights, she is assisted by three Deputy Vice-Chancellors: Prof A H Louw (Deputy Vice-Chancellor: Academic and Research), Prof P Naidoo (Deputy Vice-Chancellor: Resources and Planning), and Prof G N Zide (Deputy Vice-Chancellor: Governance and Operations).
Mangosuthu University of Technology
In Pursuit of Excellence

Mangosuthu University of Technology (MUT) is situated on the outskirts of Durban and overlooks the beautiful Indian Ocean. University education is tertiary education that provides students with career-oriented skills through a combination of theoretical knowledge and practical experience in the workplace. MUT works closely with commerce and industry to ensure that the curriculum of a particular qualification is completely relevant to the chosen field and that the qualification is market related.

Faculties
MUT 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. All other Universities of Technology in South Africa recognise the qualifications of MUT, and to this end, the institution operates on a system of external moderators drawn from other Universities of Technology, Universities and Industry.

Core Purpose
The core purpose of MUT is to contribute to the advancement of vocation-based education and training that will enhance the country’s skills and competitiveness for the development of humanity. The University is also fully invested in the upliftment of the community. The Department of Community Outreach leads the way in bridging the gap between formal and non-formal education programmes for the disadvantaged groups. Job opportunities have been created through the existing programs such as cooking and baking, motor repair work skills, computer literacy, sewing and fashion designing.

University of Fort Hare
The Power of Choice

Recognised as one of the prestigious universities of 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 Southern African leaders.

Fort Hare, established in 1916, 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. Among its illustrious alumni are two Nobel Peace Prize winners, four presidents, three prime ministers and numerous cabinet ministers and business and science leaders.

Students and Services
The University serves nearly 9,000 students on its three campuses in Alice, Bhisho, and East London. Many students live in campus accommodation, enabling them to participate in a vibrant learning community and enjoy the university experience. The Alice Campus alone has 33 halls of residence. Fort Hare offers a range of support services to students including health- and welfare care, counselling and guidance, and sports and recreation.

Faculties
The University’s five faculties: Education, Law, Management and Commerce, Science and Agriculture and Social Science and Humanities; and 10 schools offer a wide variety of study opportunities across many fields, ranging from undergraduate diplomas through to Bachelors, Honours, Master’s, and Doctoral degrees.
University of Johannesburg
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 calibre and potential. The University 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. UJ’s more than 45,000 students represent the rich cultural and racial diversities of South Africa, and the University offers outstanding academic programmes, assisted by mixed modes of delivery.

Location, Campuses and . . . flexible programmes

UJ is located in the ‘City of Gold’, Johannesburg, the gateway to many destinations in South Africa, and the rest of Africa. UJ has five campuses of which four – Auckland Park Kingsway, Auckland Park Bunting Road, Doornfontein, and Soweto – are located in the metropolitan area of Johannesburg. The East Rand Campus in the Ekurhuleni Municipality at Daveyton is near the OR Tambo International Airport. A comprehensive range of both academic and career-focused programmes, with varying entrance and exit levels, is offered by nine Faculties: Art, Design and Architecture; Economic and Financial Science; Education; Engineering and the Built Environment; Health Sciences; Humanities; Law; Management; and Science; spread across five campuses.

International Student Admission

Please consult specific course brochures for these requirements (on homepage of faculties). Special admission procedures for programmes include: assessment for guidance; evaluation and placement purposes; interviews; submission of portfolios of work, as well as compulsory subjects and a minimum M Score.

University of Venda
A truly African university

The University of Venda’s vision is to be at the centre of tertiary education for rural and regional development in Southern Africa. 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 Southern Africa, using appropriate learning methodologies and research. The University’s mandate is to be a ‘comprehensive institution’ that provides academic, professional, and vocational qualifications.

What makes Univen great?

As a university situated in a rural environment in Thohoyandou in the Vhembo 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 Southern African and international communities. The pedagogy of 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 social development. University academic work is organised within three faculties: Health, Agriculture and Rural Development; Humanities, Management Sciences and Law; and Natural and Applied Sciences.
Walter Sisulu University (WSU) is a comprehensive university situated in the largely rural province of the Eastern Cape. The University was established on 1 July 2005 through the merger of the former Border Technikon, Eastern Cape Technikon and the University of Transkei.

WSU’s unique location that straddles the rural and urban divides of the Eastern Cape has inspired the University’s objective to become a critical change agent in the province and a meaningful partner in the delivery of the development imperatives of the country and the province. Currently, WSU has approximately 24,000 students who are spread across four campuses in Mthatha, Buffalo City, Butterworth, and Queenstown. Each campus operates through delivery sites or teaching centres, of which the University currently has 11.

As a comprehensive university, WSU offers courses across the national qualification spectrum, from certificates and diplomas to degrees and postgraduate degrees. The University’s flagship Medical School, which is based in Mthatha, is a pioneer in the provision of problem-based learning and community-based education. The University is also a proud teaching partner in the Nelson Mandela Academic Hospital, a technologically advanced referral hospital.

The University has five Faculties that offer a full range of accredited qualifications: Health Sciences; Science, Engineering and Technology; Business, Management Sciences and Law; Education; 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.
Useful Contacts

**Study South Africa Associates**  
International Education Association of South Africa (IEASA)  
PO Box 27394, Sunnyside  
Pretoria 0132, South Africa  
Tel: +27 (0)12 481 2908  
Fax: 086 649 1247  
E-mail: info@ieasa.studysa.org  
Website: www.ieasa.studysa.org

**South African Qualifications Authority**  
Postnet Suite 248, Private Bag X06  
Waterkloof 0145, Pretoria 0001  
South Africa  
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

**MACE (Marketing, Advancement and Communication in Education)**  
Room 18, Administration Building  
Ground Floor, Westville Campus  
University of KwaZulu-Natal  
Durban 4001, South Africa  
Tel: +27 (0)13 260 7971  
Fax: +27 (0)13 260 3265  
E-mail: mace@ukzn.ac.za  
Website: www.mace.org.za

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

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

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

**Government**  
South African Government  
Websites: www.gov.za

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

**Ministry of Education: Higher Education and Training**  
Private Bag X989  
Pretoria 0001, South Africa  
Tel: +27 (0)12 314 2911  
Fax: +27 (0)12 323 3831  
Website: www.education.gov.za

**Department of International Relations and Cooperation (Formerly Department of Foreign Affairs)**  
Private Bag X152  
Pretoria 0001, South Africa  
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, South Africa  
Tel: +27 (0)12 843 6300  
Website: www.dst.gov.za

**Education**  
Council on Higher Education  
1 Quintin Brand Street  
Persequor Technopark  
Brummeria, Pretoria 0001  
South Africa  
Tel: +27 (0)12 349 3840  
E-mail: admin@che.ac.za  
Website: www.che.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

**Government**  
South African Government  
Websites: www.gov.za

**Useful websites for students and travellers**

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

**South Africa in the news**  
Mail and Guardian: www.mg.co.za  
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