



study
**SOUTH
AFRICA**

The Guide to South African
Higher Education
8th Edition **R95.00**

The role of internationalisation in South Africa's knowledge environment



**thola
ulwazi olunzulu**

get deep
knowledge



**ulwazi
lungamandla**

knowledge
is power

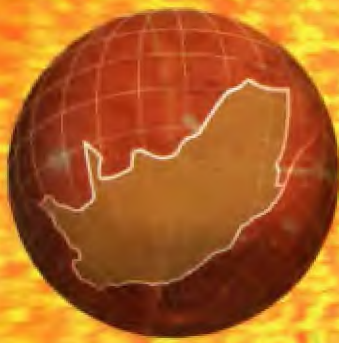


**ulwazi
luvula amehlo**

knowledge
will open your
eyes



International Education
Association
of South Africa



s t u d y
**SOUTH
AFRICA**

The Guide to South African
Higher Education
8th Edition

The role of internationalisation
in South Africa's knowledge environment



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



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Visit the *Study South Africa* website for an electronic version of *Study South Africa* and to link directly to university websites.

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

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Message from the Minister of Education

The International Education Association of South Africa (IEASA) has produced yet another magnificent publication on higher education in South Africa. It is an excellent source of information for everyone interested in universities and research in this country. It is especially useful for international students who plan to study in South Africa, and for people involved in developing international programmes.

The theme of this edition, "The role of internationalisation in South Africa's knowledge environment", is opportune at this juncture. It provides role-players in higher education with the opportunity to examine critical issues such as the place, purposes, benefits and limitations of internationalisation in the sector and the contribution internationalisation makes to the knowledge economy of our country.

To participate effectively in the knowledge economy, South Africa has to grow its research base. For this, we need a pool of vibrant young researchers. South Africa is able to provide opportunities for groundbreaking research, and internationalisation provides students, academics and researchers with prospects to broaden the scope of their research. Exchange programmes, bilateral research connections, collaborative partnerships and other international links lend themselves to pathways through which local and international staff and students can expand their horizons and skills. In this way internationalisation can assist South Africa in realising its objectives.

The South African higher education sector has identified priority areas in which it needs to develop human capital. They include science, technology and engineering. We can use international programmes to accelerate our capacity building plans and in particular the training and development of postgraduate students. Through research collaborations, for example, postgraduate students can be jointly trained and co-supervised with partners. This has beneficial outcomes for students, research partners and academics, as well as for the system as a whole.

Aside from benefiting from sending our students abroad, South Africa also gains by receiving foreign students. International students bring with them different viewpoints, technologies and skills, which assist in developing new perspectives and techniques in South Africa. Furthermore, cultural interaction enhances our own students' experiences.



UKZN Graduation



Naledi Pandor

By studying together students come to understand and accept cultural differences and are enriched. These interactions, in turn, build positive relations which have positive long term benefits in developing economic and social links between people and countries, and which will help overcome newly surfaced problems of xenophobia in South Africa.

South Africa is currently host to more than 60,000 international students and many academics. The greatest proportion of international students and academics are from Africa, particularly from the Southern African Development Community. As a host country we ensure high quality courses at universities, in order for our qualifications to be recognisable worldwide. South African institutions produce professionals who are highly sought-after around the world.

This publication supports South Africa's education sector by providing information and by publicising our institutions and the sector as a whole. I would like to thank IEASA for the important role it plays in higher education.

Naledi Pandor
Minister of Education

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Message from the President of IEASA

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

Study South Africa is distributed widely and used by higher education organisations in South Africa including IEASA, the vice-chancellors' association Higher Education South Africa (HESA), and the advisory Council on Higher Education. It is distributed by universities to partner institutions and used for marketing purposes.

The Guide is also sent to South African diplomatic missions around the world. I have had the pleasure of visiting several missions in the past two years. The highlight was receiving the South African Ambassador to Washington DC, who opened the *Study South Africa* booth at the Association of International Educators (NAFSA) conference in the United States on 27 May 2008.

The publication is used to promote and provide exposure to South African higher education at prestigious international conferences and government promotional events. *Study South Africa* is available at some book stores and may be purchased from the IEASA Office. The publication is widely quoted and extensively accessed on its website: www.studysa.co.za

Study South Africa is published in partnership with Higher Education South Africa. HESA provides leadership to the higher education sector in its drive to be globally competitive. HESA's chief executive officer, Dr Duma Malaza, confirms that IEASA's work is a source of knowledge that contributes to the strategic goals of HESA's internationalisation plans.

The team that supports the daily operation of IEASA and *Study South Africa* comprises:

- Ms Thilor Manikam, the full-time Senior Administrative Officer who is responsible for the smooth running of the IEASA office and Project Coordinator for *Study South Africa*.



Fazela Haniff

- Dr Roshen Kishun, Executive Director (Interim) of IEASA and Project Manager for *Study South Africa*.

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Gateway and gate-keeper: Internationalisation in South Africa

If it had only been assumed before, it became patently evident during the last year that higher education in South Africa is firmly and irrevocably situated within the global arena. It is no longer the case that internationalisation is simply an issue restricted to the mobility of students from around the world. Rather, internationalisation has become a broader and more complex web of inter-connectivity.

For Higher Education South Africa (HESA), internationalisation now covers a broad array of relationships. From academic and research linkages across the globe, to partnerships between HESA and its counterpart bodies in Africa and beyond, to visiting delegations from Cuba, the United States, Japan and Southern Sudan, to name but a few.

Perhaps most importantly is the way that internationalisation also involves increasing liaison with government departments because of the necessity of ensuring that there is a streamlining of efforts between higher education and departmental priorities. Paradoxically, the more South African higher education embeds various forms of internationalisation and reaches out across the world, the more it relocates and deepens dialogue with its own government.

This dialogue is important because of the role higher education must play within a developmental state. South Africa does not presume to have reached the giddy heights of an entirely knowledge-based economy; the reliance on resources, although gradually diminishing in economic importance, still holds sway.

What matters is that South Africa needs to cultivate a solid resource-based economy with innovative high-tech offerings, to move towards a balance between a resource economy and one based on knowledge and innovation. Higher education in South Africa is called on to provide that gateway to increased innovation – a process that is only possible if our universities access the important knowledge work done at institutions across the world.

In addition, higher education in South Africa is unique in that it offers another kind of gateway – to the rest of Africa.

Most international students come from the Southern African Development Community region. South Africa is an important transitional point in their self-development. But unlike students from elsewhere in the world, those from Africa come here to be at home while studying abroad. Students from, for example, Botswana or Namibia or Southern Sudan, do not come to South Africa to stay but to acquire degrees that can be taken home to build, in turn, stronger societies within their own countries. We understand our role as facilitating the circulation of students, lecturers and knowledge within the region and Africa.

In this context, recent highly publicised xenophobic attacks in South Africa deeply shocked the sector – not least of all because we perceive higher education as a place where tolerance and mutual respect thrives. From HESA's perspective, the xenophobic incidents were largely poverty-related and do not represent the culture or mindset inculcated at universities. All of our universities have Codes in place that protect students and staff from discrimination of any kind, and our institutions will eradicate any form of social injustice that might arise. In this context, the entire higher education sector is determined to act as a gatekeeper to ensure that the space that is the university remains protected and conducive to difference.



Dr Duma Malaza

A recent study of graduate attributes conducted by HESA showed that graduates of South African universities are remarkable in their ability to operate successfully in an array of different cultural groups and settings. Cross-cultural mobility will become increasingly important in a globalised future, and our universities will remain places where this quality is nurtured.

Dr Duma Malaza
CEO, Higher Education South Africa

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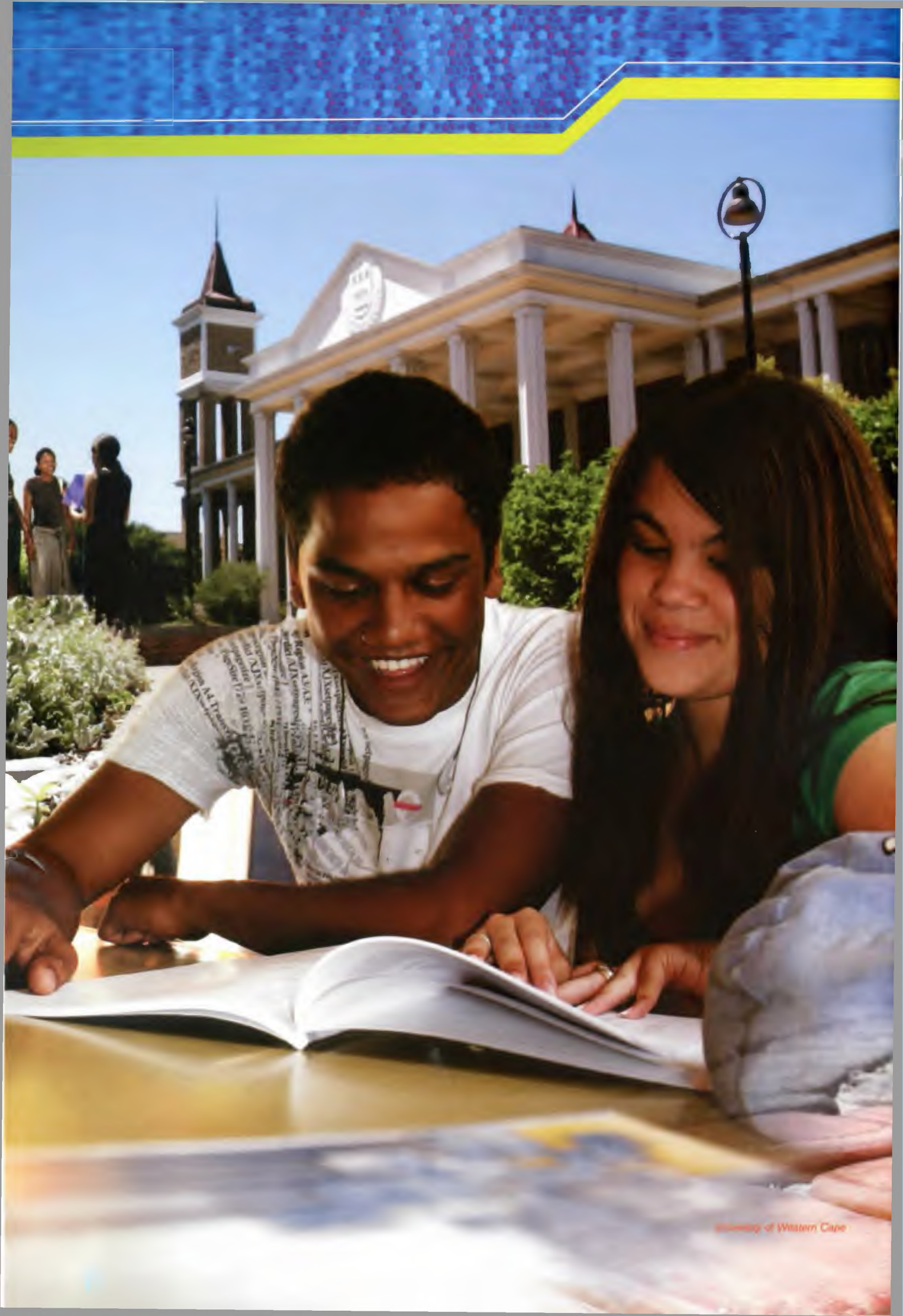
Leading higher education in South Africa

Higher Education South Africa is the leadership association representing all 23 public universities in the country. HESA's vision is "to be the unified body of leadership in a transforming, dynamic and diverse system of higher education". Its mission is:

- To promote and exercise proactive transformation, leadership and expertise for the higher education sector and South Africa.
- To address, through its members, national development imperatives.
- To position higher education at the centre of knowledge production, research and development and innovation strategies.
- To provide value added services to its members.

The activities of HESA are organised around several programmes and projects that support, strengthen and contribute to the creation of a proactive, energetic higher education sector.

HESA's National Information Service for Higher Education (NiSHE) provides important information on enrolling and studying in universities (www.hesa-enrol.ac.za/nishe), while the Matriculation Board is involved in admissions regulation including the benchmarking of foreign qualifications (www.hesa-enrol.ac.za/mb).



The role of internationalisation in South Africa's knowledge environment

Introduction

South Africa's peaceful transition from apartheid to democracy in 1994 was recognised worldwide as an extraordinary achievement. Democracy brought rapid and radical transformation to the country and society, as well as new challenges – particularly the needs to redress the race-based inequalities of the past and to deliver development gains to the country's black majority. Political change ended international sanctions and South Africa re-entered the global community of states, forging friendly relations with countries around the world and taking a leading role on the African continent. At the same time, the world was being buffeted by forces of globalisation and the emergence of knowledge-driven societies.

Like all other sectors in society, higher education faced an array of imperatives. Universities needed to respond to urgent new national priorities and to 'Africanise' by opening their doors to students of all race groups, and transforming the demographic profile of their staff as well as curricula and campus cultures. Simultaneously, institutions needed to 'internationalise' – defined by Jane Knight as "the process of integrating an international, intercultural or global dimension into the purpose, functions or delivery of post-secondary education" – and prepare students for an increasingly competitive, knowledge-driven world.

"Higher education took a proactive stance on internationalisation post-apartheid," says Dr Roshen Kishun, interim executive director of the International Education Association of South Africa (IEASA). "It was abundantly clear that research had become an international activity, and that knowledge transcended boundaries. What we needed to do was use knowledge out there to find solutions to the problems we faced – to not reinvent the wheel!"

In the past decade academics and universities have forged links and partnerships with researchers and institutions around the world and across Africa, and have joined international research projects and networks. International students have been welcomed on campuses, and since 1994 their numbers have soared from around 12,500 to 60,500 last year – or 8% of a total higher student body of 746,000 – according to provisional figures from the Department of Education.

There have been challenges, such as ensuring that visitors are safe and well cared for, and that South Africa (and Africa) does not lose her best and brightest students abroad. And key questions remain over the extent to which internationalisation has become an integral part of university policies, strategies and actions in ways that will better enable them – and students and academics – to meet the demands of the knowledge

society in a rapidly changing world.

"Internationalisation is about more than student and staff mobility and international partnerships. It is also about including an international dimension in what we teach – from engineering and science to philosophy – in ways that make students feel that they are part of a global community and part of the solution to global challenges," says Kishun. "Embedding the principles and values of internationalisation into everything that a university does is the next level – the notion of 'internationalisation at home'."

To what extent is internationalisation inserted in the research endeavours, management structures, administration and curriculum of South African universities? Is there sufficient support for the mobility of students and researchers, and for international cooperation in higher education to create an environment in which new knowledge may be generated? These and related issues are explored in this edition of *Study South Africa*, which has as its theme 'The role of internationalisation in South Africa's knowledge environment'.

In the first of four articles, Professor Ahmed Bawa argues that research enterprises are an important way to build bridges between South African universities and those in other parts of the world – bridges that are crucial because they create opportunities for South African research to be part of the global system of knowledge production.

Dr Jane Knight explores 'The international dimension of research', arguing that increasing interconnections and interdependence among nations and the global reach of many of the world's challenges are placing growing importance on the role of universities in the production and distribution of knowledge – but that along with increasing opportunities to participate in research networks come challenges attached to ensuring appropriate and sustainable partnerships.

In 'The drift away from the Western world', Saliem Fakir contends that the vast body of learning generated by the Western tradition has provided a heritage to all humanity, but that a new array of forces and power in the world is eroding Western cultural hegemony and will bring about profound shifts that offer opportunities for new and alternative intellectual spaces to be created. Finally, *Study South Africa* takes a nuts-and-bolts look internationalisation in South African higher education.

Connecting to the global knowledge production system

Professor Ahmed Bawa

Higher education defines the nature of a society – its intellectual vibrancy and its ability to generate new ideas and to respond to new and difficult challenges. South Africa's peaceful transition to democracy in 1994 is a measure to some extent of the deep intellectual culture that pervaded its liberation movement and society more generally. And the higher education system had – and continues to play – a big role in that.

But nations such as South Africa have also to be part of the large global world of knowledge. Universities act as bridges between this nation and others. We shall return to this below.

Diverse universities

Diversity is the key word when one talks about universities in South Africa. There are different sorts of universities, and the typology of institutions depends so much on the racialised history of the nation. All universities have undergone enormous changes in the recent past as they have come to grips with the new conditions in which they found themselves.

There are universities located in rural parts of the country which offer unique experiences of a nation in which some 40% of the population lives in rural areas. These universities are closely linked to the contexts in which they are embedded. And there are urban universities that are very much like urban universities in other parts of the world. South African universities are all expected to have a research profile and in this they are highly divergent, with some universities regarded as research-intensive institutions.

While most universities are English-medium, there are also Afrikaans-medium universities and mixed-medium ones. As yet none of the universities use any of the other nine official languages as a medium of instruction. Having said this, campuses resound with conversations in all 11 official languages and others besides. They are sewn onto a rich tapestry of languages and cultures. In addition to the African language departments in all universities there are departments which

offer French and Italian and so on. And of course the richest diversity is left for the academic enterprises at institutions. It would be interesting to provide some examples.

The University of KwaZulu-Natal is a research-intensive institution in the province with the same name. KwaZulu-Natal is the epicentre of the HIV-AIDS pandemic and the university has a very substantial research and graduate education enterprise in the various disciplines that serve to address the devastating disease. This enterprise spans both the biomedical sciences and the social sciences (and even the humanities and natural sciences). It includes a dedicated research centre called the Africa Centre, based in a rural context close to a town called Mtubatuba, which is probably the largest demographic study of its kind anywhere in Africa. The university has more than 200 research projects in the area of HIV-AIDS and it generates hundreds of millions of rands worth of research grants annually. Other South African universities also have substantial research enterprises to combat this disease.

The University of Stellenbosch is located at the heart of South Africa's wine industry and has a very substantial research programme to support the wine industry. The Institute for Wine Biotechnology was established there as a partnership between the University, the wine industry and the national government. This is another way in which South African universities have responded to the challenges of national development – by establishing research and graduate education programmes that focus on the needs of a globalising economy.

The University of Witwatersrand has traditionally had a close relationship with the mining industry. Indeed, all universities have research and development relationships with South Africa's industrial base. This research connection is important since it introduces new resources into the research enterprises at universities and provides a good opportunity for sound relationships to develop between universities and future employers.



Credit: Africa Centre, University of KwaZulu-Natal

The role of internationalisation in South Africa's knowledge environment

All South African universities also have vibrant research enterprises in the natural sciences, humanities and the social sciences. The University of Cape Town, generally regarded as one of South Africa's foremost institutions, has exceptional research programmes in a range of areas.

Global research connections

The existence of research enterprises is important as a way to build bridges between South African universities and those in other parts of the world.

These bridges are crucial since they create the opportunity for South African research and graduate studies to be part of a global system of knowledge production – to contribute to that system and to be benchmarked in that system. Bridges also open up the channels for people to work across systems so there is an increasing level of joint research activities in a broad array of areas. And the fluidity in researchers increases the effectiveness and creativity of the South African research system. Very often collaborations also involve co-supervision of graduate students.

These kinds of global connections, whether they are seen to be individual collaborations or institutional ones, are increasingly important in a globalising world. So many issues – infectious diseases, global climatic change, food security – are global issues and research on them must be seen in global terms.

An important aspect of this is the fact that there is much new

research funding that allows research enterprises to be of a global nature. On the one hand, bilateral agreements between the South African government and others have resulted in pools of research funds that result in collaborative work. On the other hand, several very large research funding agencies, such as the National Institutes of Health in the United States, see the value of this kind of globalisation and are important funders of research at universities in South Africa.

South African universities are vibrant centres of intellectual work. They are strong producers of research in a broad array of areas – everything from physics and philosophy to public health and food security. There are already a significant number of international students at South African universities, and this participation must increase since the contribution of international students to the already substantial diversity that exists in universities is extremely important.

** Professor Ahmed Bawa is a member of the Department of Physics and Astronomy at Hunter College, CUNY, United States. He was until recently Deputy Vice-Chancellor (Research) at the University of KwaZulu-Natal, and formerly served as programme officer for higher education with the Ford Foundation in Africa. Bawa was part of several policy development teams in South Africa post-1994 in the areas of science and technology and higher education, as well as being an inaugural member of the National Advisory Council on Innovation and a member of numerous national and international boards.*



The international dimension of research

Establishing priorities and a strategic approach

Dr Jane Knight

Internationalisation is one of the major forces impacting and shaping higher education as it evolves to meet the challenges of the 21st century. In fact, the internationalisation of higher education is a process in rapid evolution – both as actor and reactor to the new realities of globalisation.

Internationalisation is increasing in importance and complexity and is contributing to the quality of higher education and research, the level of regional and international interaction and connectivity, and the development of human resource capacity especially for countries active in the knowledge society.

The growth in the international dimension of higher education – including student and scholar mobility, regional and international networks, curricular reform, research initiatives and new types of providers – brings new opportunities, challenges and also risks to higher education systems and institutions around the world.

Internationalisation is recognised as 'the process of integrating an international, intercultural or global dimension into the purpose, functions, or delivery of post-secondary education. This process occurs at the institutional, sector, and national levels'

International dimension of research

The focus of this article is on the international dimension of research at the institutional level. While research has been a fundamental role of universities for centuries, it is probably true to say that the international dimension of research has never been more important or more complex than now – the age of the global knowledge economy.

The increasing interconnections and interdependence among nations and the global reach of many of the world's challenges such as the environment, health, terrorism, migration and poverty, place increasing importance on the role of universities in the production and distribution of knowledge. Universities are conducting research in a context where collaboration, cooperation and competition with other universities, private sector companies, and public sector bodies both locally and internationally is more of a necessity and is hence becoming more of a priority.

What does the internationalisation of research actually involve? The answer to this question is not straightforward as it means different things to different actors, stakeholders and beneficiaries. The international dimension of research can refer to the content or substance of research, the partners, the funding, the sponsors, the dissemination, the application and even the training of researchers at the undergraduate or graduate levels.



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The role of internationalisation in South Africa's knowledge environment

But this does not imply that all research is international in scope. It is important to recognise that the international dimension of research addresses and contributes to greater understanding of and solutions to local and national-level issues. Thus the concept of 'nation' remains pivotal to the internationalisation of research and the term 'inter' needs to be understood in the broadest of ways in order to maintain the elements of interaction, collaboration and cooperation.

This interpretation implies that the internationalisation of research is more than the traditional worldwide dissemination of research findings and new knowledge, which is in itself extremely important but certainly not the entire picture. Internationalisation of research has more aspects to it than what one might anticipate, and this contributes to the complexity of planning, implementing and evaluating the internationalisation strategy for research at the institutional level.

Trends and challenges

Financial support for research at universities has traditionally been institutional or national-based funding through research and scholarship councils. A review of these types of organisations reveals that they are building into funding programmes more opportunities, in fact, more criteria for researchers to be part of national and international networks.

Even regional-based sources of funding, most notably in Europe and Africa, are strongly encouraging universities to establish linkages with partners in the region and other countries around the world. The rationales and expectations for being part of regional and international networks are diverse – most often complementary but sometimes conflicting as well.

While opportunities to participate in these networks are definitely increasing, so are the challenges attached to choosing the most appropriate and sustainable partners for a network. It is necessary for institutions to be prudent and pragmatic about choosing which networks are best suited to their areas of expertise, their priorities for research and, of course, the anticipated outcomes.

There will always be research collaboration among elite universities around the world, but it is encouraging to see the number of South-South and South-North networks that are developing. These types of networks are often multifaceted and involve exchange of researchers, collaborative doctoral research training, organisation of joint research projects, expert meetings, conferences and publications. The different purposes, types, actors and functions of international research networks is a subject area in need of further investigation itself as the number and importance of international research networks increase.

Another aspect worthy of more attention is the international dimension of the training of new researchers. Again, the knowledge economy is placing growing demands on universities and private entities to invest more in the preparation of researchers who can function in environments that involve public-private partnerships, local-national-international collaboration, and interdisciplinary teams.



Collaborative research in Antarctica. Robert Inglis. Africanpictures.net

Subject area expertise is fundamental but so is the ability to work in an increasingly international, interdisciplinary and collaborative (and often applied) environment. Universities are starting to identify core and generic research competencies and ensuring that these are built into both undergraduate and graduate level education so that all graduates have a certain level of expertise in research, not just doctoral students.

The integration of an international dimension into the research agenda and capacity of a higher education institution requires a strategic approach to the development of research-related policies and programmes. In these turbulent times for higher education there is a stronger imperative for internationalisation and there are more and more opportunities for international partnerships. This brings a tendency, and a greater risk, for universities to respond to opportunities for international collaborative ventures in a reactive or ad hoc manner rather than a more proactive and strategic way.

University leaders, faculty members and full-time researchers need to initiate a rigorous analysis of the strengths and weaknesses of their institution's research capacity and a careful review of the opportunities and risks for increased internationalisation of research initiatives and partnerships. This will help to ensure that research priorities are established and there is a strong return on investment in the international dimension of research for local, national, regional and international benefit.

** Dr Jane Knight is an adjunct professor in the Comparative, International and Development Education Centre at the Ontario Institute for Studies in Education, University of Toronto, Canada.*

The drift away from the Western world

Saliem Fakir

The world is fast becoming multi-polar. A new dynamic of relations is being constructed right within the bosom of Western tradition. A new array of forces and power, being fostered along a South-South economic and political axis, for the first time in the 500 or so years of Western cultural hegemony will bring about profound intellectual and cultural shifts.

It is true that a vast intellectual tradition and legacy has been built and patronised by national governments and philanthropists in the Western world – the production of ideas and knowledge is admirable and unprecedented in human history. It is a body of learning and reasoning that must be seen in the end as a heritage belonging to the entirety of humanity.

While there is diversity within the Western tradition, there is also a deep rootedness and uniformity in the way experience and knowledge is framed that governs the production of science and technology within Western institutions.

This culture of science, which is an off-shoot of the enlightenment, finds inspiration from both the Cartesian and Baconian philosophical tendencies: the one being the privileging of reason, and the other empiricism. This scientific spirit also radiates throughout the fabric of economic and political thinking, as it is embedded in individualism and the free market.

Allowing an active embrace of humanism and secularism at the core of its social and political life, the Western culture of science has not however managed to bring the fruits into full life – to the rest of the world – because the Western outlook has recurrently come up against its own weakness: failing to resolve racial, religious or cultural questions and prejudices when it has involved others.

Its humanism, as a result, has always found itself caught in its own culture of preference – the preference of its own race. The vituperations of this disease seems to be gaining strength as the signs of crises within the Western tradition sink in slowly – no longer shall we expect in these desperate times a generous flourish of the kind of humanistic tendency that was settled on as the prime idea of the enlightenment. If anything, fear resurrects the demons of bigotry. Wherever one goes, that penetrating gaze follows, and pierces you.

Clearly, there have been enormous benefits from the rational and scientific philosophical outlook, which can be further built on and expanded in the non-Western world. Many of our students, scholars, and scientists have studied, spent time or received financial and other patronage from Western institutions and governments.

The imperial idea

Under-girding the entire framework of reasoning there has always been the view that Western interest would be well



Colonial days: The British army is welcomed in South Africa. istock

served if non-Western societies assimilated its learnings and cultural outlook – in this way hoping to strengthen the potential for an alignment of and proximity to their political and economic systems. A certain benign benevolence graced the engagement; the patronage and aid that is thrown as a lifeline across swathes of countries whose circumstances are desperate and dire. It has been benevolence not without its own intent.

As Joseph Conrad wrote starkly in *Heart of Darkness*, in relation to imperial power and colonialism: "The conquest of the earth, which mostly means the taking away from those who have a different complexion or slightly flatter noses than ourselves, is not a pretty thing when you look into it too much. What redeems it is the idea only. An idea at the back of it; not a sentimental pretence but an idea; and an unselfish belief in the idea – something you can set up, and bow down before, and offer a sacrifice to..."

It was with the frivolity of reason and violence and all the trappings of modernisation, that a new God found itself making recurrent excursions and insertions into the old worlds that fell to conquest. A total emasculation of living heritages was the result. Ironically, only to be appropriated by roving men of great expeditions and adventures as they hunted ancient treasures, geographies, traditions and knowledge, and brought home artefacts of expired civilizations under Royal patronage – there was, in an odd manner, a good thing in this, but also emblematic of the tragedy that comes with conquest.

There is a certain decadence in the idea that one should peer at the great ideas and creations of conquered civilizations and peoples as an aesthetic in its own right, but only in so far as they are symbols of the beauty of one's own civilization; they are as it were the salvaging of trophies from the feats of conquest which are glorifications of conquest. Here an odd thing happens: in the midst of cultural appropriations and a studious immersion in the civilizations of the conquered, the conqueror manages to convince us of the civility of the whole enterprise.

The role of internationalisation in South Africa's knowledge environment



South-South collaboration is on the rise. Istock

An encounter of Western civilization with the non-Western world was never punctuated by the sobriety of peace or a means of reaching some accord with those who were conquered. Conrad put it well when he wrote: "They were conquerors, and for that you want only brute force – nothing to boast of, when you have it, since your strength is just an accident arising from the weakness of others."

Through Conrad, in a strange twist of irony, one learns that one must never see the present only in the eyes of today. The present's unfolding was determined by the very manner in which different civilizations – when they first encountered each other – clashed. The sentimentality of how they saw each other imprinted itself on every subsequent generation. Leading to that crescendo of heightened cultural and political tension that in some parts of the world has reached the end of its tether and affects all of us in the most explosive of ways.

An active aspect of economic ties involved the education and training of students from the non-Western world – transferring through this massification of education the cultural and intellectual templates of the Western tradition in the non-Western world. This idea has been and is pursued with different temperaments in different parts of the Western world; by some with subtly and others with great aggression and evangelical zeal very much like the idea of democracy is being pursued in the Middle East today. Inherent was the belief that such transfer represented advancement and a common good as if it were amputated from ideology and other interest.

The idea had its own momentum and logic. In essence it is that the functionality of the Western system, by default of necessity, will have the effect of shifting long-standing non-Western traditions to the background, or even make them extinct – which in the most marginal societies is already the case. The ultimate goal is to breed the possibilities of likeness of attitude and thinking within a global system of common symbols, language and interpretations all hinged around the values and ethos of the dominant culture.

The entire rationale of the colonial system of education contained as its kernel this very idea – civilizing the 'native' by the provision of 'good' education, and hence making him-her a model citizen. Today, more pervasive forms of communication provide an efficient means for a very old idea. None of this though has materialized to the extent that was envisaged. Humans happily are not robotic. The world has proven itself to be complex and resistant to 'cultural cannibalism'. The 'McDonald-isation' of culture seems to be on the retreat. Despite enjoying the good things about the Western world, humans by nature are fiercely independent and protective of their traditions.

South-South movement

The consequences of material benefits from economic exchange that is South-South in character will inevitably involve the movement of people, ideas, cultural values and interest. In the past South-South foreign direct investment was insignificant, but it grew from a paltry \$15 billion in 1995 to \$46 billion in 2003. This remains small compared to global direct investment

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of \$650 billion, but the International Finance Corporation points to the fact that South-South capital transfers are growing five times faster than North-South capital flows (*Newsweek*, 26 December 2005).

For such investments to have grounding, there is a flow of people and exchange too. In other words, when economies shift polarity, so does the polarity of intellectual conversation and exchange. This presents an exciting opening; a moment for a new genre of intellectual tradition and synthesis that is seeded in the Western tradition but likely to be transformed by the growing insertion of non-Western outlook. Very much like the Indian economist Amartya Sen, Nigerian philosopher Kwame Anthony Appiah and Caribbean economist Sir Arthur Lewis have achieved in their work.

In the area of education, in particular the massification of higher education, there is a slow shift away from the North American and European worlds. Universities and colleges in Asia, for instance, are becoming preferred options for the training of a new generation of scientists, engineers, economists and so on. South Africa is already attracting many African students who would once have gone to Britain or America to earn their degrees.

The presence of international students and scholars inevitably creates the space for exposure to alternative cultural and intellectual views – a melting pot of diversity is a result, and it is transnational in nature and fertilises the potential for new sources of creativity and innovation that are mutually beneficial. This new synthesis that comes from a healthy engagement of traditions without nationalistic bias, racial or other prejudices, is the glue that makes a trans-national humanism possible. Or at least it is the beginning of a new cosmopolitan outlook that is in search of its own ethos and identity.

Clearly the benefits of a South-South agenda are likely to percolate in areas of economic development as the synthesis by necessity will involve the question of the poor, the need to be independent in scientific knowledge and technology, and to hold a different view of the State than that which prevails in the Western world and in the capitalistic tradition. There are possibilities too in the realms of culture, religion, music and other forms of expression. Economic confidence usually leads to confidence of self, and propels the search for self-identity.

How to construct a firmer bridge and raise the game of extracting the potential for a non-Western cultural, intellectual mix and milieu remains the most challenging task in the future. South Africa through its more than 30 bilateral commissions has planted in each commission more than the desire for the exchange of economic goods, but also the transfer of scientific and cultural interests between partner countries. Work within the India, Brazil and South Africa forum still needs to blossom, but is a step in the right direction.

The potential for a non-Western cultural and intellectual platform on the back of South-South economic and political alliances can gain further ground. But there is always the danger of the hubris of nationalism. Franz Fanon warned of the pitfalls of nationalism in his *Wretched of the Earth*; it almost always threatens the achievement of a broader social consciousness that ties upper and lower echelons of a society. Especially a sort of nationalism led by a self-seeking bourgeoisie that Fanon castigates as being satisfied with being an 'intermediary', and which preserves old ties uncritically. It is a negative type of cosmopolitanism and is designed to protect specific class interests more than the interests of all who fall by chance or choice within the sphere of the nation.

Even friendly nations are competitive and there is always the tendency to grab onto the idea of hegemony first, and from that vantage point to engage the project of universal affirmation of the common bond between humanity – launched, as it were, from a position of asymmetry that may exist between strong and weak countries. But the possibility of a singular cultural hegemony within emerging non-Western economies seems remote because of their being independent powers in their own right, each not sufficiently strong to overwhelm the other.

Realignments in the global geopolitical arena offer immense opportunities for alternative and new intellectual and cultural spaces and tendencies to be created. In the scientific arena these exchanges are gaining firmer ground because of their obvious and direct link to economic interest.

Where science has led, culture and intellectual exchange need not lag too far behind. As our governments extend the hand of patronage within the economic and scientific realms, so should the establishment of closer trading ties and alliances create the space for intellectual and cultural exchange to stimulate mutual depth of understanding and enrichment. The possibilities are latent within current exchanges in trade and politics – but require a firmer cosmopolitanism that has a national base but always protects the ambition for a wider and integrative social conscience that encompasses all within each of the nations.

What unites this aspiration for stronger ties with the non-Western world is rooted in that common experience and sentiment that comes from knowing that all of the non-Western worlds clashed with Western conquerors and suffered from the sway of a similar gaze of prejudice and intent, despite different attenuations of racial, religious and cultural moorings. A certain uniformity of feeling, that comes from a history of common prejudice, makes possible the aspiration for a common destiny.

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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 educational experience in a diverse and interesting environment for a fraction of the cost of studying in the rich world.

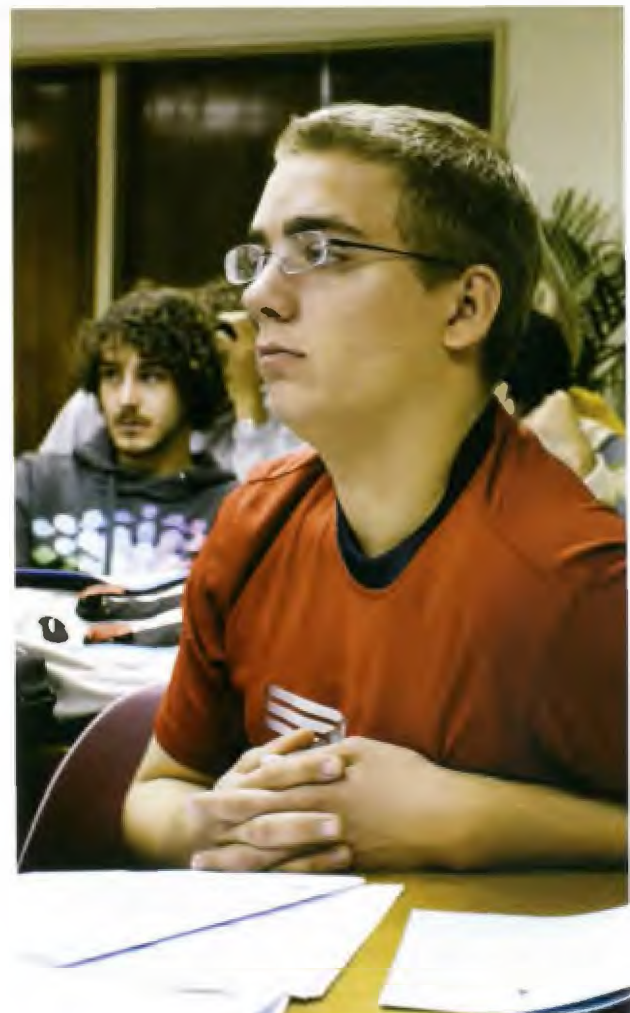
But internationalisation is about more than numbers of foreign students. It is also about integrating internationalisation into university strategies, activities and management, promoting international cooperation in higher education, supporting students and academics to respond to and be part of a changing 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. There are many academics from elsewhere working in the country. 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.

For instance, Nelson Mandela Metropolitan University is conducting research into internationalisation and promoting internationalisation of the curriculum. The University of Cape Town has growing its international profile as a strategic objective, and has more than 1,500 linkages with institutions and researchers around the world. Its University Science Humanities and Engineering Partnerships in Africa (USHEPIA) programme promotes collaboration among African researchers in the generation of knowledge and builds capacity in African universities, and a Visiting Scholars Programme facilitates the presence of international researchers on campus.



*American students on a study abroad programme in South Africa.
Cedric Nunn*

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African network for internationalisation

An African Network for the Internationalisation of Education is being established, to promote and support the internationalisation of higher education in Africa. ANIE comprises a growing network of scholars, policy-makers and professionals who are involved in international education, has a secretariat based at Moi University in Kenya, and operates special projects including a capacity-building programme aimed at young 'new generation' researchers called the Network of Emerging Scholars on Internationalisation (NESI).

The initiative flowed from a project – driven by African scholars but based at the Boston College Center for International Higher Education in the United States and funded by the Ford Foundation and Carnegie Corporation – called 'Higher Education in Africa: The international dimension'. The project conducted comparative analyses of internationalisation in Africa, investigated ways higher education might benefit from regional integration and international alliances, and critically analysed the challenges of internationalisation.

One of the project's co-directors is Dr Damtew Teferra, director for Africa and the Middle East for the Ford Foundation International Fellowships Program, founder and director of the International Network for Higher Education in Africa, and founder and former editor-in-chief of the *Journal of Higher Education in Africa*. He explained:

"Africa's higher education system is probably the most internationalised in the world – not by participation but by omission. As the weakest global higher education system, it relies heavily on the discourse, paradigms and parameters set by others, rendering it vulnerable to global whims and idiosyncrasies. African higher education assumes the position of the most internationalised system by being the least internationally engaged.

"The international dimension of higher education has both potential advantages and inherent risks. The prospects and challenges, while they tend to be related across regions and even at the global level, exhibit peculiar characteristics unique to individual countries. The need to understand the scope of these challenges and prospects has never been so crucial."

International students

South Africa has long been a destination for students from other countries in Southern Africa, as the regional country 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.

But the number of international students has grown dramatically since 1994, from 12,600 to more than 60,500 in 2007 – nearly 8% of a total of 746,000 students at South Africa's 23 public universities – according to provisional Department of Education figures. About a quarter of international students are postgraduates.

The choice by a steadily growing number of international

One of the project's main activities has been producing country studies by home-based authors and thematic chapters by experts, resulting in the publication of a book, *African Higher Education – The international dimension*, comprising articles on internationalisation and thematic chapters as well as case studies from 11 countries – Botswana, Egypt, Ethiopia, Ghana, Kenya, Mauritius, Mozambique, Nigeria, Senegal, South Africa and Tanzania.

A second thrust of the project was forging an international education network in Africa and building the capacity of key individuals and organisations through networks, seminars and conferences. ANIE was a result – and with its formation, the original project is ending and the new initiatives flowing from it are being based and developed in Africa.

ANIE has been constituted as a non-profit organisation with a steering committee chaired by Dr. Roshen Kishun, interim executive director of the International Education Association of South Africa (IEASA) and head of the International Office at the University of KwaZulu-Natal. Also on the committee are Jowi James Otieno from the ANIE secretariat in Kenya, Moshen Elmahdy Said from Egypt, Chacha Nyaigotti Chacha representing the Inter-University Council for East Africa, Paul Effah from Ghana, and Kenya's Crispus Kiamba (or alternately, David Siele).

The organisation will encourage research into internationalisation and focus on policies, structures and programmes that raise awareness of its importance and build the capacity of people and groups to study and implement international dimensions in teaching, research and service – for instance, through the NESI network of emerging scholars.

Among its priority areas will be student and academic mobility, regional and international networks, curriculum reform, and cross-border education. Specialist groups, such as NESI, are being formed to investigate matters that need research and action in areas such as the African brain drain, student mobility and credentials evaluation, or to bring together people with similar professional responsibilities, such as international office directors or credential evaluators.

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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. South Africa has become the most popular place to study in Africa, and is one of the world's Top 20 host nations for American students.

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. The country's setting and leading role in Africa, its strong research universities and its relatively advanced stage of development make it an ideal base for studies aimed at understanding the challenges of developing countries and Africa.

Many factors drive the choices of international students, who

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numbered 2.7 million in 2005 – a 47% increase over the 2000 figure of 1.7 million globally students, according to *International Higher Education*. 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.

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

It is not surprising, therefore, that 71% of international students are from neighbouring Southern Africa Development Community (SADC) countries where English is quite commonly spoken – 43,272 in 2007, against 14% from the rest of Africa and 12% from outside the continent.

International students at South African public universities, 1994 to 2007

Region	1994	1997	2000	2003	2006	2007
Southern Africa	6,209	7,822	21,318	36,207	35,917	43,272
Rest of Africa	1,521	2,079	4,263	6,664	8,569	8,445
Rest of the world	4,827	5,268	5,568	7,108	7,673	6,977
No or poor info			14,228	1,447	1,574	1,858
Totals	12,557	15,169	45,377	51,426	53,686	60,552

Source: Department of Education. These figures are provisional.

Note: Statistics on international students have improved over the years, and so the latest figures are the most accurate.

Zimbabwe is the major 'source' country, sending 24% of all international students – up from 18% in 2006. The rapid rise in the number of Zimbabwean students accounts for much of the increase in numbers from 2006 to 2007, and might have been fuelled by political and economic crises in that country. The next biggest sending countries are Namibia, with more than 10,000 students in South Africa, and Botswana with nearly 5,000, followed by Lesotho, Swaziland, Zambia, Mauritius, the Democratic Republic of Congo and Angola.

There were small declines in the numbers of students from non-SADC African countries and from beyond the continent between 2006 and 2007. The drop was insignificant in the case of students from the rest of Africa (124 students) but more substantial for students from outside Africa (nearly 700). Most non-African students in South African universities were from Europe, followed by Asia and North America.

Statistics from the Department of Education for 2005 showed that around a third of international students were enrolled on distance education courses through the University of South Africa, a proportion in line with other destination countries, for instance in Europe. The University of Cape Town had the highest number of foreign students at a 'contact' institution, while Rhodes University had the highest proportion (27%) from outside South Africa. More than one in 10 students were foreign at the Universities of Fort Hare and Western Cape, while international students comprised some 8% of students

International students at public universities, by country in 2007	
Southern African Development Community	Number
Angola	1,013
Botswana	4,963
Democratic Republic of Congo	1,146
Lesotho	3,683
Malawi	656
Mauritius	1,213
Mozambique	875
Namibia	10,169
Seychelles	26
Swaziland	2,825
Tanzania	628
Zambia	1,406
Zimbabwe	14,669
SADC total	43,272
Rest of Africa	8,445
Rest of the world	
Asia	2,068
Australia and Oceania	102
Europe	3,182
North America	1,497
South America	128
Rest of the world total	6,977
No or poor information	1,858
Grand total	60,552

Source: Department of Education, provisional figures, 2008

at the universities of the Witwatersrand, Nelson Mandela Metropolitan and KwaZulu-Natal.

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.

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.



The higher education landscape

Change is the only constant in South African higher education. Transformation of the country post-apartheid affected every aspect of society, including universities. In the past 14 years higher education has expanded rapidly, changed the demographic composition of its student and staff bodies, restructured into a single coordinated system with 23 public universities, adapted to new funding and quality assurance mechanisms, responded to national priorities, and forged collaborations across Africa and the world.

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 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 after years of decline, 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. The government is also raising funding for research, which will reach 1% of Gross Domestic Product in 2009.

The higher education landscape

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 needs 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 the 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. There are:

- 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: a new kind of institution, offering both bachelor and technology qualifications, and focusing on teaching but also conducting research and postgraduate study.

There are also new institutes of higher education in the two of nine South African provinces that previously had no provision: the Northern Cape National Institute for Higher Education, and the Mpumalanga National Institute for Higher Education.

South African higher education institutions in the new landscape			
University type No	University name	Provisional student nos.	
Universities	1 University of Cape Town	21,146	
	2 University of Fort Hare	8,851	
	3 University of the Free State	24,683	
	4 University of KwaZulu-Natal	37,886	
	5 University of Limpopo	16,348	
	6 North-West University	44,750	
	7 University of Pretoria	48,854	
	8 Rhodes University	6,075	
	9 University of Stellenbosch	22,364	
	10 University of the Western Cape	14,938	
	11 University of the Witwatersrand	25,057	
Universities of technology	12 Cape Peninsula University of Technology	28,952	
	13 Central University of Technology	10,447	
	14 Durban University of Technology	22,768	
	15 Mangosuthu Technikon	9,823	
	16 Tshwane University of Technology	50,716	
	17 Vaal University of Technology	16,146	
Comprehensive universities	18 University of Johannesburg	41,760	
	19 Nelson Mandela Metropolitan University	23,688	
	20 University of South Africa	237,444	
	21 University of Venda for Science and Technology	11,746	
	22 Walter Sisulu University for Technology and Science	24,479	
	23 University of Zululand	9,305	
National institutes	24 Mpumalanga Institute for Higher Education		
	25 Northern Cape Institute for Higher Education		

Source: Adapted from South African Higher Education in the First Decade of Democracy: Council on Higher Education, November 2004.
 Source: The provisional headcount enrolment numbers are from the Department of Education.
 Note: The headcount enrolment numbers include contact and distance mode students.

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 defining and positioning themselves in the hierarchy of institutions and finding ways of best combining the different qualifications, curricula, and teaching and learning styles of their traditional and polytechnic-style constituent parts.

The distance university of South Africa has the largest number of students – nearly 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 Tshwane University of Technology in Pretoria, which has nearly 51,000 students, followed by the University of Pretoria with just under 49,000, North-West University, the University of Johannesburg and the University of KwaZulu-Natal.

The changing face of universities

South Africa's multi-campus institutions are multi-racial, multi-cultural and multi-lingual – though English is the primary language of instruction on all but a few campuses.

Students

Expanding student numbers and improving access to higher education for disadvantaged black people were seen as key to overcoming apartheid-inspired 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 a major achievement. Student numbers have nearly doubled in the past 15 years, from 473,000 in 1993 to some 750,000 in 2007, according to provisional Department of Education figures. And while in 1993 nearly half of all students were white while 40% were African, 6% were coloured (mixed race) and 7% were Indian, by 2005 the portion of white students had shrunk to 25% and the African share had grown to 61%. African and coloured postgraduate student enrolment increased by 268% from 1996 to 2006, reports Higher Education South Africa.

South Africa's student participation rate – the proportion of 18 to 24-year-olds in higher education – has grown from 14% to 18%, and is expected to rise further to 20% in the coming years. 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 the low quality schooling.

The government-funded National Student Financial Aid Scheme

has played a critical role in enabling financially disadvantaged students to access higher education. Study bursaries and loans worth R1.6 billion were awarded to disadvantaged students in 2007, benefiting well over 120,000 students, and the numbers are growing annually. Student loans are recovered through the tax system once graduates are employed.

Still, higher education has a disturbing 40% 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. Loans and bursaries do not cover the full costs of study, leaving students struggling to cover living and other costs.

To open access, 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.

Success rates in universities have been improving, according to Higher Education South Africa, and are currently 72% for African, 76% for coloured, 79% 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 120,000 in 2005. There have been successful efforts to produce more of the kind of graduates the economy needs, especially in the fields of science, engineering and technology, which now enrol more than a quarter of all students.

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

Higher Education South Africa 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 a new national schools curriculum prepares youngsters for higher education. The tests measure academic literacy, quantitative literacy and skill in mathematics and, if adopted by universities, students will only need to write one test even if they are applying for entry to several institutions – and hopefully universities will be better able to select the students who most likely to succeed.

Staff

There are more than 43,000 full-time staff in South Africa's 23 public universities, including 15,600 academics, according to provisional Department of Education figures for 2007. A further 65,000 people are employed part-time.

All staff at public universities, full-time and part-time, 2007		
Personnel category	Full-time	Part-time
Lecturers and researchers	15,573	25,839
Executive-admin-management-professionals	1,541	229
Specialised-support professionals	3,630	4,573
Technical	2,793	2,798
Non-professional administration	13,076	29,612
Crafts-trades	935	58
Service	5,730	1,813
Total	43,278	64,992

Source: Department of Education, provisional figures for 2007

Most staff are white, closely followed by African staff, but while whites dominate the academic and professional personnel categories, black people are in the majority in non-professional 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. In 2005, 63% of academics were white and 42% were women (although female scholars were concentrated among the lower ranks). The figures were slightly more positive among executive and professional university support staff: while 44% of all staff were white, 38% were African, 8% were Indian and 5% were coloured.

It has been difficult for universities to attract and retain (especially black) scholars, against stiff competition from the higher paying public and private sectors, and amid complaints of a still 'Western' oriented institutional and academic culture. However, there are programmes underway to train a new generation of scholars, and the pool of potential candidates has been expanding along with postgraduate numbers.

Research

South Africa's research base is strong and diverse, and the largest in 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 have world class research, and feature in the Top 1% of the world's institutions (captured in the United States' Essential Science Indicators database) in nine of 22 scientific fields. There has been a dramatic rise in postgraduate enrolments since 1995, from 70,000 to more around 120,000. Nearly half of all research is in engineering or natural sciences, followed by medical and health sciences.

Following a funding decline during the 1990s, both the government and private sector have upped funding for research

and development, falling in line with other emerging market economies that have prioritised research and development (R&D) in recent years.

South Africa spends 0.9% of Gross Domestic Product on research and development and is on target to increase this proportion to 1% during 2009, which will place the country at a level with Brazil and ahead of India 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.

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

There are some 40,000 R&D personnel in South Africa, and the number is steadily rising. 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 – around 1,200 in 2005 – by a factor of about five over the next 10 to 20 years.

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 will be 72 new chairs, boosting research capacity and efforts to produce 6,000 PhDs annually.

Rated researchers

South Africa has 72 '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). There are 1,686 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 72 'A rated' scientists, 30 work for the University of Cape Town, and there are 16 and 12 respectively at the universities of the Witwatersrand and Stellenbosch. There are four at the University of Pretoria, three at KwaZulu-Natal, two at North-West and one each at the University of Johannesburg and Nelson Mandela Metropolitan University.

Across all six categories, most rated scholars are in health sciences (194) followed by animal and veterinary sciences (286), engineering (172), mathematics (139) and physics (113).

Funding universities

For many years university funding declined in terms of the proportion of total state finance committed to higher education – from 4% in 1999 to 2.5% in 2007 – forcing universities to raise tuition fees steeply. At the same time, student numbers grew while staff numbers remained static, placing strain on the system.

Universities have three primary sources of funding: government; student fees; and donations and entrepreneurial activities. In terms of state allocations, a new funding system is in place, linking funding to national policy goals and to the performance of universities. Direct funding allocations to universities are based on: research graduates and publication outputs; teaching outputs weighted by qualification level; student numbers weighted by study fields and course levels; and redress for institutions that have high numbers of poor students or are small.

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). 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 in the face of growing state steering of the system.

But the tide has turned and government funding is now on the rise. Allocations to universities in the 2008-2009 budget were 13.5% above those of the previous financial year, while the National Student Financial Aid scheme received a 17.5% boost.

Increases were especially directed towards allocations for foundation programmes and raising graduate outputs, improving infrastructure and recapitalising the National Student Financial Aid Scheme. In a submission to the Parliamentary Education Portfolio Committee in June 2008, Higher Education South Africa pointed out that since 2004 government funding for higher education had increased from R5.2 billion to R14.8 billion.

The 'physical renaissance' of higher education – the first major government allocation to universities in three decades – will include constructing new buildings and refurbishing older ones, improving teaching and learning resources and library facilities, improving graduate outputs and producing more science, engineering and technology graduates.

Governance and quality

Universities are autonomous institutions in South Africa, but the higher education system has increasingly been steered by a government concerned to ensure that the sector produces the skills the economy needs and is efficient and accountable.

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

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. Higher education is now based on learning programmes that drive the new funding formula.

Quality assurance

A quality assurance system was introduced in South Africa 2004. Quality assurance is the responsibility of the statutory advisory body, the Council on Higher Education. Its Higher Education Quality Committee (HEQC) conducts audits of universities – there have been more than 20 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 comes into force in 2009, 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 former technikons. Three quality and qualifications-related bills are enabling the system, including a National Qualifications Framework Bill 2008.

The Council on Higher Education will be responsible for generating and setting standards, and implementing the new framework, which will determine the types, characteristics and purposes of all qualifications. The policy also defines how higher education qualifications fit into the National Qualifications Framework (NQF), which covers all levels of education and registers all qualifications.

The framework sets minimum admissions requirements for all programmes, but leaves it up to universities to set their own admissions policies beyond those minimums. It allows recognition of prior learning and work integrated learning. 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, as decided by the university.

From January 2009 all new higher education programmes will need to comply with the framework, be registered on it and accredited by the HEQC or the Department of Education. There will be a transitional period for existing programmes to be restructured to achieve full compliance. The Department of Education is working with the Council and higher education community to discuss all aspects of the framework and its implications for universities.

Conclusions

South African higher education faces many challenges, among them uneven quality across the sector, high student drop out rates and the need to attract and retain more high level (especially black) academics and managers. In its submission to Parliament in June 2008, HESA listed what universities consider to be major constraints on achieving their goals:

- The increasing cost of higher education and pressure on the National Student Financial Aid Scheme, which is the primary source of student funding for many universities.
- Failure of the school system to produce sufficient numbers of school-leavers who are academically prepared for higher education.
- Inefficiencies in the system in terms of low throughput and graduation rates.
- Academic capabilities of staff, which need to be raised in



terms of qualifications and capacity to manage diversity challenges.

- Insufficiently transformed and still alienating institutional cultures at some of institutions.
- The sometimes destructive behaviour of students when they are unhappy about specific institutional or general higher education matters.

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 needs of South Africa and all its citizens.

With government funding improving after years of real terms decline, universities can work to consolidate and build on their achievements, produce more of the skilled graduates on which the country and economy depend, and further develop research.

Further education and training

South Africa's further education and training (FET) sector has been expanded and improved to raise quality and to tackle the country's skills shortage. FET colleges enrol around 400,000 students – and the government wants the number to reach a million by 2014.

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

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

FET colleges are spread through the country, in urban and rural areas, and so are accessible to many (including mature) students, and are crucial to efforts to encourage lifelong learning.

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

Private higher education

There are 92 private higher education institutions operating legally in South Africa, according to register of institutions published by the Department of Education, including 81 that are fully registered and 11 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. Most private colleges offer advanced certificates and diplomas with a vocational focus, responding to 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.

While the new obligations for private institutions were reasonable they were also onerous. All institutions granted registration have to obtain initial accreditation from the South African Qualifications Authority. Further accreditation is then required from the Council on Higher Education, followed by registration with the Department of Education.

While up to 2007, 443 institutions had lodged applications for registration as 'privates', only 144 were either provisionally or fully registered. Many institutions folded. The 2008 Register of Private Higher Education Institutions reveals that there are now 81 registered institutions. Most offer advanced certificates and diplomas in fields such as theology, information technology and computing, commerce and management, media, and alternative therapies.

There are also a number of bigger institutions offering a range of degree and postgraduate qualifications, such as Monash South Africa and the home-brewed 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



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

The new 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, freedom and human rights. 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, headed by Archbishop Emeritus 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.

The vision of current President Thabo Mbeki has driven moves towards African unification and an 'African Renaissance'. The South African Government has vigorously assisted in establishing all-Africa institutions such as the New Partnership for Africa's Development, the African Union and the African Parliament. South African soldiers are involved in peace-keeping efforts across the continent.

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

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 humming with energy. There are worlds of humanity and teeming wildlife; of oceans and mountains, semi-desert and forests, thorny bush and savannah; of modernity and tradition; of Africa and Europe and Asia; of rich and poor, of black and white.

The people are friendly, the weather is wonderful, the scenery is stunning and this middle-income country is sufficiently developed to be very user-friendly – it offers rich world comforts at 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 will host the 2010 Fifa Football World Cup, the first time this huge event will be held on African soil.

The tourism industry is booming. In 2007 foreign arrivals reached an all time high of 9.1 million people, up 8.3% on the previous year – considerably higher than the global tourism growth rate of 6.1%. While most visitors were from other African countries, 1.4 million people visited from Europe, nearly 400,000 from the Americas and 334,000 from Asia and Australasia.





In the prestigious 2007 *Condé Nast* Traveler Readers' Choice Survey, in which 28,000 readers of the US travel magazine voted for destinations based on their travel experiences, South Africa was rated the sixth favourite country to visit in the world, and Cape Town was voted the eighth best city and number one in Africa and the Middle East.

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 everything. The biggest city is Johannesburg, which is the economic heartland of South Africa. 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 which form South Africa's eastern, western and southern borders, enclosing 1.2 million square kilometers 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.



Drakensberg, Mark Wing



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

The 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-2008 was 48.7 million, according to Statistics South Africa. The two most populous 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. The largest of South Africa's nine provinces is the Northern Cape, which has the smallest number of people, just over a million.

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 (79.2%) and the rest are either white (9.2%), coloured (9%) or Indian (2.6%). Just over half of all people (52%) are women and nearly a third of South Africa's people are younger than 15 years.

Population breakdown by race		
Race group	Millions	% of population
Black	38.6	79.2
White	4.5	9.2
Coloured	4.4	9.0
Indian	1.2	2.6
Totals	48.7	100

Source: Statistics South Africa, 2008 mid-year estimates.

he annual population growth rate between 1975 and 2005 was 2.1%, according to the United Nations Development Programme (UNDP) *Human Development Report 2007–2008*. Interestingly, the country's fertility rate – the number of children born per woman – dropped from 5.5 in 1975 to 2.8 in 2005, as family planning strategies took hold. Three in five people live in urban areas, and the UNDP predicts that the urban population will swell to 64% of all people by 2015.

Language

South Africa has 11 official languages. Of the indigenous African languages, the most commonly spoken is isiZulu, which is home tongue to nearly a quarter of the population, followed by isiXhosa. Afrikaans – the language evolved from Dutch settlers – is the first language of 13% 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.

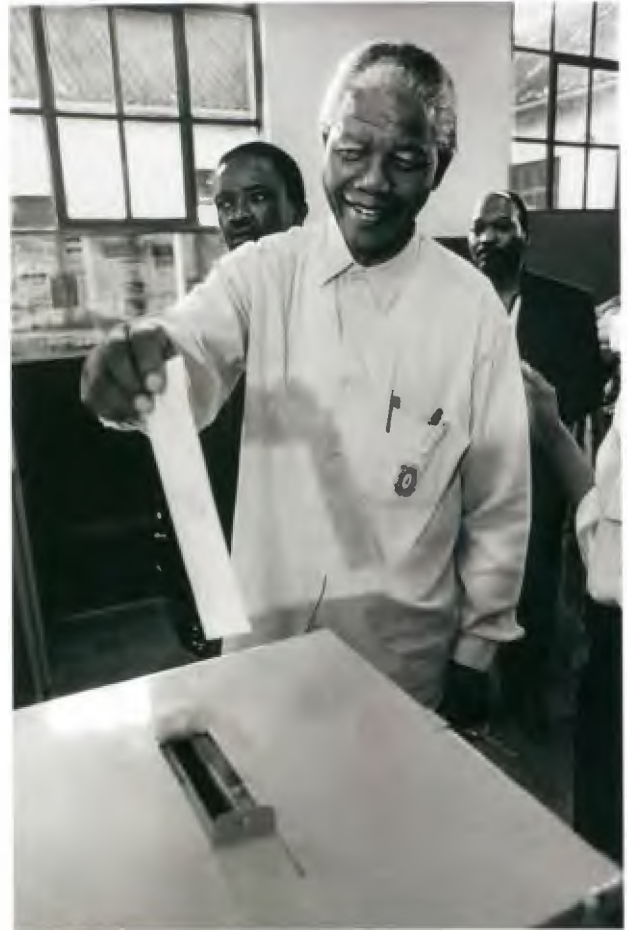
Parliament elects a President who has a maximum of two terms. Nelson Mandela was the new South Africa's first president, and he stepped down after just one term. President Mbeki is currently in his second term, and will be succeeded by a new president following fourth democratic elections in 2009. Pretoria is the administrative capital of South Africa, the legislative capital is Cape Town and the judicial capital is Bloemfontein.

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



Nelson Mandela. Paul Weinberg

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 dance and music to poetry and jazz, cinema complexes, art galleries and more than 100 active theatre venues. South Africa's film, music and fashion industries are booming. The country has become a top site for shooting international movies, its locally produced films and music earn global awards, and its fusion fashion is making a distinctive mark on the world.

South African cuisine is renowned for its variety, derived from the culinary traditions of a diverse people. Many restaurants serve authentic African food and others specialise in 'settler' food – Cape Dutch, Malay, Indian and Portuguese. There are also plenty of international restaurants, along with fast food joints. To wash it all down, South African wines are among the best in the world, and fine local beers are drunk at every opportunity.

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



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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.

Government priorities, according to *The Economist's* July 2008 country briefing on South Africa, are "building infrastructure, nurturing industry, improving skills, accelerating land reform and reducing crime. Skills shortages, in particular, remain a serious constraint in South Africa, although increasing public and private resources are being committed to addressing the problem".

Economic growth has averaged 3.5% a year since late 1999, achieving the longest period of expansion in the country's history. GDP growth is expected to be 3.9% in 2008 and to pick up further in the coming years. According to *Development Indicators Mid-Term Review*, produced by the Office of the Presidency in 2007, "average wealth per person can be expected to continue to rise at over 3% per year for the foreseeable future". Future growth will be based on increasing capital investment.

Growth has begun to deliver more jobs, although unemployment remains high. During 2007 the unemployment rate dropped to 23% – 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 late 2007 was 13.2 million – a net gain of 433,000 jobs.

South Africa's Rand currency has stabilised and currently averages around seven to the dollar, 14 to the British pound and 11 to the euro. Consumer inflation had dipped below 6% for four years but is expected to rise to up to 10% during 2008

before subsiding again with the easing of food and oil prices, according to *The Economist*. It forecasts average inflation of 3.8% to 2012.

While under apartheid economy the public and private sectors were white-dominated, a booming economy and black economic empowerment and affirmative action policies have created a burgeoning middle class comprising all race groups. South Africa's 'black diamonds', as members of the black middle class are known locally, currently number around 2.6 million people and hold 28% of the country's spending power. Their numbers and are likely to grow to 22 million in the next two decades, according to research by the Unilever Institute of Strategic Marketing at the University of Cape Town.

The government's 2008 *Development Indicators* report worries that positive and sustained growth trends are being challenged by high levels of inequality "meaning that fruits of growth are not being equitably shared", negative global economic conditions (somewhat ameliorated by the falling of government debt from 43.5% in 1994 to 23% in 2007), and a "high current account deficit, high inflation and high interest rates".

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. The government's goal is to half poverty between 2004 and 2014.

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 51% in 1994.
- Immunisation coverage now reached 85% 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, according

to the World Bank's *Education at a Glance: South Africa*. Nearly one in five people aged 19 to 24 years are now enrolled in tertiary institutions. Adult literacy is steadily improving and stands at 82%. Public spending on education as a percentage of Gross Domestic Product is around 5.5%.

South Africa is grappling with a major HIV-AIDS epidemic, which has been reducing the life expectancy of its people, to 50 years for men and 54 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.

Development achievements have been amazing in the years since 1994. But much remains to be done to uplift the lives of millions of people still mired in poverty, to reduce 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.



City of Johannesburg

Useful information for international students



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

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

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

Qualifications

South African university qualifications are internationally recognised.

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

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

Application requirements

How to apply for a study permit and visa

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

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

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

The minimum requirements for an application for a study permit are:

- An official letter from the university confirming provisional acceptance at the university and the duration of the course.
- Medical and radiological reports (less than six months old).
- Yellow fever vaccination certificate if relevant.
- Relevant certificate if married, widowed, divorced or separated.
- Proof of medical insurance cover recognised in South Africa.
- Details regarding arranged accommodation, if any.
- Proof of sufficient funds to cover tuition fees, maintenance and incidental costs.
- A police clearance certificate (less than six months old).
- A deposit (a cash amount not exceeding the cost of a single ticket to the applicant's country of origin).
- The documents must be originals or certified copies.

Detailed information on permit applications can be viewed at: www.ukzn.ac.za/ieasa.

Entrance requirements

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

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

Go to www.he-enrol.ac.za, click on 'Matriculation Board' and then on 'Foreign qualifications'. It contains detailed information on entrance requirements, and under the heading 'Presentation according to country where qualifications were completed' you can find out about the equivalence of your country's school and tertiary qualifications in the 'list of countries' bar. The website also contains information on the latest endorsement

Useful information for international students

requirements and regulations for certificates of exemption, including the fees payable and application forms.

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

Health in higher education

Health insurance

It is essential when applying for a study permit to have proof of medical insurance cover that is recognised in South Africa. The South African Department of Health supports the Department of Home Affairs' directive requiring all international

students to have appropriate South African medical cover while studying in South Africa. To ensure that international students will not be dependant on South African public health services, it is imperative that the medical cover provides for all medical categories, and is not merely hospital care.

Ingwe Health Plan medical cover

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

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

There are two options:

Hospital Plus

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

Capitation

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

- Free access to the Go! Health Rewards Programme.
- Free emergency bag for all students who join the option for seven months or longer.
- Free access to 24-hour toll-free health advice.

- Unlimited ambulance services including emergency evacuation through Netcare 911.
- Comprehensive HIV Wellness Programme.

Medical cover is a complex matter. Ingwe appreciates the fact that studies are the student's main concern and that healthcare needs should not have a negative impact on their studies. We therefore advise all international students to contact a consultant from Ingwe Health Plan to obtain more detailed information and be assisted in making informed decisions. Students are also welcome to visit the Ingwe website for more information and contact details.

Ingwe Health Plan

Private Bag X150
Halfway House 1685
South Africa

Important numbers

Customer care: 0860 102 493
Pre-authorisation: 0800 002 449
Go! Health: 0861 200 100

Tel: +27 (0)12 671 8911 (switchboard)

Fax: + 27 (0)12 673 2874

E-mail: marketing@ingwehealth.co.za

Website: www.ingwehealth.co.za

Travelling information

Health

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

Visas

Entry permits are issued free on arrival to visitors on holiday from many Commonwealth and most Western European countries, as well as Japan and the United States. South Africa requires entry visas from travelers from some countries, which must be obtained in a visitor's home country from the local or the nearest South African embassy or mission.

General

Time: GMT +2 (+1 in northern hemisphere summer)

South Africa country dialing code: 27

Electricity: 220-230V, 50Hz

Weights and measures: Metric

The second section of Study South Africa comprises profiles of all of South Africa's 23 public universities.

The profiles are of varying length, and have been written by the universities themselves. They provide basic information about institutions, but all universities have their own websites which can be consulted for details of academic programmes and student services on offer. Website, e-mail and postal addresses, and telephone and fax numbers, are provided.



 VAN ZYL J. A. Ph.D

Location map of universities



1. University of Cape Town
2. University of the Western Cape
3. Cape Peninsula University of Technology
4. University of Stellenbosch
5. Nelson Mandela Metropolitan University
6. Rhodes University
7. University of Fort Hare
8. Walter Sisulu University
9. University of KwaZulu-Natal
10. Durban University of Technology
11. Mangosuthu Technikon
12. University of Zululand
13. University of the Free State
14. Central University of Technology
15. Vaal University of Technology
16. North-West University
17. University of the Witwatersrand
18. University of Johannesburg
19. University of Pretoria
20. Tshwane University of Technology
21. University of South Africa
22. University of Limpopo
23. University of Venda



**Nelson Mandela
Metropolitan
University**

Office for International Education
Africa's unique study address

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**

for tomorrow

Port Elizabeth & George

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

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

Nelson Mandela Metropolitan University (NMMU) aims to meet the demand for high quality education that is responsive to the region's and South Africa's needs, and in tune with the global village.

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

We're 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're connected

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

We're connected

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

We're connected!

Vision statement

Our vision as a values-driven University is to be a leader in optimising the potential of our communities to work towards sustainable development in Africa. Having attained our vision we will be able to:

- Contribute to the transformation and development of our



- Empower our institution, staff, graduates and communities to contribute and compete, both locally and internationally.
- Continue to make a major contribution to sustainable development in Africa.

Mission statement

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

Values and principles

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

Location

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

Faculties and programmes

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

Faculty of Arts

The Faculty represents diverse fields of study in the social sciences and humanities, design, fashion, music and languages. Among its many excellent departments are Architecture, Fine Arts and Media, Communication and Culture.

Business and Economic Sciences

The Faculty offers a wide range of business-related study opportunities, from general formative programmes to programmes with strong career orientation. This mix not only allows students a wide choice, but also the opportunity to articulate between programmes while retaining credits – all within the same institution. The NMMU Business School offers a range of academic and management programmes, including a fully accredited Masters in Business Administration. The Business School is well equipped to offer tailor-made programmes to businesses, commerce and industry.

Faculty of Education

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

Engineering, the Built Environment and IT

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

Faculty of Health Sciences

Students in this Faculty are taught by highly professional staff who offer invaluable academic and community experiential learning opportunities, while engaging with community-related health problems. The Departments include Pharmacy, Nursing, Biomedical Technology, Biokinetics, and Human Movement Science and Sport Management as well as social development professions such as Social Work, Youth Work and Psychology.



Faculty of Law

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

Faculty of Science

Education in the science and technology fields is a top priority in South Africa. The Faculty of Science is more than adequately prepared to meet this challenge. It is at the forefront with modern teaching and cutting-edge research programmes in the agricultural, biological, earth, mathematical and physical sciences. Students are taught by dedicated, internationally recognised scientists who are committed to making innovative discoveries that can help to build a better life for all. The Institute for Environmental and Coastal Management is housed in the Faculty.

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

Admission requirements

Admission requirements vary, depending on the programme. Courses previously offered by the University of Port Elizabeth and Port Elizabeth Technikon are being continued at this stage, and admission requirements will remain the same initially. Over time, new courses, rules and options to study at different campuses will be introduced. The new University offers both career focussed and academic programmes as well as extended programmes, certificates and diplomas, through to degrees up to doctoral level. International students are advised to contact the Office for International Education for further information.

Facilities and services

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

NMMU firsts

- NMMU is the most culturally and linguistically diverse university in southern Africa, and is also the most diverse in terms of academic programmes.
- NMMU introduced the following degrees first in South Africa: Bachelor of Psychology, Youth Work, BCom in Small Business Development, Masters in Health and Welfare Management, and Masters in Tourism Law.
- NMMU prides itself on being at the forefront of the political and educational transformation of higher education in South Africa.

Research

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

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.



Global partnerships and linkages

NMMU firmly believes in the strength and benefits of a well defined higher education network society. The active development of such networks enhances 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 the curriculum and international research partnerships. NMMU is committed to developing international links with universities from developing countries, with specific reference to Africa. It also values links with universities from the North, and uses these to develop and stimulate its drive towards excellence.

US Study Abroad Centre

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

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 services to home institutions in the US. The study centre offers a focused service to students from universities that do not have formal links with NMMU, but need to provide study abroad opportunities to their students. This provides a service without the intervention of a third party. NMMU is thus not only the academic home for these students, but also the service provider.

Office for International Education

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

The Office for International Education assists international visitors and students with information on travel, visas and academic studies. The support network is strong, and visitors and students can feel confident that they will be made welcome and be looked after during their time at NMMU. The Office offers a full suite of services to international students, and is well resourced with 17 full-time and half-day staff members as well as student assistants and interns. One of the advantages of being a relatively small institution in a small city is that the support network throughout the university and surrounding neighbourhood is accessible and comprehensive. Visitors and students will easily settle into the new environment.

Services

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

Arrival and orientation

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

Accommodation

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

Events and excursions

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

items from different countries are displayed.

Research

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

International short programmes

Customised short programmes

A short programme of three to eight weeks can be arranged any time during the year which is suitable to both parties. The programme can be tailor-made to suit a sending university's needs. Staff from any International Office, faculty or course can contact the Office for International Education at NMMU regarding 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. Students must be in good academic standing at their home university. Places are limited to 12 students per programme (minimum of five).

Sample programmes

Public Health

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

Nursing

This practical programme offers nursing students an opportunity to experience South Africa's and the Eastern Cape's health care systems, as well as intercultural aspects of nursing. Students gain practical experience in hospitals and clinics around Port Elizabeth. Home-based care visits can also be arranged. The knowledge and experience received will assist the student to gain an international perspective of the nursing profession and to make comparisons with the system in their home country.

Education

A short programme that exposes students to the South African education system. It affords students an opportunity to contrast the local system and its challenges with those in their home country. Visits are made to schools focusing on learners from different socio-economic backgrounds and cultures.

Photojournalism

A focused programme that introduces students to the experiences of local photo-journalists who covered the Truth

and Reconciliation Commission activities that exposed the atrocities committed under apartheid in Port Elizabeth and surrounding areas. Students can round off their trip with a visit to the site of the massacre of the Cradock Four, spending the night at the nearby National Mountain Zebra Game Park, or take in the beautiful Karoo towns of Graaff Reinet and Nieu Bethesda, which offer breathtakingly beautiful photo studies of local inhabitants and scenery.

Business ethics

A short programme that provides students with insights into the economic activities of the Port Elizabeth region and South Africa. The programme discusses the need for, and content of, business ethics guidelines both in general and with specific reference to the Eastern Cape.

Cost: The cost of each programme is confirmed once programme needs are determined. The costs include self-catering accommodation, course-related travel costs, a registration fee, all course materials and lecturing costs, and the costs of programme-related activities and excursions. The cost excludes airfare, meals, telephone and laundry, international health insurance and personal spending money.



Mid-year experience (May-July)

This is a four to five-week, five to six-credit hour programme (US credits). Dates of commencement and adjournment vary slightly from year to year depending on the NMMU academic calendar. It is a comprehensive programme which offers introduction to South Africa's extraordinary diversity. It explores the country's history forged by multiple cultural and language groups. It is possible to choose one of two other modules, either Environmental Studies or Community Service Learning.

Students attend classes from Monday to Friday for three hours a day, with practical visits or field trips to places of interest. On a longer overnight field trip, students also travel to remote relevant sites for practical exposure to theory, with lecturers and knowledgeable local hosts. This programme is open to students with a GPA of 2.5 (and above) who are in good standing at their home university.

There is a choice of two modules:

South African history, culture and language

Three US credits

Students learn about South African history, from the cradle of humankind's ancestors to the turbulent years as a frontier territory through to the struggle heroes who engineered South

Africa's transition from apartheid to democracy. Students travel to important sites related to the course and are able to immerse themselves in South African culture and language. They acquire a deeper understanding of the customs and language of one of South Africa's cultural groups indigenous to the Eastern Cape: the isiXhosa.

Students also have two options:

Environmental studies

Three US credits

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

Some time is spent in the Eastern Cape's famous game reserves. Students are also exposed to environmental issues around the marine ecology of the Eastern Cape, visiting coastal areas near Port Elizabeth such as the Woody Cape Nature Reserve and Bird Island. These trips highlight issues discussed in class. There is also travel to other important environmental sites such as George and Knysna, located along South Africa's beautiful Garden Route.

Community service learning

The aim of the programme is to provide students from abroad with the opportunity to demonstrate and develop global citizenship through volunteer work. They gain an understanding of the historical background and current issues impacting on community life and challenges in South Africa, and experience first hand through service to a South African community while earning academic credits.

The purpose of the module is to orientate students to the fundamentals of community development in the field of health sciences – in terms of its goals, principles, process and application in South Africa. The theory component comprises workshops of three hours each in which topics related to the field of community development are discussed. Students are expected to actively participate in discussions on these topics.

Cost: To be confirmed. It includes self-catering accommodation, course related travel costs, a registration fee, student card, all course materials and lecturing costs, and the costs of particular programme-related activities and excursions. The cost excludes airfare, meals, telephone and laundry charges, international health insurance and personal spending money. Applications close on 31 March

For further information on short programmes and application forms, contact:

The Co-ordinator, Short Programmes
International Academic Engagement and Research Department
Office for International Education
NMMU Summerstrand Campus (South), Goldfields North Building,
PO Box 77000, Port Elizabeth, 6031
South Africa
Tel: +27 (0)41 504 2161/4294
Fax: +27 (0)41 504 2771

E-mail: international@nmmu.ac.za

Website: www.nmmu.ac.za/international

Study abroad

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



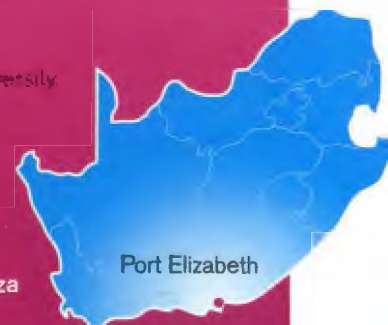
English skills programme

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

Nelson Mandela Metropolitan University

Office for International Education
PO Box 77000
Nelson Mandela Metropolitan University
Port Elizabeth 6031
Eastern Cape
South Africa

Tel: +27 (0)41 504 2161
Fax: +27 (0)41 504 2771
E-mail: international@nmmu.ac.za
Website: www.nmmu.ac.za/international





A world-class African university

The University of Cape Town (UCT) is the oldest university in South Africa and is one of the leading universities in Africa. With over 21,000 students, UCT prides itself on a multicultural student body which reflects the cultures and religions of the diverse Western Cape region, South Africa, Africa and the world. The University welcomes international students and is currently home to more than 4,000 students from 100 countries.

Location

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

Research and strategic initiatives

UCT's research strategy aims to give substance to its vision to be a research-led institution, and over the years the University has established a tradition of academic excellence which is recognised worldwide. In the academic ranking of world universities 2007, the University of Cape Town was ranked number 200 in the world. It was also ranked first in both Africa and South Africa. As one of Africa's leading research universities, UCT is committed to building on its international reputation by offering exciting opportunities for postgraduate research and learning, and a wide range of postgraduate degrees in all disciplines.

Our commitment to excellence is reflected in the success and recognition of the outstanding work produced by staff and students in our Faculties of Commerce, Engineering and the Built Environment, Health Sciences, Humanities, Law and Science. UCT is privileged to have 24 out of South Africa's 59 scientists identified by an independent audit as 'A-rated'— those considered international leaders in their field (figures relevant for 2006). It is also the academic home of world-renowned authors such as Breyten Breytenbach, André Brink and Njabulo Ndebele.

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

In its quest to be research-led, UCT is continually seeking support to host postdoctoral researchers. The University is host



to more than 150 postdoctoral fellows. Support for postdoctoral research is sourced from the National Research Foundation (NRF), Medical Research Council (MRC) and income from donations and investments.

UCT's institutional research strategy is shaped by ongoing scanning and benchmarking exercises that ensure alignment with international scientific trends and national priorities. Through the identification of Signature Themes, Research Chairs, Centres of Excellence and inter-institutional partnerships, established areas of research are given additional impetus and new, emerging fields are promoted.

1- Signature themes

Over and above UCT's 60-odd research groupings (units, centres and institutes) a small number of cross-cutting, interdisciplinary focus areas operate as institutional signature themes for research. The Brain-Behaviour Initiative and the Marine Research Partnership (now operating under the name of the Marine Research Institute) were selected in November 2005 as the first two Signature Themes. In 2007, three new Signature Themes were established: Cities in Africa, Drug Discovery and Minerals to Metals.

Brain Behaviour Initiative

Director: Professor Dan Stein

E-mail: Dan.Stein@uct.ac.za



Marine Research Institute

Director: Professor John Field
E-mail: John.Field@uct.ac.za

Cities in Africa

Director: Professor Edgar Pieterse
E-mail: Edgar.Pieterse@uct.ac.za

Drug Discovery

Director: Professor Edward Sturrock
E-mail: Edward.Sturrock@uct.ac.za

Minerals to Metals

Director: Professor Cyril O'Connor
E-mail: Cyril.OConnor@uct.ac.za

2- South African Research Chairs Initiative

The launch of the South African Research Chairs Initiative (SARChI) is a significant injection into national research funding and aims to establish 55 new Chairs nationally in the first round, with the ultimate goal of 210 Chairs by 2010. SARChI is a brain-gain and research capacity-development intervention by the Department of Science and Technology (DST) that is being administered by the NRF. The Chairs are expected to contribute significantly towards helping universities realise their strategic research plans, and the initiative is intended to provide a base on which to consolidate and extend excellence in research. A first set of 21 Chairs was awarded nationally in 2006, seven of which are at UCT. During the second round, which was announced in September 2007, UCT secured 18 of the 51 Chairs awarded nationally. A listing of UCT's Research Chairs can be accessed via: www.research2006.uct.ac.za

3- DST-NRF Centres of Excellence

UCT hosts two of the six national Centres of Excellence funded by the Department of Science and Technology to support areas of national research priority. The aim of the 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. They enjoy significant student involvement and serve as important research training sites for postgraduate students.

UCT based or UCT affiliated Centres of Excellence include:

DST-NRF Centre of Excellence in Catalysis, c*change

Director: Professor Jack Fletcher
E-mail: Jack.Fletcher@uct.ac.za
www.cchange.ac.za

Percy FitzPatrick Institute, DST-NRF Centre of Excellence

Director: Professor Phil Hockey
E-mail: Phil.Hockey@uct.ac.za
www.fitzpatrick.uct.ac.za

Institute for Infectious Diseases and Molecular Medicine

Director: Professor Greg Hussey
E-mail: Greg.Hussey@uct.ac.za
www.iidmm.uct.ac.za

Centre for High Performance Computing

Chair: Professor Kevin Naidoo
E-mail: Kevin.Naidoo@uct.ac.za
www.chpc.ac.za

Africa Earth Observatory Network

Director: Professor Maarten de Wit
E-mail: Maarten.DeWit@uct.ac.za
http://web.uct.ac.za/research/resrep02/science/research_african/african_earth_observatory_network.htm

4- Research groupings

The University of Cape Town's research strategy aims to nurture interdisciplinary research in nationally strategic fields while distinguishing UCT's faculties from similar bodies at other higher education institutions. Each faculty's Research Committee has developed a strategy in line with the university's goals that takes into consideration discipline-specific differences, particularly with respect to the measurement of research performance. The Committees aim to identify, initiate and promote research directions and developments which are new and-or of strategic importance. A few of UCT's research groupings are listed here. Comprehensive information on research groupings per faculty, can be accessed via the faculty websites.

Faculty of Science
www.science.uct.ac.za

Avian Demography Unit

Director: Professor LG Underhill
E-mail: Les.Underhill@uct.ac.za
<http://web.uct.ac.za/depts/stats/adu/index.html>

Centre for Supramolecular Chemistry Research

Director: Professor MR Caira
E-mail: Mino.Caira@uct.ac.za
www.uct.ac.za/faculties/science/research/cscr/

Freshwater Research Unit

Director: Professor JA Day
E-mail: Jenny.Day@uct.ac.za
www.zoology.uct.ac.za/docs/fresh.html

Leslie Hill Institute for Plant Conservation

Professor MT Hoffman
E-mail: Timm.Hoffman@uct.ac.za
<http://web.uct.ac.za/depts/jpc/>

Faculty of Commerce

<http://www.commerce.uct.ac.za/>

Centre for Actuarial Research

Director: Professor RE Dorrington
E-mail: Rob.Dorrington@uct.ac.za
www.commerce.uct.ac.za/care/

Development Policy Research Unit

Director: Professor H Bhorat
E-mail: Haroon.Bhorat@uct.ac.za
www.commerce.uct.ac.za/dpru/

Southern Africa Labour and Development Research Unit

Director: Professor M Leibbrandt
E-mail: Murray.Leibbrandt@uct.ac.za
www.saldru.uct.ac.za

Faculty of Humanities

www.humanities.uct.ac.za/

Centre for Contemporary Islam

Director: Professor A Tayob
E-mail: Abdulkader.Tayob@uct.ac.za
www.uct.ac.za/departments/islam/index.php

Centre for Creative Writing

Director: Professor S Watson
E-mail: Stephen.Watson@uct.ac.za
www.uct.ac.za/departments/creativewrite/index.php

Institute for Comparative Religion in Southern Africa

Director: Professor DS Chidester
E-mail: David.Chidester@uct.ac.za
www.uct.ac.za/departments/comp_religion/index.php

Isaac and Jessie Kaplan Centre for Jewish Studies and Research

Director: Professor M Shain
E-mail: Milton.Shain@uct.ac.za
www.uct.ac.za/departments/kaplan/index.php

Faculty of Law
<http://www.law.uct.ac.za>

Centre for Socio-Legal Research
Director: Professor S Burman
E-mail: Sandra.Burman@uct.ac.za
www.uct.ac.za/depts/slr

Institute of Criminology

Director: Professor C Shearing
E-mail: Clifford.Shearing@uct.ac.za
www.uct.ac.za/departments/criminology/index.php

Institute of Development and Labour Law

Director: Professor ER Kalula
E-mail: Evance.Kalula@uct.ac.za
www.labourlaw.uct.ac.za

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

Bioprocess Engineering Research Unit

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

Blast Impact and Survivability Research Unit

Director: Professor G Nurick
E-mail: Gerald.Nurick@uct.ac.za
www.bisru.uct.ac.za/

Centre for Research in Computational and Applied Mechanics

Director: Professor BD Reddy
E-mail: Daya.Reddy@uct.ac.za
www.cerecam.uct.ac.za/

Centre for Research in Engineering Education

Director: Dr J Case
E-mail: Jenni.Case@uct.ac.za
www.cree.uct.ac.za

Faculty of Health Sciences
www.health.uct.ac.za

Adolescent Health Research Institute

Director: Professor A Flisher
E-mail: Alan.Flisher@uct.ac.za
www.uct.ac.za/generic.php?m=/departments/ahri/index.php

Cardiovascular Research Unit

Director: Professor P Zilla
E-mail: Peter.Zilla@uct.ac.za
www.uct.ac.za/depts/cts

Gender, Health and Justice Research Unit

Director: Ms L Artz
E-mail: Lillian.Artz@uct.ac.za
www.uct.ac.za/departments/genhealthjust/index.php

Hatter Heart Research Institute

Director: Emeritus Professor LH Opie
E-mail: Lionel.Opie@uct.ac.za
<http://web.uct.ac.za/depts/chc/hatter/intro.htm>



Centre for Higher Education Development

The vision of the Centre for Higher Education Development (CHED) is to be a cross-faculty unit that contributes to continual improvement in the quality of higher education through widening access, promoting excellence through equity, developing the curriculum in partnership with faculties, and enhancing the competence of graduates by ensuring the provision of key skills. CHED's research mission is to ensure that its educational development work is based on rigorous and ethical research that serves the objectives of providing equitable access to higher education, enabling social redress through higher education, and generally strengthening the quality of teaching and learning in higher education at UCT, in South Africa, and in countries with similar needs.

Dean: Professor Nan Yeld
 E-mail: Nan.Yeld@uct.ac.za
www.ched.uct.ac.za

Postgraduate student support

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

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

UCT offers several Masters and Doctoral programmes to students from all over the world. A few of the many options available by faculty can be accessed through the following website: www.uct.ac.za/students/postgraduates/handbooks/

Doctoral degrees are research degrees which may be entered directly on the basis of a first degree, or after completing a Masters degree, or by upgrading an initial Masters registration to Doctoral level. Postgraduate diplomas normally follow a three-year Bachelor degree. Proof of English language proficiency is required for students for whom English is not the first language. For more information on postgraduate student application procedures access :
www.uct.ac.za/apply/applications/postgraduates/



Internationalisation at UCT

The International Academic Programmes Office (IAPO) looks after the special needs of international students. In addition, IAPO's role 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.



In recognition of the need to educate students to be citizens of the world, UCT's policy on internationalisation strongly supports internationalisation as an essential element of quality education and research. The University recognises internationalisation of its curriculum as one of its strategic actions to operationalise its internationalisation policy and strives to benchmark itself against international standards without losing sight of the need for course offerings to be relevant to both regional and international conditions.

IAPO manages and operates a very successful Semester Study Abroad (SSA) Programme. The interdisciplinary and international nature of many of UCT's programmes continues to attract SSA student enrolment onto those programmes, which has helped to sustain them and contributes to the development of UCT's knowledge environment.

Among the criteria considered in placing UCT in the top 200 of the academic ranking of world universities in 2007, was the degree of internationalisation it has achieved, illustrated by the number of international students registered at the institution. In 2007, UCT enrolled 4,283 international students from more than 100 countries worldwide: 2,415 came from the Southern African Development Community region and 549 were from the rest of Africa; and 823 were on the Semester Study Abroad programme while 3,460 were on full degree programmes. International students contribute to the wealth and diversity of knowledge shared, with perspectives from their different educational backgrounds and experiences.

International postgraduate student statistics

There were 1,442 full-degree international postgraduate students at UCT in 2007.

International postgraduate student statistics

Number of full-degree international postgraduate students by faculty in 2007	
Commerce	243
Graduate School of Business	23
Engineering and the Built Environment	230
Humanities	318
Law	139
Health Sciences	194
Science	295

International undergraduate student statistics

There were 2,018 full-degree international undergraduate students registered at UCT in 2007.

Number of full-degree international undergraduate students by faculty in 2007	
Commerce	444
Engineering and the Built Environment	547
Humanities	511
Law	80
Health Sciences	81
Science	266

Most popular courses among international students

Undergraduate

Commerce	BBusSci in Management Studies
GSB	Associate in Management Practice
EBE	BScEng in Civil Engineering
Humanities	Bachelor of Social Science
Law	Bachelor of Laws
Health Sciences	MBChB
Science	BSc Molecular and Cellular Sciences

Postgraduate

Commerce	PGDip Management Practice
GSB	MBA (Full-time)
EBE	MSC Engineering
Humanities	PhD
Law	LLM
Health Sciences	PhD, MMed
Science	PhD

Contribution to the knowledge environment

The University of Cape Town Vice-Chancellor's 10-point plan cites "growing a global profile" as a strategic objective. The degree of UCT's internationalisation, coupled with its breadth and depth of intellectual activity in a very diverse university community, adds value to the University's intellectual standing and prowess.

International collaborations play a key role in contributing to the knowledge environment. UCT currently has more than 1,500 formal and informal linkages with institutions and researchers worldwide, with a primary focus of its internationalisation strategy being to develop research and institutional linkages within Africa.

The University Science Humanities and Engineering Partnerships in Africa (USHEPiA) programme, which is run by IAPO, was

set up to promote collaboration among established African researchers in the generation and dissemination of knowledge, and to build human and institutional capacity in African universities. The ultimate goal is to develop a network of African researchers able to address the developmental challenges of Sub-Saharan Africa. Other research capacity development efforts, such as UCT's Visiting Scholars Programme implemented in 2006, have facilitated the presence of international researchers on campus.

The vast research being conducted across UCT's six faculties – as evidenced by the signature themes, research chairs and centres of excellence – illustrates the great extent to which internationalisation has influenced research (and vice versa) at the institution. One of the benchmarks the University uses to gauge its performance is the international standing of its researchers as established by the National Research Foundation rating system. The University of Cape Town is host to 275 NRF-rated researchers who are leaders in their fields locally and internationally. Internationally competitive research is therefore a University priority.

10 good reasons to study at UCT

1. UCT is a world class research-led African University.
2. Excellent student and research resources: a library with approximately a million volumes, journal holdings of some 16,000 titles, laboratories, study venues, international linkages, information technology services, and field research options.
3. Emphasis on research and postgraduate studies: more than a quarter of 21,000 students are enrolled for PhD or Masters degrees, and there are top quality academic staff and supervisors.
4. Rooted in Africa with strong academic linkages across the continent: the University Science Humanities and Engineering Partnerships in Africa (USHEPIA) programme, Centre for African Studies, African Gender Institute, and All Africa House.
5. Excellent academics and renowned faculties: an interdisciplinary approach and flexible range of structured options with quality assured programmes.
6. Wide choice of courses in six faculties: Humanities, Science, Engineering and the Built Environment, Health Sciences, Commerce and Law.
7. Supportive International Academic Programmes Office: more than 4,000 international students, strong professional advice and support for international students, community service programmes, and active international student organisations.
8. UCT courses are accredited by the world's leading universities: UCT has signed agreements and memoranda of understanding with many renowned institutions worldwide.
9. Comprehensive student services: a Department of Student Affairs, extensive sports facilities, more than 100 clubs and societies, student health services, accommodation bureau, academic advisors, a walk-safe scheme, shuttle service, and community service options.
10. The magic of Cape Town: a multicultural, vibrant and historic African city with spectacular mountains, beaches and outdoor life.

More reasons for international students

The University of Cape Town's International Academic Programmes Office:

- Strives to integrate international students with local students through cultural activities that enhance student life.
- Provides opportunities for international students to be integrated into the local environment.
- Provides specialist day-to-day services for international students and applicants.
- Offers a comprehensive orientation programme on arrival



University of Cape Town

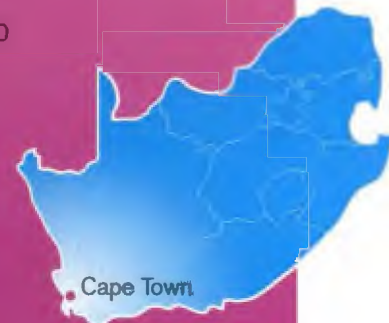
International Academic Programmes Office
3 & 4 Lovers Walk
Lower Campus
University of Cape Town
Rondebosch 7701

Tel: +27 (0)21 650 2822 or 3740
Fax: +27 (0)21 650 5667
Email: Int-iaapo@uct.ac.za

Admissions Office

Level 3 Kramer Law Building
University of Cape Town
Rondebosch, 7701

Tel: +27 (0)21 650 212E
Fax: +27 (0)21 650 3736
Email: admissions@uct.ac.za
Website: www.uct.ac.za



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- An outstanding academic and social encounter
- Support all the way

For more information contact

The Division for International Relations

University of Johannesburg

PO Box 524, Auckland Park 2006, Johannesburg, South Africa

Tel: +27 11 559 6667 | Fax: +27 11 559 6951

Email: international@uj.ac.za | Web: www.uj.ac.za/international

www.uj.ac.za

International Office



Putting intellectual capital to work

The University of Johannesburg is a premier African city university, committed to delivering outstanding higher education to students of exceptional caliber 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.

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

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

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

Vision and mission

Our Vision is to be a premier, embracing African city university offering a mix of vocational and academic programmes that advances freedom, democracy, equality and human dignity as high ideals of humanity through distinguished scholarship, excellence in teaching, reputable research and innovation, and through putting intellectual capital to work. UJ commits itself to partnerships with communities; supporting access to academic and technological teaching, learning and research; and challenging, creating and exploring knowledge. We value academic distinction; integrity and respect for diversity and human dignity; academic freedom and accountability; individual and collective effort; and innovation.

Location of UJ

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



Auckland Park, Kingsway campus

Accessible campuses and flexible programmes

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

A comprehensive range of both academic and career-focused programmes, with varying entrance and exit levels, is offered by nine faculties spread across the five campuses. Students attend classes at the campus where the qualifications are being offered. Instruction in all programmes is offered in English.

As a comprehensive institution, the University is able to facilitate and accommodate transfer from one stream of study to another without blurring the distinction between academic and technological education but by extending the range of possibilities.

The academic year in the southern hemisphere runs from the end of January until November.

A few good reasons to study at UJ

1-Guaranteed academic excellence

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

2- Outstanding qualifications

Qualifications obtained from UJ, accredited by the South African Qualifications Authority and several professional bodies and



Soweto campus with historical 'koppie' site where Enoch Santonga composed *Nkosi Sikelel iAfrika*, part of South Africa's national anthem.

international academics, enjoy wide international recognition. In disciplines such as accountancy, social work, and transport and supply chain management, UJ students regularly qualify top in the country. Many UJ graduates go on to do graduate studies on international scholarships at prestigious universities abroad.

3- Support all the way

A comprehensive range of student support services, particularly from the International Office – ranging from orientation, personal advice and social activities to housing – is provided to international students. Excellent libraries, micro laboratories and study skills support assists students to be successful in their choice of study. Cognisant of the needs of students with disabilities, we are committed to friendly and accessible campus support to people with special needs.

4- An awesome student experience

UJ encourages students to experience and lead a balanced student life in all its facets. A wide variety of sports is on offer, ranging from athletics, rugby, soccer, cricket and netball to canoeing and dance. Those interested in arts and culture can join the Arts Academy, choir and several societies, including the International Students Society (UJISS).

5- Diversity adds spice to student life

UJ's five campuses are different in culture and character, each with its own history, and provide a wonderful opportunity for cultural exchange and experience of diversity. Our students have different interests, creeds, backgrounds and views. We agree and disagree, argue and debate and learn a lot from each other. All campuses have a unique character and offer meeting places with abundant restaurants and cafeterias.

6- It's in Joburg

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

Faculties

The nine faculties at UJ comprise many academic departments staffed by more than 900 permanent academics as well as contract and part-time lecturers. Most academic programmes offer studies to Masters and Doctoral level. There are also specific career-focused programmes that offer studies to Masters and Doctor of Technology level. UJ researchers are



Soweto campus. View towards future commercial development area.

engaged in a number of high-tech and socially relevant research projects of national and international significance.

Faculty of Art, Design and Architecture

This dynamic Faculty has a colourful 80-year history and association with numerous successful individuals in the world of art, design and architecture. Many of South Africa's top creative and innovative people have either lectured or received their tuition here. Almost all programmes offer a degree at the fourth-year level, and research possibilities beyond that.

For more information e-mail: cathy@twr.ac.za

Faculty of Economic and Financial Science

This Faculty engages in research and education in the advancement of knowledge and skills that build capacity in the fields of economics, finance and accountancy. This is done by training chartered accountants, providing econometrics training for potential and existing practitioners in the financial sector, and offering a unique Masters degree in financial economics for chartered accountants, investment analysts or agents, risk analysts and managers. Postgraduate training in finance is provided for people who want to become financial analysts, brokers, financial planners and consultants.

For more information e-mail: lnuku@uj.ac.za

Faculty of Education

The Faculty is committed to the preparation of caring, accountable and critical-reflective educational practitioners who are able to support and nurture learning and development in diverse educational contexts, the systematic pursuit and advancement of dynamic education and knowledge of local relevance and international standing, and community engagement that anticipates and is responsive to the needs of communities as partners in learning. It is mainly a postgraduate Faculty with nearly two-thirds of students registered for advanced qualifications. Part-time learning and consolidated contract programmes are offered at selected off-campus venues.

For more information e-mail: petrov@uj.ac.za

Faculty of Engineering and the Built Environment

The Engineering Faculty is split into two streams – engineering and built environmental programmes that offer civil, urban, mechanical, electrical and electronic engineering as well as other specialisations. Current projects include research into mechanical systems, neural networks, telecommunications, polymers and water, and there are studies aimed at improving the nation's technological infrastructure. Almost all degrees in the Faculty are offered with an Information Technology endorsement. For more information on engineering programmes e-mail: toelofse@uj.ac.za

For more information on built environment programmes e-mail: nomamolo@twr.ac.za



Doornfontein campus.

Faculty of Health Science

The Faculty of Health Sciences is committed to strengthening the health and well-being of society, and is dedicated to research aimed at realising this responsibility. The structure of the Faculty reflects one of the most unusual compositions within higher learning in South Africa today: it houses courses traditionally associated with the Health Professions Council of South Africa and the South African Nursing Council together with complementary health disciplines and Sport and Movement Studies.

For more information on nursing e-mail: jvloke@uj.ac.za

For more information on all other programmes e-mail:

saritar@uj.ac.za

Faculty of Humanities

The Faculty of Humanities comprises 19 academic departments including modern and ancient languages, social sciences, human sciences and the humanities. The Faculty offers more than 30 undergraduate degree programmes catering for a wide range of study and career opportunities. Intellectually, the Faculty is vibrant, with a strong research output, numerous public seminars and a healthy tradition of debate.

For more information e-mail: dbotman@uj.ac.za or

mitchell@uj.ac.za (postgraduate)

Faculty of Law

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

For more information e-mail: mhorak@uj.ac.za

Faculty of Management

This well-positioned Faculty focuses on a broad range of management disciplines and produces entrepreneurs and managers who are held in great esteem and have hands-on knowledge. Ideally positioned, the Faculty of Management takes advantage of its location in the economic heartland of South Africa, namely Johannesburg. The Faculty provides a range of world class career-focused and academic qualifications, training and research. The School of Tourism and Hospitality, located in the faculty, has won wide acclaim.

For more information from the Bunting Road campus e-mail:

cleom@uj.ac.za

For more information from the Kingsway campus e-mail:

lavernvl@uj.ac.za

Faculty of Science

The Faculty of Science is a vibrant, dynamic and diverse scientific community that is a premier centre for the generation, dissemination and application of knowledge in the natural sciences and technology. Extensive international research collaborations by different departments such as Geology, Physics, Biochemistry, Environmental Sciences and Information Technology are well established.

For more information e-mail: lorraineo@uj.ac.za



Meznar building, the School of Tourism and Hospitality

International students

UJ welcomes various categories of international students:

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

International student admission

Please consult specific course brochures (posted on the homepages of specific faculties) for these requirements. 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.



Part of the Circle of Knowledge, APK campus.

Closing date for applications

The closing date for international applications for undergraduate and most postgraduate studies is 31 August of the year before study commences. Exceptions are a Bachelor in Optometriae (31 July) and Masters in Psychology (30 June). There are two registration cycles for certain career-focused programmes. The closing date for the second semester intake is 31 March. Please contact the relevant faculty to make sure of these dates as they can vary. There is no specific closing date for Masters and Doctoral studies.

How to apply

There is course information on the UJ website. Information and application forms can also be mailed to prospective students. For details on foreign applications visit the International Office: www.uj.ac.za/international. Completed application forms, required documents and application fees should be sent to: Applications, University of Johannesburg, PO Box 524, Auckland Park 2006, Johannesburg, South Africa.

International students are also required to possess a valid study permit specifically for the University of Johannesburg, and to have medical cover while studying in South Africa. Without these, students may not register.



East Rand campus, Daveyton.



International students at a welcome function.

English language proficiency

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

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

Students are responsible for taking the IELTS test themselves, and for its costs. A certified copy of the results must be submitted when applying to the University. The admission score is six for undergraduates and seven for postgraduates (nine being the highest). Test results are valid for two years. Only in exceptional cases may the Dean of a faculty exempt a Masters or Doctoral candidate from this requirement. Afrikaans and Dutch-speaking applicants are exempt from this requirement. The IELTS test is administered by the British Council, which has centres around the world. For more details and to make an appointment, please visit their website: www.ielts.org

Fees

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

the tuition and registration fee. The levy is non-refundable and expires on 31 December every year.

Accommodation

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

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

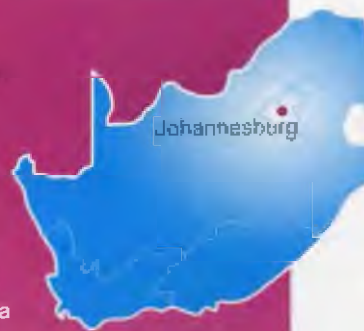
As an alternative, students can contact a private accommodation provider for places to stay close to the University.

Rethink education. Reinvent yourself.

University of Johannesburg

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 Kingsway Campus
 The University of Johannesburg
 PO Box 524
 Auckland Park 2008
 Johannesburg, South Africa

Tel: +27 (0)11 550 2000 / 6080
 Email address: gerhardk@uj.ac.za
 Website: www.uj.ac.za
 International Office: www.uj.ac.za/international





The premier university of African scholarship

A centre of excellence in Africa

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

The University's research activities are supported by laboratories housing the most modern equipment, a library fully resourced with leading international research journals, and a highly sophisticated information technology division that provides all the necessary research support, for example software and internet facilities. Research is conducted in a conducive and vibrant environment that promotes innovative and creative thinking.

Location, culture and history

UKZN is one of the largest universities in sub-Saharan Africa and is located in two cities – Durban and Pietermaritzburg – on five founding campuses. From the mountain vistas of the Drakensberg to the wild reaches of the Elephant Coast, KwaZulu-Natal is a province of contrasts. The University of KwaZulu-Natal offers prospective students the choice of five campuses, each with its own distinctive character.

Edgewood

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

Howard College

Durban is a vibrant coastal city renowned for its beaches and resorts. The city is also a major South African port. The magnificent game reserves and estuaries of the Elephant



Coast, north of Durban, are a favourite getaway for staff and students alike. Opened in 1931 after a generous donation by TB Davis, whose son Howard Davis was killed during the Battle of Somme in World War I, the Howard College campus is situated on the Berea and offers spectacular views of Durban harbour. The campus is located in a successful environmental conservancy, and the lush gardens of the University reflect a commitment to indigenous flora and fauna. Howard College campus offers a full range of degree options in the fields of engineering, law and the humanities (including music) and social sciences (including social work). In addition, the campus offers architecture and nursing.

Nelson R Mandela School of Medicine

The School of Medicine has been producing quality doctors for 58 years. Founded in 1950 as a 'black faculty' in a 'white institution', for most of its history the School has been synonymous with the struggle for democracy and racial equality. On its 50th anniversary in 2000, the School of Medicine received the finest birthday present it could have wished for – former President and Nobel Peace Prize winner, Nelson Mandela, agreed to link his name to the School. The campus is also home to the Doris Duke Medical Research Institute, which was launched in 2003 and is training a new generation of clinical researchers, enhancing the clinical research infrastructure in KwaZulu-Natal, and fostering collaboration between research groups working on similar projects in South Africa and other countries.

Pietermaritzburg

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

Westville

Located within an environmental conservancy about eight kilometres from the central business districts of Durban and Pinetown, the Westville campus combines state of the art infrastructure with beautiful natural surroundings. The campus's Hindu temple and an Islamic place of worship reflect its rich multicultural history. It is also the official address of the University of KwaZulu-Natal, housing the Vice-Chancellor's office, the offices of executive staff members and university-wide administrative divisions. The campus currently offers programmes in science, business and management studies and some health sciences.

Students and staff

The University of KwaZulu-Natal's students reflect the broad demographics of South Africa's population. There are almost 40,000 students at the University, including international students from more than 70 countries. As one of the leading research institutions in Africa, UKZN is particularly geared to enhance the experience of international students. Many of the University's academics are internationally acclaimed for their research and writing.



Research, knowledge production and partnerships

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

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

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

Currently a third of all students are in postgraduate studies and, as part of its strategic objectives, the University is committed

to increasing this proportion. The Research Office, headed by the Deputy Vice-Chancellor (Research, Knowledge Production and Partnerships), is responsible for the management and nurturing of research. There is strong emphasis on team research and UKZN academics take great pride in the mentorship provided to graduate students, encouraging them to develop their skills in critical appraisal and independent thought.

The University is particularly aware of its responsibility to society. KwaZulu-Natal province provides fertile ground for researchers, embodying as it does both the opportunities for and challenges of development and growth in South Africa. UKZN actively encourages practical research that will improve people's lives. This outcomes-driven approach has led to the setting up of interdisciplinary centres of excellence, devoted to particular projects and often involving collaboration with institutions from around the world.

An international destination

While it has become very expensive to attend a university in Europe or the United States, the University of KwaZulu-Natal offers international students many benefits, including:

- The opportunity to acquire a top class, internationally recognised academic qualification at a very affordable cost.
- Students from Southern African Development Community (SADC) countries pay local fees plus an international levy. Undergraduate students from non-SADC countries in Africa and from outside Africa pay dollar fees that include the levy.
- Students from outside Africa are charged dollar fees for postgraduate diplomas, Honours and coursework Masters – but all international research Masters and Doctoral students pay local fees plus a levy.

Colleges and faculties

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

College of Agriculture, Engineering and Science

- Faculty of Engineering
- Faculty of Science and Agriculture

College of Humanities

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





College of Health Sciences

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

College of Law and Management Studies

- Faculty of Management Studies
- Faculty of Law

Applications

Undergraduate studies

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

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

Postgraduate applicants

Candidates should have completed a four-year Bachelors degree, or a three year degree and a one-year, full-time Honours degree in the relevant field to enrol for a Masters degree. It is recommended that applicants obtain a certificate of evaluation of qualifications from the South African Qualifications Authority (SAQA) prior to submitting applications to the University. Visit the SAQA website: <http://www.saqa.org.za> or contact them on +27 (0)12 4315000.

The Centre for the Evaluation of Educational Qualifications is the division in SAQA that is responsible for evaluating foreign qualifications. If you require an evaluation, refer to the main page of the SAQA website. You may download the relevant documentation by clicking on the top right-hand corner for the Evaluation of Foreign Qualifications Application form, application guide and tariff guide. These forms may be printed and posted to them. Please note that the evaluation process can sometimes take up to three months, so it is important to apply well in time.

English language requirements

The University of KwaZulu-Natal is an English-medium university and applicants from non-English speaking countries must demonstrate fluency in English. Details of accredited tests and examinations can be obtained from the handbook *Essential Information for International Students*, or from:

The Coordinator: Language Centre

E-mail: kerchhoffj@ukzn.ac.za

International students from non-English speaking countries must be able to demonstrate proficiency in English in one of the following ways:

- A IELTS score of 7.0 (graduate) or 6.0 (undergraduate).

- An equivalent TOEFL score.
- A pass in English at A level or a C symbol at O level.
- A pass in English in the International Baccalaureate or equivalent examination.

If these requirements are not met, students will be required to undertake an assessment and attend English language courses until they have attained the required level of proficiency.

Facilities and services

Each campus has a fully computerised main library with branches to serve special academic needs. Other facilities include computer services, theatres, art galleries, a vast archive, student publications, campus bookshops, health clinics and a large number of sporting clubs, which operate on all campuses. On each campus, students elect a Students Representative Council, whose authority over the many clubs and societies is recognised by the University.

Accommodation

The University offers accommodation in comfortable, well secured, self-catering residences. Residence and housing officers also assist students to find suitable off-campus accommodation. Housing is limited, therefore applications should be made early to secure on-campus accommodation.

Services for international programmes

The University of KwaZulu-Natal is particularly geared to enhance the experience of international students. It has affiliations with more than 280 institutions around the world. It has a good support infrastructure for international students and is thus able to provide professional services to all international students.

The University has a full complement of staff to service internationalisation which includes a Director, Principal International Advisor, International Student Applications Officer and Student Exchange and Study Abroad Coordinator as well as an International School Coordinator. The International Student Support Offices are located strategically on three campuses (but serve the five campuses), and are each staffed by an International Student Support Officer and an International Student Support Assistant.

The University is committed to providing specialised services to support internationalisation initiatives. UKZN International aims to support the University's strategic initiatives, particularly those related to achieving excellence in teaching, research and community service. Professional staff members proactively provide guidance to international students and seek to address their unique needs and challenges.

The University strives to deepen its connections to and roots in Africa and the rest of the world. The International Students Applications Office is geared to support the special application needs of international students. Guidance is given regarding applications and the verification of international credentials, to ensure efficient and effective feedback to prospective international students. Enquiries and applications are given personal attention by the office.

Advice is given to staff and students seeking to achieve excellence through international opportunities. UKZN is actively



involved in establishing, developing and nurturing strategic international linkages, academic exchanges and research collaboration initiatives. Specialised services support student exchange, study abroad, full-time international students and other international initiatives. The University is actively involved in discussions and debates addressing issues of internationalisation, access, diversity, capacity building, multiculturalism, curriculum and GATS on various forums locally, nationally, in Africa and the rest of the world.

International programmes

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

Study abroad programme (UKZNSAP)

UKZN offers an exciting semester study abroad programme to students who wish to experience a diversity of cultures and languages, and to students who wish to gain hands-on experience of the challenges facing developing countries. The study abroad programme is designed for international students who want to spend one or two semesters at UKZN, taking undergraduate modules for the purpose of transferring credit, on completion, to their home institution.

Courses taken may be at undergraduate or postgraduate level depending on the student's academic background and the



availability of courses at the home institution. Students applying to study abroad must have completed at least three semesters of study at their home institution. Students pay dollar fees per module per semester. Students normally register for four courses, which is a full credit load at UKZN. Would-be study abroad students may apply either directly, on their own initiative, or through a partner programme between UKZN and their home institution. International students can contact their local international office or the UKZN:

Study Abroad Coordinator

Tel: +27 (0)31 260 2870 or 2230

Fax: +27 (0)31 260 2967

E-mail: ukznsap@ukzn.ac.za

Website:

www.ukzn.ac.za/ukzninternational/international/studyabroad.html

Student exchange programme (UKZNSEP)

The University of KwaZulu-Natal has more than 80 student exchange agreements in 21 countries. The student exchange programme gives international students an opportunity to interact academically, socially and culturally with local people. It allows students to move beyond an academic experience to embrace a new culture and different lifestyle, and to gain an understanding of KwaZulu-Natal province and South Africa.

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

at the host institution towards their degree at the home institution. The student exchange programme offers opportunities to students who wish to:

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

International students are advised to contact their local international office or the UKZN:

Student Exchange Coordinator

Tel: +27 (0)31 260 2870 or 2230

Fax: +27 (0)31 260 2967

E-mail: ukznsep@ukzn.ac.za

Website:

www.ukzn.ac.za/ukzninternational/international/exchange.html

International School

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

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



The International School offers educational experiences that can complement students' curricula while adding significant cultural dimensions to their life experiences. The programme takes place at Howard College campus in Durban. Some of the courses offered are:

- Culture and Diversity in the Rainbow Nation: An overview of language policy, politics and culture in modern South Africa.
- Zulu Language and Culture: An opportunity to experience Zulu language and culture and history.
- Service Learning: Community service and hands-on experience with local organisations and agencies.

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

Fees: The cost of the five-week International School programme is between US\$2,800 and US\$3,000, but please refer to the website for current rates. The programme fees cover tuition for up to two courses, accommodation at University residences, the costs of on-site activities such as weekend visits to the uKhahlamba Drakensberg Park, the Battlefields, the Great St Lucia Wetland Park and Hluhluwe-Imfolozi Game Reserve, and general transport related to the programme.

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

International School Coordinator

Tel: +27 (0)31 260 2677

Fax: +27 (0)31 260 2967

E-mail: is@ukzn.ac.za

Website:

<http://ukzninternational.ukzn.ac.za/InternationalSchool/1721.aspx>



SADC-Africa initiatives

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

The University is also guided by the larger development goals of Africa and is committed to the New Partnership for Africa's Development (Nepad). In part, Nepad aims to promote networks of higher education institutions and build capacity in Africa. The University's goals incorporate the importance of and need for collaboration between universities. SADC-Africa initiatives aim at capacity building in Africa and supporting academic partnerships that meet specific developmental needs of African countries.

There are growing numbers of students from Africa who are attracted to programmes that are internationally renowned and relevant to their local contexts. Courses are tailored to meet the development needs of the continent. All students from SADC and postgraduate students from Africa pay local fees and a levy.

University of KwaZulu-Natal

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

Tel: +27 (0)31 260 2230/1092
 Fax: +27 (0)31 260 2967
 E-mail: intapplications@ukzn.ac.za
 Website: www.ukzn.ac.za/ukzninternational



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

Wits Vice-Chancellor and Principal, Professor Loyiso Nongxa, comments: "Wits University is one of the leading universities in the country and on the continent. We have a responsibility to align ourselves with the priorities of our country and to advance national transformation through research, teaching and learning activities in order to produce the high level and scarce skills needed to foster development.

"The best universities in the world have come to appreciate the importance of being part of creative, innovative intellectual networks. At Wits, we recognise the need to establish and maintain existing local and global partnerships and to play an active role in fostering intellectual communities."

Wits has a proud tradition and continues to build on this. It is an ambitious institution and aims to be one of the top 100 universities in the world by 2022 (its centenary year). To this end the aims are to:

- Expand our reputation as a research-driven university while enriching undergraduate teaching.
- Develop graduates with high level and scarce skills to meet the needs of society in the sciences, engineering, advanced technology and other fields.
- Develop strategic partnerships that will make Wits an active, committed, creative, innovative force that advances the public good.
- Become the University of choice for excellent individuals, and in so doing attract top academic leaders from all sectors of our society and other countries.
- Achieve a position of financial strength by developing sustainable third stream income supplemented by building reserves and endowment funds.

Brief history and location

Studying at Wits offers students the opportunity to become part of an urban campus in Johannesburg, Africa's leading commercial city and the powerhouse of the African continent.

Spread over more than 400 hectares, Wits University has a distinctive capacity to contribute to the reconstruction and development of South Africa and the continent through research

and the production of skilled, critical and adaptable graduates. With more than 100,000 graduates in its 86-year history, Wits has made and will continue to make its mark nationally and internationally.

The University's origins lie in the School of Mining Engineering, with full university status being granted in 1922. Wits is home to about 25,000 students and comprises seven major 'clusters' spread around Braamfontein and Parktown in Johannesburg.

Faculties and academic staff

The University is structured into five Faculties comprising 34 Schools. The Faculties are: Commerce, Law and Management; Engineering and the Built Environment; Health Sciences; Humanities; and Science. There are around 1,500 permanent academic staff at Wits. The University is also proud of the 90 Rhodes Scholars and four Nobel Laureates that have emanated from the institution over the years.

Research

One of Wits' strategic priorities is to continue to develop its reputation as a research-driven institution. Wits is also committed to providing quality training to postgraduate students as one means of ensuring a continuous supply of active and motivated researchers while at the same time enriching the University's undergraduate teaching.

This research focus ensures that Wits operates at the cutting edge of disciplines. Wits has 34 research entities, 10 of which are recognised Medical Research Council Units. More than a third of the student body comprises postgraduate students. The University is home to 16 A-rated scientists who are conducting globally significant research in areas ranging from bioinformatics and climatology to AIDS, liver cancer and process synthesis. The University is also internationally recognised for its research in the fields of mining engineering, palaeoanthropology, rock art and palaeontology.

Wits has embarked on several research thrusts which include focuses on biodiversity, cities, development, education, HIV-AIDS, India-South Africa linkages, materials sciences, mining, minerals and exploration, the origins of species, and national heritage. Ground-breaking developments are taking place in all of these areas.

The University sustains an impressive output of research and strives to attain the highest levels of excellence. This was reflected in the latest Essential Science Indicators, an analytical tool produced by the ISI in the United States for the international ranking of scientists, institutions, countries and journals. An analysis of the last published rankings, undertaken by the National Research Foundation, revealed that Wits is ranked in the top 1% in the world in seven defined fields of research. This is more than any other university in South Africa.

Several strong research and other collaborations exist between Wits and universities in Africa, the US, UK, India and Australia, among others. Many research programmes are funded by international organisations.

Student facilities

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

The fully computerised Wits University library system comprises two main libraries and 14 divisional libraries. Students have access to over to more than a million book volumes, 400,000 journal titles and 46,000 new electronic resources. Wits has full internet and e-mail access in all its computer laboratories. The University's specialist collections include rare and early books and maps, the Mandela Memoirs, two Piper Tapestries and the Bartholomew Diaz Cross among other treasures. There are more than 14 museums and two art galleries housing a variety of rare and valuable artworks. The Wits Theatre complex has run 2,000 productions in its 25-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. In addition, there are more than 100 student clubs and societies catering for a diverse range of interests, including many that cater for the social and cultural needs of international students.

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

The International Office caters for the needs of all international students. The Office has a number of services to assist international students, ranging from welcome programmes through to orientation and mentoring. Services range from the provision of technical assistance to ongoing personal support, access to English language programmes, social excursions to places of interest and referral adjustment. The International Office also facilitates exchange programmes with universities around the world.

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

Entrance requirements

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

Internationalisation

One of the most powerful interpersonal tools of globalisation is the international exchange of academics and students. As an international University, Wits exists within global rather than local borders. It engages at both levels in order to facilitate the exchange of information and ideas in the social, cultural, political and economic domains.



Scientists in action. Wits is one of Africa's top research universities.

As part of the regeneration of Africa and with the aim of developing a knowledge economy, the University has a fundamental role to play as a modern, research-focused, engaged and influential African University. It is an institution that champions African scholarship, that stresses African values and celebrates achievement, success and academic excellence.

With more than 1,500 international students at Wits annually, hailing from more than 80 countries and speaking at least 130 languages, the University is truly a thriving, cosmopolitan centre for cultural, social, economic and political exchange.

Wits International Office

The Wits International Office (WIO) is strategically positioned to lead and facilitate all internationalisation facets of the University. These range from attracting and recruiting international students and providing relevant services to them, to implementing Wits' internationalisation strategy, building and maintaining the University's international partnerships and collaborations, and receiving international visitors and delegations. Externally, WIO interfaces with funding agencies, foreign representatives in South Africa, the Department of Home Affairs, medical aid providers, the Matriculation Board and Higher Education South Africa.

WIO seeks to complement services provided by faculties and academic departments to international students. It offers the following services:

- Information on Wits and on studying (and living) in South Africa.
- Information and guidance on obtaining a Matriculation Exemption.
- Advice on immigration issues.
- Application procedures for study permits and renewal of existing study permits.
- Information on South African-approved medical aid service providers.
- Issuance of clearance certificates to all international students, to ensure compliance with university and government requirements prior to registration.
- Orientation of new students to campus and city life.

Faculty of Commerce, Law and Management

The Faculty of Commerce, Law and Management aims to contribute to the advancement of governance, justice and economic development through developing and increasing knowledge and skills. Wits commerce graduates are found in top positions in Africa and around the world.

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

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



Security Management Network are located in the School of Public and Development Management.

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

The Wits School of Law has an international reputation and regularly hosts international guests, events, seminars and symposia. One of the country's premier institutions, the School produced two of South Africa's post-1994 Chief Justices of the Constitutional Court. The Wits Centre for Applied Legal Studies plays an integral role in advocating for the Constitutional rights of ordinary South Africans, particularly in relation to basic services, education, gender, housing evictions and social security. The Wits Law Clinic is one of the biggest in South Africa and is renowned for its work, particularly in public interest law. Graduates of the School of Law have made their mark in law, commerce and scholarship the world over.

Did you know?

- The School of Accountancy's chartered accountancy programme is rated one of the best in the country. The School has achieved an average pass rate of 90% in part one and 80% in part two of the South African Institute of Chartered Accountants qualifying exam over the past eight years.
- The School of Economic and Business Sciences is one of the largest and most dynamic Schools within the Faculty. With its focus on Business Sciences, Economics and Information Systems, its courses cover a range of skills – from the more people-oriented skills of business such as marketing and human resource management to the technical areas of finance and investment.
- The Graduate School of Public and Development Management is the largest postgraduate school of public management in Southern Africa. During its 10-year history it has provided high-level capacity-building through a range of postgraduate degrees and short courses, to more than 9,000 people. It is a professional, interdisciplinary school that offers a range of education and training programmes in local and provisional governance, economic and social development and public management and policy.

For more information visit: www.wits.ac.za/clm

Faculty of Engineering and the Built Environment

Imagine a world without engineers – no computers, mobile phones or electrical equipment, no mining equipment or activities, no buildings, roads, bridges aeroplanes or vehicles. Engineers are the backbone of all developments that play an essential role in our lives. A worldwide shortage of engineers exists across all disciplines, including in South Africa. The Faculty of Engineering and the Built Environment aims to help alleviate this shortage by steadily growing the number of quality graduates in a range of engineering disciplines.

The Faculty is a leading institution providing high calibre, internationally accredited education in engineering and the built environment. Wits graduates in these disciplines are prepared for service in an era when the well-being of humankind depends more than ever on the ability to apply technology responsibly, particularly in the vital area of environmental protection.

Wits aims to produce graduates who are competent to create and develop policies, devices and systems in many areas – from buildings and factories to transportation and communication systems; from the generation and distribution of electrical energy to the extracting and processing of naturally occurring minerals and materials.

Wits' undergraduate engineering degrees are recognised by the Engineering Council of South Africa. In terms of the Washington Accord, official recognition of our degree programmes has been approved by the professional engineering accrediting bodies in the US, Canada, Australia, New Zealand, the UK, Ireland and Hong Kong. Our professionally qualifying degree in quantity surveying is accredited by the South African Council for the Quantity Surveying Profession and the Royal Institution of Chartered Surveyors, UK, while the construction management degree is accredited by the Chartered Institute of Building. Our architecture degrees are accredited by the South African Council of Architects, the Royal Institute of British Architects and the Commonwealth Association of Architects.

In recent years, Faculty students and graduates have worked with industry partners, scientists and other stakeholders to produce robotics for manufacturing everything from surgical lasers to heart pumps, from polymers to nuclear reactors. Teams have delved into space research, built safe and attractive bridges, small powerful computers and high-speed satellites.



Engineering and the Built Environment

They have developed telecommunications, low-cost housing solutions, high-rise and high-tech buildings, and have conducted research into environmental protection and quality.

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

The Faculty of Engineering and the Built Environment houses the following Schools: Architecture and Planning; Construction Economics and Management; Mechanical, Industrial and Aeronautical Engineering; Mining Engineering; Chemical and Metallurgical Engineering; Civil Engineering; Electrical and Information Engineering (including Biomedical Engineering).

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

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

Did you know?

- Ferrari's Chief Engineer, Rory Byrne, graduated from Wits 42 years ago? He was recently awarded an honorary doctorate for putting South Africa on the world map of excellence.
- The new Wits University Convergence Laboratory in the School of Electrical and Information Engineering brings together voice, data, video, multimedia and entertainment via a 'next generation' telecommunications network. In 2006, students developed software systems to aid the visually impaired, devices to allow video streaming from the T-shirts of soccer players to mobile phones, and virtual music gloves.
- In 2007, a team of students from the Faculty were awarded a silver medal at the annual SIMagine awards at the World 3GSM International Software conference in Barcelona. The students won for their innovative mobile phone game, Mobiraba(tm), an adaptation of the local Morabaraba game played in Africa.

For more information visit: www.wits.ac.za/ebe

Faculty of Health Sciences

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

The Faculty offers undergraduate degrees in medicine, dentistry, nursing, pharmacy, physiotherapy and occupational therapy. Training is offered with practical experience in five major hospitals in Johannesburg as well as several rural hospitals, the state-of-the-art Wits Donald Gordon Medical Centre and various clinics. Through its partnership with the Gauteng Health Department, Wits employs more than 800 medical and dental consultants who are involved in teaching undergraduates and postgraduates and assisting in research programmes.

Around 500 students graduate in these professions each year. In addition, postgraduate training is offered to specialists in medicine and dentistry. The Faculty also offers postgraduate qualifications in the therapeutic sciences, pharmacy and public health, as well as research Masters and Doctorates.

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

The Faculty is home to the following Schools: Anatomical Sciences; Clinical Medicine; Oral Health Sciences; Pathology; Physiology; Public Health; and Therapeutic Sciences. All Schools participate in the training of undergraduate medical, dental and allied medical students, and postgraduates in all disciplines. Academics from the Faculty are constantly sought for their expertise in key healthcare issues locally and abroad.

The Faculty welcomes applications for study in the following areas:

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

Did you know?

- In 2008, the Centre for Exercise Science and Sports Medicine at Wits was inaugurated as the first FIFA Medical Centre of Excellence in Africa – only one of six such centres in the world.

For more information e-mail: healthpg@health.wits.ac.za or visit www.wits.ac.za/health

Faculty of Humanities

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

The Faculty offers a wide range of programmes, some of which are vocationally oriented and lead to careers in specific professions, while others are theory and research-oriented and impart critical analytical skills that open up careers in academia and research institutes, the public and private sectors and non-governmental organisations. Courses are designed to provide a solid training in a particular field, yet draw on a broad range of options, enabling courses to be tailored to fit a student's personal career orientation.

Did you know?

- Wits has revived its public intellectual engagement activities and has positioned itself as the intellectual hub of South Africa. The University provides a platform for debate and critical thinking across disciplines by regularly hosting talks by prominent local and international speakers on topical societal issues. Nobel laureates, politicians, intellectuals, authors, researchers and scientists have had their say at Wits.
- In 2008 Wits established the Centre for Indian Studies in Africa, the first of its kind on the continent. The Centre supports research, teaching and public debate about India and its growing presence across Africa.

The Faculty of Humanities houses the following Schools: Education; Arts; Social Sciences; Literature and Language Studies; and Human and Community Development. It offers internationally recognised postgraduate programmes (Honours, Masters by coursework or dissertation, and PhDs) in all these fields.

The Faculty is one of the leading centres of postgraduate studies and research in South Africa and Africa. Postgraduate students are taught and supervised by leading academics who enjoy international reputations as some of the world's foremost research-active and productive scholars. Most programmes seek to be at the cutting edge of postgraduate studies by taking innovative multidisciplinary, cross-disciplinary and trans-disciplinary approaches, linking the arts, social sciences, natural science, law and management. Postgraduate students experience rigorous theoretical and methodological training which imparts strong research and analytical skills and enables them to adapt to the constantly changing contemporary world of work.

Humanities is home to leading research centres, institutes, programmes and units including the Marang Centre for Mathematics and Science Education, the Emthonjeni Centre, the Centre for Indian Studies in Africa, and the Local Histories

and Present Realities history project. The Sociology of Work Unit undertakes research into the world of work and labour while the Centre for Africa's International Relations develops teaching and research capacity in this field. The East Asia Project and the Middle East and South Asia Project aim to promote greater awareness and understanding of those regions. The Constitution of Public Intellectual Life Programme offers a platform for public discussion, debate and deliberation while the Wits Institute for Social and Economic Research is an interdisciplinary research institute hosting six flagship research programmes.

For more information visit: www.wits.ac.za/humanities

Faculty of Science

The Faculty of Science is one of the leading science faculties in the country and in Africa, and has an excellent track record in teaching and research. Its courses and qualifications are on par with the best in the world, and are recognised by prestigious institutions abroad.

Research has shown that an investment in science and technology benefits the development of an entire nation, and this is reflected in the South African government's 2007 commitment to providing extensive funding for the development of science, engineering and technology in higher education institutions, including Wits.

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

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

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

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

The University curates one of the largest collections of fossils in the southern hemisphere, visited by scientists from all over the world for research purposes within the Institute for Human



Evolution. New species of animals are constantly being discovered through ground-breaking research efforts.

Did you know?

- In 2008, an international team of scientists led by Wits researchers and students discovered an extinct population of small-bodied 'Hobbit-like' humans in Palau, Micronesia, an island in the Pacific Ocean.
- In 2007, a Wits team discovered a new meteorite impact site in the North-West province.

The Faculty's actuarial science programme provides exemption from 12 of the examinations required for qualification as a professional actuary with the Edinburgh Faculty of Actuaries or the London Institute of Actuaries. Scientists and postgraduates in the Faculty are also working at the cutting edge in the fields of biotechnology and bioinformatics, which the University has identified as a strategic area for development.

For more information visit: www.wits.ac.za/science

University of the Witwatersrand, Johannesburg

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Keeping up with the Dow Joneses

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

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

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

The University of the Free State
Invest in US



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A university of excellence, equity and innovation

The University of the Free State (UFS) is one of South Africa's oldest universities, and celebrated its centenary in 2004. UFS is an important research centre. Our six faculties offer a full range of undergraduate and postgraduate programmes to more than 25,000 students – 40% of them postgraduate – including 2,400 international students.

The University values the diversity of its student population and is determined successfully to manage this diversity as an asset that can add tremendous value to the learning experience of every student at UFS.

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

There is also the Qwaqwa campus of UFS in the Eastern Free State, approximately 300 kilometres from Bloemfontein. This campus, located in one of the most scenic parts of the country, offers study opportunities towards a bachelor degree in arts, commerce or science, and selected courses in education.

Accommodation

Both the main campus in Bloemfontein and the Qwaqwa campus offer accommodation in student 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.

Admission requirements

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

Student life

Studying at the University of the Free State will introduce you to a varied and interesting student life, not only academically



but also in terms of culture, sport and recreation. On the main campus, the University boasts facilities for more than 20 sport codes, including a state-of-the-art astroturf hockey field, a modern student centre (with shops and restaurants), a student newspaper and a campus radio station. In addition, students have access to an extensive world class library, a career and guidance centre, a modern student theatre and various computer centres.

Faculties

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

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

Research

The University is an important national role player in terms of research and has close ties with a number of universities and industries in Africa around the world. More than 74 academics at the University of the Free State are rated by the National Research Foundation, indicating the excellence of its research portfolio. The University recently announced the formation of six Strategic Academic Clusters. These are areas in which the University excels already or plans to establish areas of expertise. They are:

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

FS in the top 1% globally

The first survey using accredited publications to establish how well South African universities perform in two specific research areas, relative to each other and to international institutions, revealed that UFS is one of only six institutions in the country that ranked in the top 1% globally in 2006. The results, published in an international academic journal, showed that the relative number of citations (references in published work which credit the original source of research used) in clinical medicine and plant and animal sciences, credited to the UFS, positions the University as a world class institution in these two disciplines.



The study was based on the number of citations credited to universities between January 1995 and April 2005 and identified which South African universities made the citation thresholds of the Institute for Scientific Information in the United States.





International support

The UFS has an International Office to support students from abroad, at undergraduate and postgraduate level. The main areas of focus of this portfolio are to offer professional support to international students, to facilitate an increase in international research funding, and to encourage the further globalisation and internationalisation of the University.

There are approximately 2,400 students from more than 50 countries represented on campus, the majority from Africa. The University has a high number of research and exchange agreements with many internationally recognised institutions, contributing to a diverse and beneficial international culture within the framework of excellent research, teaching and community service.

A few milestones

- In 2007, UFS had six former students in the Springbok team that won the Rugby World Cup. In addition one member of the support personnel is a staff member of the UFS while another member of the support team is a former student.
- In 2006, the University was appointed as the national training provider for the Jobs for Growth Programme, an initiative that forms part of the Accelerated and Shared Growth Initiative for South Africa, driven by the South African Government.
- In 2005, a young scientist at UFS, Olihile Sebolai, made international headlines with a remarkable discovery of new oily substances in yeast. This is evidence of the UFS's commitment to producing high quality graduates, particularly from previously disadvantaged communities.
- In 2004, the South African Broadcasting Corporation screened an acclaimed documentary on the life of King Moshoeshoe, the founder of the Basotho nation – a documentary

commissioned by UFS as part of its centenary celebrations. Through the documentary UFS highlighted the crucial roles played by King Moshoeshoe as an African leader and a nation-builder who promoted reconciliation in the Free State and beyond.

- In 2003, UFS became the first university in South Africa to appoint a black woman, Professor Leticia Moja, as Dean of a medical faculty. This is part of ongoing efforts to attract the best staff to UFS, and to support the transformation process in South Africa.
- In 2002, UFS was one of the first universities in South Africa to adopt a policy on community service learning and research. Through this policy the University has integrated the service that students render to the community within the academic core of teaching and learning as a credit-bearing activity so that students and communities can benefit.

University of the Free State

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Study abroad at North-West University

Alive with ideas that work

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

Be part of a winning team

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One word that captures the spirit of North-West University (NWU) is "innovative". This characteristic runs across all our activities and operations, from academic offerings to the research we conduct, to our management model, campus structure, student body, community engagement and sports achievements.

NWU is a unitary multi-campus institution with campuses – each with its unique characteristics – spread across two provinces. The Potchefstroom and Mafikeng Campuses are situated in North West and the Vaal Triangle Campus in Gauteng. The Institutional Office (head office) is in Potchefstroom within close proximity to the Potchefstroom Campus.

- The **Mafikeng campus** is located in the capital of North West province and boasts an international ambience, with students from 22 countries enrolled there. The campus has a rural atmosphere, with solid buildings and a safe environment. Its library offers students 24-hour access.
- The **Potchefstroom campus** is situated in the historical university town of Potchefstroom and currently uses Afrikaans as the medium of instruction at undergraduate level as a result of its demographic profile. However, owing to the obligation to enhance access and success for non-Afrikaans speaking students, educational interpreting services into English are offered in certain teaching programmes that are viewed as of strategic importance to deliver high quality graduates to the emerging South African economy.
- Situated on the banks of the Vaal River in a proclaimed nature reserve, the **Vaal Triangle campus** with its diverse population also boasts a unique environmental setting, with various species of game roaming the campus grounds. The campus has two faculties, namely the Faculty of Humanities with four schools and the Faculty of Economic Sciences and Information Technology with three schools.

Why study at North-West?

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

Furthermore, NWU is earning its rightful place as a leading university as acknowledged by the following accolades:



North-West University Vice-Chancellor, Dr Theuns Eloff, plays a leading role in higher education in South Africa and internationally. He is currently Chair of Higher Education South Africa and Vice-Chair of the Association of Commonwealth Universities.

- Joint first place in the 2007 PricewaterhouseCoopers Higher Education Excellence Award for Corporate Governance.
- Award in 2008 from the Pan-South African Language Board for contributing the most towards multi-lingualism and nation-building in the South African higher education sector during the past 10 years.
- Awarded the most progressive, technologically innovative university in South Africa in 2004 by the Department of Science and Technology.

NWU vision and values

North-West University's vision is to be a "pre-eminent university in Africa, driven by the pursuit of knowledge and innovation".

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

NWU mission

NWU is set to become a balanced teaching-learning and research university, while implementing its expertise in an innovative way. Our mission is made up of the following elements:

- Develop, educate and empower through quality teaching and learning, well-rounded graduates who are able to think laterally and critically in their service to the country and its people.
- Develop and sustain high quality, relevant and focused research,



supplying innovative solutions to challenges faced by the scholarly community, the country, the continent and the world.

- Expand the implementation of expertise, both commercially and community-directed, for the benefit of the province, the country, the Southern African Development Community region, the continent and ultimately the world.
- Be a value-driven University, striving to make a difference in the pursuit of our mission.
- Aspire to be recognised internationally as a well-managed and innovative university, with a client focus embedded in quality. The University seeks to achieve this by creating an enabling environment that will enhance and improve its core business and remain financially viable.
- Transform continually in terms of positioning, academic profile, unity, equity and redress. In doing this, contribute to the transformation of the South African higher education system to help meet the country's social, economic, developmental and environmental needs.

Research and innovation

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

- Researchers from the Potchefstroom Campus of NWU are part of the international High-Energy Stereoscopic System (HESS) group that won the highly sought after European Union Descartes Prize for Research for 2006.
- The Department of Science and Technology allocated the third DST Hydrogen Centre of Competency to NWU and the Council for Scientific and Industrial Research, with NWU in the lead position for the first five years.
- A lecturer in the School of Mechanical Engineering received

an award at the 30th anniversary of the World Energy Engineering Congress in Atlanta, Georgia, for his work in the field of energy conservation. On top of that, the Association of Energy Engineers announced that the Power Alert project was chosen as winner of the 2007 Energy Project (International) of the Year Award.

- A researcher in the Unit for Space Physics recently received an A1 rating from the National Research Foundation (NRF). Another lecturer in the School of Physics received the President's Award for Research from the NRF.
- NWU is the only university in South Africa that offers approved Masters qualifications in nuclear engineering, on the Potchefstroom campus. In addition, the Centre for Animal Health Studies on the Mafikeng Campus offers the only BSc Animal Health programme in South Africa that is recognised for registration by the South African Veterinary Council.
- NWU was named the most progressive, technologically innovative university in South Africa in the National Innovation Competition of 2004.

Sporting supremacy

NWU has been among the top universities in South Africa for the past five years in the major sporting codes, with three NWU athletes and a coach representing South Africa in the 2008 Olympics. The university's FNB High Performance Institute for Sports houses Africa's best-equipped sports gymnasium and offers a full range of support services to enhance performance. Furthermore, 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. The University is the preferred training destination of more than 1,000 international athletes from 25 countries.

Faculties and programmes

Mafikeng Campus	Potchefstroom	Vaal Triangle
Agriculture; Science and Technology; Commerce and Administration; Educational Sciences; Human and Social Sciences; Law	Arts; Economic and Management Sciences; Educational Sciences; Engineering; Health Sciences; Law; Natural Sciences; Theology	Economic Sciences and Information Technology; Humanities

Please consult our website at www.nwu.ac.za for a detailed list of schools at the Mafikeng, Potchefstroom and Vaal Triangle campuses.

Language policy

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

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

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

Internationalisation

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

linkages, in order to form a number of comprehensive cooperation agreements. An initiative to establish a small network of like-minded universities consisting of NWU, London South Bank University, Vrije Universiteit Amsterdam and Montclair State University in the United States was launched in November 2007.

Living up to our innovative spirit, the continuously growing North-West University is a leading and sustainable, teaching-learning and research university that celebrates and encourages multi-culturalism, multi-lingualism and multi-nationalism.

We lead the way when it comes to *innovation through diversity*.



Mafikeng campus.



Potchefstroom campus.



Vaal Triangle campus.



A proud history, an exciting future

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

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

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

Among its illustrious alumni are two Nobel Peace Prize winners, four presidents, three prime ministers and numerous cabinet ministers and business and science leaders. They include former South African president Nelson Mandela, Oliver Tambo, Govan Mbeki, Chris Hani, Robert Sobukwe, Robert Mugabe of Zimbabwe, Ntsu Mokhehle of Lesotho, Quett Masire of Botswana, Professor Yusuf Lule of Uganda, Tom Boya of Kenya, ZK Mathews, Getrude Ntlabathi, Chris Murkedush, Kaizer Daliwonga Mathanzima and Mangosuthu Buthelezi.

The Power of Choice

PROGRAMMES OFFERED

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



THE FOLLOWING UNDERGRADUATE PROGRAMMES ARE OFFERED AT THE BHISHO CAMPUS

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

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

• Accounting • Economics • Development Studies (Also Offered)

ENTRY REQUIREMENTS

- Matric with endorsement • Mature age 23 & up • Age Exemption 45 & up
- In some programmes good school leaving certificates may be considered

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www.ufh.ac.za



University of Fort Hare
Together in Excellence



The role Fort Hare played in South Africa's struggle for liberation, and its influence across the continent, can be ascribed to the convergence of great minds on campus. Its very many prominent alumni support Fort Hare's reputation as a cradle of African leadership.

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

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

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

Vision and mission

The University of Fort Hare aspires to become a vibrant, equitable and sustainable African university committed to teaching and research excellence. The University builds upon its unique historical leadership role and rural location to provide an attractive and enriching educational service to its graduates and scholars to that they may become meaningful and critical participants in the social, economic and political development of society.

The University's vision has seven underlying themes:

- A unique 'brand name': Fort Hare – based on the principle of drawing on the "best of the past into taking up the challenges of the future".
- An affirmation of Fort Hare's historical role as the training ground for leaders – and broadening this mission to include politics, industry, commerce, agriculture and moral leadership.
- An assertion and celebration of our identity as an African university – a multicultural and continental as opposed to an ethnocentric identity.
- A commitment to institutional sustainability – in financial, programme and human resources development terms.
- A commitment to excellence in providing high quality teaching and research at the service of students, scholars and the public.
- An assertion of Fort Hare's predominantly rural location as a strategic advantage to focus on programmes responding to local and regional development needs.
- Upholding the principle of equity – across gender, racial and disability lines.

The mission of the University is to provide high quality education of international standards contributing to the advancement of knowledge that is socially and ethically relevant, and applying that knowledge to the scientific, technological and socio-economic development of South Africa and the wider world.

Fort Hare's mission has five underlying themes:

- Commitment to high quality education – to give students a competitive edge in the labour market.

- Striving towards achieving international standards – establishing the currency of Fort Hare's qualifications in the new global economy.
- Offering academic programmes with strong social and ethical relevance – ensuring a critical and constructive contribution to social development.
- Promoting a distinctively developmental perspective in teaching and research.
- Aligning the University of Fort Hare firmly to the scientific, technological and socio-economic challenges facing South Africa.

Faculties

The University of Fort Hare's five faculties and 10 schools offer a wide variety of study opportunities across many fields, ranging from undergraduate diplomas through to Bachelor, Honours, Masters and Doctoral degrees.

Faculty of Education

- School of Initial Teacher Education
- School of In-Service Programmes
- School of Postgraduate Studies



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 total 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.

Campuses

Fort Hare's 90th anniversary launched major initiatives to develop and grow the University's new urban East London campus, and to renew its historic campus in Alice.

Main campus – Alice

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

Satellite campuses – Bhisho and East London

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

Faculty of Law

- Nelson Mandela School of Law

Faculty of Management and Commerce

- School of Business and Enterprise
- School of Public Management and Development

Faculty of Science and Agriculture

- School of Science
- School of Agriculture and Agribusiness

Faculty of Social Sciences and Humanities

- School of Social Sciences
- School of Humanities

University of Fort Hare

Private Bag X1314
Alice 5700
South Africa

Alice campus

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

East London campus

Tel: +27 (0)43 704 7000
Fax: +27 (0)43 704 7095

Bhisho campus

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

Website: www.ufh.ac.za





Finding solutions for 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, which occurred on 1 January 2005. It has two campuses – Turfloop campus in Polokwane, Limpopo province; and Ga-Rankuwa campus in Pretoria, Gauteng province.

Mission statement

"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 high 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. The vision is to be a premier African university that is competitive on the global stage.

Location

When the geographic location of the University of Limpopo is taken into account, these African and global emphases are not surprising. African heritage and traces 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, capital of South Africa's most northerly and most rural province. Limpopo province shares borders with Mozambique, Zimbabwe and Botswana and many of its development 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 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 Health Care Sciences
- School of Medicine
- School of Pathology
- School of Public Health

Faculty of Humanities

- School of Education
- School of Languages and Communication Studies
- School of Social Sciences

Faculty of Management and Law

- School of Law
- School of Economics and Management
- Turfloop Graduate School of Leadership

Faculty of Science and Agriculture

- School of Agricultural and Environmental Science
- School of Computational and Mathematical Sciences
- School of Molecular and Life Sciences
- School of Physical and Mineral Sciences

Examples of excellence

Here is a selection of developments and achievements on both campuses of the University of Limpopo that illustrate the breadth and power of this transformed institution. The University also 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
- Materials 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 very keen and thus accommodation in the residences is reserved for full-time registered students.

Post office and e-mail

Both campuses have their own post offices. 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.
- Facilitating the smooth transition of first-time students to university life.

Health service

The Student Health Centre provides a health service to students of the University. The service is offered on a primary health care basis. If more specialised attention is needed, students are referred to hospital.

Disabled Student Unit

The University of Limpopo'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 of Limpopo operates in Polokwane city, and in 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 all over 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.

University of Limpopo

Turfloop campus:

Private Bag X1106
Sovenga
Limpopo 0727
South Africa

Medunsa campus:

PO Box 189
Medunsa
Gauteng 0204
South Africa

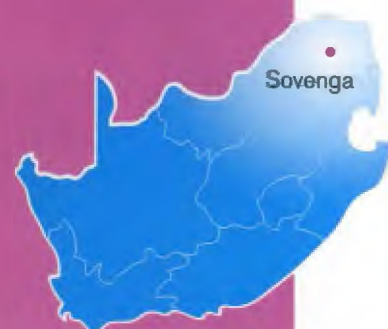
Mrs Jullia Mabale

Student Recruitment Practitioner
Tel: +27 (0)15 268 3264
Mobile: +27 (0)82 809 6382

Mr M Ntwampe

International Office
Tel: +27 (0)15 268 3046
Mobile: +27 (0)83 263 4713

Website: www.ul.ac.za





Leading minds

100 years old in 2008

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

The University of Pretoria is one of the largest residential universities in South Africa and is situated on five campuses in South Africa's ever-expanding administrative capital, Pretoria, as well as another campus in Illovo, Sandton.

It embodies the rich diversity and depth of South African society.

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



Vision

The University of Pretoria strives to be:

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

Mission

To be an internationally recognised South African teaching and research university and a member of the international community of scholarly institutions.

Language

The University of Pretoria provides an intellectual home to anyone who has the interest and ability to participate in its programmes. The University acknowledges that every student has a right to excellent training. The University undertakes to develop and use the languages of instruction, Afrikaans and English, as valuable instruments of science. A third language Sepedi, was adopted in 2007 as a language of communication.



Faculties, departments and programmes

The academic year is from January to November.

The University of Pretoria has nine faculties, 140 departments and 85 centres, institutes and bureaux. There are Faculties of:

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



Application and closing dates

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

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

Admission requirements are set for each degree offered.

Accommodation @ UP

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



Campuses

The University of Pretoria has six campuses:

- Hatfield campus (main campus)
- Onderstepoort (Faculty of Veterinary Science)
- Groenkloof (Faculty of Education)
- Prinshof (Faculty of Health Sciences)
- Mamelodi campus
- UP GIBS in Illovo, Sandton

Hatfield (main campus)

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



Onderstepoort (Faculty of Veterinary Science)

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

Groenkloof (Faculty of Education)

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

Prinshof (Faculty of Health Sciences)

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

Mamelodi campus

Mamelodi campus is modern and boasts a very active student life.

UP GIBS campus in Illovo, Sandton

The Gordon Institute of Business Science campus 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.





Student support services

Vision

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

Health services

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

TuksSport

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

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



Student representation

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

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

Arts and culture

The University of Pretoria has always played an important role in promoting art and cultural activities, not only on campus but also in the broader community. This approach is linked to its declared policy of producing balanced and well-rounded students.



Client Service Centre

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

The University of Pretoria's outcomes-based qualifications emphasise relevant intellectual and other skills. The University strives to achieve a balance between instituting new, viable, career-oriented programmes that meet rapidly changing market needs, and preserving traditional scientific programmes with a view to stimulating postgraduate study and research.

University of Pretoria

Client Service Centre
University of Pretoria
c/o Lynnwood Road and Roper Street
Lynnwood
Pretoria
South Africa

Tel: +27 (0)12 420 3111
Fax: +27 (0)12 420 4555
E-mail: csc@up.ac.za
Website: www.up.ac.za





UNIVERSITEIT • STELLENBOSCH • UNIVERSITY
Jou kennisvennaaf • your knowledge partner

Stellenbosch University was established as a University by an Act of Parliament in 1916. Stellenbosch is one of the foremost universities in the country and its contribution to the South African community is undeniable. Testimony to this is the high calibre of graduates that the University consistently delivers.

We strive to be an international role-player in research, a national asset in the development of intellectual capital, and a driving force for regional development – within the context of the Western Cape, the greater South Africa and the African continent.

Professor Russel Botman's installation as Rector and Vice-Chancellor of Stellenbosch University on 11 April 2007 was described by Naledi Pandor, South Africa's Minister of Education, as "a watershed event" in the history of the University because to be the first black leader of Stellenbosch University holds many opportunities for South Africa's future and its education.

The sustainable success of Stellenbosch University depends on Africa's success. For this reason Professor Botman identified Stellenbosch's international relevance as a key strategic priority during his term as Rector and Vice-Chancellor.



Old main building.



Victoria Street autumn.

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

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

Location and campuses

Stellenbosch University is situated in the classic university town of Stellenbosch, a place of great natural beauty set in the heart of the Cape winelands. In addition to the main campus, there are three satellite campuses: Tygerberg campus (Health Sciences), Bellville Park (Business School) and Saldanha (Military Science).

Decade of internationalisation

Internationalisation highlights

- Stellenbosch University established a dedicated International Office in 1993. On the Office's 10th anniversary we initiated a trend of holding 'Family Meetings' by inviting current and prospective partners to visit our campus to learn more about Stellenbosch as a study and research destination.
- International network: We are part of a well-established and active network of international partners – just some of our partners are Eberhard Karls Universität Tübingen, Leiden University, the Catholic University Leuven, St. Andrews University, Northwestern University, Chinese University of Hong Kong and Peking University. We also have established partnerships with ISEP, CIEE and the AIFS.
- Student numbers: From a mere 200 Namibian and approximately 10 occasional students in 1993 our international student numbers have grown considerably. Currently more



Perold building.

than 2,500 non-South African students from 90 countries are registered at the University. They represent close to 10% of the resident student population.

- International Student Organisation Stellenbosch (ISOS): The organisation was formed in 1995 and continues to play an important role in the development of social and cultural programmes for international students each semester.
- Short programmes: To present diversity in our offerings to international students, courses were introduced through International Programmes Stellenbosch University (IPSU), where non-curricular but accredited academic programmes are presented. Our annual Summer School is now in its 8th year – one of few in the country. We also offer a unique programme in Service Learning in Community Development which leads to a certificate. This programme continues to attract great interest from abroad.
- Scholarships: We have established an International Office Travel Scholarship Fund that enables us to award scholarships to Stellenbosch University students which enable them to study abroad on exchange.

Unique culture

The University has a campus culture that welcomes a diversity of people and ideas. It is a multilingual institution where the three main languages spoken are English, Afrikaans and Xhosa. Due to the location of the main campus, town and campus life are closely interwoven, which gives rise to a high degree of interaction and integration.



Konzaratorium.



Stellenbosch Institute for Advanced Study

The language of instruction in undergraduate programmes is primarily Afrikaans so students need a working knowledge of Afrikaans. At postgraduate level the main language of instruction is English. It is thus essential that students have adequate English language skills.

In total 23,439 students enrolled at Stellenbosch University in 2007, an increase of 3.9% above the 2006 figure. Thirty percent of the students enrolled were black, coloured or Indian while the majority of students (70%) were white. There were 7,741 postgraduate students in 2007, which represented 33% of total student enrolments.

Faculties

A comprehensive range of undergraduate (Bachelors) and postgraduate programmes (Diplomas, Honours, Masters and PhDs) is offered across nine faculties:

- Arts (humanities and social sciences)
- Science
- Education
- AgriSciences
- Law
- Theology
- Economic and Management Sciences
- Engineering
- Health Sciences

Entrance requirements

Matriculation exemption, a minimum average percentage and individual programme criteria are the entrance requirements for Bachelor programmes.



Agrisciences

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

Research

Stellenbosch University engages in basic and applied research, and through partnering with industry and government has become a benchmark for research excellence.

The university has established itself as one of the leading research universities in South Africa and Africa, is proud to house prestigious Centres of Excellence, and is home to world class specialists in many fields.



Staff

The size of the staff corps on permanent appointments in 2007 was 2,319: comprising 765 academic personnel (teaching and research), 1,255 administrative and technical personnel, and 299 service workers.

Facilities and services

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



Accommodation

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

International students

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

Stellenbosch University

International Office
Private Bag X1
Matieland 7602
South Africa

Tel: +27 21 808 4628
Fax: +27 21 808 3799
E-mail: interoff@sun.ac.za
Website: www.sun.ac.za



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 80 world class, career-focused courses at various campuses and service-points in Bellville, Cape Town, Granger Bay, Mowbray and Wellington, Western Cape, South Africa. With more than 29 000 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
Agriculture (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
Public Relations 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 (Grade 4-9)

ENGINEERING

Building, leading to Construction Management or Quantity Surveying
Cartography
Clothing Management
Engineering: Chemical
Engineering: Civil
Engineering: Electrical
Engineering: Industrial
Maritime Studies
Engineering: Mechanical
Engineering: Mechanical: Marine
Engineering
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
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.saqa.org.za

RESEARCH

CPUT's research outputs include TB/HIV/Aids, instrumentation, separations technology, energy technology, e-commerce, tourism and hospitality, coastal resource management and various interdisciplinary research projects. Collaborative research agreements exist between CPUT and various universities in India, Switzerland, UK, USA and Russia, amongst others, leading South African universities, as well as the French-South African Technical Institute of Electronics (F'SATIE) 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 the 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



BELLVILLE 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

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 L Vuyisa Mazwi-Tanga was appointed as the first Vice-chancellor of the Cape Peninsula University of Technology in February 2006.

FACILITIES AND SERVICES

- There are some one hundred sports, social and cultural clubs and societies, covering a wide range of interests.
- Health services 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 video/audio facilities.
- All students have access to computers, as well as email and internet facilities.
- The 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.



Mr Nicolas Sarkozy, President of France, and his wife, with Ms Phumzile Mlambo-Ngcuka, Deputy President of South Africa at the inauguration of F'SATIE at CPUT.



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

Applied Sciences

Business

Education & Social Sciences

Engineering

Health & Wellness Sciences

Informatics & Design



Cape Peninsula
University of Technology



RHODES UNIVERSITY

Where leaders learn

Rhodes University is one of the oldest South African universities, having celebrated its centenary in 2004. It is also the smallest university in South Africa, with just over 6,000 students.

Rhodes scores high on three important indicators of quality: it has a student-staff ratio of 15:1; it has the highest research output per capita in the country; and the percentage of international students is 25% of the entire student body.

Rhodes is set in a beautiful and safe campus, offering comfortable accommodation and modern facilities. Recent honorary doctorates recognised by the Rhodes University community for their contributions to South African society include Archbishop Desmond Tutu, ex-President Nelson Mandela, Professor Amartya Sen and Chief Justice Pius Langa.

Location

Rhodes University is located in Grahamstown in the Eastern Cape. Grahamstown is a pretty, historic town that started as a garrison in 1812 where the British set up camp to defend the old Eastern Frontier against the Xhosa people.

Today Grahamstown is a major educational and legal centre.

It also hosts two premier South African Festivals – the National Arts Festival (June to July) and the Science Festival (April).

The town is close to the stunning beaches of the Eastern Cape coast, a range of game reserves, and the mountains and plains of the Karoo semi-desert.

Facilities and services

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

There are more than 60 student societies affiliated to the Students' Representative Council, including political organisations, a campus radio station, a student newspaper, a chamber choir, a debating society, religious groups and other cultural groups. The societies facilitate socialisation and friendships, and develop a variety of useful competencies extramurally.

A wide range of top-class sports facilities give students the opportunity to keep fit while they pursue their academic studies.

The International Office

- Serves as a contact point for study abroad and exchange international students, staff and visitors.
- Supports Rhodes staff and students who travel and study abroad.



- Develops international opportunities, links and exchanges for Rhodes staff and students.
- Liaises with the international offices at other universities.
- Researches internationalisation at Rhodes (including campus-wide surveys on issues of internationalisation and the experiences of international students at Rhodes).
- Participates in the activities of both local and other international education societies.

Visit the international office website: www.ru.ac.za/international

Faculties, degrees and diplomas

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

Faculty of Law

Degrees:

- Bachelor of Laws (four years)
- Master of Laws (one year)
- Doctor of Philosophy (two years)
- Doctor of Laws (four years)

Faculty of Pharmacy

Degrees:

- Bachelor of Pharmacy (four years)
- Master of Pharmacy (two years)
- Master of Science (two years)
- Master of Clinical Pharmacy (two years)
- Doctor of Pharmacy (three years)
- Doctor of Philosophy (two years)
- Doctor of Science (four years)

Diploma:

- Postgraduate Diploma in Clinical Pharmacology (one year)

Faculty of Science

Degrees:

- Bachelor of Science (three years)
- Bachelor of Science (Information Systems) (three years)
- Bachelor of Science (Software Development) (four years)
- Bachelor of Science with Honours (one year)
- Master of Science (one year)
- Doctor of Philosophy (two years)
- Doctor of Science (four years)

Diplomas:

- Postgraduate Diploma in Fisheries Science (one year)
- Higher Diploma in Environmental Biotechnology (one year)

The language of instruction is English.

Research

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

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

Building the research capacity of black and female staff, as well as the identification and nurturing of research potential



among young academics, is one of the University's primary goals.

Rhodes University encourages intra-disciplinary and inter-disciplinary collaboration within the University as well as with other South African institutions.

Rhodes is keen to develop exchange programmes with Southern African Development Community and overseas universities. The University is associated with a wide range of research institutions and affiliated organisations, and boasts several leading areas of excellence.

Staff

- Total administrative staff: 572
- Total academic and research staff: 331

Entrance requirements

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

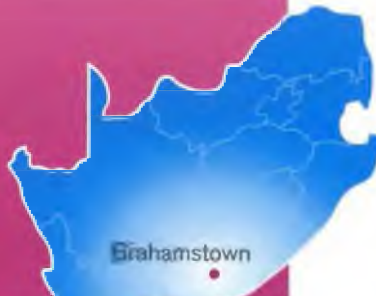
Accommodation

There are 44 residences and the Gavin Relly Postgraduate Village. Approximately 2,939 students are accommodated in residence while some 3,307 are in private accommodation.

Rhodes University

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Grahamstown 6140
South Africa

Tel: +27 (0)46 603 8111
Fax: +27 (0)46 622 5049
E-mail: registrar@ru.ac
Website: www.ru.ac.za





Distance Education - The Solution for Continuing Education

Distance education, which was pioneered by Unisa in this country and pre-empted the Open University in the UK by a few years, has evolved over the decades from being purely study through correspondence to including a variety of media. Students can receive printed tutorial matter, electronic material, tapes, DVDs and CDs; they may also study by themselves, join groups or attend a limited number of face-to-face tutorials.

While several residential universities have either a teletuition or distance education component and many private colleges offer school-level tuition and certificate and diploma courses through distance education, Unisa is the only distance education supplier in this country.

Advantages of distance education

- While Unisa's courses are about one-third the price of residential universities, it also has the advantage of being internationally recognised.
- Students study at their own pace.
- Students are immediately able to apply their study material to the workplace.

Issues to be considered before embarking on such a programme

- Prospective students should take into account their work, family and social obligations and be realistic about the number of courses for which they register. Students should also be aware that they will have to purchase

prescribed books for the courses for which they register.

- Students should draw up a timetable to ensure that they study consistently, to help them complete as many assignments as possible and to manage their stress
- Students may feel isolated when studying at Unisa. Lecturers do, however, give feedback on marked assignments and may be contacted via telephone or email.
- Student should attempt to form study groups with other students living in their areas. By doing so, they will be able to share ideas and draw attention to any problems they might be experiencing

Some lecturers hold discussion classes once or twice a year for their respective modules and students should make every attempt to attend these classes. Lecturers discuss assignments and common mistakes which students make. They also answer any questions students may have. They will not, however, give away examination questions!

Lifelong learning

Lifelong learning is becoming a way of life in the modern world. People need to update their knowledge and skills to compete for better jobs. Since its merger with the Technikon SA and its incorporation of Vista's distance education campus, Unisa has increased the variety and number of courses on offer.


The College of Agriculture and Environmental Sciences offers degrees and diplomas in, amongst others, Animal Health, Agricultural Management, Horticulture, Nature Conservation, Human Ecology (nutrition) and Social Development.

If students are keen on entering the world of business, the College of Economic and Management Sciences offers degrees and diplomas in Accounting, Human Resource Management, Banking, Business Management, Labour Relations, Marketing, Real Estate, Taxation, Transport and Tourism.

The College of Human Sciences offers a wide variety of courses which encompass the fields of Visual Arts, Communication, Health Sciences, Social Sciences, Languages, Literature, Childhood Education and Theology, to name but a few.

The legal eagles will find a qualification, whether at diploma or degree level, to suit their needs in the College of Law. These qualifications include Law, Police Science, Community Safety and Socio-legal studies.

Unisa's College of Science, Engineering and Technology offers a BTech in Engineering (Civil, Chemical, Electrical, Industrial and Mechanical), Information Technology and Mining, as well as a BSc in the various sciences.



You can reach Unisa in all the provinces or visit our website at www.unisa.ac.za to find out about our programmes, registration dates, fees and to find a facility nearest to you. The Contact Centre can be reached on: +27 11 670-9000

UNISA



university
of south africa

Be more.
Go further and realise
your potential.

Mandla Mlawu

BA (Language and Literature), BCom (Economics),
LLB and BCom Hons (Accounting)

Financial Director

Tel Work: (011) 555-5534
Cell: 088 555 5898

Address: 55 Park Avenue, Sandton

We challenge you to push your personal boundaries and to become more than you have ever dreamt of becoming. As one of the world's largest distance learning institutions, we will help you to do this by providing you with support, inspiration and the freedom you need to achieve your goals.

Whether it's a Unisa Certificate or a Doctorate in anything from Economics to Agriculture, you will not only fulfil your dreams, but go beyond them.

Learn. Wherever you are.

For further information:
Contact number: +27 (11) 670 9000
Email: study-info@unisa.ac.za
Web: www.unisa.ac.za

UNISA



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



A proud history, a dynamic future

As part of the higher education system in South Africa, the University of the Western Cape (UWC) has shed the shackles of apartheid and focused on preparing our country and its people for new beginnings. 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 offering academically viable and financially sustainable 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 home to the International Centre for Indigenous Phytotherapy Studies (TICIPIS), a UWC-University of Missouri project focusing on research that explores the interface between Indigenous Knowledge Systems and empirical science.
- Is home to no fewer than three World Health Organisation collaborating centres for capacity development, teaching and research in Dentistry, Pharmacology and Public Health.
- Has a newly established Centre for Humanities Research, exploring humanities theory in the context of larger debates about social and cultural transformation in Southern Africa and the continent.

- Offers a Masters degree in International Trade Law as a joint initiative with several South African and international partners.
- 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 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 universities in India, Bangladesh, Sri Lanka and across the African continent.

Into the future

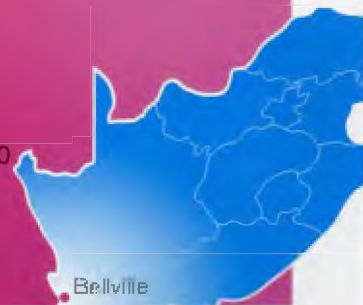
UWC's current expansion plans form part of its challenge to cater for a growing student population. These plans include the construction of a number of new facilities, including new buildings for the School of Public Health and for Life Sciences. The state-of-the-art Life Sciences complex will be home to all the life sciences disciplines and will be a premier site of knowledge generation for scientists in the region and the continent.

A dynamic future beckons as UWC strives to remain an institution of high repute, in pursuit of excellence in teaching, learning and research. UWC provides a nurturing and vibrant space for its staff and students and is truly a place of quality – a place to grow from hope to action through knowledge.

University of the Western Cape

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Equipped for global success

Rurally based but globally inclined

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

The University pursues partnerships with local and global institutions and welcomes students from both communities, in keeping with its mission to provide access to students from diverse backgrounds to an enabling and caring learning and teaching environment.

Because it offers relevant programmes that are responsive to the development needs of both local and international societies, Unizulu is confident that knowledge generated by its research and disseminated through publications, teaching and development, benefits these communities. Linkages and networks on educational, corporate and governmental levels

already include successful academic partnerships with American, European and a number of cluster institutions from Africa, Asia and South Africa.

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

The University of Zululand offers top class academic tuition and assists students in realising their full potential and achieving their goals. It is the alma mater of a host of leaders in fields ranging from politics to commerce, law, science and the arts. Unizulu accommodates some 10,000 students and is ideally situated for community-orientated research, especially in the fields of rural development, linguistics, folklore, history, religion,



Restructured for relevance

social work, political studies, the natural sciences, education and indigenous law.

Location

The main campus is situated at KwaDlangezwa, on the coastal plain about 150 kilometres north of Durban, KwaZulu-Natal's major city and chief port, and 45 kilometres south-west of South Africa's major industrial growth point, Richards Bay.

Entrance requirements

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

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

Faculties, departments and degrees

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

Services and accommodation

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

Facilities to enhance learning

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

University of Zululand

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6340/1/2
International applications
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Website: www.uzulu.ac.za



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



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



Central University of
Technology, Free State

Thinking beyond

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

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

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

CUT's Hotel School is recognised nationally and internationally as one of the best in the country. The employment rate of students in the School of Tourism, Hospitality and Sport is extremely high. Ninety-eight percent of its students are employed within three months, while half of the students achieve senior management positions within two years of graduating.

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

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

Faculties and schools

National certificates, diplomas and degrees up to doctorate level are offered by three Faculties: Engineering, Information and Communication Technology; Management Sciences; and

Health and Environmental Sciences. There are more than 50 programmes at the Bloemfontein and Welkom campuses for prospective students to choose from.

Engineering, Information and Communication Technology

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

Management Sciences

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

Health and Environmental Sciences

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

Facilities

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

Admission requirements

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

Central University of Technology, Free State

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Today's Dream Tomorrow's Future

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

Location and campuses

DUT is a 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. The Midlands campus is situated in the Pietermaritzburg.

Facilities and Departments

DUT offers an exciting range of undergraduate and post-graduate programmes from six faculties: Accounting & Informatics; Applied Sciences; Arts & Design; Engineering and the Built Environment; Management Sciences and Health Sciences. Our qualifications include National Diplomas, Bachelor of Technology, Master and Doctoral degrees. We offer 63 academic programmes (full-time and part-time).

Research

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

Teaching staff

DUT has approximately 650 dedicated academic staff. Many are at the cutting-edge of research in their field and prepare students with entrepreneurial leadership skills and a valuable lifelong education, ensuring they achieve their full potential.

Entrance requirements

The minimum entrance requirement for admission is a South African 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 TAFEISA Enterprise Centre, which assists students and the community with advice and training on small business development. Students can also benefit from other excellent facilities such as the sports grounds and equipment, art gallery, social clubs, library and beautiful gardens.

Accommodation

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

*As per DUT's rule book for students 2008, available on the DUT website under the heading 'Prospective Students'.

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Website: www.dut.ac.za



DURBAN
UNIVERSITY of
TECHNOLOGY

A Leading University of Technology in Africa



Education for the real world

In the 40 years of its existence – first as a college, then as a technikon and now as a university – Vaal University of Technology has grown in stature, drawing students from all over the country. It is one of South Africa's largest residential universities of technology, with about 17,000 students. This position enables it to make a substantial contribution to the development of human resources in the region and country.

The University's main campus boasts excellent facilities conducive to learning and research, sport and recreation, art and culture, and community engagement. Lecture halls, laboratories, auditoriums and offices are situated on 4.6 hectares. Four satellite campuses extend the services of the University at Secunda, Ekurhuleni, Klerksdorp and Uppington. There is also an extension to the main campus in Sebokeng. Four faculties and various departments serve students, catering for their many needs.

The institution's vision is to be "a dynamic centre of technology, leading in quality education for the nation", and its mission states that the University "is committed to the development of higher education" through:

- Teaching and learning: To achieve excellence in teaching and learning endeavours by developing entrepreneurial, technological and cognitive skills. To create an environment conducive to developing behavioural, attitudinal competencies and social skills through cultural, sporting and personal development activities.
- Research: To generate innovative and relevant research which solves the problems of industry and the community.
- Community service: To create a culture of lifelong learning to empower our communities by sharing knowledge, skills and resources.

Career-focused diplomas and degrees are designed to prepare students for the world of work. Many programmes include practical experience in the workplace, so that students 'hit the ground running' when they start a career. Through its practical approach to teaching and research, involvement in the community, transfer of knowledge and technology, and entrepreneurial emphasis, Vaal University of Technology educates people for the real world.

Research

Research has become a focal point of the University. While applied research is the main focus, numerous papers are presented nationally and internationally by staff and students. The University has five research institutes involved in multi-disciplinary applied research, the: Institute of Applied Electronics; Institute for High Voltage Studies; Institute for Chemical and



Biotechnology; Institute for Sustainable Livelihoods; and Enterprise Development Unit.

The institutes and research are supported by a Department of Technology Transfer and Innovation which: provides for start-up companies and spin-offs; seeks opportunities to commercialise research; assists researchers to apply for patents and copyright; and houses a unit that assists enterprises in downstream chemical products.

Student services and support

Vaal University of Technology is home to more than 1,200 foreign students, and has an International Relations Office that coordinates all international exchange programmes.

A Department of Student Services supports student development and governance, promotes cultural and developmental activities, and provides a host of other student services. Students are entertained by their own campus radio station: VUT FM, which enhances social relations on campus and among the local community.

The University has a comprehensive library and related facilities, and a special department that provides student support and counselling. It also has a sports stadium, an abundance of sporting facilities offering a variety of sporting codes, and a Sports Academy that provides specific support to sportsmen and women who wish to study at VUT.

Marketing and development

Vaal University of Technology has a track record of sound financial management, and makes a concerted effort to build relationships and sustain partnerships with donors to secure adequate funding.

Vaal University of Technology

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Driving the economy through education

Mangosuthu University has come a long way since it was founded in 1979 with private funding and an initial enrolment of 15 students. Today Mangosuthu Technikon is a modern higher education institution offering superior quality, technologically advanced programmes and services in engineering, natural sciences and management sciences. There are almost 10,000 students pursuing a variety of degrees and diplomas.

Location

Mangosuthu University is situated near Umlazi township, 25 kilometres south of Durban, with easy access to points of interest in the greater Durban metropolitan area and within minutes of Durban International Airport.

Entrance requirements

The minimum requirement for admission is a South African National Senior Certificate or equivalent. Passing grades in specific subjects are needed for certain programmes. International students must have their qualifications evaluated by the South African Qualifications Authority.

Accommodation

Campus residences and housing at off-campus locations in the city and in surrounding communities can accommodate students. International students may also choose to find their own off-campus housing, often in the form of shared accommodation.

Facilities and services

In addition to modern lecture venues, specialised laboratories, and computer and multi-media resource centres, Mangosuthu University features a number of excellent sports facilities and clubs, a variety of student organisations, and a state-of-the-art health clinic. Every semester a number of special events take place that add to the academic and cultural life on campus.

Faculties

Mangosuthu University has three Faculties: Engineering; Natural Sciences; and Management Sciences. The Faculties offer a variety of diplomas and degrees ranging from national diplomas to Bachelors of Technology.

Mangosuthu University

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Tshwane University of Technology

A world class university

Tshwane University of Technology (TUT) was born out of the merger of three technikons: Northern Gauteng, North-West and Pretoria. Today TUT is the largest residential university in the country, with 60,000 students, nearly 22% of them living in 34 residences at various campuses.

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

TUT's vision is to be the leading university that promotes knowledge and technology, and provides professional career education of international standard that is relevant to the needs and aspirations of Southern Africa's people.

Graduates who makes a difference

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

Qualifications and admission

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

Good reasons to study at TUT

The Tshwane University of Technology:

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

Student life and international

TUT has good, comprehensive programmes taking care of students. Academic development units assist staff and students, and teach students life skills. A dedicated International Office facilitates the smooth integration of international students into life at TUT. The institution has more than 100 collaboration agreements, and international postgraduate students pay the same fees as South Africans.

Tshwane University of Technology

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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 Vhembe district of Limpopo province, the institution takes, as its educational priorities, the socio-economic needs of its location and the people it serves, including the broader Southern African and international communities.

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

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

Univen considers research as an activity that is allied to teaching, and uses research findings to enrich lecture theatre pedagogy

and to promote community and societal development. University academic work is organised within three faculties, and each faculty comprises schools:

Faculty of Health, Agriculture and Rural Development

- School of Agriculture, Rural Development and Forestry
- School of Health Sciences

Faculty of Humanities, Management Sciences and Law

- School of Human and Social Sciences
- School of Management Sciences
- School of Law

Faculty of Natural and Applied Sciences

- School of Mathematics and Natural Sciences
- School of Environmental Sciences
- School of Postgraduate and Integrated Studies

University of Venda

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Walter Sisulu University

A development university

Walter Sisulu University (WSU) is a comprehensive university situated in the largely rural province of the Eastern Cape. The University was established on 1 July 2005 through the merger of the former Border Technikon, Eastern Cape Technikon and the University of Transkei.

WSU has approximately 24,000 students who are spread across four campuses in Mthatha, Buffalo City, Butterworth and Queenstown. Each campus operates through delivery sites or teaching centers, of which the University currently has 11.

As a comprehensive university WSU offers courses across the national qualification spectrum, from certificates and diplomas to degrees and postgraduate degrees.

Our flagship Medical School, which is based in Mthatha, is a pioneer in the provision of problem-based learning and community-based education. The University is also a proud teaching partner in the Nelson Mandela Academic Hospital, a technologically advanced referral hospital.

WSU considers its brand to be one of its significant assets as it cements the University's association with the principles and life-time goals of one of South Africa's greatest freedom fighters, the late Walter Max Ulyate Sisulu. As a mark of this association the University conferred its first honorary degree posthumously on Walter Sisulu.

WSU is keenly aware of its unique location, straddling the rural and urban divides of the Eastern Cape. This has inspired the University's objective to become a critical change agent in the province and a meaningful partner in the delivery of the development imperatives of the country and the province. These goals are underpinned by our vision to be a leading development University that specialises in rural development and urban renewal.

Walter Sisulu University has five Faculties that offer a full range of accredited qualifications: Health Sciences; Science, Engineering and Technology; Business, Management Sciences and Law; Education; Humanities and Social Sciences.

The University's research into development is spread across the faculties and includes collaborations with other South African universities as well as universities and colleges in Canada, the United States, Britain and Africa.

Walter Sisulu University

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South African Government

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www.info.gov.za/aboutgovt/contacts/index.htm

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National Advisory Council on Innovation

Website: www.naci.org.za

Africa Institute of South Africa

Website: www.ai.org.za

Agricultural Research Council

Website: www.arc.agric.za

Council for Geoscience

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Website: www.nac.ac.za

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South African Agency for Science and Technology Advancement

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South African Astronomical Observatory

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South African Bureau of Standards

Website: www.sabs.co.za

South African Institute for Aquatic Biodiversity

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South African Space Portal

Website: www.space.gov.za

Useful websites for students and travellers

South Africa general information

www.safrika.info
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www.rainbownation.com

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