



# study

## SOUTH AFRICA

The Guide to South African Higher Education | 16<sup>th</sup> Edition

## 20 Years of Global Engagement





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The Guide to South African Higher Education

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**20 Years of**  
Global Engagement

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# Editor's Letter



## Dr Nico Jooste

Dr Jooste is the Director of the Office for International Education at the Nelson Mandela Metropolitan University as well as the President of IEASA 2014 – 2016 and Editor of the *Study South Africa* publication.

He is a Higher Education Scholar and is actively involved in research in Higher Education Internationalisation. He has presented a number of papers at international and national conferences and publishes on Higher Education Internationalisation.

*Study South Africa* over time provided an annual overview of the South African Higher Education landscape as well as a forecast of some of the issues that could influence higher education in general and higher education internationalization in particular in South Africa for the year ahead. The 2016/17 issue being the 16th edition of *Study South Africa* provides an overview of the sector and a short description of all South African Public Higher Education institutions. This year, the *Study SA Guide* provides information about the system as well as articles that begin to address critical issues influencing the sector. It is foreseen that this would become a general feature in editions to come.

The article that introduces a fundamental change in operations of South African Universities, beginning in 2016 and continuing into 2016 is the issue of the student protests on high tuition fees in South Africa. The #FEESMUSFALL movement introduced a topic that is fundamental to the internationalization of South African Higher Education. This event that began as a reaction to the increase in student fees for the 2016 academic year mutated into a social movement on university campuses throughout South Africa that challenged the way Universities function.

Although not a mass based movement, but rather a movement driven by a desire to change the current social order in South Africa by a radical fringe, its focus is to use the plight of insufficient funding within South African Higher Education and in particular, focusing on funding of the poor. For a large part the issues raised by students is not in the domain of Higher Education, but a competency of Government and broader society. The influence of the constant disruption of academic activities on all South African University campuses resulted in a tendency to be an inwardly focused system where most of the energy is spent on local issues.

South African Higher Education is known for its international connectedness and the way the international world accepted it into their fold as a critical player in a variety of fields, bringing a different voice to global debates. The hosting of *Going Global* by the British Council in May 2016 in Cape Town and the hosting of the Global Conference in August 2016 by IEASA in the Kruger National Park clearly demonstrated that South African Higher Education is globally an important player.





The current situation in South Africa should be seen by the outside world as a process of internal re-evaluation. It is also a struggle to bring together the global and the local. It is a process that is currently driven by South African Higher Education institutions. Although the issues that triggered the revolt is local, the roots are global and our solution to the problem could become a guide to global higher education. It is thus necessary that all the partners of the South African system believe in South Africa as the carrier of goodwill and a message that is worth listening to. It is also necessary to rather engage with South African Universities to understand the issues and not to abandon them at this critical stage.

This issue of Study South Africa should remain the connector with the global higher education system and the information provided will hopefully assist all those interested in keeping and building on this connection.

It has been privilege to be the President of IEASA for the past two years. IEASA will be celebrating its 20th year as the premium organization driving the internationalization of South African Higher Education in January of 2017. It will go from strength to strength and remain the leading light connecting the South African system to Africa and the rest of the world.

**Nico Jooste**

## IEASA Management Council

NAME & DESIGNATION	INSTITUTION
1. Dr Nico Jooste <b>President/PRO</b>	Nelson Mandela Metropolitan University
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3. Mr Cornelius Hagenmeier <b>Treasurer</b>	University of Venda
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6. Ms Orla Quinlan	Rhodes University
7. Mr Arthur Johnson	Central University of Technology
8. Ms Samia Chasi	EP-Nuffic
9. Ms Huba Boshoff	University of Stellenbosch
10. Ms Louise Euthimiou	University of Pretoria
11. Dr Berene Kramer	Universities South Africa (USAF)
12. Dr Hlulani Mabasa	University of Limpopo



# News

## A Global Conference in Higher Education Internationalisation:

At the first Global Dialogue on Higher Education Internationalisation held in January, 2014, participants voiced a need for a Global Conference on Higher Education Internationalisation. This year, replacing the annual IEASA Conference, the Global Conference was held from the 22nd – 24th August, 2016 at the Kruger National Park.

The aim of this conference was to provide a common platform for Higher Education educators, professionals and other interested parties to deliberate and explore the current and future challenges facing Higher Education, specifically concerning its internationalisation endeavours. In addition to this, the conference aimed to provide a platform for all to meet to deliberate without fear of domination of one over the other within the true spirit of Ubuntu with all participants encouraged to improve the other and not the self.

The conference will included keynote speakers such as Vice Chancellor of the Nelson Mandela Metropolitan University, Professor Derrick Swartz, and former IEASA President and current Deputy Vice-Chancellor of Mzuzu Univeristy in Malawi, Dr Loveness Kaunda.

The Global Conference included delegates representing different countries from around the world including Brazil, Russia, India, the United States of America, the United Kingdom and different Countries from around Europe.

The programme format included three major themes, namely, The Leadership of Higher Education Internationalisation, Shifting Parameters of the Global World and Internationalisation of the Curriculum. Key features of these themes included plenaries with keynote speakers such as Professor Otlogetswe Totolo, the Vice Chancellor of the Botswana International University of Science and Technology discussing the role of a vice-chancellor in providing leadership for Internationalisation, and Professor Teboho Moyo of New York University.

The unique setting of the venue provided for innovative thinking and re-thinking. The envisaged output would be in the form of a book that will include papers and thought pieces from all sessions, evaluated by the participants as trend setting.

### **The following is a summary of the conference by Management Council member, Huba Boshoff**

It is a privilege to take you on a reflective journey on the Global Conference that has taken place in one of my favourite parts of South Africa. The conference has been one of thought provoking key notes, the sharing of ideas and knowledge and to push the boundaries on traditional ways of thinking.

In summarizing my reflection the following are 6 core ideas...conclusions.... questions...personal challenges for going forward.

1. How does the "language" (our narrative) that we use enable or hamper us from achieving the goals of internationalisation as a transformative process.
2. Higher education has a central role and even strong responsibility as a vehicle to address inequality, social justice and global challenges regardless of where we as institutions are geographically positioned.
3. Leadership – we need to challenge our current leadership to step up but also shape a next generation of leaders that have the skills and knowledge but MORE IMPORTANTLY the courage to have the difficult conversations.
4. We need to find a balance in the local and the global.
5. The curriculum is a powerful medium to affect change, to transform institutions, countries and national systems.
6. As institutions we should not lose sight of our students and the student experience.

This is only part of our journey. We have not arrived and as personal conclusion after the past three days I am challenging myself to unlearn and rethink....

# Higher Education in Context

Author: Mr Patrick Fish



/ International students  
in South Africa



/ South African  
Higher Education



/ Focus  
South Africa



/ Useful Information  
for International Students



# International students in South Africa

## Global trends

In 2014 the International Association of Universities published its fourth Global Survey of internationalisation. The survey drew responses from 1,336 higher education institutions in 131 different countries making it the largest collation of internationalisation data available. The survey itself does not work off empirical evidence but rather is an accumulation of perceptions of internationalisation. **Some of the results are globally indicative, while others are more expected for USA and European institutions:**

There is a growing focus on internationalisation within institutions.

- There is a growing focus on internationalisation within institutions. Over half of all institutions report that they have an internationalisation strategy in place. 22% declared that they are in the process of compiling one. 16% claimed that internationalisation forms part of the institution's overall strategy.
- International research collaboration (24%) and outgoing student mobility (29%) of the highest priority for institutions.
- A lack of funding is both an internal and external challenge in advancing internationalisation for institutions.
- Internationalisation efforts are generally focused on the region in which the institution is located.
- The most significant expected benefit of internationalisation was an increase in student knowledge of international issues (32%) and improved quality of teaching and learning (18%).

In most areas South Africa mirrors this report, albeit at lesser levels. The number of institutions who have an internationalisation policy in place is substantially less than the 50% recorded in the survey. Underfunding of internationalisation is a common theme in South African universities and while outgoing student mobility (sending students to international destinations for parts of their degree) may be a priority, it is curtailed by the respective university's challenge to fund such programmes. Funding for internationalization activities remains a challenge for many institutions within South Africa. These institutions do not necessarily have the internal funding required for these activities. Internationalisation at home is a greater priority especially given the limited higher education opportunities in our neighbouring countries.

In 2015, students from 161 countries were studying in South African universities. Every established university in South Africa has international students. South Africa has long been a preferred destination for students from other countries in Southern Africa. South Africa has the largest and strongest higher education system in Africa, offering a full range of courses and qualifications not always available in nations with smaller university sectors. Figure 1 offers an interesting snapshot of the diversity of South Africa's international student population. While it is obvious that we should see our neighbours strongly represented, it is surprising that there are substantial numbers from Nigeria, Zambia, the Democratic Republic of Congo and Kenya.

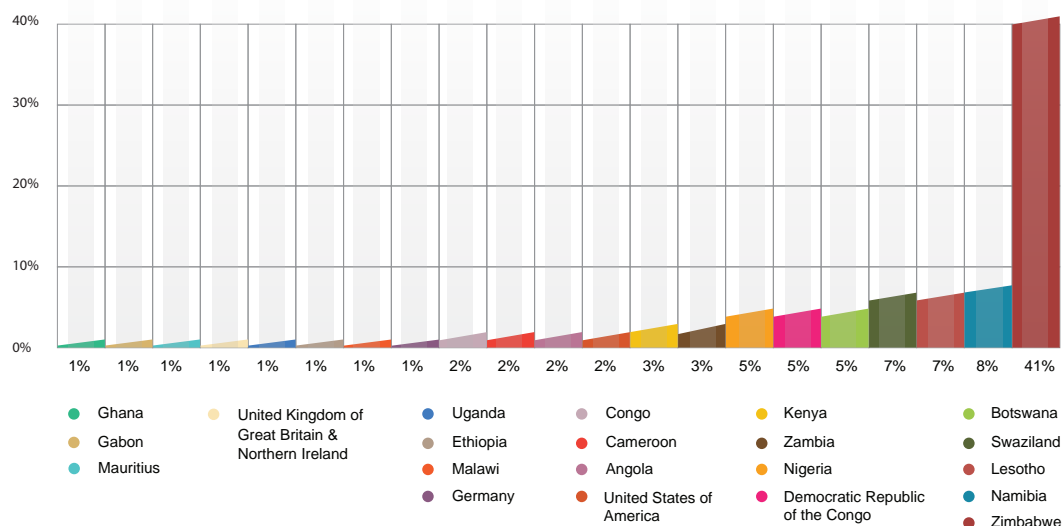


Figure 1: Top 20 countries of origin

## (Upcoming) Policy and Practice

South African is still the only country in the Southern Africa Development Community (SADC) to have reached and surpassed the 5% foreign participation suggested by the *Protocol on Education and Training*. The protocol advocated that “member States agree to recommend to universities and other tertiary institutions in their countries to reserve at least 5% of admission for students from SADC nations, other than their own”. South Africa reached that target in 2003 and has maintained it to date with 5% of our student cohort from the SADC region while 7,4% of all students studying in South Africa are from outside its borders.

For a number of years there has been talk that the DHET would put out a strategy on internationalisation. This has yet to take place, however there are clear indications that this will take place within the coming year or two. **Within its 2015/2016 Performance Plan it defines its internationalisation engagement under**

**International Relations:** develops and promotes international relations: supports the activities of various multilateral agencies dealing with education and training. It also manages, monitors and reports on international donor grant funding.

**This translates into the following indicators:**

- Develop and implement an effective International Scholarships Management structure and policy, grow the number of scholarships, particularly at postgraduate level, and ensure that scholarships are aligned with departmental priorities and strategies.
- Publish the report of the Task Team on the Internationalisation of Higher Education by June 2015.
- Publish a draft Policy on the Internationalisation of Higher Education for public comment by December 2017.

IEASA has sporadically engaged with the DHET on the matter of creating an internationalisation policy since 2006 and while it will, no doubt, feed off the input of the Task Team, it is hoped that the final policy will smooth the path for greater student mobility, academic transfers and inter-university collaborations. South African internationalisation has, in the past, been shaped by forces which have had very little to do with government or sector policy. The international sub-sector has grown in relation to need and the African predominance has come about without any sector-wide strategy that specifically targeted the continent. Currently the Internationalisation policy is in the process of stakeholder engagement of which IEASA is playing a vital role. The policy framework is aimed at enabling the sector through regulation of the system. Regulating the system in terms of Internationalisation, will benefit the system by creating uniformity and allowing for compliance with legalities, which would in turn minimize risk factors to students and ensure their safety and security while in South Africa.

## The numbers in detail

The number of international students has grown dramatically since 1994. From 12,600 to 72,999 in 2014. And from an overall student total of 364,508 in 1994 to 969,156 students in 2014.

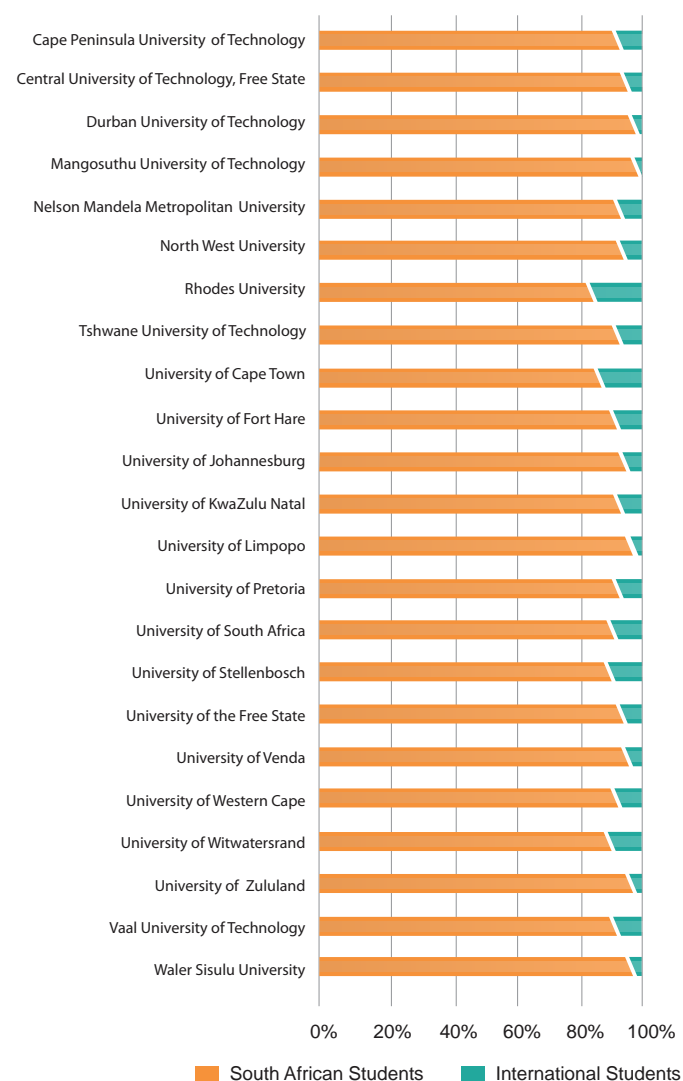
The number of international students needs to be disaggregated further. According to international policy on recording numbers of foreign students, only contact students are reflected. South Africa's numbers are inflated by the large number of distance students

studying within the country, especially at UNISA and the North-West University. IEASA participated in project Atlas, coordinated by the IIE from its inception. It was agreed by all global roll players that only mobile students will be counted as International students. As such all distant education students are now reported separately by IEASA. The picture that emerges is far more modest in terms of actual students here. 40 350 international students were actually studying from within South Africa during 2014.

Attendance Mode	2014		
	International	National	Total
Contact	40 350	556 474	596 824
Distance	32 644	339 499	372 143
Mixed mode	5	183	188
Total	72 999	896 156	969 155

**Table 1: Contact and distance students**

Figure 2 offers a snapshot on preferred university destinations for international students. It may surprise some that Rhodes University – the smallest university in the country – has the highest percentage with 22%, followed by UCT, the University of Stellenbosch and the University of the Witwatersrand all with 10% or over.



**Figure 2: Ratio of international to total student enrollments (2012)**

## Trends in international education market shares (2000, 2012)

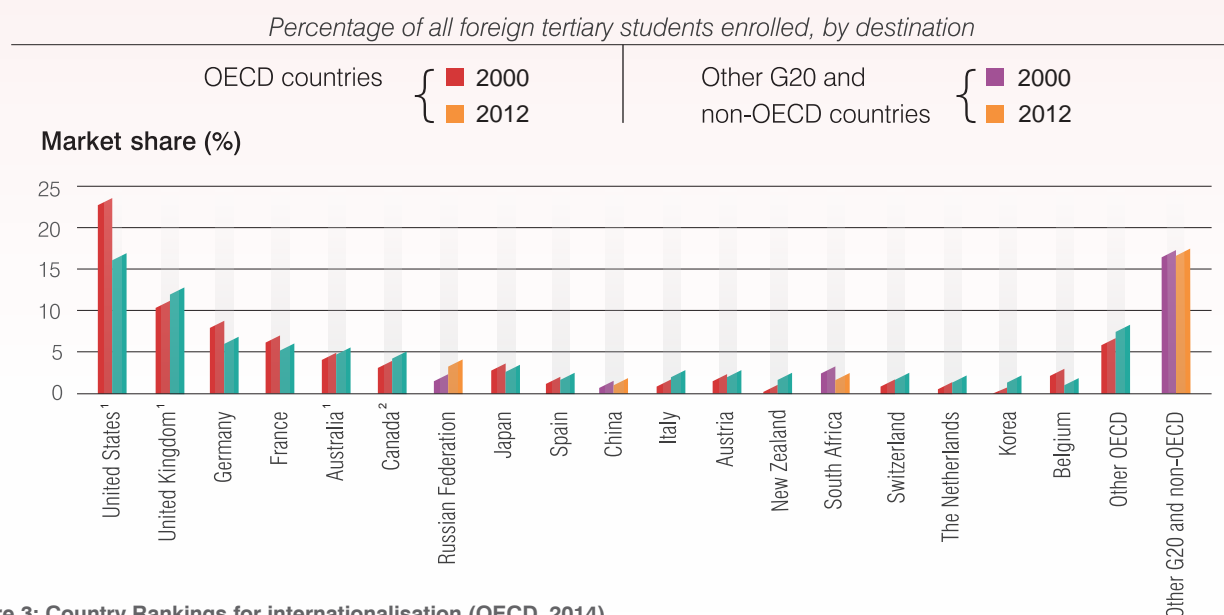


Figure 3: Country Rankings for internationalisation (OECD, 2014)

### Internationalisation in context

Many factors drive the choices of international students, who numbered 4,5 million in 2012. In 1975, when OECD began keeping records, only 800,000 students were registered as international students.

South Africa has become the most popular place to study in Africa, and is ranked 11th as a preferred study destination for USA students (*Open Doors Report, 2015*). South Africa shows the largest percentage growth (17,6%) of all USA destination countries over the 2014/2015 period. The same report also notes that USA students are trending towards more diverse destinations with countries like South Korea, Peru and Denmark, all showing substantial increases in percentage terms.

A range of factors also contribute to a student's desire to study outside his or her own country and include geographic region, the quality of home-based higher education, the ability to transfer credits between countries, historical connections between countries, language, the perceived quality of a country's education and its accessibility, affordability, the ranking of universities and the 'employability' of qualifications obtained. There is also a growing trend among students to experience new cultures and settings, which is likely to diversify destination patterns in the coming years.

According to the *OECD Education at a Glance (2014)* South Africa also ranks 14th in the world as a preferred destination for international students and is the only African country that features. The OECD annual study is largely concerned with the G20 countries. In this context South Africa together with Russia and China are the only countries that feature in the OECD ranking. As mentioned above, part of the draw factors for South Africa is that English is the predominant language of instruction and that South Africa is still an inexpensive study destination, especially given the weak currency of 2015.

### The African focus

South Africa profits from many of these factors because it is close geographically to most sub-Saharan African countries, uses English as the primary language of instruction and has a lower cost of living. It also boasts a large higher education sector that is accessible and offers internationally recognised qualifications. In 2014 UNESCO released a report entitled *New patterns in student mobility in the Southern Africa development community*, which argues that Sub-Saharan students are the most mobile in the world. It goes on to say that "while the majority of sub-Saharan students outside the SADC choose traditional study destinations such as France, the United States, the United Kingdom, Germany, or Canada, 48% of SADC mobile students choose South Africa for their studies". An additional factor that encourages this mobility is that SADC students are charged local fees within South African as part of the agreement contained in the SADC Protocol.

87% of international students are from African countries. The continuing political uncertainty in Zimbabwe means that this country is the major 'source' country, sending 41% of all African students to South Africa - up from 27% in 2006. The next biggest sending countries are Namibia, with 5,352 students, followed by Lesotho, Swaziland, Nigeria, the Democratic Republic of Congo, Botswana, Kenya and Zambia. Most non-African students in South African universities were from the USA, the UK followed by Germany, China and India. The table below shows the average growth rate of total international student enrolments from SADC countries between 2007 and 2012. While the growth of Madagascar and the Seychelles appear significant, both of these countries are off a low base.

Audited statistics from the DHET for 2014 showed that 40,7% of international students were enrolled through the University of South Africa. The University of Cape Town (5,447) had the highest number of foreign students at a contact institution, closely followed by University of Pretoria (4,721).



YEAR	1994	1997	2000	2003	2006	2008	2009	2010	2011	2012	2013
SADC	6,209	7,822	21,318	36,207	35,917	45,851	41,906	46,496	50,592	53,058	53,800
NON-SADC AFRICA TOTAL	1,521	2,079	4,263	6,664	8,569	9,554	10,663	10,986	19469*	10,129	11,919
REST OF THE WORLD	4,827	5,268	5,568	7,108	7,673	6,619	7,011	7,302		9,670	6,738
<b>GRAND TOTAL</b>			<b>591,161</b>	<b>717,793</b>	<b>741,383</b>	<b>799,490</b>	<b>837,779</b>	<b>893,024</b>	<b>938,201</b>	<b>953,373</b>	<b>938,698</b>
%Non South African			7.68	7.16	7.25	7.76	7.31	7.25	7.5	7.64	7.36
*2011 Aggregated				Source: Department of Higher Education and Training (2015).							

Table 2: International students 1994-2012

South Africa also believes that accepting students from the rest of Africa is a way of contributing to the continent's human resource development and helping to stem ongoing brain drain. Unlike study destinations outside of Africa, African graduates are more likely to return home after studying in South Africa. In line with the recommendations of the SADC Protocol, SADC students receive the same government subsidy as local students and are charged the same fees (plus a modest international levy). Increasingly local universities are charging home-level fees to students from the rest of Africa and if this trend continues it will see a greater influx of students from the continent. By providing quality training to African students, South Africa believes that it ultimately contributes to the continent's human resource development.

Country Name	Average Growth Rate
Angola	1,82%
Botswana	-6,61%
Democratic Republic of Congo	22,60%
Lesotho	2,73%
Malawi	6,33%
Mauritius	-9,44%
Madagascar	61,86%
Mozambique	-7,14%
Namibia	-4,20%
Seychelles	25,76%
Swaziland	7,50%
United Republic of Tanzania	-2,51%
Zambia	3,52%
Zimbabwe	13,31%
<b>Grand Total</b>	<b>8.3%</b>

Table 3: Average growth rate of SADC students (2007-2012)

In September 2011, the SADC Education Ministers approved a SADC Regional Qualifications Framework (RQF). This is similar to the Bologna model that operates throughout Europe. Ideally this RQF would allow for degree recognition throughout the SADC region. The vision of an RQF is to allow SADC students to transfer freely through the region with the ability to accrue degree credits as they move. While the SADC ministers have shown strategic

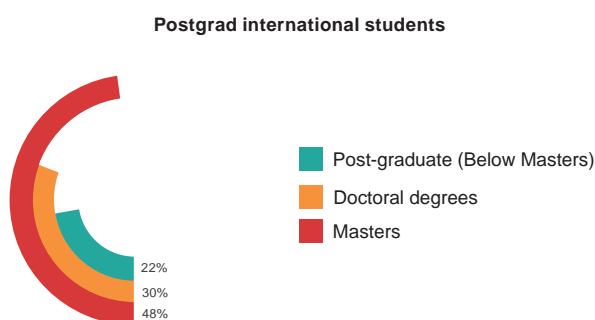
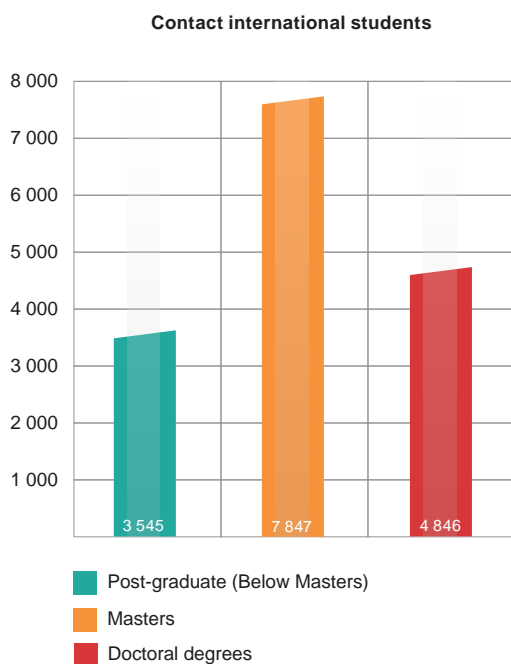
intent, political and financial commitment is less easy to achieve. It remains to be seen whether this will come to fruition and, gaging by the slowness of these kinds of initiatives, when exactly it will become a reality.

For both the outbound student and the host country, the benefits of study abroad are well known and considerable. For destination countries, the fees and living costs paid by foreign students are a form of foreign investment and help to fund higher education as well as benefitting the local economy. Countries and students also gain from the international relations and networks forged between students during their studies. In South Africa, internationalisation is also viewed as a means of advancing communication and respect among people different cultures, developing scholarships, and of strengthening the country's higher education reputation.

## Enrolment trends

Because of the distorting effect that UNISA has on the numbers, it is more accurate to consider contact student trends. During 2012, 50,3% of contact international students were enrolled in science, engineering and technology. Twenty two percent in humanities and social science and 23% in business. Just under 4% were enrolled in education. Of these, 63% were enlisted for an undergraduate degree, 8% for a B Tech and 29% for an undergraduate diploma or certificate. A slightly different picture emerges when we consider postgraduate enrolment. Again only taking note of contact international students, 48% of them were pursuing a master's degree, 22% and honours degree a 30% enrolled for the doctorate.

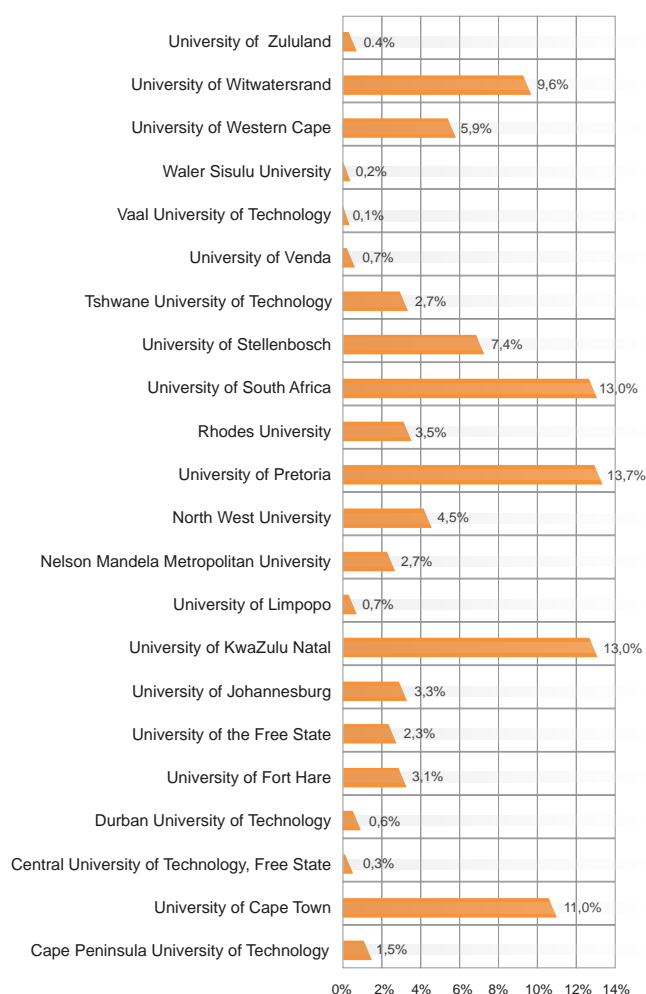




**Figure 4: Contact international student postgraduate enrolment (2014)**

An interesting development appears when one compares undergraduate international numbers with postgraduate foreign students. While 7,64% of international students are studying at undergraduate level, 8,6% of the international cohort are enrolled at postgraduate level. Although this percentage is lower than 2012 (13% at postgraduate level) it still indicates that increasing numbers of international Masters and PhDs are choosing to study at South African institutions.

An interesting corollary to this is to track where postgraduate students are studying. This becomes especially important given that some South African universities are specifically targeting an increase in postgraduate enrolment as part of their strategic plans. The universities of Pretoria, Kwa-Zulu Natal, South Africa and Cape Town are all above 10% of the total doctoral enrolment.



**Figure 5: Ratio of international doctoral enrolments (2013)**

During 2013, South Africa produced 180 823 graduates of which 8,6% were from outside the country and graduated from each and every one of our universities. Perhaps more importantly is that the majority of these students – with the exception of Zimbabwe – are returning to their country of origin on completion of their studies. Between 2007 and 2013, our institutions had conferred 88,324 degrees to international graduates who have been able to return to their country of origin and take their place within their home economy.

Postgraduate choice is a particularly telling figure because it differs radically from study abroad exchanges, semester transfers, occasional courses and even undergraduate studies. Postgraduates are venturing beyond graduation to make life-changing commitments to their particular field of study and it is a telling reflection of the perception and the regard in which South African institutions are held, that postgraduate study makes up a significantly high percentage of international students.



# South African Higher Education

## Shape and size

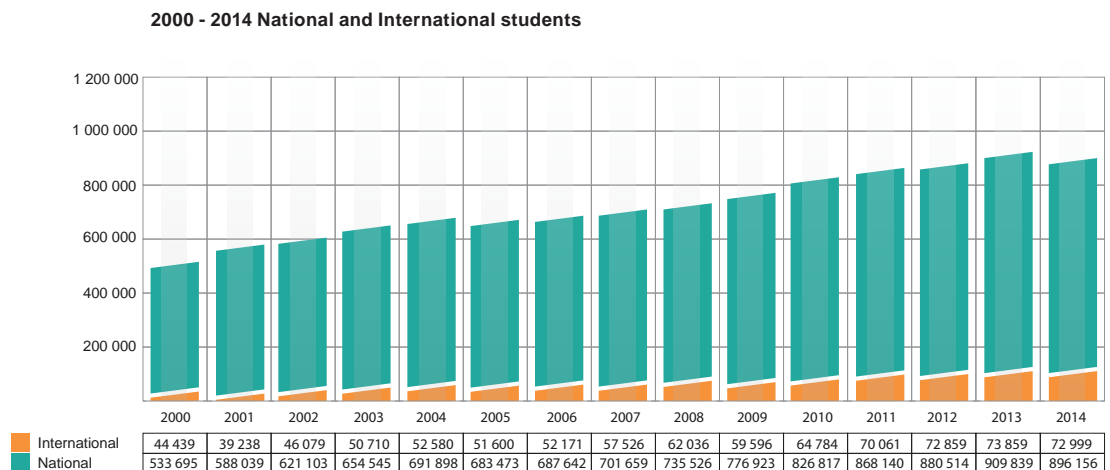


Figure 1: International vs national students (2000-2013)

The establishment of community colleges able to absorb the anticipated 1 million influx.

In 2006, the Vice-Chancellors of the universities and the universities of Technology came together to form a new unified body called Higher Education South Africa (HESA) (Now Universities South Africa). The merger was politically fraught at the time but what was clear is that this new organisation was going to be a representative leadership body of higher education. And Universities South Africa has largely accomplished this over the intervening years. However, there was, in retrospect, a certain naivety in the process of naming. Of all the prospective names – put forward by the sector – for this new institution there was a cohesive sense that the ever-changing participants would be able to talk *for* higher education. But there was a semantic confusion at the heart of this term. “Higher” was taken to suggest a verticality, an ascending spectrum of intellectual endeavour, an elite space of the brightest and the best researching innovative solutions to the country’s challenges.

So when the Department of Higher Education and Training was formed in 2009, there was a sense, among the universities, that this new ministry would immediately set upon the problems confronting the ‘higher education’ sector. Except that the DHET understood higher purely in the sense that it was higher than the schooling system. Higher, here meant after school; it had no elite valence. This definitional confusion has caused friction between the universities and the DHET with the latter blaming the former for not dealing with the educational blind spots that beset the country. Presently there is a fractious truce that has seen the establishment of three new universities and a host of new TVET colleges. The DHET is correct in the assumption that the most pressing and immediate challenges in South Africa are at the college and artisanal level.

According to Stats South Africa, the unemployment rate for young people aged 15–24 years increased from 45,6% in 2008 to 51,3% in 2014, constituting the largest increase among all age groups. Unemployment rates for persons with a qualification less than matric is close to three times that of persons with a tertiary qualification; the unemployment rate for this group also increased by the largest percentage over the period 2008–2014



“degree holders in the labour market grew from 463 000 in 1995 to 1,1 million in 2011”



(3,3 percentage points). Government's belief is that education is the primary solution to lowering these rates, thus the focus on rapidly increasing enrolment in Further Education and Training/ Technical and Vocational Education and Training (FET/TVET) Colleges and Adult Education and Training (AET) Centres.

What this means in practice is that universities are an, admittedly sizable, part of a bigger system and that the DHET has to oversee a far more diverse and differentiated system. This consists of Higher Education Institutions (universities); FET/TVET Colleges and AET Centres. Each of these are again located in the public or private sphere. Higher education then is not the 900,000 students that comprise the public universities but rather the 2,1 million that are enrolled in institutions across the country. **This has a series of consequences for South African universities and their future.**

1. Universities are elitist institutions. They are not and cannot be the salve for all levels of skill acquisition. Their contribution to the country needs to concentrate firmly on building medium and high level skills and conducting world class research.
2. Universities still need to focus on their core functions of teaching, research and community service, but increasingly they will need to differentiate to focus on one or more of these functions to establish a niche market.
3. Increasingly universities will have to advocate for additional funding. The funding of universities has been declining in real terms and with the DHET focus on catering to those with little or no post-school education, it is unlikely that this pattern will change in the short to medium term.



It is against this renewed clarity of mission and purpose that HESA became Universities South Africa (USAf) on 22 July 2015, re-defining itself as a leadership body that will deal exclusively with the concerns of universities.

## Apartheid remnants

Although dealt with in more depth elsewhere in this publication, the enduring impact of apartheid lives on in our universities. Under apartheid there were separate institutions for different race groups. Historically 'white' institutions were most favourably located and resourced and conducted almost all research. In addition, there was a binary system featuring academic universities and vocational technikons (universities of applied sciences). South Africa's apartheid legacy was a higher education sector that was racially divided, of uneven quality, and beset by duplications and inefficiencies.

The new democratic government faced many challenges when it came to power, not least of which was how to create a new and fair higher education. How to achieve greater equity, efficiency and effectiveness within institutions and across the system? Universities needed to open their doors to students of all races, transform curricula to become more locally relevant but also geared to a knowledge-driven world. The transformation process of our universities is still underway and 2015 saw a number of protests –

epitomised by a campaign to remove the statue of Cecil Rhodes from UCT - by students who feel that transformation has stalled and that infrastructural racism continues to linger in our universities.

## University forms

The South African university sector comprises three types of institutions: traditional universities, universities of technology, and comprehensive universities that combine academic, research and vocationally-oriented education. **Currently, the system has:**

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

The newly established universities – Sol Plaatje University and University of Mpumalanga – are designated as comprehensive universities. Historically, within these two provinces, have existed National Institutes that are located in rural areas and offer additional physical locations where students can access higher education. In all likelihood these Institutes will be merged with the new universities.

One of the mergers that formed the university of Limpopo, has been widely acknowledged as unsuccessful. Government has conducted a demerger process and has finalised the establishment of a new comprehensive University of Health Sciences on the Medunsa campus. This is more than just a demerger as the new university is an expanded institution which include not only the training of medical doctors, but also other health professionals such as dentists, veterinarians, nurses, physiotherapists, medical technologists and radiographers. The result of this demerger has been the launch of Sefako Makgatho Health Science University (SMU) in April 2015. The institution has 5,144 students already enrolled.

South Africa's university sector is the strongest and most diverse in Africa. For 2014 figures from the DHET have 969,155 students enrolled in public universities and nearly one in five young South Africans entering higher education. There are 72,999 international students in 2013, most of whom are from other African countries but also thousands from Europe, Asia and the Americas. The number of international students present in the system is 7,53% of the total cohort.

Almost half of enrolments are in the six comprehensive universities, which together enrol more than 460,000 students. However, this picture is distorted because of the prominent enrolment of distance learners at the University of South Africa (UNISA). UNISA has the largest number of students – just over 325,000 - while Rhodes University in Grahamstown has the



smallest number, with just over 7,000 students. Mergers of two or more institutions created some large multi-campus universities. The largest 'contact' university is the University of Pretoria, which has over 57,000 students, followed by the Tshwane University of Technology with over 56,000 at each institution. Although North-West University has over 60,000 students, a substantial part of these numbers is made up by distance-learning students. These universities are followed by the University of KwaZulu-Natal with over 45,000 students.

In 2013, 58% of all students enrolled were female.

	Type	Name	Student Population
1	Universities	University of Cape Town	26,357
2		Rhodes University	7,519
3		University of Pretoria	56,376
4		University of the Free State	31,032
5		University of Fort Hare	13,063
6		North-West University	63,135
7		University of KwaZulu Natal	45,465
8		University of Limpopo	23,384
9		University of the Western Cape	23,946
10		University of Stellenbosch	28,869
11		University of the Witwatersrand	32,721
12	Universities of Technology	Cape Peninsula University of Technology	33,186
13		Central University of Technology	14,352
14		Durban University of Technology	26,472
15		Tshwane University of Technology	56,785
16		Mangosuthu University of Technology	11,377
17		Vaal University of Technology	19,319
18	Comprehensive Universities	Nelson Mandela Metropolitan University	26,510
19		UNISA	328,492
20		University of Johannesburg	49,789
21		University of Venda	13,497
22		University of Zululand	16,663
23		Walter Sisulu University	23,946
	<b>Total</b>		<b>969,155</b>

**Table 1 - Higher education landscape in South Africa.**

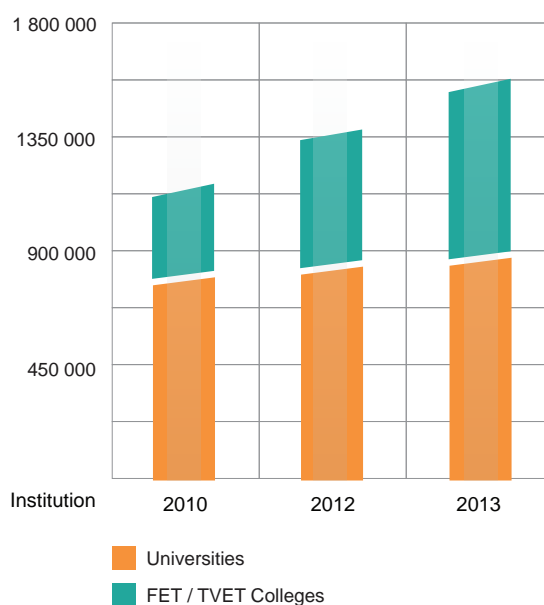
## Students

The unemployment rate amongst young people (15-24) means that over half of this crucial population, needed for economic growth, are unemployed and not in education or training. *The National Development Plan: 2030* (NDP) puts forward a vision of the kinds of learners, teachers, students, graduates and learning systems the nation needs in the long-term. More importantly, the plan points the way to creating greater coherence, progression routes and pathways across the different sectors and systems within the overall education sector. The *White Paper on Post-School Education and Training* is carefully aligned to this vision. However, the creation of jobs for youth is stymied by the double bind of experience or skills: there is a lack of existing skills and/or work experience within this unemployed cadre. By the

Treasury's own admission, post-secondary education is a crucial component of employability.

According to a 2013 study by The Centre for Development and Enterprise, the number of degree holders in the labour market grew from 463 000 in 1995 to 1,1 million in 2011. 95,4% of graduates in South Africa are employed. **This is in stark contrast to those with less education and reiterates the point that any post-school qualification increases one's job prospects:**

- for people with non-degree tertiary education, unemployment is about 16%;
- for matriculants it is 29%; and
- for those with fewer than 12 years of schooling, 42%.



The NDP proposes to increase the higher education participation rate to 23% by 2030 – from 900 000 to 1,5 million in universities and from 400 000 to 4 million in TVET colleges. It is clear that the department is targeting the college system as the 'institution of choice' for the future of higher education.

That said, the expansion of the South African student population has been astounding. Student numbers have more than doubled in the past 21 years, from 473,000 in 1993 to some 983,698 in 2013, according to DHET figures. Perhaps the most radical change in student enrolments lies in the TVET sector. In 2011, the colleges held 437,000 students. By 2013 that figure had risen to 639 618 students, a staggering 68% increase over 2011. Expectations based on the DHET's *Budget Vote 17* is that this number will further balloon to 725,000 by 2015. Much of this is due to the targeted marketing campaigns to drive potential students to the college sector.

In 1993 nearly half of all students were white while 40% were African, 6% were coloured (mixed race) and 7% were Indian. By 2014 the portion of white students had shrunk to 19% and the African share had grown to 69% with Indian students at 5% and Coloured at 7 %.

In 2015, student protests began within the South African higher education sector regarding funding for tertiary higher education. Many having called for the abandonment of fee increases in

tertiary higher education institutions, the President of South Africa eventually announced the 0% increase for the academic year of 2016. However, there are those who have been and are still calling for the fall of tertiary higher education fees altogether. These protests have sparked the debate about the affordability of higher education in South Africa. Many students still calling for the abandonment of student fees and are expecting a 0% increase in fees for the academic year of 2017. The current debates and protest action is likely to have a negative effect on the growth of student numbers within our higher education institutions in the coming years.

## Loans and bursaries for higher education

The government-funded National Student Financial Aid Scheme (NSFAS) was formed in 1999 and has played a critical role in enabling financially disadvantaged students to access higher education. NSFAS provides loans and bursaries to students at all 26 public universities and 50 public TVET colleges throughout the country. During its first year of operation, NSFAS managed to distribute R441 million in loans. This has grown to R9,5 billion by 2015. Financial aid to university and TVET college students has increased substantially in the past six years. In 2015, 200,000 first time university students and 250,000 TVET students will receive NSFAS funding. This year's budget allocations continue to show a strong loan increase for the TVET colleges; a move that is in keeping with the department's shift in focus from university participation to college access.

An important element of this strategy is to target potential students long before they enter higher education. Targeted campaigns seek to alert Grade 9 learners to NSFAS funding opportunities. From centralising the means test – the test that estimates the student's eligibility for funding – to developing partnerships to link financial aid to work experience, skills development and employment, NSFAS aims to become a visible partner in the student's progress from entry to job placement. The purpose here is to align more closely with the DHET's National Career Advice Portal (NCAP) which provides access to information on career pathways, occupations and relevant education and training opportunities. The department also operates the Central Application Clearing House to assist learners to find a suitable institution for their interests and abilities.

## Success rates

So how many students graduate and how quickly do they graduate? While the number per annum is easy to calculate (181,823 in 2013), how quickly is a more complex question. Depending on whether this is calculated over three or six years will give one a better idea of the throughput rates. Although estimates vary, there is general consensus that dropout rates are between 45 and 49%.

Financial difficulties among the country's large pool of poor black students are largely to blame. Much of this debilitating statistics can be put down to the high cost of poverty. When poor, underfunded students enter the university with their studies and books funded by NSFAS they, too often, find



themselves with insufficient funds to cover their basic needs – food, clothing etc. In order to physically sustain themselves, they take on part-time employment which impacts on their preparation for class and this impacts on examination results. 'First generation' students from low-income, less educated families are the most likely to drop out. In response, the CHE is exploring a range of options, including four-year degrees, as a possible way of increasing student's chances to complete their degrees successfully. A draft proposal was published in 2013 and further refinement of this proposal is currently ongoing.

## Graduates

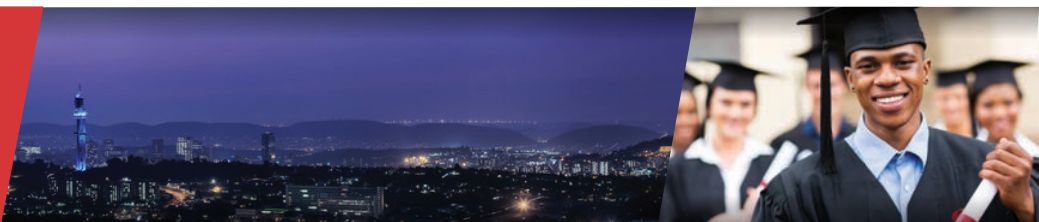
The number of graduates produced annually by South African universities has been steadily growing, from 74,000 in 1994 to 181,823 in 2013. There have been successful efforts to produce more of the kind of graduates the economy needs, especially in the fields of science, engineering and technology which now enrol more than a quarter of all students. The majority of graduates and diplomates (students who received diplomas or certificates) are in the fields of Science, Engineering and Technology (SET) and Business.

In 2013, the highest number of graduates were in Undergraduate Degree programmes (79,136), followed by Undergraduate Certificates and Diplomas (50,914), Postgraduate below Master's Level (37,913), Master's Degrees (10,809) and Doctoral Degrees (2,051).

The University of Pretoria currently produces the most Masters and PhD students in the country (1,718). The university produced the highest number of doctoral graduates in 2013 (242), followed by the University of Stellenbosch (225), Wits (221), the University

	Instruction & Research Staff	Non-professional admin	Service Staff
<b>Total</b>	17,838	26,667	4,380
<b>% Black staff</b>	60	84	99
<b>% Women</b>	41	59	26

Table 2: Staff numbers and categories (DHET, 2015)





of KwaZulu–Natal (207) and the University of Cape Town (205). The majority of Master's graduates also came from the University of Pretoria (1,476), Stellenbosch (1,284) followed by the and the Universities of Cape Town (1,209) and the Witwatersrand (1,205).

Although there are many reasons why students don't succeed, the final responsibility is on universities to ensure that as many students as possible make the grade. Whether it be access to foundation courses in critical subjects or offering career advice for those under-prepared students entering higher education, it remains critical that students are afforded every opportunity for success once they have commenced their university experience. Universities often have their own selection procedures that include points rating systems based on school results, questionnaires, and interviews to select appropriate students, while academic departments often require students to have performed well in subjects appropriate to their study field.

There were 48,885 full-time staff in South Africa's 23 public universities, including 17,838 academics, according to the DHET audited figures for 2013. 34,122 staff are employed part-time (2012) in the Instruction and Research category which means that there are almost double the temporary lecturers to those who are permanently employed.

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 2012, 45% of the academic staff were women but this does not reflect that women are still concentrated at the lower end of the academic scale.

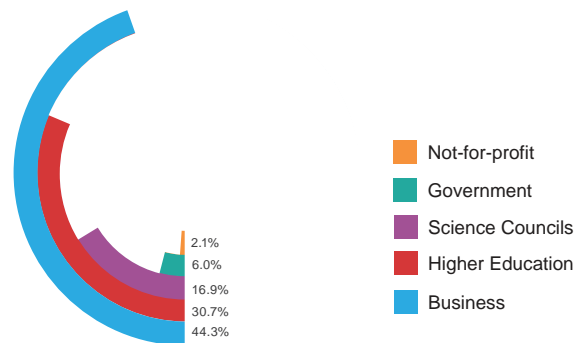
An ongoing obstacle for universities is the difficulty in retaining talented, young black academic staff who are highly prized by government and corporate sectors and who are often lured away from a career in academia by feelings of marginalisation within the institutional culture, better salaries and promises of swift advancement. The DHET approved the Staffing South Africa's Universities Framework (SSAUF) – a comprehensive approach to building capacity and developing future generations of academics and to increase the number of highly capable black and women academic at all levels.

## Research

According to the latest Department of Science and Technology *The National Survey of Research and Experimental Development* (2014) South Africa spends 0,76% of Gross Domestic Product on research and is still struggling to reach the elusive 1% spend which was the government's strategic target for 2008. In 2006/7 it was 0,95% but has since declined. The latest survey covers the period of 2012/2013 and reveals a R&D stagnation with gross investment in R&D of almost R23,9 billion.

The higher education sector employs the most R&D personnel, followed by the business, science councils, government and not-for-profit sectors.

The growing headcount, driven largely by the increase in the number of researchers in the higher education sector, jumped 9.3% to 64,917 in 2012/13.



**Figure 2: R&D personnel by sector (DST 2014)**

The higher education sector, which also emerged as one of the fastest-growing contributors of the year's R&D spend, contributed 37.7% to the personnel increase. All R&D-performing sectors (government, science councils, higher education institutions, business enterprises, and not-for-profit organisations) registered an increase in R&D expenditure in 2013/14, in both nominal and real terms. The largest reported increase arose from the higher education sector, which grew at 5.9% in real terms and accounted for 67.9% of the total increase.

In the first *Times Higher Education* Summit held in July 2015, South African universities comprised two thirds of the African universities ranked, based purely on research output. The top 30 snapshot was calculated using the ratio of the citations received by an institution's publication output between 2009 and 2013 and the total citations that would be expected based on the average of the subject field. To be included in the table, an institution must have published a minimum of 500 research papers in the five-year period assessed, with at least 50 papers per year.

The NDP has set a target of 5,000 PhD graduates per annum by 2030. Presently South Africa produces nearly 1,400 PhDs or 38 PhDs per million of the population. This compares unfavourably with countries like Brazil's 52, Korea's 187 or Sweden's 427. In 2013, there were 52,217 Masters students and 16,039 PhD students enrolled in South African universities. Of these, 12,860 graduated in that year. There are major efforts underway to provide scholarships for postgraduate students and greater funding for research.

In 2005, South Africa launched its first six research Centres of Excellence, which pulled 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

In 2014, the DST announced the establishment of five new centres of excellence:

- Mathematical and Statistical Sciences, hosted by Wits University.
- Scientometrics (the study of measuring and analysing science research) and Science, Technology and Innovation Policy, hosted by Stellenbosch University.
- Food security, hosted by the universities of the Western Cape and Pretoria.
- Child development and livelihoods, hosted by Wits and the University of KwaZulu- Natal.
- Mineral and energy resource analysis, hosted by the University of Johannesburg.

The DST have created 157 university research chairs to date; this allows universities to attract top foreign scientists in an attempt to reverse the brain drain and to create innovative new streams of enquiry. Currently there are 150 occupied chairs. They have trained 406 doctoral students (42% female, 67% black), mentored 140 postdoctoral fellows, produced 1,568 peer-reviewed articles, 37 books and 197 book chapters in diverse fields. In 2014/15 the DST has awarded 20 new posts for women only.

*The higher education sector, which also emerged as one of the fastest-growing contributors of the year's R&D spend, contributed 37.7% to the personnel increase.*

## Rated researchers

South Africa has 99 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. Of these, 95 are directly affiliated with universities. There are 2,959 rated researchers in six categories that cover internationally acclaimed, 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 receive financial support at varying levels based on their rating, from an incentive funding programme. This money is to keep their research programmes going. Academics can use the money at their discretion, with limited conditions attached. Among the 99 A-rated scientists based at universities, 33 work at the University of Cape Town, 15 at the university of the Witwatersrand and 13 at Stellenbosch. There are 11 at the University of Pretoria, six at the University of Johannesburg and the University of KwaZulu-Natal, three at North-West, two at Rhodes, the Nelson Mandela Metropolitan University and UNISA. The University of the Western Cape has one A-rated researcher.

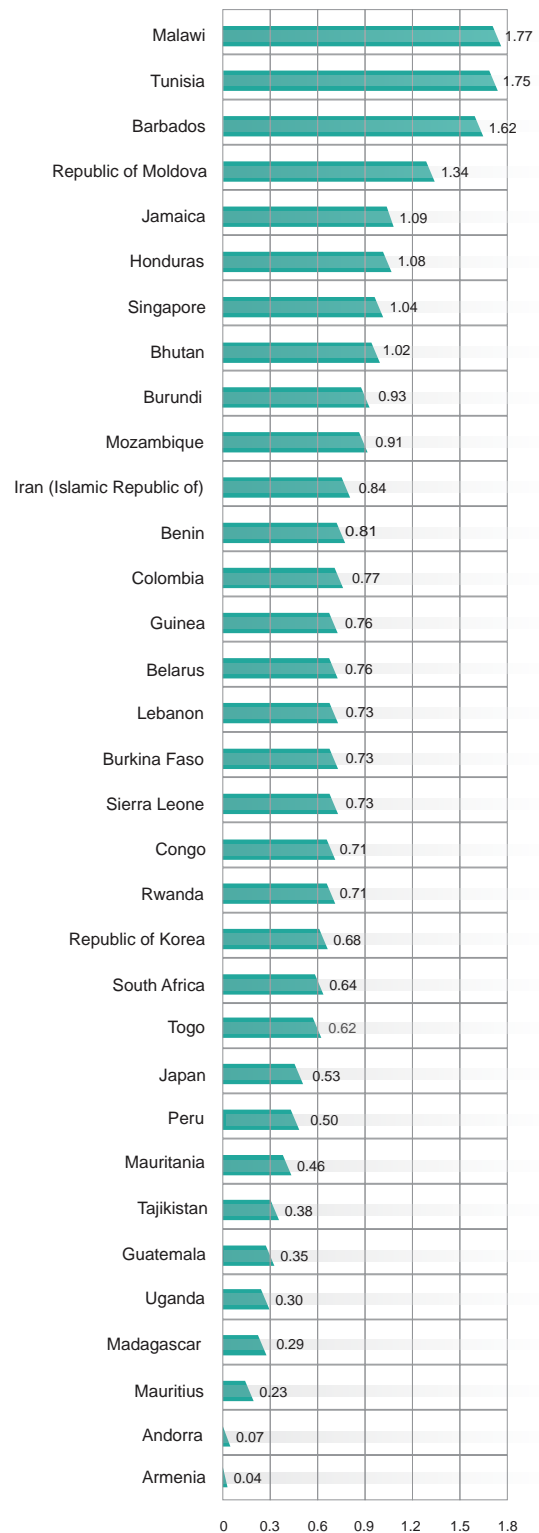


Figure 3:  
(Source: OECD, downloaded from <http://data.uis.unesco.org>)

## Funding universities

Student enrolment has almost doubled since 1994 but the actual per capita funding has decreased. State funding has more than doubled since 2006 from R11bn to R22bn in 2014 but

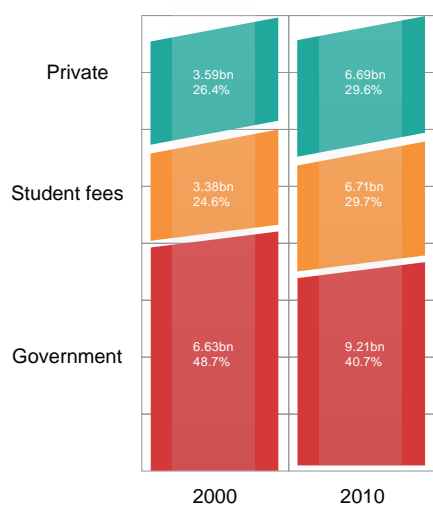


it has actually declined in real terms. This had put pressure on tuition fee income and research grants, contracts and donations. NSFAS allocations, despite increases, were not adequate to meet the needs of eligible students which raises the question of how increased enrolments are to be funded. The DHET is currently involved in a review of the funding of universities with the aim of streamlining the funding formula to achieve greater efficiency and parity for all universities. The minister has already implemented one of the report recommendations and has provided a Historically Disadvantaged Institutions Development Grant of R2.050 billion over the next five-year period.

For many years university funding has declined in terms of the proportion of total state finance committed to higher education forcing universities to raise tuition fees. At the same time, student numbers have grown while staff numbers have remained relatively static.

**Figure 3 clearly shows South Africa's position comparatively. The global mean is 0,8.**

Universities have three primary sources of funding: government, student fees and donations and entrepreneurial activities. In terms of state allocations, funding is linked to national policy goals and to the performance of universities. Direct funding (or Block Grants) allocations to universities are based on graduates and publication outputs, teaching outputs weighted by qualification level, student numbers weighted by study fields and course levels. Secondly government allocates "earmarked grants" or infrastructural funding for institutions who have high numbers of poor students or small institutions. The earmarked grant also offers a clear indication of the department's priorities within the higher education sector. As outlined earlier, a large part of the earmarked funding is directed towards supporting NSFAS funding.



**Figure 4: (Source: CHET)**

The DHA anticipated that by 2016 there will be 1 million students enrolled in universities and by 2014, 650,000 college student enrolments. As a direct result of this anticipated expansion within the higher education subsection, the Department has employed an additional 253 people since 2011. Over the next three years, the Department aims to have approximately 3,000,000 students enrolled in one or another type of higher education institution.

This translates to R 30,4 billion for universities and R6,4 billion for the TVET colleges during 2014/15. The other line item worth noting is the allocation of funds for infrastructure. Over the medium-term, R9, 5 billion has been allocated – R2, 6 billion of which will be used in the building of the three new universities – while the rest will be used for infrastructure improvement in architecture, the built environment, engineering, health studies, life and physical sciences and teacher education. Because of the crucial role that ICT plays (both in terms of teaching and research) additional funding has been set aside to improve broadband connectivity. Commitments have been obtained from universities that they will supplement this infrastructural build to the tune of more than R 2 billion.

As is the case with virtually every public university in the world, universities are under increasing pressure from government to limit tuition fees. That means that universities are seeking ways of generating more third stream income through donations, investments and entrepreneurial activities. Universities also see raising alternative income as a way of bolstering university autonomy by effectively purchasing their own measures of freedom. By 2010, the national average across all universities, of third stream income, was 29,6%. This revenue is largely derived from alumni and donor funding as well as spin-off companies based on innovation and the selling of short courses to other sectors. With government's increased focus on a massive infrastructural build and the DHET's funding realignment towards the colleges, universities are going to have to conceive more innovative ways of generating revenue internally.

As outlined earlier, tuition fees within the South African Higher Education sector is being questioned with regards to affordability. The decrease in government funding has pressurised universities to increase their fees annually. This has resulted in the 2015 student protests against tuition fees within South Africa.

## Governance of universities

In January 2014, the DHET released its *White Paper on Post-School Education and Training*. It is an important document, not least because it offers a definition of higher education that is far more inclusive than the narrow understanding of higher education as a synonym for universities. The new landscape of post-school opportunity includes universities, TVET colleges, community colleges, private post-school institutions, the SETAs, the South African Qualifications Authority and the various Quality Councils.

This is a blessing and a curse for universities. A blessing because in the past universities were expected to cater to a large number of



There are **97 registered** and **28 provisionally registered** private higher education institutions operating legally in South Africa,



students, many of whom were not equipped to achieve success within the university setting. This, in turn, led to a situation where throughput rates remain unacceptably low. With the DHET marketing other high school opportunities, it allows for the differentiation of education and specifically allows universities to focus on students who have the ability not only to participate but to succeed.

However, the opposite side of the coin is that universities are now perceived as simply another producer of skills, albeit of a high level. The other kinds of institutions that fall under the 'control' of the DHET tend to operate according to a strict causality. If the DHET says that it requires 1,200 more artisans per year, the colleges and SETAs can align themselves to that target. Universities on the other hand, tend to employ a far looser interpretation of supply and demand and, generally, do not see themselves as beholden to produce specific numbers of graduates in a specific field (unless afforded additional ring-fenced funding for increasing places for a field of study). Such an arrangement would be seen as an incursion on institutional autonomy. The tension between the universities' freedom to decide what to teach and research and the DHET's developmental agenda of identifying scarce and high demand skills and plugging the gaps is a tension that looks to grow in the coming years.

Another interesting permutation is taking shape. The establishment of three new universities was meant to ensure that every province has its own university. However, the high cost of building and staffing such an institution may afford the DHET the right to determine the scope and focus of the curricula being taught at these institutions. In other words, we may find ourselves in a position where there is a two-tier university system within the country. The first-tier comprising of historical universities and the second tier consisting of institutions whose PQM is specifically designed to meet the immediate and medium-term ambitions of the state. Section 38A of the amended *Higher Education and Training Act* allows the Minister to establish additional institutions "with a specific scope or application", thus allowing the Minister to decide on what is taught at these institutions.

The DHET is attempting to fashion a diverse and differentiated higher education system that can cater to educational needs that range from adult literacy through to blue sky research. This requires a strategic balancing act. At the lower skill bands, there is a distinct centralised steering in force. TVET colleges, for example, were finally 'relocated' in 2013 and now report directly to the DHET, rather than provincially, as was the case in the past. The amended Act allows the Minister to prescribe the specific scope (what it can teach) of a National Institute. Within the university context, this becomes a more difficult proposition because the DHET does not want to kill the goose that lays the golden (research innovation, government contracts, consultancies and patents) egg, but wants greater efficiency and differentiation in skills production.



## Quality assurance

In November 2011 the Higher Education Quality Committee (HEQC) became the first quality agency in Africa to be formally recognised for its comprehensive adherence to the good practice guidelines for external quality assurance agencies by the International Network for Quality Assurance Agencies in Higher Education. A quality assurance system for universities (both public and private) was introduced in South Africa in 2004. Quality assurance is the responsibility of the statutory advisory body, the Council on Higher Education. Its HEQC conducts audits of public universities and private higher education institutions based on self-evaluation by institutions of their performance against a range of criteria, and external peer assessment.

In the second cycle of quality assurance, institutional audits were replaced with the Quality Enhancement Project (QEP). The QEP differs from audits in a fundamental way, shifting the focus from overall institutional performance to student success. This change in focus was necessitated by South Africa's high dropout rate and the associated financial waste – to government, universities and students – incurred by the sector. In this first phase of the QEP, institutions have reported on what they currently have in place, what they have achieved and what challenges they face with respect to: enhancing academics as teachers, student support and development, the learning environment and course and programme enrolment management. The Phase 1 report was published in June of this year.





The HEQC also accredits courses and does national reviews, quality promotion and capacity development.

The Higher Education Qualifications Framework is a policy that is aimed at strengthening the quality assurance system and laying the foundation for credit accumulation and transfer. 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. From 2009 all new higher education programmes must comply with the framework, be registered on it and accredited by the Department of Higher Education and Training.

## Technical and Vocational Education and Training

If the universities believe that they have had a rough time since 1994, they should be grateful that they were not further education and training colleges. The colleges went through a larger and more brutal merger process. 152 technical colleges were reduced to 50 on 264 campuses across the country. And again, as was the case with universities, the downsizing has turned to radical upsizing. The Department has announced that they have put aside infrastructural funding for the building of 6 new TVET College campuses within the next year and 12 campuses in the next 5 years.

The TVET sector has been identified as a lynchpin for the success of government's upcoming NDA initiatives and for the DHET's plan to increase access to a greater number of students. Government has a great deal riding on the colleges in terms of skill provision, poverty alleviation and job creation.

Sometime in the future, a similar retrospective of South African higher education may point to the "quiet revolution" that took place in the system between the years 2012 and 2015. With the usual TVET caveats (high dropout rate, lack of lecturing capacity and poor infrastructure) the DHET has achieved the remarkable success of diverting potential university students into TVET colleges where the students' skills would be, by and large, better suited. By 2013 the DHET has set a target of 550,000 students in the college system and with the ambitious target of reaching four million in the college system by 2030. To their credit, the target was exceeded by 2013 with its enrolment of over 650,000 students in the system and 725,000 targeted for 2015. This dramatic enrolment increase has been made possible through targeted media campaigns, a greater contribution from NSFAS and a rebranding of colleges as TVET colleges.

During the past 18 months, colleges have been actively marketed as destinations of choice rather than institutions of last recourse. There is also a relocation of the Sector Education Training Authorities (SETAs) to regional TVET colleges in order to create a greater cooperation between the provision of education and job placement and training.

## Private higher education

There are 97 registered and 28 provisionally registered private higher education institutions operating legally in South Africa, according to the register of institutions published by the DHET (July 2015). Although there are far more private than public higher education institutions, the student numbers within public institutions are higher. The number of students in the private sector is 119,941 students at the tertiary level. The majority of private higher education institutions can be categorised as providing vocational education is thus part of the Technical and Vocational Education and Training sector of Higher Education in South Africa.

The FET/TVET sector comprised almost 680 public FET/TVET and private FET Colleges in 2013, of which 50 were public and 627 private, with 794,250 students enrolled.

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 internationally recognised 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 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.

The result of this shake up of the system meant that many private institutions folded. Of those, in the 2015 Register of Private Higher Education Institutions, most offer advanced certificates and diplomas in fields such as theology, information technology and computing, commerce and management, media, and alternative therapies. There are also a number of institutions offering a range of degree and postgraduate qualifications, such as St Augustine College, Monash South Africa and the Independent Institute of Education, Damelin and Midrand Graduate Institute, as well as major providers of advanced certificates and diplomas such as Lyceum College and City Varsity.

Even though accredited, private providers still receive no support from NSFAS funding which places them at a huge disadvantage in their attempts to compete with public universities. There is no doubt that to service the many and diverging post-schooling needs in the country, the private providers can play an important role. The DHET will need to support them – specifically through allowing them access to NSFAS funding – and include them if the NDP enrolment goals are to be met.



“Universities are an, admittedly sizable, part of a bigger system”

# Focus South Africa

For students and academics who are considering South Africa as a study or research destination, information on the structure of the higher education system, policy and governance and the internationalisation profile provide only half the picture. The more complex question to answer – because every student who has studied in South Africa will have a different tale to tell – is what student life is actually like. From impossibly long beaches, through adrenaline cities, past quaint university towns in the middle of nowhere and towards bucolic retreats carved out of Africa – the space and variety makes South Africa's universities what they are.

## In 2015, South Africa was ranked 43rd in the World Democracy Audit.

What follows is not a comprehensive guide to a country but a brief snapshot of the diversity of the country, its politics, history, problems, successes and its people.

South Africa ranks 5th out of 48 countries in the “Big Mac Index 2015”. That means that a Big Mac costs \$4,79 in the USA and costs \$2,09 in South Africa as of the 2015. The price of a Big Mac is 30% less in South Africa than in the USA.

In 2015, South Africa was ranked 43rd (out of 150 nations) in the World Democracy Audit, coming 2nd in the world in the categories of civil rights and political liberties. South Africa has been ranked first in Sub-Saharan Africa on the biennial World Economic Forum Travel's global Travel and Tourism Competitiveness Index (TTCI) 2015. This means that it takes the lead from the Seychelles in the Sub-Saharan Africa category. South Africa is ranked at number 48 globally, while the archipelago of islands was second in the region, followed by Mauritius.

South Africa has been a stable, peaceful and progressive democracy since 1994, when the first democratic elections were held and the African National Congress came to power. Nelson Mandela was elected president and he led the nation to fully-fledged democracy. His passing, at the end of 2013, was mourned by a country where he had become a pillar of hope, empathy and understanding. Since 1994 there have been four free and fair elections.

In 1994, the incoming government drew up one of the world's most progressive constitutions, setting about the dismantlement of the apartheid laws and institutions and building a society based on equality, non-discrimination and human rights for all. Since then, the government has focused on growing the economy and improving the quality of life for all South Africans. After decades of isolation, South Africa re-joined Africa and the world and became an active participant in the international economy and politics. During the 1990s the Truth and Reconciliation Commission, headed by Archbishop Desmond Tutu, helped to exorcise the ghosts of apartheid through public hearings held around the country where its victims told their stories, and through processes of amnesty, restitution and prosecution achieved some kind of psychological normalisation for the country.

In April 2011 South Africa became a member of BRIC (now BRICS), a powerful coalition of developing countries including Brazil, Russia, India and China. It is hoped that participation in this grouping will strengthen south-south ties and will become a guiding strategy in South Africa's international relations. Part of the reason that South Africa was invited to this forum is that the BRIC countries see South Africa as an important stepping-stone to the rest of Africa.

During the 7th BRICS Summit held in July 2015, the National Development Bank (NDA BRICS) was established to “mobilize resources for infrastructure and sustainable development projects in BRICS and other emerging economies and developing countries”. The BRICS grouping has consequences for universities within the region and the DHET is actively targeting research and student mobility between



these countries. In the Times Higher Education's BRICS ranking, UCT is fourth overall followed by Wits (14), Stellenbosch University (17), University of KwaZulu-Natal (47), and University of Pretoria (77). The Quacquarelli Symonds (QS) University Rankings was released on 8 July 2015 and places eight of South Africa's universities in the top 100 universities in BRICS with the highest placed institutions being UCT (14) Wits (28), Stellenbosch (34) and Pretoria (49).

Since the birth of democracy, South African companies and universities have ventured into Africa. South Africa has become the biggest investor in Africa, especially in areas like mining, banking, food production, mobile communications and hospitality. Higher education has also played its part and universities have forged formal (through agreements) and informal links with their counterparts across the continent. South African universities are working with their counterparts toward building capacity where required. The University of Witwatersrand, for example, has more than 70 operational collaborations with African universities, NGOs and businesses. Most often these partnerships are as a result of two or three way partnerships that work towards the mutual benefit of all countries involved.

## A rapid tour

What kind of country has emerged from the crippling damage wrought by apartheid? Although 22 years is too brief a period to remove all the damaging vestiges of apartheid, the country has forged an identity based on the diversity of its many languages, cultures and colours. South Africa's turbulent history, rich natural environment and its geographical position at the southern tip of Africa on a key shipping route and tourist destination, have forged a country of contrasts, rich in variety and charged with energy. This is a landscape of varied humanity and boundless wildlife; of teeming oceans and forgotten 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; of English as the official language and 10 others besides.

The weather is wonderful, the scenery is breath-taking and this middle-income country is very user-friendly – it offers opulent comforts at affordable cost in a vibrant setting. South Africa has hosted a successful soccer World Cup that was the culmination of cricket and rugby World Cups which have also been staged here. The county is also increasingly seen as a popular international conference venue.

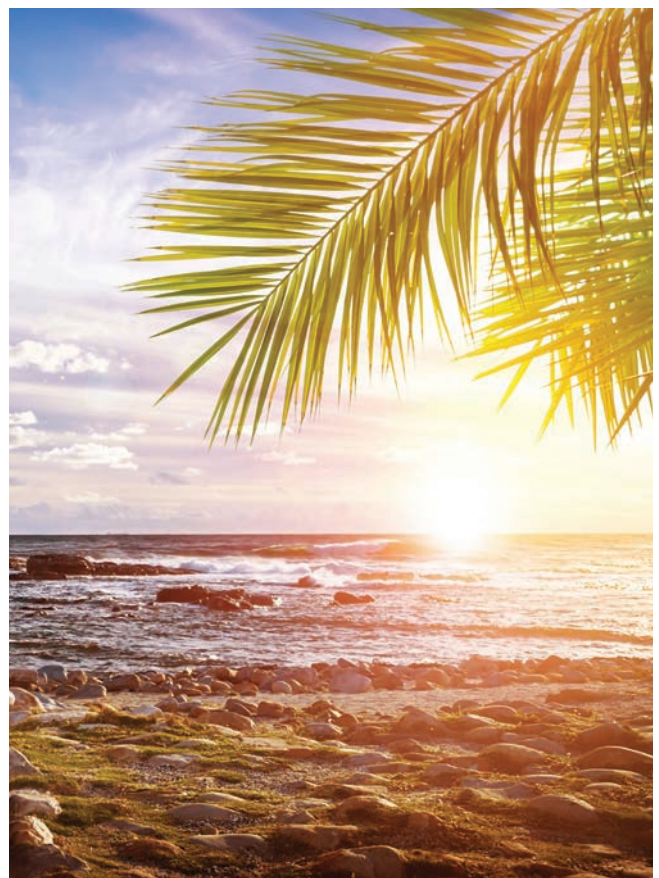
*The weather is wonderful, the scenery is breath-taking and this middle-income country is very user-friendly.*

The tourism industry is thriving alive and recorded a total of more than 14,8 million foreign arrivals in 2013. This 10,5% increase in international foreign arrivals (over 13 451 565 in 2012) translated

to 9.6 million international tourist arrivals. All international tourist arrivals combined increased by 4,7%, while the overseas tourist arrivals sub-category increased by 7,1%. South Africa welcomed a total of 9 616 964 tourists in 2013. South Africa's international tourist arrivals grew at an annual average growth rate of 7,4% between 2011 and 2013, well above the global average of 4,5% during this period. Overseas tourists were mainly from the UK, USA, Germany and China (which continues to grow at about 30% per annum). Although 2014 figures have not been released, it is expected that there will be some decline in figures primarily due to increasingly complicated visa requirements for tourists to enter the country.

According to *Quandl*, The Johannesburg Stock Exchange is by far the largest in Africa and ranks 19th in the world in terms of "largest stock market capitalisation". South Africa is currently ranked 1st in the world in terms of regulation of securities exchanges in the World Economic Forum's Global Competitiveness Survey for 2013-2014.

Cape Town was named the 9th best tourist destination in the world in 2015 by Trip Advisor. By July 2015, Cape Town ranked 32, Pretoria 46 and Johannesburg 44 on the Numbeo Quality of Life Index out of 97 cities. Other big cities are Durban which is ranked 85 on the 2015 Mercer Quality of Life Survey - which is home to the busiest port in Africa. South Africa is ranked 56th out of 144 in the World Economic Forums *Global Competitiveness Index*.





## Climate and regions

South Africa is a scenically beautiful county. Around 10% of the world's flowering species are found in South Africa, the only country in the world with an entire plant kingdom inside its borders: the Cape Floral Kingdom. While it represents less than 0.5% of the area of Africa, it is home to nearly 20% of the continent's flora. **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 Fossil Hominid Sites of Sterkfontein, Swartkrans, Kromdraai, and Environs. Known as The Cradle of Humankind it comprises a strip of a dozen dolomitic limestone caves containing the fossilised remains of ancient forms of animals, plants and most importantly, hominids.
- Mapungubwe Cultural Landscape offers a portrait of the social and political structures of a society that traded with China and India in the 11th century and was regarded as the most complex society in southern Africa and the first society since the San to settle in South Africa.
- Robben Island which imprisoned Nelson Mandela and other freedom fighters during apartheid.
- The Richtersveld Cultural and Botanical Landscape in the north-west of the country is a mountainous desert area with rich bio-diversity.
- The mountainous UKhahlamba-Drakensberg Park is home to a high level of endemic and globally threatened species, especially birds and plants. This natural site also contains many caves and rock-shelters with the largest and most concentrated group of rock paintings in Africa south of the Sahara, made by the San people over a period of 4,000 years.
- The Cape Floral Region Protected Areas represents less than 0.5% of the area of Africa but is home to nearly 20% of the continent's flora. 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.

*There are 3,000 kilometres of pristine beaches which form South Africa's eastern, western and southern borders.*

- The iSimangaliso Wetland Park has one of the largest estuary systems in Africa and the continent's southernmost coral reefs.
- The Vredefort Dome is the largest verified impact crater on Earth at between 250 and 300km in diameter and is estimated to be over 2 billion years old.

South Africa is famous for its sunshine. It is a relatively dry country, with an average annual rainfall of about 464mm (compared to a world average of about 860mm). The Western Cape gets most of its rainfall in winter, while the rest of the country is generally a summer-rainfall region.

The summers are hot and the winters are mild, with an average of eight hours of sunshine a day. The entire coastline is a 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.

There are 3,000 kilometres of pristine beaches which form South Africa's eastern, western and southern borders, enclosing 1,2 million square kilometres of mountain ranges and bushy foothills, sub-tropical forests, grassland, scrubland and the central semi-desert. To the north lie borders with Namibia, Botswana, Zimbabwe, Swaziland and Mozambique. The county completely surrounds the mountain kingdom of Lesotho. The landscape changes strikingly, from the west coast lapped by the cold Atlantic to 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 Zulu nation. 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.

The country is home to more mammal species than Europe and Asia combined. There are also 858 species of birds. 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 people

South Africa's population in July 2015 was 59,4 million, according to Statistics South Africa. The two most populace regions, with just over 13,2 million people in Gauteng (a small province that includes the cities of Johannesburg and Pretoria) and the east coast province of KwaZulu-Natal with 10,9 million. The largest of

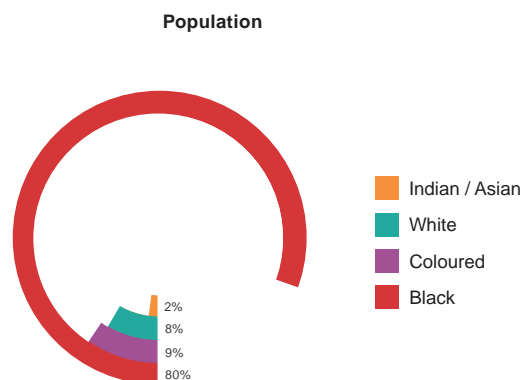


Figure 1: Population by racial group (2015)







South Africa's nine provinces is the Northern Cape, which has the smallest number of people with 1,2 million inhabitants.

South Africa's population is diverse. Unlike countries like Japan and South Korea where the population is aging, 30% of the population is under the age of 15 and 45% of the population under 25. There are four main race groups: black (African), white, coloured (people of mixed race) and Indian. Four in five people are African (80.5%) and the rest are white (8,3%), coloured (9.8%) or Indian (2.5%). Just over half of all people (51%) are women.

## Languages

South Africa has 11 official languages but English is the lingua franca and spoken by most people. Although English is the home language of just 8% of South Africans, road signs and official forms are in English, which is also the language of the cities and of business. 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.

## Politics

Since democracy, The African National Congress has been in power by a strong majority. In the 2014 elections it garnered 62% of the vote which shows a decline from the 68% majority garnered under Thabo Mbeki.

Pretoria is the administrative capital of South Africa, the legislative capital is Cape Town and the judicial capital is Bloemfontein. 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 is allowed a maximum of two terms. Nelson Mandela was the new South Africa's first president, and he stepped down after just one term. President Jacob Zuma is the country's president for his second term.

*The cities are alive with cultural events and craft markets, coffee bars, pubs and clubs.*

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.

## Arts and culture

South Africa's melting-pot society creates an energetic culture that draws on its African, Indian and European roots as well as diverse influences to forge a distinct identity in the fields of art, music, dance, theatre, film, literature and fashion. The writers JM Coetzee and Nadine Gordimer have both been recipients of the Nobel prize for literature.

Cultural experiences abound, including the World Heritage sites of Robben Island off the coast of Cape Town, where Nelson Mandela and other political prisoners were incarcerated, the Iron Age citadel of Mapungubwe and the San (Bushman) terrain of the Richtersveld. Most recently is the impressive establishment of a visitor's site at Maropeng, the cradle of humankind, with its Sterkfontein caves, and which are a repository of rich hominid and mammal fossils that tell the story of our earliest ancestors.







The cities are alive with cultural events and craft markets, coffee bars, pubs and clubs. There are annual festivals of everything from rock music, dance to poetry and jazz, cinema complexes, art galleries and more than 100 active theatre venues. South Africa's film, music and fashion industries are buzzing. There are scores of museums, most famous is the Apartheid museum in Johannesburg which brings to life the atrocity of the period under apartheid. The country has become a top site for filming 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 over the length of the country's history. Some restaurants serve authentic African food and others specialise in inherited cuisines – Cape Dutch, Malay, Indian and Portuguese. The Test Kitchen (28, up from 48 in 2014) is in the World's 50 Best Restaurants for 2015. Located in Cape Town it was also voted the best restaurant in Africa.

There are also plenty of international restaurants, along with fast food joints. South African wines, brandies and dessert wines are among the best in the world, and fine local and international beers are drunk at every opportunity thanks to SAB Miller, the second largest brewer in the world.

Almost 64% of South Africa's population declares itself as religious. Christianity is the most popular religion (86%) but other major religious groups are Hindus, Muslims, Jews and Buddhists.

## The economy

Categorised as an upper middle-income economy by the World Bank, South Africa has a large, diverse and growing economy. For

the first time in modern memory South Africa has slipped behind Nigeria as the biggest economy in Africa in 2014.

It is the 33rd largest country by GDP. The country has a strong economic infrastructure, rich mineral and metal resources, strong manufacturing and service sectors and a growing tourism market. South Africa's key industries are mining (world's largest producer of platinum, chromium), automobile assembly, metal- working, machinery, textiles, iron and steel, chemicals, fertilisers, foodstuffs, and commercial ship repair.

The country is the first in Africa for foreign direct investment (FDI). FDI inflows to South Africa jumped from US\$4.5-billion in 2012 to a record-high \$8.1-billion in 2013, with investments in infrastructure being the main attraction. This put South Africa on top of the table for FDI inflows into Africa, followed by neighbouring Mozambique, Nigeria, Egypt and Morocco. According to the International Finance Corporation (2014), South Africa is ranked 43 (among 189 countries) on the ease of doing business.

The government is still committed to the targets set out in the *National Development Plan: 2030* which focuses on boosting economic growth and investment in order to generate jobs and reduce income inequalities. The long-term objective of the 2030 plan is that all will have water, electricity, sanitation, jobs, housing, public transport, adequate nutrition, education, social protection, quality healthcare, recreation and a clean environment by 2030.

Even with the optimistic outlines of the development plan, South Africa's economic growth has weakened in 2015 on the back of electricity supply shortages, strike action and deteriorating sentiment, with consumer confidence also at a low point. Real gross domestic product (GDP) at market prices increased by 1,3 %



during the first quarter of 2015. The main contributors to the increase in economic activity for the first quarter of 2015 were the mining and quarrying industry, finance, real estate and business services and the wholesale, retail and motor trade, catering and accommodation industry. However the strike action that beleaguered the mining industry last year has resulted in a number of the big mining houses indicating job cuts which saw further impact GDP for the remainder of 2015.

Unemployment remains high. Although the potential labour force is almost 35,8 million, (2015) unemployment, according to Stats South Africa, is at 26,4%. South Africa's Rand currency weakened during 2015 and remains volatile.

While under apartheid, the 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.

## Successes since 1994

Poverty is proving to be an ongoing challenge for government. The poverty line is registered at R799 per month. Of the population, an estimated 54% of the population live below the poverty line. More than two-thirds of the households in Limpopo and the Eastern Cape, respectively, live below the poverty line.

As of 2014, just over 15,5 million people received social grants. For more than 29% of households in the country, social grants are the main source of income. The majority of grant recipients are the 11,13 million recipients of the Child Support Grant which is provided to children in need up to the age of 15 years. 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. This is strikingly illustrated in the country's Gini coefficient which measures the inequality as a proportion of its theoretical maximum. The Gini coefficient can range from 0 (no inequality) to 1 (complete inequality). Since 2000 the Gini coefficient has significantly reduced from 0,7 to 0,59 in 2015.

The government has made significant strides in improving the lives of millions of poor people since 1994 when it inherited an essentially bankrupted country.

- Between 1994 and 2013, government built over 3,38 million homes for South Africans.
- 96% of households have access to water of reasonable standard compared with 61% in 1994. By January 2015, 400,00 solar geysers had been provided to poor communities.
- 79,5% of households have access to sanitation.
- 86% of households have access to electricity, compared with 61% in 1994.
- Immunisation coverage has reached 91% of people from 63% in 1998.
- Severe malnutrition for children under five years has been

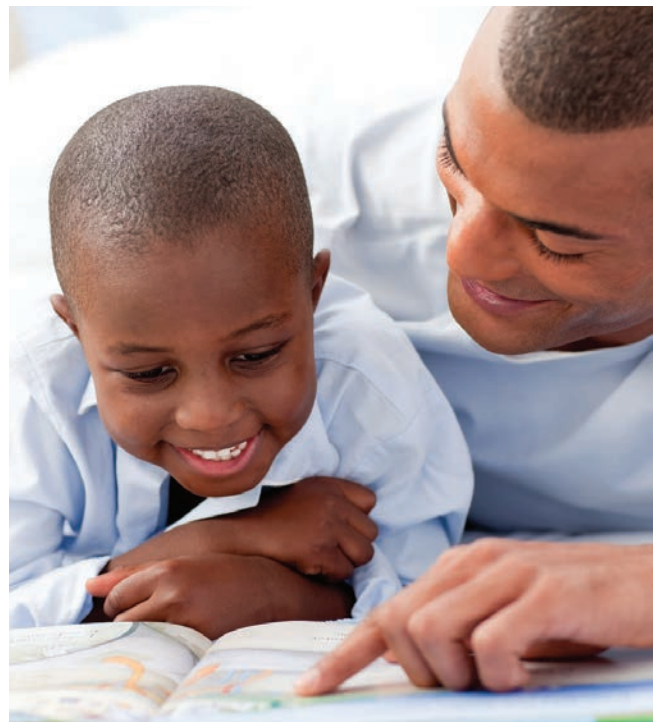
reduced by more than 60%, but as with other countries there is a growth in obesity in this age group, predominantly among young girls.

- Tax revenues have increased from R114 billion in 1994 to R1,189 billion in 2015.
- 20 million people voluntarily tested for HIV.

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 school in 1990 the proportion had grown to 87,3% by 2014. In 2013, there were 13 million learners in ordinary public and independent schools in South Africa, who attended school. Adult literacy is steadily improving and presently stands at 93,4%.

South Africa is still grappling with a major HIV/AIDS epidemic, which has been reducing the life expectancy of its people, to 57,7 years for men and 61,4 years for women (Stats South Africa, 2014). There are more than 6 million people living with HIV of which 2,7 million are receiving antiretroviral treatment (ART). ART allows people with HIV to live significantly longer, leading to greater percentage of HIV-infected people remaining in society. ART access doubled between 2008 and 2014.

The country's achievements have been remarkable in the years since 1994. But much remains to be done to uplift the lives of millions of people still mired in poverty, to reduce the high unemployment rate especially among the young and to further reduce levels of HIV/AIDS and crime, to deliver basic services to all South Africans, and to improve the health system and education in schools. These are the sizable challenges that will focus government energy over the coming decade.





# Useful Information for international students

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

Even the smallest university has a dedicated International office.

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

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

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 also play a role in South Africa's development.

## Qualifications

South African university qualifications are internationally recognised. The most basic qualification at traditional universities is the Bachelor degree, followed by Honours, 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 completed Bachelor degree, are generally one-year courses.

Masters degrees require a minimum one-year of full-time study following an Honours. Doctoral degrees are awarded after a minimum of two years of study and require the production of 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

### Applying 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 travel to South Africa. At your 'port of entry' (for example, King Shaka International Airport, OR Tambo International Airport, Cape Town International Airport or Beit Bridge), your visa is endorsed and becomes your temporary residence permit.





## How to Apply for a Study Permit

The university is not permitted to register you until you have produced your valid study permit. It usually takes at least six weeks for your study permit application to be processed. It is also important for you to note that your Study Permit is issued to study at one institution and you would have to apply for a change of status, should you want to change institutions. This can be done in-country in the city applicable to the new institution of study.

You are required to apply for a study permit at the South African High Commission, Embassy, Consulate or Trade Mission in your country of residence. If there is no South African representative in that country, you must apply to the nearest South African High Commission, Embassy, Consulate or Trade Mission. **The following are the current requirements to be submitted to the South African High Commission, Trade Mission, Embassy or Consulate in your country to obtain your Study Permit:**

- Duly completed online form. Handwritten forms are not accepted by the Department of Home Affairs
- A passport valid for not less than 30 days after intended studies.
- Administrative fee of R1350.00/Original Bank Payment/Electronic Transfer receipt for applicant
- Confirmation and proof of payment of a South African Medical Aid Cover with a medical scheme registered with the SA Medical Schemes Council. Cover must remain valid for the duration of the calendar year (see Health insurance below).
- Letter of Offer from the University stating the duration of degree, confirming that the student is not taking the place of a local student and undertaking to inform the Department of Home Affairs when the student deregisters.
- Medical and Radiological reports (less than six months old).
- Yellow Fever vaccination certificate, if required by the Act
- Relevant certificates if married, widowed, divorced or separated.
- Details regarding arranged accommodation while in South Africa.
- Proof of sufficient funds to cover tuition fees and maintenance.
- Proof of Guardianship for Minor if Applicable.
- Police Clearance Certificates in respect of applicants 18 years and older, in respect of all countries where the person resided one year or longer since having attained the age of 18.
- A cash deposit or a return ticket to country of origin.
  - Nationals of African countries are not required to pay this deposit if their Government undertakes, in writing, to cover all costs relating to any repatriation action that may become necessary. You are advised to submit the documentation as soon as possible to the South African High Commission, Embassy, Consulate or Trade Mission - do not send the documentation to the university. We, however advise that you keep a copy of your submission and all receipts safely.

Some South African Embassies, High Commissions, Consulates and Trade Missions require a letter of undertaking from the

university stating that a student will not be taking the place of a South African citizen and that the university will inform the Department of Home Affairs should the student discontinue his/her studies.

## Part-Time Study

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

To apply for the endorsement you will need to complete form BI1739.

**There is no cost for the endorsement:**

- Complete form BI1739.
- Letter of acceptance/firm offer letter from the university confirming that study is part time
- Original Passport and Work Permit.
- Proof of Medical Aid.
- Proof of Finance.
- Proof of Employment.

**Contact details for Department of Home Affairs:**

Corner Maggs and Petroleum Street, Waltloo, Pretoria

Tel: +27 (0) 800 601 190

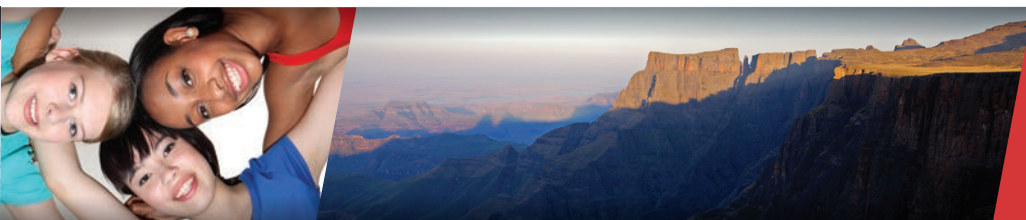
Information: [csc@dha.gov.za](mailto:csc@dha.gov.za)

## Extension of a Study Permit

**The following should be submitted to the Department of Home Affairs:**

- BI1739 form (R425.00 – extension application fee) and R1350.00 Visa Facilitation Services Fee.
- Spouse ID & Marriage Certificate.
- Proof of Registration with an Institution and an accompanying letter from the Faculty/School/Department advising of extension period required including an undertaking to submit a report should the student no longer be registered with the institution.
- Proof of Payment of Tuition Fees.
- Proof of Funds Available.
- Proof of a South African based Medical Aid Cover.
- Proof of Repatriation Deposit Paid.
- Proof of Guardianship for Minor if Applicable.
- Passport (Original).
- Apply **60 days** before Permit Expires.

Your application for the extension of a study permit needs to be signed by a representative at the university before it is submitted to the Department of Home Affairs. Though the university will make copies of these documents for your student file, it is advised that you retain a copy for your own records for safekeeping.



“It is **essential** when **applying** for a **study permit** to have **proof of medical insurance cover** that is **recognised in South Africa.**”

## Part-time work

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

## Changing conditions of a study permit:

A change of conditions of a study permit refers to a situation where you hold a valid study permit with a condition to study at another institution in South Africa other than the one you are applying to. This is usually the case of learners and students studying at South African high schools, colleges and other academic institutions and their permits would therefore be endorsed with a condition to study at institutions in any of the categories above. In order to register at another university the permit will need to be endorsed for the applicant to study at that specific university.

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

## Entrance Requirements

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

Go to <http://he-enrol.ac.za/qualification-country> where you will be able to find detailed information on entrance requirements. You will also be able to select your country and determine what is required to study in South Africa. The website also contains information on the latest endorsement requirements and regulations for certificates of exemption, including the fees payable and application forms. An online assessment and application system is being introduced where South African and foreign first degree applicants can assess their qualifications and apply for certificates of exemption online. Students however need to contact the University where they intend to study first, before the application for a foreign exemption certificate is applied. The right of admission is the prerogative of the particular University.

## Health insurance

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

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

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

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

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

**For more information please refer to the separate section on health insurance.**

## 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 coming to grips with an HIV epidemic that has infected millions of people. The country has embarked on extensive campaigns to 'know your status' and provide those infected with ARVs. Based on current prevalence studies it appears that the epidemic, while still severe, has begun to stabilise. However, local and international students are advised to always practice safe sex.

### Visas

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

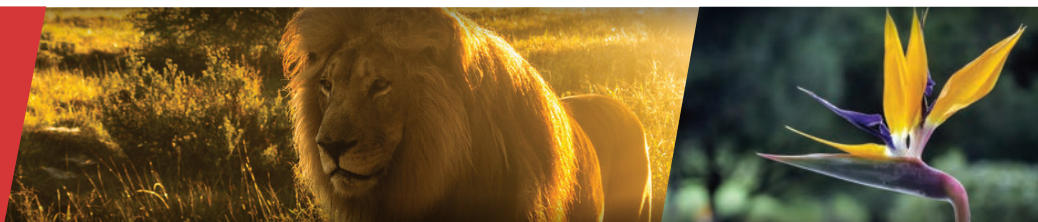
### General

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

**South Africa country dialling code:** 27

**Electricity:** 220-230V; 50Hz

**Weights and measures:** Metric



# Features & Medical Aid



Student Protests demand change to the underlying fault lines in Higher Education



/ Immigration Update





# Student Protests demand change to the underlying fault lines in Higher Education

*By Huba Boshoff and Orla Quinlan*



Globally, Higher Education has experienced waves of educational reform in the shape of massification, commercialization and rationalization.

Globally, higher education has experienced massification, commercialisation and rationalisation, in recent decades. At the institutional level this has meant increased student numbers, a more diverse student body, and increased fees, in the majority of cases, to compensate for reduced government funding. Students, therefore, are operating in increasingly competitive environments where access to higher education is strongly linked to funding traditional funding sources are decreasing. At the same time, academics are under mounting pressure to increase research output, both to strengthen their academic standing and to bring in resources, which may pressurise some academics to prioritise research, over teaching and learning. Diverse bodies of students require more effort and support than the typical, traditional full-time, middle class student in most societies. Add the growing rates of graduate employment to student indebtedness and it is clear that the stakes are very high for higher education and students are increasingly anxious about the risks and benefits to them, of investing in higher education; they are asking critical questions of both governments and higher education institutions themselves.

## Globalisation and growing dissatisfaction with the political and economic system

The challenging global higher education sector cannot be seen in isolation from broader global realities. Students are disillusioned with global political and economic systems and issues such as: the perpetuation and exacerbation of inequality; the decrease of respect for human rights, evidenced, for example, in the treatment of Syrian refugees in parts of Europe; the loss of life and the impact of the widespread terror attacks in Iraq, Afghanistan, France and Germany; the rise of extremist views, such as those of ISIS; the far right politics that recently became more evident in the UK around "Brexit", and in the US election campaign; the violence and intolerance in India and an increasingly corporatised, biased and over simplifying media are spreading feelings of disillusionment. These feelings of despair, coupled with some real material hardships in living conditions, could understandably leave the average student feeling disenchanted and overwhelmed at the state of the world. The influence of the media in shaping our world view, as a chaotic place to be feared, is ironic considering,



according to Professor Ian Goldin, Director of Oxford Martin school, the world is currently at a better, more creative stage, with more people generally being better-off, in terms of human development, than ever before in human history. At the same time, human beings have never been more anxious or fearful.

## Recent proliferation of student protests in Higher Education

Protests were prevalent in the 1960's and 70's, for example in the USA, France and South Africa. They revolved around political issues such as the Vietnam War, in the US; anti- capitalism, consumerism and traditional institutions values and order, in France; the racist policies of the Apartheid regime and access to basic services and civil rights for women and people of colour, in South Africa. After a prolonged period of little or no activism and a lull in political and public participation amongst the youth, we are again seeing an unprecedented number of protests around the world.

If we take the example of the US: "At least 160 student protests took place in the U.S. over the course of the 2014 fall semester alone, according to Angus Johnston, a history professor at the City University of New York who specializes in student activism. *"There's certainly something of a movement moment happening right now," he said, pointing in part to the news media, which fuels activism by putting protests on the public's radar. "The campus environment right now has, for the past couple of years, reminded me a lot of the early- to mid-60s moment, where there was a lot of stuff happening, a lot of energy—but also a tremendous amount of disillusionment and frustration with the way that things were going in the country as a whole and on the campuses themselves."* And this sentiment has been taking hold in other parts of the world, too... (Wong 2015)

Rachel Brooks reports in the University World News (May 2016) that significant student protests have emerged in Germany (2008-2013), California, US (2009), the United Kingdom (2010), Chile (2010-2013) and Canada (2010-2013). Add to that the 2014 Hong Kong demonstrations, the major student sit-in at the University of Amsterdam (the Netherlands) and an array of solidarity protests, including the Utrecht University protest in 2012, and it is clear that student protests are not restricted to specific geographical areas or one type institution.

*"There's a renaissance of political activism going on, and it exists on every major campus,"* Harold Levy, a former chancellor of New York City's public schools who now oversees the Jack Kent Cooke Foundation, recently told me. Levy attributed this resurgence in part to the growing inequality in educational opportunity in the country, which has contributed to great tensions between institutions and the public they're supposed to serve; even protests that don't explicitly focus on this cause, he said, are byproducts of this friction. (Wong 2016)

While this statement pertains to US campuses, the affordability of higher education in societies facing growing inequality is at the root of many of the protests. **Why are campuses the sites of protests?**

By now, it is well documented that students experience significant intellectual and personal development during university study (Pascarella & Terenzini, 2005). By the time they reach university campuses they are (for the most part) legally adults. However, for many students, it is the first time away from home and it is both an exciting and emotionally vulnerable time. Students begin to form close friendships with others, who are all reflecting on and sharing their life experiences, their views of the institution, in which they are now studying, and the broader social context, in which they are living. While they discover who they are and meet like-minded people, exciting things can happen. Some discussions may lead to amazingly constructive projects consisting of practical ways of improving lives and addressing social challenges. For example, getting involved in community engagement projects; participating in mentoring programmes for younger students who have aspirations of attending university themselves; undertaking academic projects beyond required course work; joining student societies focused on the environment, gender and other issues. They also may engage with constructive activism that could manifest in student protests.

Student protests are an effective way of getting people in positions of authority to pay attention to specific societal and institutional issues that students want to be prioritised right now. Many protests succeed in raising awareness of issues and, in some instances, having them addressed.

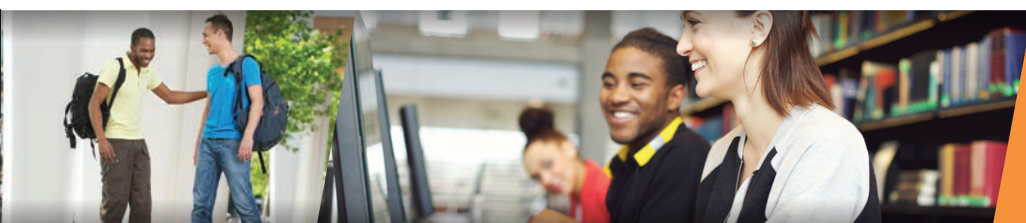
*According to Angus Johnston... "A lot of protests...embrace national issues through the lens of campus policies... The university is big enough to matter but small enough to have an influence on. It becomes a site of organizing because there are opportunities to organize on campus that a lot of times you don't have in an off-campus community."* (Wong 2015).

## Protests across the continents

We refer to three fairly recent examples of student protests, in the global higher education domain, and the recent South African student protests and identify some of the characteristics of this wave of student protests.

### 1) Hong Kong, China (2014)

The major public protest in Hong Kong from September – December 2014 was driven from the political perspective of a pro-democracy movement, in opposition to proposed political reforms to the Hong Kong electoral system. The strike on 22nd September was led by students and quickly developed into a street sit-in that brought much of the Hong Kong traffic to a complete stand still for 79 days). At the centre of the protest was the student population. Almost all university students in Hong Kong were in support of 2014 Hong Kong class boycott campaign, and fully supported the protest known as the **"Umbrella Movement"**. The protest also saw widespread support from many secondary schools through the establishment of concerned groups. Violent clashes between protesters and police increased public support for the cause, and saw other citizens joining the protest with numbers reaching as high as 10 000 protesters.



**"In 2015, some of the student groupings began to mobilise in the historically advantaged institutions."**



## 2) Canada (2012)

In 2012, Quebec saw a series of student demonstrations, sometimes referred to as the **“Maple Spring”**. These demonstrations, by members of student unions such as the *Association pour une solidarité syndicale étudiante*, the *Fédération étudiante universitaire du Québec*, and the *Fédération étudiante collégiale du Québec*, were against a proposal by the Quebec Cabinet to raise university tuition by 43% (from \$2,168 to \$3,793) over a six year period. The movement was characterised by a series of widespread strikes by masses of students, reaching a quarter million participants during the peak of the strike. Despite this widespread participation, other students continued with their programmes and, by the start of the new school term in Fall 2012, the participation dwindled. The students succeeded in preventing further tuition increases for that academic year.

Three years later in April 2015, Quebec, particularly Montreal, experienced another round of protests and, similar to the 2012 protests, students were joined by community groups in the movement known as **“Printemps 2015.”** The main cause for concern was once again financial. The “Printemps 2015” movement acted as a platform for anyone concerned about the provincial government’s austerity measures, the need to review investment in public services and the political direction of Quebec in general. The “Printemps 2015” movement was lauded as being peaceful and lasted a single day, with only one arrest. Quebec was not the only Canadian province with student protests; students at the University of Toronto protested against the commercialisation of education in a four-day long strike.

## 3) Chile (2011-2013)

The *“Winter of Chilean Education conflict”* denotes the massive student-led protests from 2011-2013 across Chile. Students demanded a new framework for education that would include more direct state participation in secondary education, and an end to the existence of commercialisation, in higher education. These demands should be understood against the status quo of high levels of privatisation of education. Only 45% of high school students are enrolled in traditional public schools. No new public universities have been built since the end of the Chilean transition to democracy in 1990. The discontent seems to extend beyond the specific demands pertaining to education and could be viewed as reflecting dissatisfaction with the country’s high level of inequality. While the protests were generally non-violent, there was also a considerable amount of violence by protestors, as well as riot police. In later protests, there were two student deaths.

## 4) South African protests (2015 and 2016)

Moving closer to home, our own South African higher education system was rocked by student protests in 2015. Many South Africans have experienced increasing disillusionment, disappointment and unmet expectations in the “rainbow nation”. The country is more unequal than ever and public service delivery has failed to uplift the majority of the population. For many years, students in historically disadvantaged public institutions have engaged in protests around fees but without too much media attention. In fact, in recent years, the South African activist generation of the anti-apartheid era were bemoaning the





apathy, materialism and the lack of politicisation and activism in the South African student body, attending historically advantaged institutions. 2015 changed that!

In 2015, some student groupings began to mobilise in the historically advantaged institutions, starting with a group in University of Cape Town (UCT), focused on symbolically ridding the University of a prominent statue of the colonialist Cecil Rhodes; #sRhodesmustfall. This mobilisation spread to other historically advantaged universities. Groups organised around their own specific institutional issues at the University of Witswatersrand, Johannesburg (Wits), Stellenbosch University; #OpenStellenbosch; and at Rhodes University, in the form of the Black Student Movement (BSM). The groups were loosely-affiliated and regularly in contact with each other but, they made it very clear that they were a fluid collective, with no hierarchical leadership. The common thread between the groups was objections to the status quo in higher education, and demands for more rapid transformation of institutions. Many protesting individuals refused to recognise, and distrusted, both student and staff university governance structures, including Student Representative Councils (SRCs).

### Mutiple historical and contemporary influences on the nature of the protests

Some members of certain emerging students groups had recently been inspired by the writings of Fanon and Biko and were exploring the intellectual approaches of prominent post-colonial African leaders, such as Kwame Nkrumah and Thomas Sankara, while developing a new political philosophy with its roots in black consciousness thinking. There was some expressed anti-government sentiment and an impatience with the slow pace of transformation at universities, particularly around the areas of curriculum reform and the paltry numbers of black senior staff at universities. Some of these student were operating independently and motivated by their own social and political ideologies. Others were being mentored. Other student groups self-identified as affiliated to the main political parties for example, SASCO, (linked to the ANC); DASO, (linked to the Democratic Alliance) and Economic Freedom Fighters (EFF). The different student groupings did not recognise each other. For example, seven distinct student groupings were involved in fees negotiations at one university.

South Africa has a long history of student protests from the 1970s and 1980s. 2016 marked the 40th anniversary of the 1976 Soweto uprisings, when many South African high school children were killed by the apartheid regime during protests against the *Afrikaans Medium Decree* of 1974, which tried to enforce the use of Afrikaans as a medium of instruction in black schools. The recent South African protests evidenced sources of inspiration, not only, from South Africa's own history and in response to contemporary issues facing students in Higher Education, but also from contemporary African American activism, especially the #Blacklivesmatter campaign and African American icons,

such as Harriet Tubman, whose name was spray-painted during protests.

The central role of government policies, which have reduced funding to the higher education sector, while simultaneously doubling the numbers of students attending those same institutions since 1994, was largely ignored by the students. Protest action directed at the VCs and university management and what was perceived as largely un-reconstructed liberal white institutions. The student protests brought a new sense of impatience and a demand to see more rapid change.

The protests in 2015 culminated in the #Feesmustfall movement. A week-long protest brought most South African higher education institutions to a complete shut-down. This was not triggered by the same groups, who had been protesting earlier in 2015, although there was some overlap in participation. Thousands of students (and staff) marched to parliament in Cape Town and the Union building in Pretoria demanding that there would be no increase in fees in 2016. Following significant negotiations, with the President, he declared a 0% fee increase. The government promised to provide universities with sufficient funding to cover the shortfall that would have been covered by the increased fees for 2016. While universities were targeted in the #Feesmustfall, the solution to ease the burden of fee-paying lies in increased government funding and investment from new partners. In 2016, "rape culture", which is chronic in many societies, and particularly acute in South Africa, was the subject of a very militant protest action by mainly women students who felt that not enough was being done to protect women from sexual violence on campuses. Most sexual assault in South Africa is by intimate partners or people known to the survivors and, in many cases, occurs long before students (and staff) reach university. Universities, as microcosms of society, are home to students who have suffered abusive, disrespectful relationships and meet partners who do not seek consent. While the suffering of survivors of sexual assault has been widely highlighted through "Silent protests" on campuses for many years, the 2016 protest greatly increased the awareness of the prominence of this issue.

The international influence of the mobilisation against sexual violence was evident in the South African protest. The "Hunting Ground" documentary on rape culture in US campuses was circulated among some students in South Africa in 2016, just prior to the protests. Furthermore, a request from the "Unashamed" campaign, initiated in Botswana, triggered the launch of a solidarity campaign at Rhodes, led by a group calling themselves "Chapter 2.12" (a clause in the South African Constitution pertaining to rights to bodily integrity). Students at other universities, including Wits and Stellenbosch, also protested on this issue. Students successfully reminded that everyone has a constitutional right to live safe lives free of sexual violence or threat and that South Africa's record in securing this right 22 years into democracy is deplorable. More focused education and intervention is required and ongoing.



## New developments in these recent protests

In all four examples of student protests, we learned that:

- 1) Campuses are a microcosm of the societies, in which they are located, and a space in which students may be mobilized very quickly around a range of wider societal issues.
- 2) Student-led protests succeed in drawing attention to key social, political and economic issues at national and even international level, via media.
- 3) The issues, which are the subjects of protests, successfully get attention from authorities and some can be addressed or partially addressed, as a result of the student protests.
- 4) Social media is absolutely key to the recent wave of students' protests. It provides a highly impactful way to raise awareness of an issue and gain support. In this age of social media, any individual can decide to pick an issue, create a narrative and put it out in the public domain instantaneously. Once the issue is out in the digital space, it can go viral, rally a crowd, get quoted and re-quoted by mainstream media outlets.

The challenge of social media is that there are no immediate checks and balances. The facts may or may not have ever been verified. It can be highly partisan, untruthful, unreliable and malicious. Standards and ethics of fairness, right to privacy, right to reply, vary hugely among all those who utilize social media and there is widespread sharing, intentionally or unintentionally, of unchecked opinions, judgements and accusations, which have serious and damaging consequences for many innocent parties.

- 5) Groundswell/ "Leaderless" protests: Because many different individuals and loosely connected groups of students initiated different protests and did not work through formal structures, such as the Student Representative councils (SRCs), no one was in a position to be identified as a legitimate representative to negotiate with authority figures, in the early phases of protests. A huge risk with student protests that do not have defined leadership structures is that the organisers or, at least, the initiators of the protest can quickly lose control of the action. Without identified organisers to negotiate with, when tensions are heightened, it becomes a "free for all", for example, if and when police come on the scene. The escalation of tension can lead to violence, arrests and even death (as was the case in Chile in 2015). The promotion of violence and destruction to property, by an unaccountable minority, comes to dominate the legitimate,

constitutionally-protected right of students, in the general student movement, to raise their concerns through legitimate, peaceful mobilisation. The minority endangers other students and staff and the protests can quickly lose support to the detriment of noble causes. In South Africa, the minority of students who resorted to illegal activities, including the destruction of property to the value of R300m, who have been identified, were charged or expelled from their own institutions.

## The future of the South African higher education system

"Higher Education in South Africa in the post-apartheid era has never been more volatile than it is currently, some two decades into democracy, yet it is, contradictorily perhaps the part of the entire education sector that has advanced the most in terms of achieving national goals of quality, equity and transformation... Despite the many advances and achievements of higher education...the student protests of 2015 and early 2016 have given expression to underlying fault lines in quite a dramatic way" (Bajinath 2016).

There is a general agreement that fees are extremely high; running costs have gone up and government subsidy to universities has been reduced. As we write, the situation remains unresolved. Some students now want to campaign for free Higher Education.

If the situation is not resolved, scenario, predicted for South Africa, is that comparatively wealthy fee-paying students will move into the expanding private university market in South Africa. The academics with career mobility will go to private institutions or emigrate and the public Higher Education system will decline to the extent it will no longer provide good quality education to the remaining poorer students.

Strong leadership is now needed at all levels, within and outside the university. Experienced, committed, creative people of conscience in government and university leadership need to engage constructively with student representatives and work together towards addressing the valid issues raised by students to improve the quality of the Higher Education system. The student voices need to be brought into the conversation to collectively propose and implement solutions.

South Africa must maintain the strengths of our higher education system, recognise the areas that need to be improved and work together with all constituencies to overcome our challenges.

### Disclaimer:

This article was submitted prior to the commencement of the 2016 student protests.

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# Immigration Update

By Divinia Jithoo and Orla Quinlan



In May 2014, the Immigration Regulations of South Africa underwent a major overhaul, resulting in many changes to the visa application and processing procedures.

In May 2014, the Immigration Regulations of South Africa underwent a major overhaul, resulting in many changes to the visa application and processing procedures. **Some of the major changes affecting Higher Education Institutions (HEIs) in South Africa are highlighted below:**

## 1. The Introduction of the Visa Facilitation Service in South Africa.

Visa renewals, from within South Africa, are now processed through the Visa Facilitation Centre (VFS). <http://www.vfsglobal.com/dha/southafrica/>. With VFS centres in nine of the 11 provinces, international staff and students physically present in South Africa may apply for renewals for general work, critical skills, visitors visas (endorsed for academic purposes) and student visas through VFS. If an existing visa has already expired, before submitting a new application, the application will not be accepted by VFS. It is therefore essential to leave the country before a visa expires.

## 2. Developments with regards to student visas.

**2.1** Visas for full degree-seeking students will now be granted for the full duration of the study programme, eliminating the need to have visas renewed on an annual basis. Proof

of financial means and medical aid cover, for the duration of the degree, are required annually to continue to meet the conditions of the visa. Students who do not comply with these will not be registered; the universities will be required to report that the students are no longer in attendance, rendering the study visas null and void.

**2.2** Students may no longer change student visas to visitor's visas, which impacts on Study Abroad students, as they would no longer be able to change to a visitor's visa for travelling purposes, at the end of the formal academic programme. IEASA requested the DHA to recognise that the value of Study Abroad and International Academic Programmes incorporates more than the formal accreditation of academic courses and includes the enrichment of the opportunity to travel, meet South Africans, learn about our culture and physically see what else the country has to offer. As a result, the Department of Home Affairs, has now agreed to issue student visas of sufficient duration to accommodate travel at the end of the formal period of study and supplementary examinations if required.







### 3. Compulsory Medical Aid Requirements.

Since the amendment of the Immigration Amendment Act number 13 of 2011 and the amendments to the regulations in 2014, it is compulsory for all students to have South African Medical Aid. This amendment is in line with the Medical Schemes Act of South Africa. Students must be in possession of medical aid from a South African Medical Scheme. IEASA, has ensured that the medical schemes recommended for students are in line with the specific basic needs of international students, including affordability and emergency cover, without waiting periods. The IEASA Executive Committee regularly meets with the recommended Medical aid Schemes to address any significant issues and to ensure the continuation of a fair deal for International students.

### 4. Critical Skills Visas.

Critical Skills visas replaced the Exceptional Skills/ Quota Skills Permits. Some staff found themselves ineligible to apply for the critical skills visas once the former types of visas had expired. According to the Corporate Accounts Unit in the Department of Home Affairs, they are clamping down on employers, in all sectors, who give positions to foreign nationals for which qualified South Africans are available. They are compelled to respond to increasing political pressure to decrease the rate of

unemployment in South Africa. The requirements for critical skills visas are quite specific. Academics with PhDs are sought after as there are insufficient South Africans with PhDs to meet the upcoming demands in HEIs. **For requirements, please visit:**

<http://www.home-affairs.gov.za:8087/index.php/immigration-services/scarce-skills-work-permits>

### IEASA Advocacy on behalf of International students and staff

In 2014, just before the Immigration Regulations were launched, IEASA submitted recommendations to the DHA pertaining to students and staff of HEIs, who would be affected by these regulations. Inefficiencies in DHA had negatively impacted on staff, students and their families within HEIs for several years prior to this. The learning from these experiences was shared with DHA.

Following the rollout of the new system, many implementation issues continued to affect international stakeholders in the Higher Education Sector. Applicants who had applied under the old system were not registered on the new system.

In 2015, some negative effects of the Immigration Regulation changes became evident. Stakeholders within the Higher Education sector in South Africa explained that the consequences



of the 2014 changes had led to a sharp drop in international student numbers. They also indicated that in 2014 and 2015, the impact of the new immigration regulations resulted in developments that were in stark contrast to the letter and spirit of the 1997 SADC Protocol on Higher Education and Training, in which SADC members committed themselves to strengthening collaboration in education in the region. (Hagenmeier, Lansink and Quinlan. 2015). These issues were robustly discussed at the IEASA annual conference in Port Elizabeth in 2015 and IEASA was mandated to take things forward with the DHA on behalf of member institutions.

### Collaboration between IEASA and DHA

IEASA intensified collaboration with the DHA in order to rectify some of the issues identified by practitioners in the Higher Education sector. In July of 2016, President of IEASA, Dr Nico Jooste and the DHA Director General, Mr Mkuseli Apleni met to discuss the challenges that had been brought forward by IEASA's member institutions. The outcome of this meeting was a written agreement stipulating that the DHA would henceforth only work through IEASA, as the chosen representative of the public HEIs with regards to resolving immigration queries. All public HEIs were added to the list of clients being serviced by the Corporate Accounts Unit, within the DHA.



IEASA requested all HEIs to send them lists of all their visa cases requiring intervention. IEASA categorised the issues and embarked on a collaborative process with the DHA to provide guidance and resolve as many cases as possible. We are happy to report that significant progress has been made with regards to clearing the backlog of severely delayed student visas (the visa category with the highest volume of major issues experienced by HEIs). Furthermore, in 2016, we found that current applications to VFS are being processed and delivered to students in a timely fashion.

### Continuing Visa Challenges:

Even though with the processing of straight forward visa applications has improved enormously, other visa-related issues require further attention from IEASA and DHA. Recent research, conducted within South Africa, identified major challenges including "conflicting information and procedures, burdensome finances associated with visa applications, and unanticipated processing delays". (Lee 2016).

#### 1. Foreign Mission/Embassy Visa Processing.

Visa applicants continue to experience processing problems with some Embassies abroad; with some taking more time than the specified eight weeks; others giving conflicting information regarding requirements for the different types of visas and some refusing to rectify mistakes which delayed students travelling by up to four months. People travel to the Embassies, often from distant locations, having prepared their applications, according to the list of stated requirements in the immigration regulations. In some instances, after queuing for several hours, applicants have been asked for non-listed requirements, such as copies of their South African landlords IDs. While this request is problematic in itself, it is also difficult to resolve on the spot and creates a lot of unnecessary stress and inconvenience for the individuals involved.

#### 2. Visa Appeals

Processing of appeals of rejected renewals, also done through VFS system, is less efficient than the straight forward visa applications. Appeals that were submitted to the DHA, through the IEASA office, have yet to be resolved. In some cases, documents were lost and had to be resubmitted; in others, students have been waiting for a number of months for feedback on their appeal outcomes. This has resulted in student visas expiring during the waiting process for appeals, resulting in illegal status for the students.

The visa appeal system from outside of the country seems to have its own set of inefficiencies. If leaving South Africa on an expired visa, a person will be declared "Undesirable". The process thereafter is to appeal this declaration before one can return via an email to the DHA at [overstayappeals@dha.gov.za](mailto:overstayappeals@dha.gov.za). An email should then be sent acknowledging receipt of the Appeal email. IEASA has been informed of cases where acknowledgment has not been received and the appeal case is therefore not lodged.







### 3. Applications pre-dating the VFS system

Of the unprocessed visas received from institutions, some were submitted before the new immigration regulations came into effect and some were submitted during the first six months of implementation. Despite efforts by individual institutions and IEASA, we are experiencing great trouble in resolving a remaining ten cases. The prolonged unresolved situation is impacting very negatively on these students' lives.

### 4. Delays in accompanying documentation.

One of the requirements for visas for staff and students at HEIs, is the police clearance document. The usual turnaround time for processing such an application through the South African Criminal record centre is eight weeks. However, IEASA has noticed that during "peak" student visa application times, the turnaround time is far longer than the promised eight weeks. For students renewing visas, this can result in their current visas expiring before they can apply for their new visas.

To alleviate this challenge, the DHA and VFS have embarked on a pilot project that will allow students to submit their biometrics for police clearance through VFS at the visa application stage. Should this project be successful, the complete application and processing time for a student visa will be reduced considerably.

## Steps taken to address these challenges.

In January of 2016, IEASA together with the DHA held a workshop at the Riverside Sun in Vanderbijlpark for all HEIs experiencing challenges with student visas. **This aim of the workshop was:**

- to create agreement and uniformity within HEIs, regarding the administration processes for international students to assure their legal status within South Africa
- to ensure visas allow students to benefit from all aspects of an international academic programme, including travel at the end of the formal programme.

The workshop resulted in a Procedure Manual, developed afterwards by IEASA and the DHA, which was distributed to all public HEIs, within South Africa. **The Manual provides guidance for:**

- 1) the implementation of standard operating procedures, in relation to the management of International Students
- 2) ensuring HEIs fulfil their responsibilities in connection with the regulations.

The Manual was distributed together with the IEASA Code of Ethical Practice, which was consulted in the preparation of the manual. For further information on this manual or for a copy of the manual, please contact the IEASA office at [info@ieasa.studyasa.org](mailto:info@ieasa.studyasa.org)

## Plans for Future Collaboration

### IEASA plans to

- 1) continue collaboration with the DHA to ensure all international students and staff meet the legal requirements to remain in South Africa
- 2) advocate strongly for fair, transparent and efficient processes for these students and staff
- 3) request intervention when they face difficulties, that are not of their making.
- 4) host a second workshop, before the end of 2016, that will focus on the immigration requirements for all international staff at HEIs within South Africa. IEASA will highlight the challenges around critical skills and general work visas and permanent resident permits and attempt to resolve these together with the DHA.

### The DHA has also committed to:

- 1) assisting IEASA and the institutions they represent, wherever possible.
- 2) rolling out continuous training to improve consistency among their own staff, the staff at VFS and other stakeholders, who are instrumental in ensuring the legal requirements for these visas are met.

In conclusion, while some challenges remain, we have seen enormous progress in 2016. IEASA looks forward to continuing collaboration with the DHA to further improve the immigration processes for International staff and students.

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# Medical Aid Provision for International Students

## ABSA Health Care Consultants - Offering approved, affordable medical scheme products

One of the key issues higher education institutions face is the requirement imposed upon institutions by legislation governing the admission of international students. This legislation requires that each year, every international student must have full medical cover for the whole of the current academic year before an institution may register the student.

The type of medical cover is also prescribed by the same legislation: it must be a South African product that is acceptable to the Registrar/Council of Medical Schemes.

Over the years IEASA has steadily worked to establish which are the most suitable medical scheme products and has provided valued advice to institutions on the products to select for their students.

At the Annual IEASA General Meeting of 2009, there was unanimous support from the institutional and other members present for IEASA to pursue this goal. The IEASA Directors Forum (comprising mandated representatives of higher education institutions, most of whom are the Directors of International Offices) also endorsed the project. IEASA has appointed ABSA Health Care Consultants (ABSA HCC), a specialised leading health care consulting firm, to assist IEASA in achieving the agreed goals.



**In terms of the agreement between ABSA HCC and IEASA, ABSA HCC is responsible for the following:**  
**ABSA HCC Service Offering to IEASA and International Offices:**

- Assistance with development of a health care strategy for IEASA and their member universities.
- Development of processes and procedures to optimise the provision of health care cover to international students, including facilitating contribution payment- and refund processes.
- Guidance regarding the selection of a panel of approved medical scheme products, to be offered to international students.
- Negotiation with the selected panel of schemes in respect of service support to International Offices and their students.
- Ensuring compliance to all relevant legislation.
- Keeping International Offices and students informed of any developments in the medical scheme industry, which might impact on their health care arrangements; and
- Sourcing and implementing appropriate additional related insurance products (such as repatriation of mortal remains) as and when requested by IEASA.

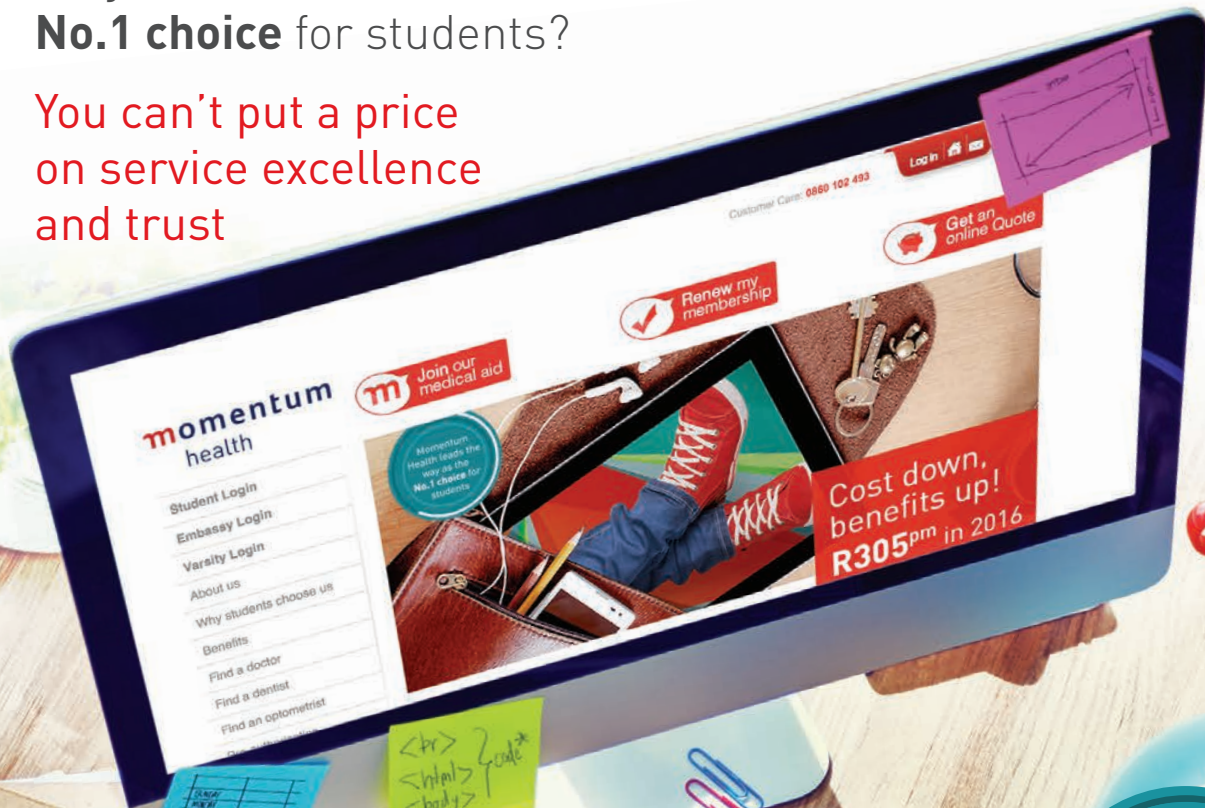
### ABSA HCC Service Offering to International Students:

- Provision of communication and a platform for prospective students to activate appropriate medical scheme cover. Students can apply for medical cover via: **[international.students@absa.co.za](mailto:international.students@absa.co.za)** or phone: **+27 (0)860 100 380**. All the approved IEASA medical scheme products, such as Momentum, Compcare Worx, and Discovery from 2016, are available via ABSA at no additional cost.
- Educating international students regarding the working of medical scheme benefits via written communication, regular scheduled visits to campus and information sessions during registration periods.
- Assisting international students where a dispute regarding benefits may arise; and
- Making available a Helpdesk and allocated consultants per university to address any queries students may have.

By applying for medical cover through IEASA's approved health care intermediaries, international students can be assured of approved, affordable medical cover and support to access benefits via one of South Africa's leading financial institutions.

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[studenthealth@momentum.co.za](mailto:studenthealth@momentum.co.za)

Momentum Health is a registered medical scheme in South Africa  
Council for Medical Schemes Registration Number: 1167





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# Higher Education

## University Profiles

The following contains the profiles of all 25 public universities in South Africa. The profiles are of varying length, and have been submitted by the universities themselves. It provides you, the reader, with basic information about the institutions, as well as further contact details if you would like to contact a specific institution or visit their website for further information.



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**Nelson Mandela  
Metropolitan  
University**

*for tomorrow*

Port Elizabeth & George - South Africa

# SURROUND YOURSELF WITH THE BEAUTY OF OUR CAMPUSES...

*Nelson Mandela Metropolitan University is the largest university in the Southern Cape with our main campus in the heart of a nature reserve in the city of Port Elizabeth and right next to the Indian Ocean. NMMU is uniquely positioned away from the hustle and bustle of the city where the blue flag beaches meet the wilder side of the bay along 40 kilometers of coastline. This position allows the NMMU to offer a host of programmes that support a comprehensive range of careers or study fields including maritime and marine sciences as well as oceanography.*

***[international.nmmu.ac.za](http://international.nmmu.ac.za)***

Tel: +27 (0) 41 504 2161 / Email: [international@nmmu.ac.za](mailto:international@nmmu.ac.za)



# Nelson Mandela Metropolitan University

*Connected to 65 universities in 23 countries across 6 continents*

NMMU is the biggest tertiary institution in the Eastern Cape, with 26 954 students enrolled on six campuses - five in Nelson Mandela Bay (Port Elizabeth) and one in the beautiful city of George. The university offers a full spectrum of career-focused, academic-oriented and professional programmes - from diploma through to doctoral level.

Our priority is to promote academic excellence through varied curricula, the standard of teaching throughout all faculties, and through innovative and applied research for social and

economic development. NMMU programmes are recognised and accredited by the relevant professional bodies locally and in many cases internationally, and NMMU students can be found working around the globe.

NMMU is poised to break exciting new grounds on the back of several major new developments.

.....

 [international.nmmu.ac.za/About-Us](http://international.nmmu.ac.za/About-Us)

*For tomorrow /*

## Marine and Maritime Sciences

**'Our strategy is to develop a whole new range of maritime and marine education and training, research, innovation and engagement programmes to support Africa's blue economy' - NMMU Vice-Chancellor Prof Derrick Swartz**

NMMU has significant research capabilities in both the marine and maritime fields and is well positioned in Algoa Bay with four campuses located a few hundred metres from the sea, and within 25 kilometres of two major ports.

NMMU is recognised for its leadership in generating cutting-edge knowledge and innovation that can make a positive contribution to realising the economic potential of our oceans whilst protecting South Africa's marine biodiversity. NMMU's strategy is to develop a new range of marine and maritime programmes to significantly upscale our support for this crucial sector. The focus will be on expanding academic offerings in fields such as maritime economics and logistics, marine tourism, marine engineering, port development and management, marine spatial planning and the law of the sea, including fisheries law enforcement.

The unlocking of the blue economy for sustainable ocean development offers new growth areas around offshore oil and gas exploration, marine transport and manufacturing, aquaculture, ocean governance and marine protection.

### Law of the Sea

As the incumbent of the SARChI Chair in the Law of the Sea and Development in Africa, Prof Patrick Vrancken is making a major contribution to the development of the international and domestic law regimes required to support a thriving blue economy both in South Africa and in the rest of the continent. He is also a member of the international law and sea-level rise committee of the International Law Association. Prof Vrancken

is playing a leading role in international research projects focussing on the law of the sea in Africa and transnational organised fisheries crime.

### South African International Maritime Institute

South Africa is uniquely bordered by the ocean on three sides. With the inclusion of Prince Edward and Marion Islands in the Southern Ocean, the coastline is approximately 3 924 kilometres long. However, the full economic potential of this space remains largely untapped. South Africa's oceans, it is estimated, have the potential to contribute up to R177-billion to the country's gross domestic product (GDP), while creating up to one million new jobs.

NMMU hosts the South African International Maritime Institute (SAIMI), which was launched in November 2014 through a partnership with the South African Maritime Safety Authority (SAMSA) and the Department of Higher Education and Training (DHET). Through SAIMI, maritime industry experience is linked with research-based knowledge from universities to stimulate innovation for the benefit of the blue economy. SAIMI therefore facilitates the success of maritime economic development initiatives such as Operation Phakisa and the African Union's African Integrated Maritime Strategy.

NMMU aims to become a leading marine and maritime university on the African continent. The university is in a strong position to do this due to current capabilities in marine sciences, engineering, law and development studies, modern infrastructure, its prime location at the sea, the two major

ports in Port Elizabeth and Ngqura, strong support from the private sector and state corporations, and crucially, explicit and public support by the government for its marine and maritime strategy.

NMMU has upgraded its 40-year-old Coastal and Marine Research Unit into a new Marine and Coastal Institute and has acquired a new campus in which maritime and marine sciences assets will be located and developed. The university is also in the process of forging strong links with technical and vocational colleges as well as industry, and attracting major new investment for research, training and innovation.

NMMU has partnerships with universities in South Africa and abroad, as well as various maritime industries and government entities. These partnerships contribute to NMMU's objectives for a sustainable oceans economy and related socio-economic development. This is part of its strategic drive to spatially co-locate university, industry, business and government partners to develop and implement co-designed education, training, research and innovation initiatives.

The following Maritime and Marine Sciences fields of study are already offered at NMMU: Maritime Studies, Marine Sciences, Oceanography, Emergency Medical Care (EMC) with a marine and maritime dimension, training courses in respect of diving for marine research and short learning programmes relating to marine law and fisheries crimes.

### The Western Indian Ocean Upwelling Research Initiative

The Indian Ocean has many pressing and escalating societal pressures – mostly driven by the massive population (2 billion people) living around the equatorial and northern rim and islands. The declining state of both artisanal and industrial fisheries raises serious concerns about food security, especially

in light of climate change. In addition, the Indian Ocean is one of the fastest warming ocean basins and evidence shows that climate change is impacting ocean upwelling – one of the most fundamental and powerful mechanisms in ocean dynamics that underpins the critical supply of nutrients to sustain ecosystems and marine food resources.

Oceanographer Prof Mike Roberts, who spent 26 years working as a senior researcher in the Department of Environmental Affairs' Oceans and Coasts division, is the incumbent of the new Ocean Science and Marine Food Security Chair. His current research investigates the underpinning processes that sustain food security, with a strong focus on how climate change and a changing global ocean will impact marine upwelling systems in the Western Indian Ocean (WIO). Investigation of these upwelling systems and their links to food security requires a full multidisciplinary approach from physics to fish to forecasts (security), and encompasses and couples the fields of physical oceanography, biogeochemistry, plankton, trophic ecology, fisheries and food resources.

Prof Roberts research programme, called the Western Indian Ocean Upwelling Research Initiative (WIOURI), embraces this approach and uses modelling not only to understand, couple and quantify processes, but also to streamline the avenues of multidisciplinary investigation making the research more focused on how and by how much climate change and a changing ocean are going to impact food resources.


.....  
 [nmmu.ac.za](http://nmmu.ac.za)

*Department of Geosciences /*

## Centre for Paleontology

Prof Richard Cowling is director of the newly established Centre for Coastal Palaeoscience. The aim of the Centre is to conduct and coordinate quaternary palaeoscientific research in an interdisciplinary context on the south and southeast coast of South Africa. This region provides globally unparalleled opportunities for researching the quaternary evolution of lineages associated with two biodiversity hotspots: the Greater Cape Floristic and the Maputaland Pondoland Albany regions. These hotspots are home to an extraordinary diversity of plant and animal lineages, many of which have diversified profusely in response to the environmental changes experienced over the last two million years.

Archaeological evidence is consistent with the hypothesis that cognitively modern humans *Homo sapiens* emerged in this region as a consequence of adopting a coastal lifestyle where intertidal shellfish provided the bulk of their nutritional needs. Given the unique geographical position of NMMU – situated at the possible ground-zero of human cognitive origins and other biotic radiations – the university is ideally situated to engage in national and international collaboration to investigate fundamental evolutionary questions.

.....  
 [geosci.nmmu.ac.za](http://geosci.nmmu.ac.za)



For tomorrow /

# Dealing with new curriculum and humanizing pedagogies

*A curriculum in its broadest sense should be understood to be inclusive of the philosophy which underpins it, the content, the pedagogy, as well as the environment within which it is to be facilitated. Its underpinning philosophy makes certain assumptions about the content to be learned, the learner, the learning process, the teacher and the context. It is envisaged that the curriculum will provide students with an educational experience that can be demonstrated through graduate attributes. These graduate attributes are characteristics and dispositions that graduates are expected to possess once they have completed the learning process.*

In the preface of the White Paper for Post-Schooling Education and Training (2013), the Minister of Higher Education and Training, Dr Blade Nzimande, states that over and above the requirement of education institutions to provide knowledge and skills that are needed by the economy, they should develop “thinking citizens who can function effectively, creatively and ethically as part of a democratic society”. It is assumed that such a statement will find its expression in a university curriculum that will hopefully prepare students for the future.

However, quite often in universities, it becomes difficult to change the curriculum. One of the reasons, Wally Morrow (1990) claims, is because the professoriate treats the curriculum as a sacred place like a cemetery. He says like a cemetery, the curriculum contains certain values, beliefs and norms that are buried in books, pictures on the wall and the traditions used to impart them. He claims that academics become attached to their ideas that it is virtually difficult to convince them to rethink or reimagine them. The wake of the Fees Must Fall movement in South Africa and the critical questions about the decolonization of the curriculum do not give universities the luxury to choose whether they want to reconsider their curricula or not.

In understanding its mission as a comprehensive university, NMMU offers a range of quality educational opportunities

to a diverse student population. It has accordingly adopted a humanizing pedagogical approach that respects and acknowledges diverse epistemologies. A humanizing pedagogy believes that learning should become a humanizing process. It recognizes that both the teacher and the student come into the learning space with particular orientations and experiences that must be mediated and negotiated as part of the learning experience. This process encourages critical reflection between the teacher and students and recognizes that students are capable of constructing knowledge based on the reality of their existence which enables them to relate learning to their own lives, which in turn makes it meaningful (Graman, 1988).

NMMU’s Faculty of Education has since 2011 embarked on a journey to review its curriculum and educational approach. The Faculty has developed a curriculum framework that is underpinned by humanizing pedagogy that will be instrumental in contributing towards the evolution of NMMU’s educational philosophy.



[education.nmmu.ac.za](http://education.nmmu.ac.za)

International Education /

## Global Studies Programme

*The Global Studies is a multi-disciplinary programme that started at NMMU in July 2016. This is a co-curricular programme taken by students over three semesters alongside their normal studies.*

The programme forms part of our internationalisation at home and internationalisation of the curriculum efforts. The aim of the programme is to foster students’ understanding of global issues, challenges and perspectives and how these interact and relate to the local issues and challenges. The programme focuses on regional, continental and global social, economic,

political, cultural and other important issues, giving students theoretical and practical knowledge and skills that will help them understand today’s complex and constantly changing world and issues that go beyond national and regional boundaries. This programme will add an extra value to the student experience at NMMU, ensuring that they stand out as globally competent individuals once they graduate.



[international.nmmu.ac.za](http://international.nmmu.ac.za)



Faculty Of Arts /

# Architecture Workshops

NMMU's School of Architecture launched its first three-week-long international workshop series in 2014. This consisted of four workshops, accommodating approximately 60 students in each. This cultural and educational project is part of NMMU's academic innovation and internationalization, promoting exchange of ideas and collaboration between NMMU students and academics and international architects and academics.

The theme for the 2014 workshops was 'Port Elizabeth: Going Forward', whilst in 2016 it changed to 'Nelson Mandela Bay: Making a Place'. This city-orientated theme served to underpin the briefs of three key project areas, investigated through innovative points of view in the disciplines of architecture and urban design.

Workshops addressed a mixed-use development in the city, looking to the future and critically engaging with contemporary urban development. International and national urban planners and architects in attendance added their distinct and varied approaches and acted as catalysts to generate a dynamic experience, as well as debate, for students, lecturers, architects and the public.

.....  
Find out more: [architecture.nmmu.ac.za/International-Architecture-Workshop/International-Workshops-2016](http://architecture.nmmu.ac.za/International-Architecture-Workshop/International-Workshops-2016)



**Unit for Higher Education  
Internationalisation  
in the Developing World**

In 2014, NMMU's Office for International Education (OIE) established a *Unit for Higher Education Internationalisation in the Developing World*. The aim of the Unit is to be a research and engagement arm of NMMU's OIE. The Unit will research current higher education (HE) internationalisation activities, practices and approaches around the world and specifically in the developing and emerging world. Given South Africa's position and role in Africa and the BRICS, specific focus will be paid to the African continent and BRICS countries.

The Unit's research objectives are to conduct research on practices, approaches and theories of HE internationalisation - including internationalisation at home, internationalisation of the curriculum, international partnerships, student and staff

mobility and other related activities and practices - and develop new practices and approaches appropriate for the developing and emerging world. In addition, the Unit will engage with universities, research institutions, academics, researchers and experts from South Africa, Africa, BRICS and other countries on research projects and research collaboration aimed at transformation of higher education internationalisation globally.

Some of the Unit's highlights so far are the book published in 2015 titled *Higher Education Partnerships for the Future*. The book features chapters by some of the most prominent internationalisation experts and practitioners. We have presented a number of short learning programmes on comprehensive internationalisation. In addition, Unit's research associates have published a number of journal articles and presented at conferences in South Africa and around the world.

.....  
[higher-research.com](http://higher-research.com)

# Office for International Education

NMMU welcomes international students on our campuses. We believe that international students enrich our institution and make possible a diversity of views and cultural values, in and outside the classroom. There are currently over 1500 international students from 86 countries at NMMU. The Office for International Education (OIE) provides comprehensive support, ensuring that visitors and students can feel confident that they will be welcomed and looked after during their time in South Africa.

## International Short Programmes

Nelson Mandela Metropolitan University gives international students the opportunity to learn about South Africa, its history and culture, and experience its wildlife through a set of short programmes offered during the months of June and July. This mid-year experience is usually four to five weeks. Students who enroll can receive 12 NMMU/ 3 USA/ 6 ECTS credits per module.

Our short programmes are comprehensive, offering an introduction to South Africa's extraordinary diversity and exploring our country's history forged by the multiple cultural and language groups. Students have the choice to choose from one of three single programmes or a pairing up of two combo programmes;

### Single programmes:

- Environmental Studies
- Community Holiday Club
- Business in Africa

### Combo programmes:

- Conflict Transformation and Management
- Human Rights
- Community Service Learning
- South African History, Culture and Language

Custom programmes are also an option for groups of students in the form of Faculty-led programmes. Customized programmes are developed according to the requirements and objectives of the students and Faculty participating. These programmes can run throughout the year to suit the institution's academic timeline and all outcomes can be assessed by the Faculty from the home university.

[summerschoolsouthafrica.com](http://summerschoolsouthafrica.com)

## Study Abroad

NMMU offers a multitude of semester courses linked to academic programmes through our faculties and departments. Students can select modules from all faculties as well as language modules such as Afrikaans or Xhosa, which further enhances their cultural experience in South Africa. Module selection is based on an open menu approach and can be customized to suit to the student's course back home. Students who wish to study abroad for six months or a year will not only experience top quality education, but also be able to experience adventure, wildlife and the culture of South Africa.

[nmmustudyabroad.com](http://nmmustudyabroad.com)

### ● Study Abroad students per country: **Total = 411**



## Community Service Learning

It is always fulfilling to give back to the community and the Office for International Education at Nelson Mandela Metropolitan University has created a platform where international students can do this. The Community Service Learning programme is offered as a credit bearing module where students can obtain 8 NMMU credits (2 USA credits / 4 ECTS credits) for volunteering 2 hours per week, attending community service learning workshops and submitting a journal and visual presentation on their experiences at the projects.

[nmmustudyabroad.com/make-a-difference](http://nmmustudyabroad.com/make-a-difference)

## English as a Foreign Language Programme

NMMU offers two, bi-annual semester-long English as a Foreign Language programmes. The first programme is for elementary level students who would like to improve their listening, reading, writing and speaking skills.

The second programme is for pre-intermediate level students. The course, which is designed to improve both English language and academic knowledge, is for students who do not meet the language entrance requirements of NMMU. Upon completion, the students will be able to cope with English as a medium of instruction once they begin their studies at NMMU.

Students who wish to study further at NMMU, but have a limited knowledge of English, can do the elementary programme first and then then the pre-intermediate programme (totalling two semesters of English). The Programme consists of formal contact sessions, assignments and computer-based interactive exercises. Cultural excursions make up the rest of the programme.



# Make your mark as a leader with the University of Stellenbosch Business School

The University of Stellenbosch Business School (USB) is located in the expanding Tyger Valley business district near Cape Town in South Africa. It was the first school from an African university to receive all three international accreditations: AACSB, EQUIS and AMBA.

Over and above the flagship MBA programme, USB offers programmes in Development Finance, Leadership Development, Management Coaching, Futures Studies, Project Management and Financial Planning.

## 10 reasons to choose USB

- 1. International exposure:** The School's international participation is demonstrated by its three international accreditations, its international student body, visiting international faculty and exchange students, the compulsory MBA International Study Module at a foreign business school, its presence in many parts of the African continent, and partnerships with business schools on all continents.
- 2. Africa-focused expertise:** The School has become known for its African-focused expertise in areas such as development finance, ethics and corporate governance, personal leadership development, management coaching, futures research and emerging-country economics.
- 3. Leadership development:** A strong focus on leadership development forms part of USB's programmes – in particular the MBA and Postgraduate Diploma in Leadership Development. USB's leadership expertise is benchmarked against international standards and endorsed by a growing body of respected research institutions.
- 4. Collaborative learning:** Collaborative learning is a key feature of USB's programmes, and this intense engagement contributes to the life-changing experience of studying at USB. Each student brings different qualifications, management experience and cultural knowledge to the table. This diversity enables students to learn from one another and to work with different perspectives.
- 5. Networking and diversity:** Students collaborate with people from a wide range of cultures and countries. This diversity adds depth to the learning experiences of students and helps them to build valuable networks of business contacts and fellow students that will last a lifetime. Upon graduation, students become part of the USB Alumni Association with its more than 23 000 members, offering access to continued learning, networking and more.
- 6. Career development:** USB's Career Services Office prepares students for their next career moves. Services to students include career planning and development, and exposure to career opportunities.
- 7. Business knowledge:** USB creates business knowledge through its research centres, academic conferences and seminars, a research fellowship programme, the research undertaken by its faculty members and students, and its partnerships with the business industry and other academic institutions.
- 8. Business connections:** USB's close cooperation with industry ensures an academic offering aligned with the needs of the world of work. Areas of alliance and collaboration include representation by the local and international business community on the USB Advisory Board and on the School's academic programme advisory committees (Roundtables).
- 9. Social impact:** USB acts to ensure economic, social and ecological well-being through its teaching, research and social engagement practices. This helps to develop USB graduates into responsible leaders and active citizens. Beyond the classroom students also learn from and add value to the development of small businesses (e.g. through the USB Small Business Academy) and non-profit organisations.
- 10. Central location:** The hilltop campus of USB is close to main access routes, the Cape Town International Airport, shopping malls, sports facilities, entertainment and first-class medical facilities. Also within easy reach are attractions such as the V&A Waterfront, Cape Point, Table Mountain, Robben Island and the neighbouring Boland area with its cultural heritage, scenic beauty and world-famous winelands.





# Stellenbosch University

## 20 years of Global Engagement

### 20 years of Global Engagement

With a history of close to 100 years, Stellenbosch University (SU) looks back over 20 years of global engagement and sees an institution that is globally known for its excellence, the quality of its teaching and research, the calibre of its academic staff and for delivering sought-after graduates. Yet it is an institution which strives to remain relevant in the African context and is firmly committed to addressing local societal issues. The institution is home to a student community of more than 30 000 of which 33% are at the postgraduate level and 14% are international students representing over 100 countries. The staff complement is supported by 251 postdoctoral research fellows (2015) from 34 countries.

An institution that is globally known for its excellence, the quality of its teaching and research, the calibre of its academic staff and for delivering sought-after graduates.

SU has 10 faculties: AgriSciences; Arts and Social Sciences; Economic and Management Sciences; Education; Engineering; Law; Medicine and Health Sciences; Military Science; Science and Theology. Find more information here: [www.sun.ac.za/english/faculty](http://www.sun.ac.za/english/faculty)

Stellenbosch University's vision is to be an inclusive, innovative, and future focused institution: a place of discovery and excellence where both staff and students are thought leaders in advancing knowledge in the service of all stakeholders. Its strategic priorities moving into the future are to prioritise internationalisation, to broaden access, to sustain our momentum on excellence, to enhance our societal impact and to realise systemic transformation.

### Connecting globally

The extent of our global engagement is reflected in the scope and level of engagement with institutions across the globe. Building a partnership complement from a handful of institutions after coming out of political isolation, we now have an established multi-layered international network. With more than 150 partner institutions located across six continents, Stellenbosch University has a significant footprint across the globe that ranges from comprehensive partnerships encompassing the full scope of international activities, including multilateral consortia, student exchanges, research collaboration, summer school programmes and joint degree programmes.

There are currently 18 partnership agreements which allow for joint degrees. These make provision for matching expertise and or seeking complementarity. Joint degrees enable postgraduate students to strengthen their research experience through benefitting from the expertise at Stellenbosch University and that offered by one of its international partner universities.

### Highlights of our Africa focus

Two African partnerships, supported by NEPAD and hosted at Stellenbosch University, foreground African science in response to the continent's water and energy challenges. The NEPAD Centre of Excellence in Water Sciences and Technology partners with other



**The African Doctoral Academy (ADA)** established in 2009 offers **high quality research** support to **prospective and current doctoral candidates**



southern African universities and aims to become the principal water research and capacity building network on the continent. The NEPAD Bioenergy Initiative aims to enlarge the range of renewable energy technologies in Africa.

A particularly relevant niche area at Stellenbosch University is our Faculty of AgriSciences which offers advanced agricultural research and training. It drives and participates in programmes that ensure food security and agricultural development which are tied to the overarching research themes.

The Faculty of Medicine and Health Sciences applies its expertise in rural health training, among other areas: taking health professionals in training to the Ukwanda Rural Clinical School in Worcester, South Africa. This allows real-life experience and research in community-based training for local and increasingly international student groups. Through its Centres and Institutes, issues such as infectious disease, rehabilitation, cancer and tuberculosis are prioritised, promoting national and international collaboration in these fields with learning and research institutions from other countries.

This pan-African approach is also found in the 'Research Alliance for Disaster Risk Reduction' (RADAR), situated in the Faculty of Arts and Social Sciences, since 2011. The unit acts as secretariat and project manager for an IRDR International Centre of Excellence: Periperi U (Partners Enhancing Resilience for People Exposed to Risks), a platform for an 11-university partnership focusing on advancing university research and action on disaster risk and vulnerability reduction in Africa. RADAR has implemented professional short courses, introduced disaster risk-related degree programmes, generated publications and undertaken nationally and provincially-commissioned research on disaster impacts in South Africa.

The Faculty of Arts and Social Sciences also partners with six other African universities to develop a contextual African PhD programme with joint supervision and eventually joint degrees, called the Partnership for Africa's Next Generation of Academics (PANGeA) programme. PhD training through a three-year cohort model is offered.

Through Intra-ACP projects, funded by the European Commission, academic mobility of research students are promoted. TRECC Africa I and II are two such projects that engage 7 universities in Africa in studies related to the joint challenges of sustainable development and climate change. More than 50 Masters and PhD students have already been trained, and a further 70 are expected to complete within the next three to four years.

### Sharing expertise and facilities to co-develop and support Africa's next generation of researchers

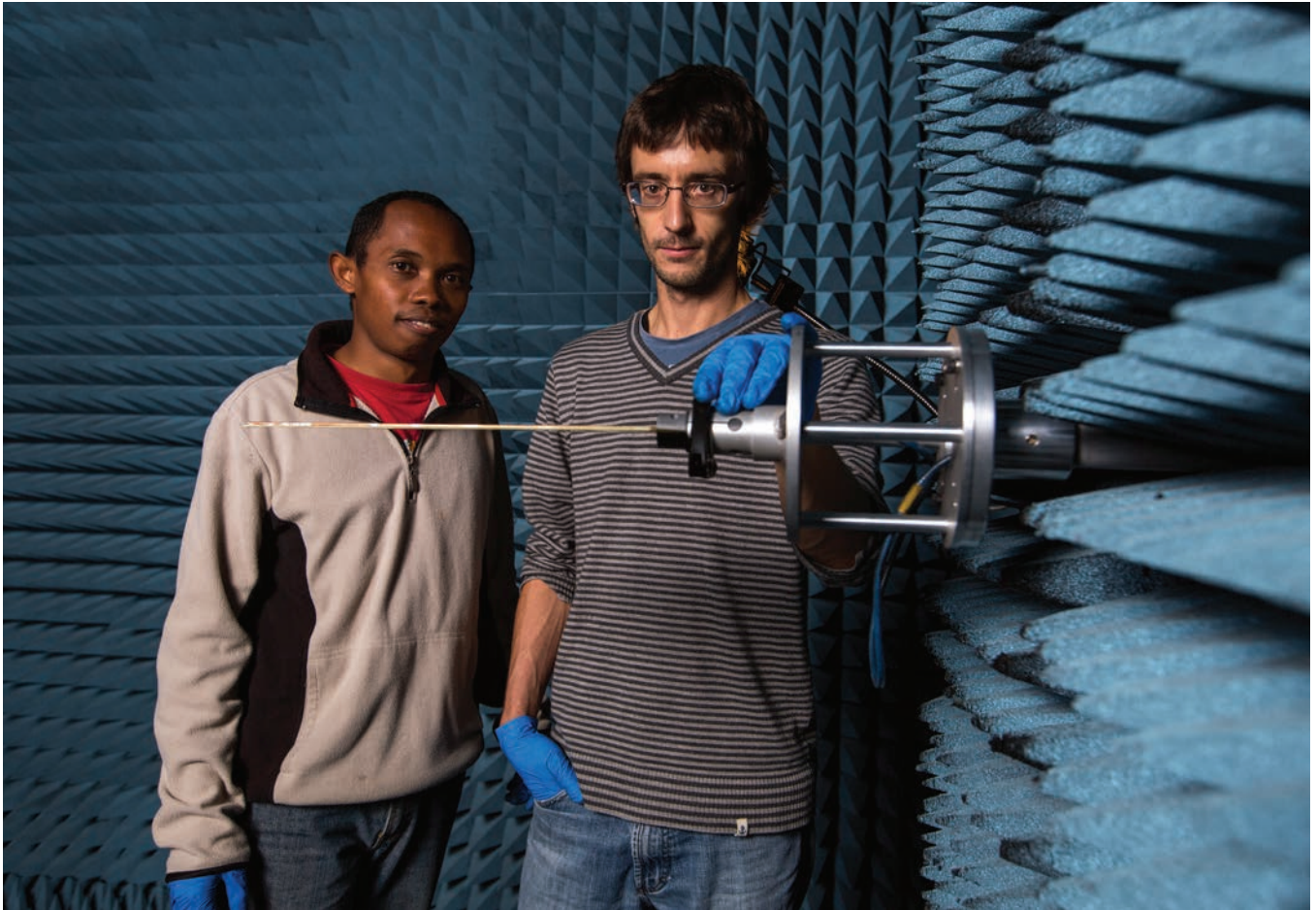
The African Doctoral Academy (ADA) established in 2009 offers high quality research support to prospective and current doctoral candidates, their supervisors and post-doctoral researchers from across Africa. The ADA's ultimate goal is to support knowledge production in Africa by helping to increase the number, and improving the quality of doctoral graduates in South Africa and elsewhere in the continent.

To support doctoral excellence in research and supervision in South Africa and Africa, the ADA offers bi-annual Winter and Summer Doctoral training Schools at Stellenbosch University. These two-week long schools aim at both expanding and adding depth to the knowledge pool and skillset of researchers from the African continent and beyond. The ADA invites experts in the fields of research methodology and academic career development from Stellenbosch University, Africa, and partner universities in Europe and the USA and Canada to present week-long courses, covering a wide range of key concepts used in by researchers and supervisors at all development levels.

The ADA also partners with a number of African universities to host joint-doctoral schools. These are generously funded by the Carnegie Corporation of New York. The first of these schools was presented at the University of Makerere, Uganda in April 2016. Over 100 delegates from five Ugandan universities travelled and







participated in two weeks of intense training aimed at expanding academic and practical comprehension of concepts of science, knowledge and research, as well as publishing from the PhD. These joint-doctoral schools were met favourably and will continue through the lifetime of the project.

*One of the strategic priorities moving into the future is to prioritise internationalisation.*

## China-Africa Relations

Apart from seeking continental relevance, engagement with China is also an important focus. The collaboration with China supersedes the establishment of the BRICS conformation but has gained relevance in terms of looking at global engagement from the perspective of the Global South. The People's Republic of China support a Confucius Institute at Stellenbosch University which promotes understanding of Chinese language and culture through specialised curricula.

## Research excellence

At the forefront of Stellenbosch University's research excellence and global engagement are seven Centres of Excellence (CoEs) of which four are national chairs established by the National

Department of Science and Technology (DST). The CoEs are physical or virtual centres of research that concentrate existing research excellence and capacity and resources to enable researchers to collaborate across disciplines and institutions on long-term projects that are locally relevant and internationally competitive in order to enhance the pursuit of research excellence and capacity development. The DST CoEs at Stellenbosch University are the Centre for Invasion Biology (CIB); the Centre for Epidemiological Modelling and Analysis (SACEMA); the Centre for Biomedical TB Research (CBTBR) and the Centre for Scientometrics and Science Policy. The other three national centres include the Centre for Renewable and Sustainable Energy Studies (CRES); the AU/NEPAD Networks of Water Centres of Excellence and the National Institute for Theoretical Physics (NIThep).

The university was awarded five new Research Chairs in 2015 through the South African Research Chairs Initiative (SARChI) of the National Research Foundation (NRF), funded by the DST. The research chairs hosted by Stellenbosch University are positioned strategically around specific research areas where Stellenbosch University is seen as a leader in the field and where existing resources and capacity exist for a focused knowledge and human resource intervention. The total number of SARChI Chairs at Stellenbosch University currently stands at 26.



**A dedicated support unit**  
(Postgraduate & International Office)  
provides support to all students  
and staff to **facilitate their  
international mobility**



Stellenbosch University has the second highest number of NRF-rated scientists in the country, totalling 372 in 2015, including 12 A-rated researchers who are regarded as world leaders in their respective fields of research. For 2016, the institution is ranked 11th out of 200 universities in 48 countries. On the QS rankings, Stellenbosch University is ranked #302 globally.

*The university was awarded five new Research Chairs in 2015 through the South African Research Chairs Initiative (SARChI)*

## Comprehensive support service

A dedicated support unit (Postgraduate & International Office) provides support to all students and staff to facilitate their international mobility. This includes administrative support for application, enrolment and successful completion of the mobility. The office also provides dedicated support for immigration services and accommodation.

## Student mobility

The mobility of students can be described from a degree and non-degree seeking perspective. A noteworthy curriculum development that incorporates the drive of the Postgraduate & International Office (PGIO) to create international opportunities for degree seeking students and addresses the vision of the institution to have a bigger prominence for internationalisation whilst also positioning students for future global employment, is the Bachelor of Commerce in International Business.

Non-degree mobility is primarily achieved through semester exchange, summer school opportunities and research periods. An example of student mobility that addresses both internationalisation at home and internationalisation of the curriculum is the Stellenbosch International Summer School. The summer school has been in existence for more than 15 years and has also been an important vehicle for our global engagement.

More information on these non-degree opportunities is available on our website – [www.sun.ac.za/international](http://www.sun.ac.za/international).

For degree studies there are two sets of deadlines depending on the level of enrolment. Undergraduate applications open on 1 March; most close on 30 June but some close earlier. For more detailed information, and guidelines on how to apply, please consult [www.maties.com](http://www.maties.com). Postgraduate applications also open on 1 March but close on 30 September. Please note that some programmes have different closing dates. For more detailed information, and guidelines on how to apply, please consult [www.sun.ac.za/pgstudies](http://www.sun.ac.za/pgstudies)

Please note, international students are exempt from paying an application fee.



### Stellenbosch University

Private Bag X1, Matieland, 7602, South Africa

#### General

Telephone: +27 21 808 9111

E-mail: [info@sun.ac.za](mailto:info@sun.ac.za)

Website: [www.sun.ac.za](http://www.sun.ac.za)

#### International Students

Postgraduate & International Office

Tel: +27 21 808 2565

Fax: +27 21 808 3799

E-mail: [interoff@sun.ac.za](mailto:interoff@sun.ac.za)

Website: [www.sun.ac.za/international](http://www.sun.ac.za/international)

#### Postgraduate students

[www.sun.ac.za/pgstudies](http://www.sun.ac.za/pgstudies)

#### African Doctoral Academy

[www.sun.ac.za/ada](http://www.sun.ac.za/ada)

### University of Stellenbosch Business School (USB)

[www.usb.ac.za](http://www.usb.ac.za)



# 7 reasons to study at UCT

## 1 UCT is the top-ranked University in Africa

In 2016, UCT was ranked among the top 10 BRICS universities and among the top 100 universities in the world for four of its subject areas, and top 200 overall in the Times Higher Education ranking.



## 2 All UCT courses are taught in English

International applicants for whom English is a second language are required to submit one of the following:

- TOEFL: 570 (paper-based test) or 230 (computer-based test)
- IELTS: Overall band score of 7.0 (with no individual element of the test scoring below 6.0)



## 3 UCT is located in Cape Town, South Africa

Cape Town is the second largest city in South Africa. Located in the Western Cape, at the southernmost tip of Africa, it is surrounded by the majestic Table Mountain; one of the seven natural wonders of the world, and a string of beaches washed by the Atlantic and Indian oceans. It is a relatively affordable city to live in, and offers a diverse culture and wide range of activities for its visitors and residents. For more information see [www.capetown.travel](http://www.capetown.travel)





## 4 UCT offers a wide range of study options

UCT offers a range of postgraduate and undergraduate courses for students completing their full degree, or visiting for a semester.



## 5 UCT has excellent student support

UCT works hard to make you feel at home wherever you come from, and supports you through your studies. The International Academic Programmes Office is positioned to empower internationalisation at UCT. We are here to help you. We advise on study visa and immigration issues, and assist with finding long or short-term accommodation, on or near to campus.



## 6 UCT offers a diverse environment for global citizens

In 2015, UCT enrolled 27 993 students, of whom 18% were international students. Of this total, 63% were from the rest of Africa, 17% were from the USA, and 13% were from Europe. International students came from more than 105 countries, 65% enrolled for undergraduate studies and 35% enrolled for postgraduate studies.



## 7 UCT has excellent student research resources

UCT Libraries offers state-of-the-art technology, vast collections of reading and research material, and the specialized services of friendly, efficient and helpful staff.



[iapo.uct.ac.za/apply/studyincapetown](http://iapo.uct.ac.za/apply/studyincapetown)  
University of Cape Town



@UCT\_news



[study@uct.ac.za](mailto:study@uct.ac.za)



# The University of Cape Town

## Premier Meeting Point between South Africa, Africa and the World

### Location and Campuses

UCT has four campuses:

1. The *Groote Schuur Campus* is situated on the slopes of Devil's Peak in the suburb of Rondebosch. This campus is sub-divided into three sections namely the Upper Campus, Middle Campus and Lower Campus.
2. The *Medical Campus* is situated in the suburb of Observatory and is the home to the Faculty of Health Sciences.
3. The *Hiddingh Campus* is situated in the suburb of Gardens close to the Cape Town city centre. The Drama Department and the Michaelis School of Fine Art can be found on this campus along with the Little Theatre Complex, Michaelis Galleries and the Centre for Curating the Archive.
4. The *Breakwater Campus* is situated at the popular V&A Waterfront. The Graduate School of Business can be found on this campus.

UCT is fortunate to claim five Nobel Laureates among its alumni.

### Brief history

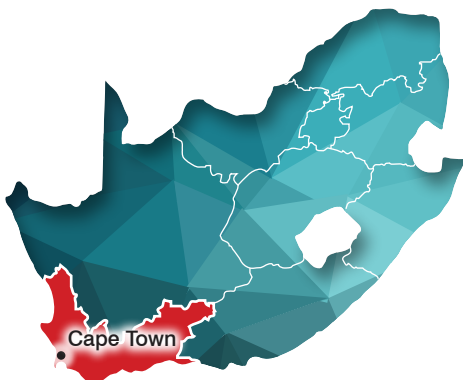
UCT is South Africa's oldest university. Established in 1829, it has maintained a proud tradition of academic excellence, which today sees it ranked among the world's leading teaching and research institutes. It is home to a vibrant, cosmopolitan community of over 26 000 students and 5 000 staff members from over 100 countries from the rest of Africa and abroad.

UCT is fortunate to claim five Nobel Laureates among its alumni: Max Theiler (medicine, 1951); Ralph Bunche (peace, 1950); Allan McLeod Cormack (medicine, 1979); Sir Aaron Klug (chemistry, 1982); and Emeritus Professor JM Coetzee (literature, 2003). UCT remains Africa's top-ranked research-led university. More specifically UCT was placed in the top 200 in both the Times Higher Education and the Quacquarelli Symonds world university rankings in 2015/16, and in the top 300 of the Shanghai Jiao Tong Academic Ranking of World Universities.

### Unique culture

#### Mission

The University of Cape Town aspires to become a premier academic meeting point between South Africa, the rest of Africa and the world. Taking advantage of expanding global networks and our distinct vantage point in Africa, we are committed, through innovative research and scholarship, to grapple with the key issues of our natural and social worlds. We aim to produce graduates whose qualifications are internationally recognised and locally applicable, underpinned by values of engaged citizenship and social justice. UCT will promote diversity and transformation within our institution and beyond, including growing the next generation of academics.



“UCT is South Africa's oldest university.”

## International student body

UCT welcomes nearly 5000 international students every year from over 100 countries. Thirty seven of these countries are from the rest of the African continent, with almost 2000 students from South African Development (SADC) countries. One of UCT's key strategic goals is to place emphasis on "internationalisation with an Afropolitan Niche" and it is the goal of the International Academic Programmes Office (IAPO) to empower internationalisation at UCT.

## Faculties

UCT has six faculties namely the faculties of:

- Commerce – including the Graduate School of Business
- Engineering & the Built Environment
- Health Sciences
- Humanities
- Law
- Science

The faculties' work is supported by the Centre for Higher Education Development (CHED), which incorporates UCT's Academic Development Programme. For more information on the UCT faculties and the qualifications that they offer, please see:

[www.uct.ac.za/faculties/list](http://www.uct.ac.za/faculties/list)

*UCT welcomes nearly 5000 international students every year from over 100 countries.*

## Research

- UCT is home to one-third of South Africa's A-rated researchers – academics who are ranked as world leaders in their fields by the National Research Foundation (NRF) of South Africa. Eight of South Africa's P-rated researchers (given to young researchers, usually under 35 years, who have the potential to become leaders in their field) are also at UCT. In total, UCT has 512 NRF-rated researchers.
- This year, UCT became the first African university to join the International Alliance of Research Universities (IARU), a network of 11 research-intensive universities across the globe.
- UCT has 39 of the 153 national chairs awarded under the South African Research Chairs Initiative (SARChI), established by the Department of Science and Technology (DST) and managed by the NRF to produce high quality research and innovation output, and through this, increase the quality of the training of postgraduate students.
- UCT Signature Themes are interdisciplinary research focus areas that encourage researchers to tackle problems collectively. The existing themes are: African Centre for Cities; African Climate and Development Initiative; Brain and Behaviour Initiative; H3-D Drug Discovery & Development Centre; Marine Research Institute; and Minerals to Metals.
- In 2016, UCT is launching six new institutes: The Institute for Conservation, Conflict and Co-operation, Institute for Democracy, Citizenship and Public Policy in Africa, Future Water Research Institute, Institute of Infectious Disease and

Molecular Medicine (IDM), Neurosciences Institute, and the Institute for Safety Governance in the Global South.

- UCT is home to two national Centres of Excellence: DST/NRF Centre of Excellence in Birds as Keys to Biodiversity Conservation; and DST/NRF Centre of Excellence in Catalysis, c\*change.
- UCT has 76 formally established specialist research groupings that undergo rigorous peer review every five years.
- UCT hosts a node of the national TB Centre of Excellence at the Institute of Infectious Disease and Molecular Medicine (IDM). We also co-host the Hydrogen Catalysis Competence Centre with Mintek.
- During 2015, UCT's external research income amounted to R1.387 billion. Funding to postgraduate students totalled R255 million and R68 million went to postdoctoral researchers.

## Entrance Requirements

### Undergraduate

The undergraduate prospectus is a guide for school-leavers and others who are interested in studying for a first degree at UCT. Details of all undergraduate programmes are provided. You can download the undergraduate prospectus here:

[www.uct.ac.za/downloads/uct.ac.za/apply/prospectus/uctugprospectus.pdf](http://www.uct.ac.za/downloads/uct.ac.za/apply/prospectus/uctugprospectus.pdf)

### Important Dates

UCT begins processing applications in April 2016 for 2017. Early application will increase your chances of receiving an early offer of admission. Applications for undergraduate study must be received by 30 September 2016, as must applications for Student Housing and Financial Aid.

### To Apply

To apply online, please go to [applyonline.uct.ac.za](http://applyonline.uct.ac.za) alternatively, contact the Admissions Office for an application form.

### Postgraduate

The criteria for admission to Postgraduate Diplomas and Honours, Masters and Doctoral degrees vary from one programme to another. Prospective applicants are advised to consult the faculty concerned directly in order to determine the requirements for admission. Please see the [contacts page](#) on the UCT website for Faculty contact details. In addition, can download the postgraduate prospectus here: [www.uct.ac.za/downloads/uct.ac.za/apply/prospectus/pgprospectus2014\\_2016.pdf](http://www.uct.ac.za/downloads/uct.ac.za/apply/prospectus/pgprospectus2014_2016.pdf)

### To Apply

To apply online, please go to [applyonline.uct.ac.za](http://applyonline.uct.ac.za) alternatively, contact the Admissions Office for an application form.

## Semester Study Abroad

UCT has a vibrant Semester Study Abroad (SSA) programme which offers a wide range of courses to international students who wish to spend one or two semesters at UCT taking courses for the purpose of transferring credit, on completion, to their home institution. Applications are pre-approved by academic



selectors in UCT departments who will pay particular attention to your academic record of courses passed. Applicants from North America are expected to have an overall grade point average of 3.0 or higher. Applicants from other parts of the world are expected to have equivalent academic standing. Once you have been selected, and have paid the semester fee, you will need to apply for a study permit from the South African Embassy. As a study permit takes several weeks to obtain, we recommend that you pay the required fee at least eight weeks in advance of your departure.

### Important Dates

#### Deadlines for submitting applications for SSA study:

- For First Semester (February - June): 15 October prior to year of study.
- For Second Semester (July - November): 15 April of the year of the study.

For further information, contact the:

**International Academic Programmes Office (IAPO)** or go to: [www.iapo.uct.ac.za/iapo/app](http://www.iapo.uct.ac.za/iapo/app)

### To Apply

To apply online, please go to [applyonline.uct.ac.za](http://applyonline.uct.ac.za)

*UCT has 39 of the 153 national chairs awarded under the South African Research Chairs Initiative (SARChI)*

## Facilities

### Student societies and organisations

With more than 100 student societies and organisations to choose from, UCT supports a wide range of interests including academic, religious, cultural, social and political activities. **For more information:** [www.uct.ac.za/students/recreation/societies](http://www.uct.ac.za/students/recreation/societies)

### Sport and Recreation

UCT provides diverse and unique opportunities for students to participate in sports or physical recreation. The university boasts over 40 sports clubs with a total membership of over 9000 students and staff. **For more information:**

[www.uct.ac.za/students/recreation/sports/overview](http://www.uct.ac.za/students/recreation/sports/overview)

### SHAWCO, RAG and Ubunye

SHAWCO, the Students' Health and Welfare Centres Organisation, is a student-run youth development and health NGO affiliated to UCT. Students from UCT and abroad may volunteer in different community outreach projects. To learn more about SHAWCO, visit [www.shawco.org](http://www.shawco.org)

UCT RAG (Remember and Give) is the student fundraising sector of SHAWCO. RAG volunteers organise a number of student and corporate fundraising events throughout the year, with all the proceeds going to SHAWCO. To learn more about RAG, visit [www.uctrag.co.za](http://www.uctrag.co.za)

Ubunye is a student run development agency operating on campus as an SRC-recognised body, providing a range of opportunities for student social engagement. To learn more about Ubunye, visit [ubunye.org.za](http://ubunye.org.za)

## International Students

UCT is celebrating 20 years of internationalisation this year. The International Academic Programmes Office (IAPO) empowers internationalisation by being the partner and first port of call on all matters pertaining to internationalisation at the university.

#### IAPO provides many core functions and services which include:

- establishing and maintaining partnerships with leading universities worldwide
- promoting the Afropolitan vision by initiating agreements with African universities
- running the Semester Study Abroad programme
- coordinating funded consortium mobility programmes with African and worldwide partners
- working closely with student leadership structures and sponsoring certain international student societies' events
- handling all enquiries regarding admission and fees for SSA students, International Occasional Students and Affiliates, as well as enquiries regarding fees for Full Degree international students
- running orientation programmes for new international students
- running the pre-registration process for all international students
- providing assistance and support on non-academic issues to all international and SADC students, including those studying for UCT undergraduate and postgraduate degrees
- providing a central contact point for all international students
- assisting students with visas and study permit information
- providing information and assistance on housing matters, including an off-campus housing resources list, specifically for international students
- serving as a resource centre for UCT staff and students on international universities and exchange opportunities abroad
- partnering with the Confucius Institute at UCT which promotes the learning of Chinese language and culture as well as a broader understanding of China in South Africa.

For more information on IAPO: [www.iapo.uct.ac.za](http://www.iapo.uct.ac.za)

### University of Cape Town

#### International Academic Programmes Office (IAPO)

**Locations:** Main Office - Level 3, Masingene Building, Cross Campus Road, Middle Campus, 7700

IAPO Mobility Centre - Ivan Toms Building, Matopo Road, Mowbray, 7700

**Phone:** 021 650 2822 / 3740

**Fax:** 021 650 5667

**E-mail:** [int-iapo@uct.ac.za](mailto:int-iapo@uct.ac.za)

**IAPO Website:** [www.iapo.uct.ac.za](http://www.iapo.uct.ac.za)

**Facebook:** IAPO @ UCT

**Twitter:** @IAPOatUCT

#### Admissions Office

**Location:** Level 4, Masingene Building, Cross Campus Road, Middle Campus, 7700

**Phone:** 021 650 2128

**Fax:** 021 650 3736

**E-mail:** [admissions@uct.ac.za](mailto:admissions@uct.ac.za)

**Online applications:** [applyonline.uct.ac.za](http://applyonline.uct.ac.za)

**For more contact information:** [www.uct.ac.za/contact](http://www.uct.ac.za/contact)





University of Fort Hare  
*Together in Excellence*



1916 - 2016

# *Celebrating* **100 YEARS**

The University of Fort Hare has been the seed bed for African leadership and intelligentsia since its inception and has produced some of the most influential alumni in politics, business, religion and other fields including statesmen and Nobel Laureates.

It was the first historically black Institution in South Africa and one of the first multicultural and multiracial Institutions in Africa.

*Welcome to the University of Legends*



1916-2016

The University of Fort Hare  
**"Together in Excellence"** [www.ufh.ac.za](http://www.ufh.ac.za)

# University of Fort Hare

## Celebrating 100 years of Excellence

The University of Fort Hare is a proud African university with an illustrious history spanning 100 years. A new Century is beginning for the University of Fort Hare. Certainly when Mr Alexander Kerr started the University in 1916 he never thought it would reach the scale it has by 2016. Hopefully, the eternal spirits of Kerr, Jabavu with all other founders, successive administrators and academics, and alumni that graced the wonderful campus of the University of Fort Hare are witnessing the beginning of this year as it heralds the dawn of a new century for this University.

Founded in 1916 it will be celebrating its centenary in 2016. As the University approaches that historical landmark, it is proud to welcome new applicants who will be part of that great moment and share in the achievements of this iconic Institution.

The University of Fort Hare is a proud African university with an illustrious history spanning 100 years.

That scholarly excellence provides insights into the best paths of development which is inspiring, informative and transformative. Graduates of the University of Fort Hare are found in all spheres of social, economic, cultural and political life. The University continues to fulfill its mandate in the core areas of teaching/learning, research and community engagement. Teaching and learning in the various disciplines is accompanied by a ground-breaking transdisciplinary module in Life Knowledge and Action, done by all first year students.

Walk into our cosmopolitan university and you immediately experience the long-standing tradition of non-racism, characterized by intellectually enriching and critical debate, an evident aspiration towards educational excellence and a vibrant social life.



**University of Fort Hare**  
*Together in Excellence*



### Vision

The University of Fort Hare is a vibrant, equitable and sustainable African university, committed to teaching and research excellence at the service of its students, scholars and wider community.

### Mission Statement

To provide high quality education of international standards that contributes to the advancement of knowledge that is socially and ethically relevant, and applying that knowledge to the scientific, technological and social-economic development of our nation and the wider world

### Values

Integrity, Excellence, Innovation and Ethics

### Location and Campuses

#### Main Campus –Alice Campus

The main campus of the university of Fort Hare is situated in the fertile valley, some 120 kilometres due west of East London. It lies adjacent to Alice, a small town in rural setting and the capital of Nkonkobe Municipality. The Campus has over 8000 registered students, the majority of which lives in the small town and contributes considerably to the development of its economy.

“Founded in 1916 it will be celebrating its centenary in 2016.”

## East London Campus

The establishment of a strong, urban-based Campus in East London has become a reality. Currently, it has over 5000 students and is situated in the centre of the City of East London, between Fleet Street and the harbour.

The ideal position of this campus in the largest non-metropolitan city in South Africa lends itself to attracting a varied mix of students and staff and caters for long distance learning and part time students with programmes and courses that meet the need of vast students.

## Bhisho Campus

The Bhisho campus, which is just outside King William's Town and sited close to the seat of present-day provincial government, has developed a reputation in public-service-related courses. The Bhisho Campus specializes in proving capacity-building in public administration and finance to provincial, local and foreign governments. It houses the Fort Hare Solutions, the School of Government and Public Administration, as well as the Institute of Development Assistance Management.

The 3 campuses provide the perfect environment for urban-rural cultural integration and production of knowledge, which addresses the regional, national, African and international challenges of the 21st century.

## Internationalisation at UFH

The Internationalisation endeavours of the university build a strong culture of diversity and cultural awareness within the campus through a spectrum of activities that integrate global foundations of thinking, which are guided by informative engagements with international partners. Internationalisation at the University of Fort Hare includes: internationalising the curriculum through teaching and learning; student and staff mobility; research capacity development and output through research collaborations with international scholars, international research funding, research network participation, co-publication and co-supervision of external examinations, efforts geared to make the university globally competitive while remaining responsive.

## Faculties

The university has a comprehensive range of academic programmes and career oriented programmes that are offered across five faculties. These programmes are designed to equip future leaders in various disciplines and fields, ranging from Diplomas, Bachelors, Honours, Masters and Doctoral Degree, with appropriate skills and knowledge.

## Qualification and Programme Offering

### Faculty of Health Sciences

The newly established Faculty of Health Sciences was launched on the 22nd April 2016. The introduction of the Faculty of Health Sciences demonstrates a response by the university to meet the demand of training more health care professionals in order to respond to the need for more health professionals in South Africa

and specifically, the Eastern Cape Province. The development and employment of a new cadre of professionals to meet policy and health needs to increase the workforce flexibility to revitalize education, training and research require strong human resource capacity. In order to strategically meet this demand, the new Faculty of Health Sciences is built on Boyers Model of scholarship which highlights the focus on Discovery (research), Teaching, Integration and Engagement.

### Qualifications Offered

Nursing Science	Diploma in Clinical Management of HIV/AIDS
Public Health	
Natural Sciences	
Human Movement	
Rehabilitative Sciences	

## Faculty of Law

### Qualifications Offered

Diploma in local Government Law and Administration	Master of Philosophy in Human Rights
Extended Bachelor of Laws	Master of Law
Revised Bachelors of Laws	Doctor of Law
Post Graduate Diploma in Human Rights	

## Faculty of Science and Agriculture

### Departments

Agricultural Economics and Extension	Statistics
Agronomy	Livestock and Pasture
Biochemistry	Mathematics
Botany	Microbiology
Computer Science	Zoology and Entomology
Chemistry	Physics
Geographic Information Systems	
Geography and Environmental Science	
Geology	





## Faculty of Social Sciences and Humanities

Departments	
African Languages	Philosophy
Afrikaans	Political Science
Communication	Psychology
Criminology	Arts
English	Social Work & Social Development
Fine Arts	Theology
History	Human Settlement
Library and Information Science	
Music	

## Faculty of Education

Qualifications Offered	
Advanced Certificate in Education	Bachelor of Education
Postgraduate Certificate in Education	Bachelor of Education (Honours)
National Professional Diploma in Education	Master of Education
Postgraduate Diploma	Doctor of Philosophy

## Faculty of Management and Commerce

Departments	
Accounting	Industrial Psychology
Economics	Development Studies
Business Management	Information Systems
Public Administration	

## GOVAN MBEKI RESEARCH AND DEVELOPMENT CENTRE (GMRDC)

The Govan Mbeki Research and Development Centre (GMRDC) was established through the amalgamation of the earlier office of the Dean of Research and the former Govan Mbeki Research Resource Centre (GMRRC). The Centre acts as a service to staff on all research and Research and Development related matters

across all campuses and administers the University's research budget.

It stimulates, promotes and builds research capacity among staff and post graduate students and works in collaboration with donors and national and international research bodies. The Centre also develops - and monitors the implementation of - the University's research, postgraduate and research ethics policies.

*The Govan Mbeki Research and Development Centre stimulates, promotes and builds research capacity among staff and post graduate students.*

The vision of the Postgraduate Office is to foster excellent postgraduate education through developing and empowering postgraduate and research environment and capacity building. As an Office, our goal is to make the experience of being a postgraduate at UFH one which is intellectually stimulating and enjoyable; contribute to the intellectual culture, enhance the quality of postgraduate student research; produce graduates who are research literate and able to reflect ethically on the purpose, process and product of research.

The Directorate of Post-Graduate Studies is located within the GMRDC and is responsible for the promotion, development and implementation of post-graduate teaching, services and activities across all campuses.

## International Student Support Services

The Office of the International Affairs vision is to engage in a vibrant and viable internationalisation agenda that is internationally recognised, culturally enriching and promotes a diverse approach to academic excellence through international best practice.

The university has an international office ,which is dedicated to the welfare of international students .The office assists students by providing various support services, which includes facilitating their arrival, accommodation needs ,study permit application ,renewal of study permits, application of new medical insurance and renewals and liaison with embassies ,facilitation of communication and information transfer, ensuring that grievance procedures for international students are adequate and culturally appropriate.

The international office aids both undergraduate and postgraduate students in the enrolment and registration procedures (Pre- arrival and post –arrival) and develops a series of activities throughout the year which integrate international students into the university while encouraging interplay of ideas and cultures so that all students benefit from a multicultural campus.



“ The University is supported by the National Research Foundation and participates in its IRDP.”

## International Qualifications

All applicants with non-South African qualifications are required to have their qualifications evaluated by the South African Qualification Authority (SAQA). [www.saqa.org.za](http://www.saqa.org.za) for Post graduate students and [www.he-enrol.ac.za](http://www.he-enrol.ac.za) for undergraduate students.

## Accommodation

The University has its own residences in all the campuses. When filling in the application form for an academic programme; please fill in the application form for a residence as well. It is important to attach the proof of payment for the residence application to the application form. As soon as you receive your residence admission letter, please pay your residence deposit, to secure your residence placement.

## Student Life

International Affairs Office enhances the student-learning environment through programs and services that internationalize the campus experience. This is achieved through a wide range of events and programs to help international students adjust to cultural life on campus, from the orientation program to ongoing cultural celebrations to academic support for success.

*International Affairs Office enhances the student-learning environment through programs and services that internationalize the campus experience.*

## Facilities

Social and cultural activities continue to generate enormous interest in our students. The various sporting codes, the choir and student political organisations continue to link the students with the community. The University continues to try and improve the quality of student life inside and outside the classroom. Student accommodation is aimed to improve with an additional 1250 beds to be provided in new residences. Refurbishment of old residences remains an ongoing priority.

All three Campuses have fully equipped computer labs, with internet connectivity and Wi-Fi accessible to all students. The National Heritage and Cultural Studies (NAHECS), which stores the archives of the African National Congress (ANC) and other liberation movements, is housed in the Alice Campus. NAHECS enjoys the access of all its students and staff. Other facilities include: a fully equipped gym, writing and editorial assistance, counselling unit and a post graduate development programme.

## Research at the University of Fort Hare

The University of Fort Hare is committed to the promotion of research as a core university activity and the building of research capacity. Its research strategy recognizes the need for research to address local, regional and national needs. It seeks ways to engage in a critical dialogue with partners to build research in areas which complement the University's historical niche as an African university whilst ensuring internationally recognized excellence.

The University is supported by the National Research Foundation and participates in its IRDP, Thuthuka and Focus Area Programmes. It has approved Research Niche Area programmes in: Water Resource Management; Sustainable Agriculture and Land Use Strategies; Culture, Heritage and Social Transformation; and Rural Household Economics. In collaboration with THRIP, Telkom funds a Centre of Excellence in the Computer Science Department. Among the major supporters of research are the CSIR, ESKOM, the Medical Research Council, the Mellon Foundation, SANPAD, the Development Bank of South Africa and the Water Research Commission, as well as national and provincial government departments.

*The Internationalisation endeavours of the university build a strong culture of diversity and cultural awareness within the campus.*

## The Future & Transformation

The University promotes a responsive cadre of employees, sensitive to service excellence, recognition of the Batho Pele Principles, promotion of respect for the different cultural and ethnic backgrounds, sensitive to racism, xenophobia, gender (including sexual orientation) and disability. The University actively promotes both a humanising pedagogy and a humanising administration and further promotes the eradication of racism, sexism, xenophobia and all forms of prejudices and stereotypes that face humanity. The University of Fort Hare actively encourages good governance, ethical behaviour and accountability within the institution.

### University of Fort Hare

#### International Affairs Office

##### Alice Campus

Private Bag X1314  
South Africa

**Tel:** +27(0) 40 602 2244

**E-mail:** [Qonyango@ufh.ac.za](mailto:Qonyango@ufh.ac.za)

**Fax :** +27 (0) 86 628 2383

#### East London Campus

Private Bag X9083  
East London, 5200  
South Africa

**Tel:** +27(0) 43 703 7348

**E-mail:** [Aboysen@ufh.ac.za](mailto:Aboysen@ufh.ac.za)

**Fax :** +27 (0) 86 628 2221



# Central University of Technology

## The foremost higher education institution of technology in the heartland of South Africa

Central University of Technology (CUT) is the foremost higher education institution of technology in the heartland of South Africa, dedicated to quality education, applied research and innovation in science, engineering and technology.

### CUT Vision

Our Vision 2020 statement is: "By 2020, Central University of Technology, Free State shall be an engaged university that focuses on producing quality social and technological innovations for socio-economic development, primarily in the Central Region of South Africa". CUT's Vision 2020 represents our aspirations and determination as a university of technology. Through it, the university seeks to consolidate its uniqueness and comparative advantage in order to contribute substantively to addressing the developmental needs of the Free State, the Central Region, South Africa as a whole and the continent. It will do this by graduating an industry-ready workforce and entrepreneurs.

CUT's Engineering Diplomas and BTech Degrees have achieved accreditation from the Engineering Council of South Africa.

### CUT at a glance

The university is a leader in many technology fields ranging from learning programmes in Science, Technology, Engineering and Mathematics (STEM) a broad field in which CUT has about 48% of its enrolment. In 2015, the Ministry of Science and Technology awarded the University with the Research Chair in Medical Technology through Additive Manufacturing (3D) in recognition of the phenomenal work that CUT has been doing in this dynamic and exciting field. Also, a team of young researchers in Faculty of Health and Environmental Sciences discovered a new drug to help fight aquatic animal infections caused by aquatic parasites. For years researchers across the world have been trying to understand these microorganisms in order to control the disease and develop novel drugs against these pathogens, and CUT researchers are leading the way in finding solutions that will bring an end to this socio-economic challenge facing aquatic farming.

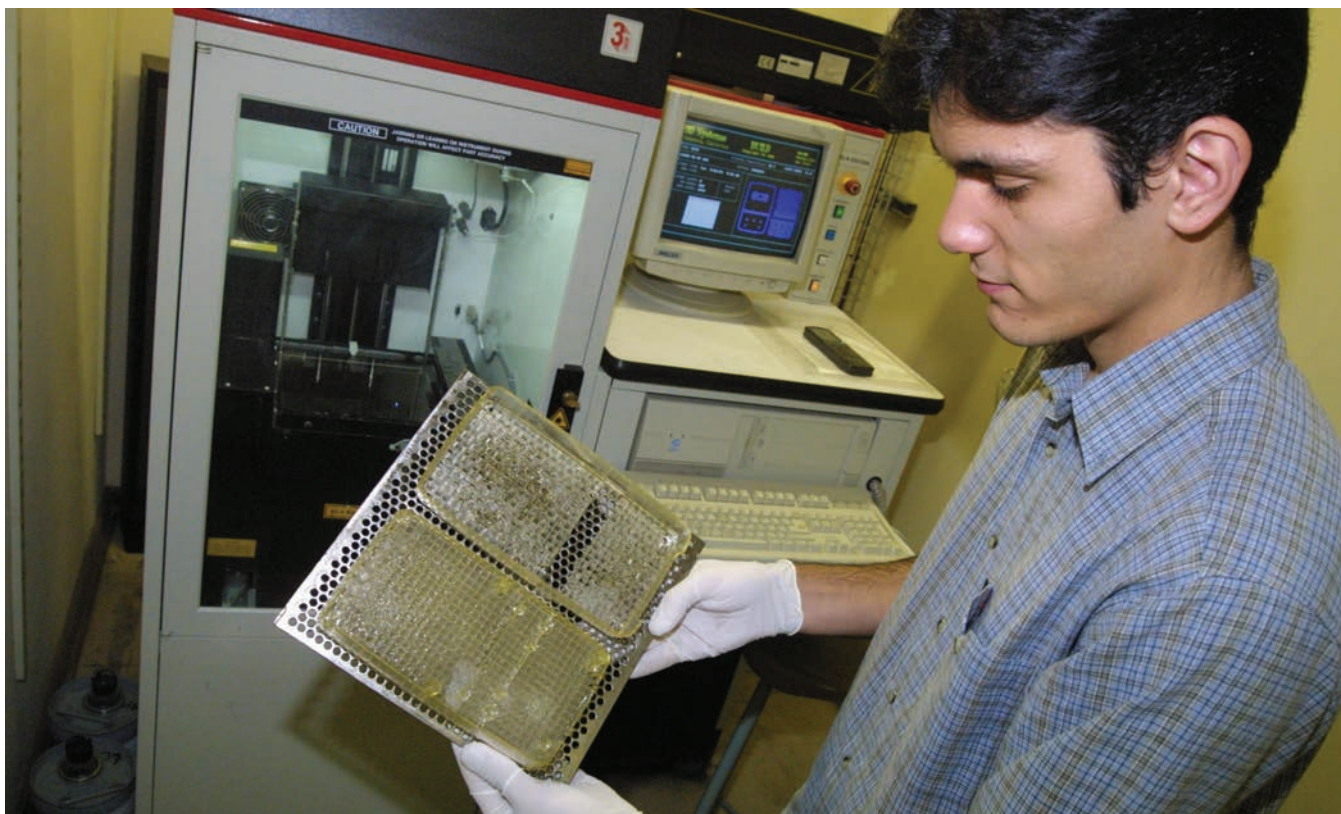


Central University of  
Technology, Free State



A team of young researchers in **Faculty of Health and Environmental Sciences** discovered a new drug to help fight aquatic animal infections caused by aquatic parasites.





### Current enrolment:

CUT has about 15 268 students;

**The university offers a wide range undergraduate and post graduate qualifications in four faculties:**

- Faculty of Engineering and Information Technology;
- Faculty of Health and Environmental Sciences;
- Faculty of Management Sciences;
- Faculty of Humanities;

### CUT Campuses:

CUT's Bloemfontein Campus is the main campus located in the centre of the city, while Welkom Campus is situated in the hub of the Free State goldfields

### Research and Innovation:

CUT has a number of special research areas and centres of excellence. The Centre for Rapid Prototyping and Manufacturing and the Product Development Technology Station provide support research and innovation within academia and industry. Today these centres are widely recognised as the commercial and research wings of the university. They also serve as an integrated product research and development niche area for CUT.







### Internationalisation:

CUT provides many opportunities for students from these countries to study at CUT; for staff members from the institutions to engage in research and teaching, and for the mutual recognition of qualifications awarded by the institutions.

### International students

The University's vision is that by 2020, 10 percent of its student body will be international students from Africa and beyond. CUT has strategically positioned the International Office to enhance scholarships, research services and operations in the international arena.

Part of our internationalization agenda is to expose both CUT and international students to the globalised world and incorporate intercultural perspectives in our curriculum. Our partnerships with various universities have offered CUT many opportunities in areas of collaborative research, academic exchange programmes for CUT and international students.

*CUT applications for 2017 are now open and close on 31 August 2016. For more information contact Mrs Matina Moss at [mmoss@cut.ac.za](mailto:mmoss@cut.ac.za)*

#### Central University of Technology, Free State

Private Bag X20539  
Bloemfontein, 9300  
Republic of South Africa

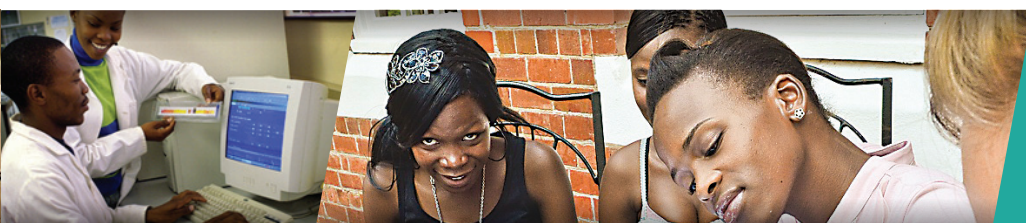
**Bloemfontein Campus:** +27 (0)51 507 3911

**Welkom Campus:** +27 (0)57 910 3500

**Website:** [www.cut.ac.za](http://www.cut.ac.za)

CUT Facebook

CUT FS Online



**“Dedicated to quality education, applied research and innovation in science, engineering and technology.”**

UNIVERSITY OF THE  
WITWATERSRAND,  
JOHANNESBURG



# Wits



## A World-Class Destination for Research

Globally Competitive, Locally Responsive

Wits is a remarkable university that is internationally distinguished for its excellent research, high academic standards and commitment to social justice.

A university that is also renowned for its high calibre graduates, Wits challenges you to strive towards new knowledge boundaries and develop original thinking, which we regard as the cornerstone of intellectual growth.

### Did you know?

- We lead the country in articles published in top-tier journals like Nature and Science
- Three Wits academics appeared on the 2014 Thomson-Reuters' most highly cited authors in the world during the period 2002 to 2012
- Based on citations, Wits is ranked in the top 1% of institutions internationally in geosciences, chemistry, environment and ecology, physics and plant and animal sciences

### Our five faculties offer programmes and degrees at the Honours, Masters and PhD level:

- Health Sciences • Science • Commerce, Law and Management • Humanities
- Engineering and the Built Environment

### The University is renowned for its strong multi-disciplinary research approach in the following areas:

Biodiversity | HIV/AIDS | Evolution of the Species and National Heritage | Cities | Materials Science and Engineering | Mineral Resources, Exploration and Mining | South Africa/India | Diseases of the Lifestyle: an emerging African problem | Molecular Biosciences | Aerospace | Advanced Drug Delivery Technology | Viral Gene Therapy

Wits has a **STUDY ABROAD PROGRAMME** that provides an international experience for students during the course of their studies. As a study abroad student, you can experience what Wits has to offer across its faculties, while immersing yourself in a vibrant city and a dynamic society in transition in the Global South.

### TIMES HIGHER EDUCATION'S RANKING

Wits has been placed in the  
**TOP 2** Universities in  
Africa (2016)

**6** DST/NRF  
CENTRES OF  
EXCELLENCE

**85%** of WITS'  
RESEARCH  
PUBLISHED in LEADING  
INTERNATIONAL  
JOURNALS





# University of the Witwatersrand, Johannesburg (Wits)

## Wits has a reputation built on RESEARCH AND ACADEMIC EXCELLENCE

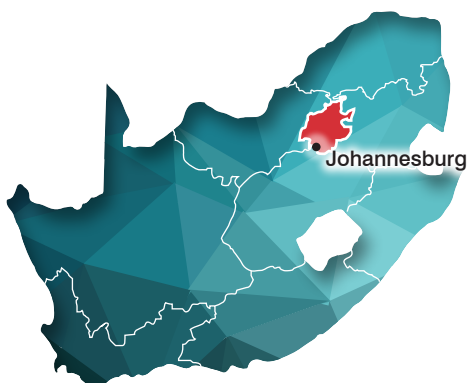
### About University of the Witwatersrand (Wits)

Wits is a leading research and postgraduate university in the commercial heart of Africa. It is one of only three universities in Africa to be placed in the top 400 universities (out of 23 000 universities) worldwide in three separate international rankings.

Wits offer postgraduate students a platform to engage in real life research issues that affect not only the surrounding communities, but the country, the continent and the world.

### Wits is:

- internationally recognised for its academic and research excellence
- an active social leader that takes a stand on social issues affecting communities, the country and globe
- an engaged university committed to local transformation and the advancement of the public good
- the intellectual hub of the continent, with over 40 major projects running throughout Africa
- a leader in the Evolutionary Sciences and is a curator of priceless faunal, floral and hominid collections including the *Taung Child* (*Australopithecus africanus*), *Mrs Ples*, *Little Foot*, *Australopithecus Sediba* and the recently discovered *Homo Naledi* fossils.
- proud of the four Nobel Laureates and the more than 91 Rhodes Scholars that have emanated from the University.



### History and Location

The history of the University is inextricably linked with mining, academic excellence, quality research and political, social and civic activism - associations built on strong foundations, which still hold today. Today, Wits is an urban university located in the 'City of Gold', Johannesburg. Its vast campuses are spread over 440 hectares in Braamfontein and Parktown.

### The Faculties are:

#### Commerce, Law and Management

- Accountancy
- Economic and Business Sciences
- Law
- Graduate School of Business Administration (Wits Business School)
- Wits School of Governance

[www.wits.ac.za/clm](http://www.wits.ac.za/clm)

#### Engineering and the Built Environment

- Architecture and Planning
- Chemical and Metallurgical Engineering
- Construction Economics and Management



“Wits is ambitious about its place in the world of ideas”

- Civil and Environmental Engineering
- Electrical and Information Engineering
- Mechanical, Industrial and Aeronautical Engineering
- Mining Engineering

[www.wits.ac.za/ebe](http://www.wits.ac.za/ebe)

### Health Sciences

- Anatomical Sciences
- Clinical Medicine
- Pathology
- Physiology
- Public Health
- Therapeutic Sciences

[www.wits.ac.za/health](http://www.wits.ac.za/health)

### Humanities

- Arts
- Education
- Human and Community Development
- Humanities Graduate Centre
- Literature and Language Studies
- Social Sciences

[www.wits.ac.za/humanities](http://www.wits.ac.za/humanities)

### Science

- Animal, Plant and Environmental Sciences
- Chemistry
- Computer Science and Applied Mathematics
- Geography, Archaeology and Environmental Studies
- Geosciences
- Mathematics
- Molecular and Cell Biology
- Physics
- Statistics and Actuarial Science

[www.wits.ac.za/science](http://www.wits.ac.za/science)

## Research @ Wits

### Wits:

- is one of only two South African universities that continues to publish extensively in high-impact ISI-accredited journals.
- accommodates seven research institutes, 20 research units and 10 research groups
- hosts 20 prestigious South African Research Chairs and dozens of privately endowed chairs
- Witsies have been awarded prestigious National Orders by the President for their continuing contribution to science, art and medicine in the country.
- is the proud home of ten National Centres of Excellence (the highest number of Government funded centres of Excellence in South Africa) focusing on Biomedical TB Research, Strong Materials, Aerospace, Human Development, the Palaeosciences, Advanced Drug Delivery Technology, Integrated Mineral and Energy Resource Analysis, Antiviral Gene Therapy and Mathematical and Statistical Sciences
- is home to over 220 rated scientists of which 16 are A-rated, international leaders in their disciplines, and
- is acknowledged as the South African institution which produced the most scientific research publications pertaining to HIV/AIDS, between 1996 and 2006.

## Internalisation Principles @ Wits

Wits is ambitious about its place in the world of ideas, should be a proactive, self-reflective, internalised and institutionalised process that is based on the following principles:

- Fostering the diversity of thought and opinion on our campus in a manner that draws from best practices in the world
- Providing international exposure of the University's 'core business' of teaching and learning, research, and engagement with society, in all their manifestations, thereby also deriving the benefit of international scrutiny and quality benchmarks.
- Strengthening our teaching and research programmes through international accreditation processes.

A key goal of internationalisation at Wits is enhancing our contribution to the range, depth and quality of high-level human intellectual capital and knowledge for the benefit of the broad community that it serves. This relates particularly to processes of equipping the next generation of leaders, highly skilled citizens, and top-level critical scholars that are expected to operate effectively in a global and cosmopolitan world.

Wits shares the understanding that internationalisation in this context is fundamentally a pursuit of world-class quality higher education, expressed in curriculum design, teaching and research, which can only be achieved if supported by an appropriate strategy that is directed at the recruitment and development of students and staff, their inward and outward exchange with other higher education institutions and scholars, and Wits' responsiveness to national, regional, and global concerns.

## Study Abroad

Wits welcomes study abroad students. As a study abroad student, you can experience what Wits has to offer across its faculties, while immersing yourself in a vibrant city and a dynamic society in transition in the Global South. International students may study at Wits for one or two semesters for non-degree purposes. International Students Office also facilitates other programmes creating opportunities for students to study/conduct research at partner universities abroad.

### For more information visit:

[www.wits.ac.za/internationalstudents/study-abroad/](http://www.wits.ac.za/internationalstudents/study-abroad/)

### University of the Witwatersrand, Johannesburg

International Students Office, Private Bag X3  
University of the Witwatersrand, Johannesburg  
Johannesburg, 2050, Republic of South Africa

**Tel:** +27 (0)11 717 1054

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**E-mail:** [studysa.international@wits.ac.za](mailto:studysa.international@wits.ac.za)

**Website:** [www.wits.ac.za/internationalstudents/](http://www.wits.ac.za/internationalstudents/)

**Facebook:** [www.facebook.com/WitsInternationalStudentsOffice](https://www.facebook.com/WitsInternationalStudentsOffice)



# Vaal University of Technology

*Your world to a better future*

## **The Vaal University of Technology**

offers a comprehensive choice of postgraduate programmes across four faculties.

### **COURSES ARE AVAILABLE IN THE FOLLOWING:**



#### **FACULTY OF APPLIED & COMPUTER SCIENCES**

##### **Masters**

- Information Technology
- Biotechnology
- Chemistry
- Office Management & Technology
- Information and Communication & Technology

##### **Doctorate**

- Information Systems
- Chemistry
- Biotechnology
- Philosophy in Information and Communication

The Minimum required time to complete the course will be one year and the maximum time will be 4 years for Masters and 5 years for Doctorate studies.

Please visit [www.vut-research.ac.za](http://www.vut-research.ac.za) for application forms, more information and contact details.



#### **FACULTY OF ENGINEERING & TECHNOLOGY**

##### **Masters**

- Electrical Engineering
- Electronic Engineering
- Mechanical Engineering
- Metallurgical Engineering
- Industrial Engineering
- Civil Engineering
- Chemical Engineering

##### **Doctorate**

- Electrical Engineering
- Mechanical Engineering
- Civil Engineering
- Chemical Engineering

#### **Postdoctoral Research Fellowships**

The Vaal University of Technology is continually developing and growing its research culture. As part of this growing culture, the recruitment of Postdoctoral Research Fellows plays a pivotal role in developing research and postgraduate student capacity at the Vaal University of Technology.

Postdoctoral Research Fellowships are normally awarded to individuals within five years of having achieved a doctoral degree. The purpose of the Postdoctoral Research Fellowship is to provide an opportunity for experiential learning in research, which may serve as a path for further academic and professional development. The value derived from postdoctoral training and the broader experience is beneficial to both the University and the country.

VUT needs to consolidate Postdoctoral Research Fellows in support of its research and innovation enterprise and to assist with achievement of national, institutional and equity goals.



#### **FACULTY OF HUMAN SCIENCES**

##### **Masters**

- Ceramic Design
- Fine Art
- Graphic Design
- Multimedia
- Photography
- Fashion
- Food Service Management
- Food & Beverage Management
- Public Relations Management
- Tourism & Hospitality Management
- Postgraduate Diploma in Higher Education (NQF8)
- Travel and Tourism Services Management

##### **Doctorate**

- Fine Art
- Photography
- Food Service Management
- Philosophy in Visual Arts



#### **FACULTY OF MANAGEMENT SCIENCES**

##### **Masters**

- Business Administration
- Human Resource Management
- Labour Relations Management
- Logistics Management
- Marketing Management
- Cost & Management Accounting
- Management Accounting
- Supply Chain Management

##### **Doctorate**

- Business
- Marketing

\* The same courses are offered at Diploma and BTech level.

***"Research That Matters"***





## The Centre of Sustainable Livelihoods

**Vision:** The vision of the Centre of Sustainable Livelihoods is to use research as a tool aimed at reducing poverty, household food insecurity and malnutrition in Africa.

The Centre of Sustainable Livelihoods is a postgraduate research centre of the Vaal University of Technology Research hub, with the focus on using research as a tool to reduce poverty, household food insecurity and malnutrition in Africa. In recent years, we have focused on poverty, malnutrition and household food insecurity in rural, peri-urban and urban communities in the Vaal region, Qwa-Qwa, Eastern Cape, Soshanguve, Hammanskraal and various African countries.

The close relationship that the Centre of Sustainable Livelihoods has with these communities has helped us to create a relevant research programme with a high level of implementation.



## Centre for Alternative Energy

**The research focus on Alternative Energy, Applied Electronics and NRF/THRIP defined focus areas:**

### 1. Alternative Energy:

- The development of fuel cells and fuel cell membranes
- Hydrogen generation and storage
- Sustainable electricity for rural communities through solar, wind and fuel cell energy

### 2. Dielectric Heating:

- Radio frequency heating and drying of materials
- Rock comminution for mining
- Blood heating

### 3. Product Development:

- Applied electronic products for a vast number of commercial applications
- DC-DC converters and DC-AC inverters



## Technology Transfer & Innovation

The Innovative Product Development and Advanced Manufacturing research focus area includes the technology, tools, procedures and work organisation used for the increased efficiency in industrial product development processes. Our research is focused on the use of Additive Manufacturing platforms which will increase efficiency in product development processes.

We investigate key factors for competitive industrial product development and innovation by using tools and procedures, as well as organisational co-operation and parallel processes. This holistic approach includes the integration of all relevant aspects of product development processes.

We have an excellent history of collaboration with industry, national and international academia and participation in Government Flagship programs. Our long history with government programmes also provides sufficient expertise and an established track record in obtaining triple helix-based research and support grants.



## Materials and Minerals Technology

The aim of the Materials and Minerals Technology research focus area has always been to build research capacity covering a broad spectrum of materials science and technology. This aims to fulfil the needs of the technology Station in Process and Materials Technology while at the same time providing a research vehicle for the departments of Metallurgical, Civil and Industrial Engineering.

Materials selection is central to all manufacturing and construction design and development. Therefore the importance of on-going research into materials' properties and the development of new materials should always be underscored.

### Services Offered by the Materials and Minerals Technology Focus Research Area

Our work is aimed towards:

- Contract research
- In-house and collaborative green-fields research in the fields of engineering materials
- Testing services
- Technology transfer
- Postgraduate training



## Plant Molecular Genetics/Biotechnology

The Plant Molecular Genetics / Biotechnology focus area is housed in the Department of Biotechnology and is led by Professor Michael Pillay. Current research topics in these areas revolve around genetic diversity, gene discovery, agricultural and environmental biotechnology. New avenues of research such as proteomics have also been initiated.

The practicality of our research ideas and the availability of basic laboratory equipment have helped to attract students to continue with their postgraduate studies at VUT. The Department of Biotechnology will soon be offering a PhD in Biotechnology, pending final approval from DHET.



## Centre for Renewable Energy and Water

**Vision:** To be a leading global centre for renewable energy and water research creating innovative knowledge that adds value to life in Africa.

**Mission:** To develop research cultural capital, exploit the competencies at the interface of disciplines and engage in research driven by effective teaching and learning

**Background:** The grand global challenges of our time include access to clean water, global warming, affordable energy and food security. Efforts to address these challenges are constrained by the fact that the natural resources are being depleted while the need continues to rise with the increase in global population. This means that as far as water and energy provision is concerned, the world has less for more. To address this problem, scientists have adopted a strategy that is aimed at developing technologies for creating more with less. At the centre of this strategy is the use of low-cost materials and technologies based on regional or site specific conditions. This strategy must be guided by the national imperatives, with the aim of exploiting regional competitive advantages. Africa has large fresh water bodies including lakes and rivers that frequently cause disastrous floods. Rivers with large volumes of water are inevitably potential sources of hydroenergy. Further, for countries that are in the tropical regions, additional advantages include abundant solar irradiation and warm climate conducive for producing renewable energy from wastewater.

**Please visit [www.vut-research.ac.za](http://www.vut-research.ac.za) for more information and contact details**

**Research That Matters**



**Vaal University of Technology**  
*Your world to a better future*

# Vaal University of Technology

## Leading Innovative Knowledge and Quality Technology Education

### Vision

To be a University that leads in innovative knowledge and quality technology education.

### Mission

**Our mission is to produce employable graduates who can make an impact in society by:**

- Adopting cutting edge technology and teaching methods,
- Creating a scholarly environment conducive for knowledge creation, learning and innovation; and,
- Developing a Program Qualification Mix that meetings the needs of society in Africa and beyond.

“Your world to a better future!”

### Values

- Excellence
- Creativity
- Mutual Respect
- Collegiality
- Honesty and Integrity
- Tolerance
- Diversity



### The history of the Vaal University of Technology

The Vaal University of Technology will be celebrating 50 years of Academic Excellence in 2016. The Vaal University of Technology is one of the largest residential Universities of Technology (UoT) in South Africa. VUT has approximately 19 000 students and 2100 staff members.

It started its life as a tertiary institution catering specifically to address the skills shortage of the industrial heartland of the Vaal Triangle.

The *Vaal Triangle College for Advanced Technical Education* opened its doors under the leadership of Mr C A J Bornman in 1966 with an enrolment of 189 students.

**1977 Dr Isak Steyl, a visionary** who saw a multiracial institution with more than 20 000 students, took the reins and held fast for 20 years. He admitted that his vision was deemed unrealistic and no one back then could have imagined what it has become today – a well-established, internationally recognized university of technology with students from diverse backgrounds and partnerships with business, institutes and other tertiary institutions abroad.

**“People thought that technical education was meant for people who could not handle basic academic education and this created a huge barrier for us to build this institution. I remember how difficult it was to get qualified and experienced lecturers” said Dr Isak Steyl.**

**In 1979 South African colleges were officially renamed “Technikons”** and as such VUT became known as the Vaal Triangle Technikon until, once again, these institutions were reclassified as universities of technology in 2004.

**Today, VUT boasts four campuses in Secunda, Ekurhuleni, Upington and Vanderbijlpark.** Its intake of students from more than 30 countries has provided it with a rich tapestry of many and diverse cultures from the rest of Africa, Europe and Asia. For this reason, the VUT has embarked on a “learn a foreign language” campaign and actively encourages staff and students to participate in international exchange programmes.

In the last 4 years VUT hosted exchange students from Germany, The Netherlands, France and Nigeria.

**Vaal University of Technology**  
International Relations and Advancement  
Private Bag X021  
Vanderbijlpark, 1900  
South Africa

**Tel:** +27 (0)16 950 9318  
**Fax:** +27 (0)16 950 9768  
**E-mail:** [international@vut.ac.za](mailto:international@vut.ac.za)

**Website:** [www.vut.ac.za](http://www.vut.ac.za)



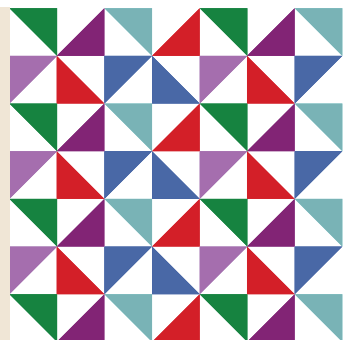


# LOCAL LEARNING, GLOBAL IMPACT

Durban University of Technology is at the forefront of creating African knowledge enriched by international engagement.

**Durban University of Technology**  
**International Education and Partnerships**  
7th & 8th Floor D Block, ML Sultan Campus, Durban

**Tel:** +27 (0)31 373 5422  
**Fax:** +27 (0)31 373 5116  
**Email:** [international@dut.ac.za](mailto:international@dut.ac.za)  
**Website:** [www.dut.ac.za](http://www.dut.ac.za)





# Durban University of Technology

## Developing Global Citizens

Durban University of Technology has a long history of academic excellence and local community engagement, and has been producing outstanding graduates for over a century.

DUT has seven campuses divided between Durban and Pietermaritzburg in KwaZulu-Natal, one of South Africa's most beautiful and culturally diverse provinces.

With easy access to Durban's famous beachfront, the Drakensberg Mountains, many important historical sites, stunning wildlife, and one of Africa's most important trade and industry hubs, DUT students receive an education that extends well beyond the university's walls.

**DUT students receive an education that extends well beyond the university's walls.**



### A Student-Centred Education

DUT is founded upon the twinned principles of student-centeredness and engagement. These "DNA-strands", together create a unique and empowering learning experience.

We have over 1 300 academic and support staff, all working together to provide our students with the tools, knowledge, skills and facilities to be successful both in their chosen fields and in their personal lives.

DUT currently offers undergraduate and postgraduate studies in six faculties, including Accounting and Informatics, Applied Sciences, Arts and Design, Engineering and the Built Environment, Health Sciences, and Management Sciences. DUT also offers a number of specialised programmes not regularly available at other institutions, and has a thriving Centre for Continuing and Professional Education (CCPE).

### Local Learning, Global Impact

Internationalisation is one of the core drivers at DUT. While the concept of internationalisation is as old as the pursuit of knowledge, in more recent times it has been formalised into a measurable part of the university's offering to its students.

At DUT, internationalisation goes far beyond exchange programmes and academic mobility. It is embedded in every aspect of the learning process, from the design of the curriculum to the welcoming of international staff and students into our community.

As a result, DUT students receive an education that is embedded in its local, national, and international contexts.

#### Durban University of Technology

##### International Education and Partnerships

7th & 8th Floor D Block  
ML Sultan Campus  
Durban

**Tel:** +27 (0)31 373 5422

**Fax:** +27 (0)31 373 5116

**Email:** [international@dut.ac.za](mailto:international@dut.ac.za)



**“DUT has seven campuses one of South Africa's most beautiful and culturally diverse provinces.”**

# Rhodes University

## Global Knowledge Production

Rhodes University is a 112-year old institution with a well-established reputation for academic excellence, located in the historic city of Grahamstown, Eastern Cape. The smallest of the older universities, Rhodes has 6 Faculties, 42 Academic Departments, 40 research institutes and related entities and five affiliated institutions. It is largely a residential university and consists of 300 buildings in total. Flexibility in the design and combination of courses offered makes studying for a degree at Rhodes a unique experience. While a wide variety of languages are spoken on campus, the language of instruction is English.

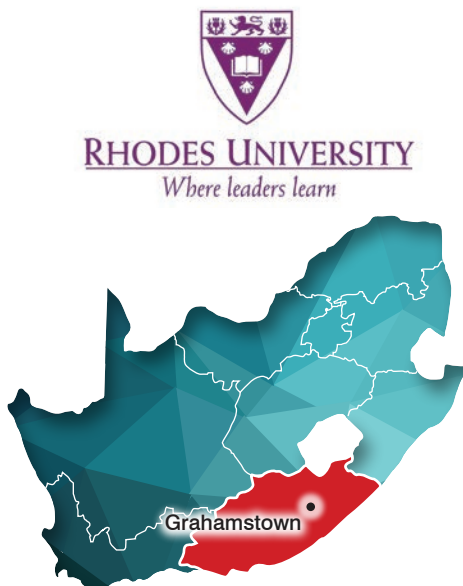
In the 6 graduation ceremonies of 2016, a total of 2250 students received their degrees and diplomas. Of these, 1 235 (or 55%) were undergraduate Bachelor's degrees and 1015 (or 45%) were postgraduate degrees and diplomas. Of the 1 015 postgraduate students, 230 received their Master's degrees and 67 received their PhD degrees. Of the 2250 graduates, 58% are women; and 19% are international students.

### A total of 2250 students received their degrees and diplomas in 2016

In 2016, research partnerships reach across every continent, including Antarctica. Rhodes holds 13 competitively won SARChI Research Chairs. The SKA programme is focused on generating knowledge beyond the planet. Several foci pertain to the global challenges of climate change and sustainable living, others focus on questions pertaining to Africa, and some on specific South African challenges:

1. Insects in Sustainable Agricultural Ecosystems – Professor SGA Compton
2. Marine Natural Products Research – Professor RA Dorrington
3. Molecular and Cellular Biology of the Eukaryotic Stress Response - Dr AEdkins
4. South African Numeracy – Professor MH Graven
5. Intellectualisation of African Languages, Multilingualism and Education – Professor RH Kaschula
6. Biotechnology Innovation and Engagement - Professor Janice Limson
7. Global Change Social Learning Systems Development: Transformative Learning and Green Skills Learning - Professor Heila Lotz-Sisitka
8. Marine Ecosystems and Resources – Professor CD McQuaid
9. Medicinal Chemistry and Nanotechnology – Professor T Nyokong
10. Interdisciplinary Science in Land and Natural Resource Use for Sustainable Livelihoods – Professor CM Shackleton
11. Geopolitics and the Arts of Africa - Professor Ruth Simbao
12. Radio Astronomy Techniques and Technologies (Square Kilometer Array) – Professor OM Smirnov
13. Critical Studies in Sexualities and Reproduction – Professor CI Macleod.

The issue of sexual violence has received a lot of media attention globally particularly in the US, India, Brazil and South Africa. Despite the introduction of enabling legislation, and the implementation of a range of interventions, South Africa is faced with multiple challenges surrounding sexuality and reproduction. Professor MacLeod aims to critically assess the social and human dynamics underpinning our slow progress towards full sexual and reproductive citizenship for all.





Professor Denis Hughes of the Institute for Water Research (IWR) was awarded the 2016 International Hydrology Prize of IAHS/WMO/UNESCO: Volker Medal for his outstanding contribution in the fields of hydrological modelling and water resources assessment, in sub-Saharan Africa. Professor Tebello Nyokong continued to shine, with her post graduate students, who managed to produce 63 publications in 2015 as well as receiving the African Union (AU) Kwame Nkrumah Scientific Award. The Environmental Learning Research Centre, headed by Professor Heila Lotz- Sisitka was awarded R13 million to lead a project on learning centred transformation in social-ecological sciences (SES). The ELRC is leading the only Network from the South which involves nine partners from four continents.

The Internationalisation policy was redefined in 2011 as “the conscious, proactive and consistent effort to create a learning environment inclusive of international, intercultural and global dimensions at every level of thinking and practice within the institution. We expect all our staff and students to be aware of the wider world and to make constructive contributions at the local, national, continental and global level in their chosen fields.” 15% of academics are international, with many coming from neighboring countries. Altogether, Rhodes is currently home to people from over 68 countries of origin.

### *International mobility is a regular feature of the academic life of Rhodes University*

International mobility is a regular feature of the academic life of Rhodes University. All staff are eligible for support to attend international conferences annually. Regular collaborators are frequently formally recognized as research associates, enabling them to compete for internal research and travel funds. Visiting scholar funding, to attract international and high profile local scholars to the campus for collaboration and mentoring purposes includes: A distinguished visiting professor's fund, run by the International Office, and awarded on a competitive basis; an ad-hoc visiting scholars' fund administered by the Deputy Vice-Chancellor Research and Development; a targeted Senior Scholars' programme funded by the Mellon Foundation to support visiting international scholars, who will act as mentors to emerging researchers; and several targeted international scholar support grants (the Hugh Kelly grant in the Sciences, the Hugh le May grant in the Humanities, the Hobart Houghton award in Economics). The Nelson Mandela Visiting Professorship

in Political or International Studies has so far been awarded to scholars of global repute from India, the US and Brazil. The International Office hosts numerous delegations interested in establishing academic collaboration, from Universities in Europe, North America, South America, Africa and Asia.

Starting with only 3 student exchange programmes with US institutions in 1996, Rhodes now has 52 exchange/study abroad programmes, across five continents. International students stay in residences with South African students and may deepen their experience in South Africa by participating in Community Engagement and service-learning initiatives, a priority area for Rhodes University.

Drawing on the diversity of our university community, “Internationalisation at Home” receives considerable attention. The International Week opened with our sixth annual parade, with students and local community groups, celebrating our diversity on campus and ended with a short speech, performances and a human formation of the map of Africa. The week contained elements that targeted intercultural engagement as well as internationally focused intellectual stimulation and continued with a panel discussion on Internationalisation, Africanisation and Transformation, student exchange clinics and displays. The recipient of the academic Internationalisation Award, presented during the week, was Professor Hari Tsikos, from the Department of Geology, who brings cutting edge international research into his undergraduate teaching and organizes research trips abroad for the development of his post-graduates students. We also ran a facebook campaign to raise awareness of gender-based violence globally, nationally and locally to compliment other awareness raising activities on university campuses.

The Director of the International Office was thanked by immigrants living in the local community, whose shops were looted by opportunistic criminals, during student protests in 2015, for the support provided to them at the time. Six months later, the feedback that they were back on their feet in communities, with much closer relationships with the police and locals, ended the week on a very positive note, as the Director relayed their message of appreciation at the fourth Africa Ball, a welcoming multicultural space.

#### **Rhodes University**

The Student Bureau, Registrars Division  
P.O. Box 94, Grahamstown  
6140

**Tel:** +27(0)46 603 8111

**Fax:** +27(0) 46 603 7350

**E-mail:** registrar@ru.ac.za

**Website:** www.ru.ac.za



**“ In 2016, research partnerships reach across every continent, including Antarctica. ”**



# University of KwaZulu-Natal

## Inspiring greatness

One of the largest residential universities in South Africa, the University of KwaZulu-Natal (UKZN) consolidates the resources, infrastructure and intellectual capital of two major regional universities following the merger of the Universities of Natal and Durban-Westville. The University is committed to academic excellence and advances knowledge through globally competitive teaching, learning, scholarship, research, innovation and academic freedom.

UKZN is able to offer an exceptionally wide range of exciting and innovative multi-disciplinary courses

### Why Choose UKZN?

The University of KwaZulu-Natal (UKZN) is one of four African universities rated among the top 400 universities in the world and according to the Academic Rankings of World Universities (ARWU) UKZN is ranked in the top 3% of the world's universities.

- UKZN has five campuses in Durban and Pietermaritzburg with four Colleges and 19 Schools offering approximately 2 000 academic programmes.
- UKZN is a truly South African university that reflects the diverse society in which it is situated. As an institution of higher learning, it is committed to academic excellence, innovative research and critical engagement with society.
- UKZN has an international reputation for academic excellence, outstanding research output and African scholarship. We have links with over 200 international institutions, which facilitate ongoing collaborative academic partnerships.

### A choice of campuses

#### Edgewood

The Edgewood campus in Pinetown is the University's primary site for teacher education and the home of the School of Education. The campus offers sophisticated and attractive facilities to a growing number of Education students.

#### Howard College

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

#### Medical School

A buzzing centre of academic excellence only ten minutes away from Durban's city centre, since its inception in 1950 the Medical School has committed itself to producing highly qualified and experienced medical practitioners dedicated to improving the quality of life for all South Africans.

#### Pietermaritzburg

This campus offers a wide range of innovative academic programmes which have been successful in responding to local and provincial needs in Science and Agriculture, Humanities, Development and Social Sciences, Education, and Law and Management Studies. Unique to the Pietermaritzburg campus are the disciplines of Agriculture, Theology and Visual Art.



## Westville

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

## Colleges and Schools:

### College of Agriculture, Engineering and Science

- School of Engineering
- School of Agriculture, Earth and Environmental Sciences
- School of Chemistry and Physics
- School of Life Sciences
- School of Mathematics, Statistics and Computer Science.

### College of Health Sciences

- School of Clinical Medicine
- School of Laboratory Medicine and Medical Sciences
- School of Health Sciences
- School of Nursing and Public Health

### College of Humanities

- School of Religion, Philosophy and Classics
- School of Arts
- School of Social Sciences
- School of Applied Human Sciences
- School of Built Environment and Development Studies
- School of Education

### College of Law and Management Studies

- Graduate School of Business and Leadership
- School of Accounting, Economics and Finance
- School of Law
- School of Management, IT and Governance.

## A Research-led University

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

## PROMOTING INTERNATIONALISATION

One of UKZN's goals is:

### AFRICAN-LED GLOBALISATION

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

The strategies the University has adopted to achieve this goal are:

### Promote Internationalization:

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

### Forge Strategic partnerships:

With its vision in mind, the University will pursue strategic linkages with other institutions that work in Africa whose common interests in research and graduate studies can provide a platform for bringing scholars together to create new knowledge, areas that are not School-specific and relate to the African context and its challenges.

### International Programmes:

The University of KwaZulu-Natal offers a wide range of undergraduate and postgraduate courses across all disciplines. Eligible students must currently be participating in full-time study, either undergraduate or postgraduate and are generally pursuing a full degree programme. Please refer to the University website for the application form.

### For study abroad and exchange queries:

Tel: +27 (0) 2602870/2230

Fax: +27 (0)31 2602967

Email: [ukznsep@ukzn.ac.za](mailto:ukznsep@ukzn.ac.za) / [ukznsep@ukzn.ac.za](mailto:ukznsep@ukzn.ac.za)

For more information on the courses for non-degree purposes please refer to the website on [www.ukzn.ac.za/handbooks](http://www.ukzn.ac.za/handbooks)

### Full time undergraduate/postgraduate studies:

For a full range of undergraduate and postgraduate degrees offered at UKZN please refer to the website on

[www.ukzn.ac.za/courses](http://www.ukzn.ac.za/courses)

### University of KwaZulu-Natal

International Relations  
4th Floor, Rick Turner Student's Union Building  
King George V Avenue  
Durban, 4001  
South Africa

Tel: +27 31 260 3078

Fax: +27 31 260 2967



The University will support carefully selected student exchange programmes that bring students from other countries to the University.

# University of Mpumalanga

## Creating Opportunities

Established in 2013 as one of the first public universities to be established in South Africa since 1994, the University of Mpumalanga (UMP) stands as a symbol of the ambitions of the new South African society.

An African University leading in Creating Opportunities through Innovation.

### Vision

To be an African University leading in creating opportunities for sustainable development through innovation.

### Mission

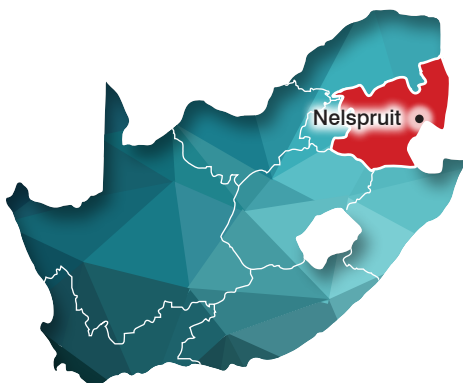
To offer high quality educational and training opportunities that foster the holistic development of students through teaching and learning, research and scholarship, and engagement, in collaboration with strategic partners.

### Values

- **Excellence;** uphold the highest standards of excellence in all its actions, functions and services
- **Integrity;** undeviating honesty, by utmost fairness, caring for one another as fellow human beings, and treating one another with the utmost respect
- **Diversity;** unlocking a range of interactions, and enhancing exposure to a wide variety of diverse cultures, backgrounds, views and opinions
- **Collaboration;** actively seek out opportunities for collaboration with all its stakeholders in maximising the development of human potential and socio-economic development
- **Adaptability;** acknowledging our ever changing knowledge contexts, institutional environments, and social situations and therefore the need to promote and foster adaptability
- **Relevance;** endorses the need for its academic programmes, research activities, and engagement projects to respond to its context
- **Inspiration;** allows and encourages others to be more and do more than what at first seems possible



**UNIVERSITY OF  
MPUMALANGA**  
Creating Opportunities



### Location and Campuses

#### “The Place where the Sun Rises”

Mpumalanga – “the place where the sun rises” – is a province with spectacular scenic beauty and an abundance of wildlife. Lying in the northeast of South Africa, Mpumalanga is bordered by the countries of Mozambique and Swaziland to the east and Gauteng to the west.

#### The University of Mpumalanga is the only university in the Mpumalanga Province.

The only university in the Mpumalanga Province, UMP has two campuses, the Mbombela Campus as the main campus, the Siyabuswa Campus, and two sites of delivery in Marapyane and the Mpumalanga Regional Training Trust (MRTT). The province lies in the northeast of South Africa, bordered by Mozambique and Swaziland to the east and Gauteng to the west. UMP aspires to be an academic destination of choice for qualifying school leavers from across the province, South Africa and the continent.





## Programmes and Qualifications

The current academic structure at UMP provides for at least three Faculties. These include the following;

- Faculty of Commerce and Management,
- Faculty of Agriculture and Natural Sciences,
- Faculty of Education

UMP is a comprehensive higher education institution offering a broad range of qualifications;

- Diploma in Agriculture in Plant Production
- Diploma in Conservation
- Diploma in Hospitality Management
- Diploma in Information Communication Technology in Application Development
- Advanced Diploma in Agriculture in Plant Production
- Bachelor of Agriculture (Agricultural Extensions and Rural Resource Development)
- Bachelor of Development Studies
- Bachelor of Education
- Bachelor of Science in Agriculture

In 2017, the offering will be extended to include the following programmes and qualifications, these are subject to accreditation:

- Higher Certificate in Information Communication Technology
- Diploma in Agriculture in Animal Production
- Diploma in Grade R teaching
- Diploma in Tourism and Heritage Studies
- Advanced Diploma in Agriculture in Plant Production or Horticulture
- Advanced Diploma in Hospitality Management
- General Bachelor of Arts
- Bachelor of Administration
- Bachelor of Agriculture (Honours)
- Bachelor of Arts in Media, Culture and Communication
- Bachelor of Commerce
- Bachelor of Education (Foundation Phase Honours)
- Bachelor of Education (Intermediate Phase)
- Bachelor of Science
- Bachelor of Science (Extended Curriculum)
- Bachelor of Science in Environmental Science
- Postgraduate Certificate of Education in Agriculture

## Educational Philosophy

The University of Mpumalanga, as a comprehensive University, understands that its academic project must combine both the creation and transfer of knowledge and skills, and the development of students as independent and critical thinkers with a passion for knowledge and its application.

Our teaching is theoretically informed, pedagogically appropriate, and sensitive to diversity in all its forms in the educational environment. Our teaching will emphasize the interconnectedness of teaching and learning, research and scholarship, and engagement. The development of our qualifications and curricula will be context sensitive. Our curricula and extra curricula activities will expose students to different ways of knowing and to the value of Indigenous Knowledge Systems.

Our academic staff is reflective and reflexive practitioners who use information communication technologies to improve learning, which will occur in a diverse range of formal and informal settings.

Development programmes for academic staff and student support programmes will support a broadening of access, with increased levels of student success.

## Graduate Attributes

Our graduates will be (or have):

**Resourceful, Responsive and Responsible:** capable of self-directed, life-long learning; authentic research-led enquiry; who are motivated, conscientious and self-sufficient individuals capable of substantial independent work, who set aspirational goals for continuing personal, professional, and career development.

**Sound Discipline Knowledge:** who understand and respect the values, theoretical principles, ethical aspects, methods and limitations of their discipline; and who possess discipline-relevant professional or vocational or academic knowledge, skills and competencies.

**Innovative and Entrepreneurial:** who are intellectually curious, independent, creative and critical thinkers who are able to innovate by applying their knowledge and skills to the solution of novel as well as routine problems for sustainable development.

**Confident and Effective Communicators:** who are able to engage meaningfully with a range of diverse audiences.

**Ethically and Socially Aware Change Agents:** who are socially aware and ethically inclined, to bring about change.

**Adaptable:** having an understanding of their discipline within dynamically changing, inter and multi-disciplinary contexts; respond flexibly and adapt their skills and knowledge to excel in new situations.

## Facilities

The envisaged iconic infrastructure at UMP will provide a multifaceted environment inspiring both social and intellectual exchange in an atmosphere that is unconventional, original and creative. These spaces will be modern, stimulating and inspiring environment that promotes and rewards academic excellence.

## Applications

To study at UMP please visit [www.ump.ac.za](http://www.ump.ac.za). The application form is accessible on the following link [www.ump.ac.za/appform.html](http://www.ump.ac.za/appform.html)

### University of Mpumalanga

**Mbombela Campus (Main Campus)**  
Cnr R40 and D725 Roads, Mbombela,  
South Africa, 1200  
Tel: +27 (0)13 – 002 0001

**Siyabuswa Campus**  
Bhekifundo Drive, Siyabuswa,  
South Africa, 0472  
Tel: +27 (0)13 – 590 0590

**General enquiries (Switchboard)**  
Tel: +27 (0)13 – 002 0001  
Email: [info@ump.ac.za](mailto:info@ump.ac.za)  
Web: [www.ump.ac.za](http://www.ump.ac.za)

# University of Pretoria

Internationally recognised for its quality, relevance and impact.

## Make Today Matter

The University of Pretoria is a multi-faculty research-intensive university which, on average, produces the highest per capita percentage of total South African research output. UP is conveniently situated within close proximity of government departments and major research entities. Its nine faculties and business school offer a diverse range of degrees, diplomas and certificates, over one thousand of which are postgraduate programmes.

The institution has a rich, colourful history and a bright future - a unique mix of academic tradition and progressive vision. The vision is to be Africa's leading research intensive university, recognised internationally for its quality, relevance and impact. Relying on over a century of experience and well-established facilities, UP develops human capital and generates the knowledge and skills required to meet the many challenges of the world at large, within the context of a developing nation.

## The University of Pretoria (UP) is one of Africa's leading higher education institutions

With its identity firmly and proudly rooted in Africa, the University strives to develop the current and future potential of South Africa's diverse population while remaining a recognised player in the global marketplace of knowledge production.

As one of South Africa's oldest and most prestigious higher education institutions, the University of Pretoria produces sought-after graduates who are well-rounded citizens shaped by its holistic approach to education enabled by a wide range of campus activities and student societies including sports, arts and culture. It strives to teach its students to "make today matter" by drawing on the experience of yesterday and using the knowledge of today to improve tomorrow. University staff and students are sensitized that every action in the present shapes the future.



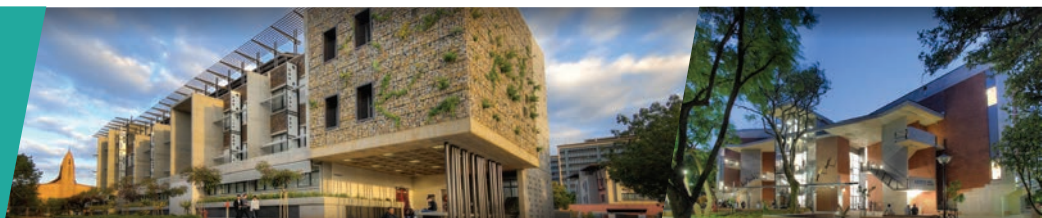
UNIVERSITEIT VAN PRETORIA  
UNIVERSITY OF PRETORIA  
YUNIBESITHI YA PRETORIA

## Academic offerings and programmes

The University has nine faculties, including the Faculty of Veterinary Science on the Onderstepoort Campus, the only one of its kind in South Africa that is responsible for ground-breaking research and clinical work. The University also has a business school, the Gordon Institute of Business Science (GIBS).

The University of Pretoria offers 1 781 academic programmes, which lead to 230 different qualifications. Furthermore, the University has established institutes, centres and units to enhance its research output. The nine faculties and one business school, produced on average, 15% of South Africa's doctoral degrees, 27% of its professional engineers, 16% of all healthcare professionals and all the country's veterinary scientists annually, according to 2013 figures.

The Gordon Institute of Business Science (GIBS) was rated the best business school in Africa and one of the best globally by the prestigious UK Financial Times Executive Education rankings in 2015, making it the 11 consecutive year of being ranked among the top business schools worldwide.



## Campuses and Faculties

The University of Pretoria has six campuses in Pretoria, and the Gordon Institute of Business Science in Illovo, Johannesburg.

**UP has nine faculties which are the faculties of:**

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

## Research excellence

The University of Pretoria has over the years consistently achieved research outcomes that place it among the top performing research institutions in South Africa.

One measure of research productivity is the annual research output of universities. In 2014, 1 465 articles were published in journals accredited by the national Department of Higher Education and Training (DHET). The University also maintained its position among the top research-intensive universities with respect to its total combined research outputs.

The changing profile of postgraduate students and young researchers requires a strong pipeline from undergraduate to postgraduate studies, and from postgraduate qualifications to academic and research careers. Growing the pipeline of master's and doctoral students is therefore a key strategy, with figures showing a steady growth of more than 18% over the past five years in overall postgraduate enrolments.

The focus on multidisciplinary research teams has further enhanced the University's capacity in specific research areas, resulting in increased productivity and in strong regional and international networks.

International partnerships are central to the University's research strategy, as is worldwide collaboration with researchers and higher education institutions. UP continually extends its global reach and, in particular, its focus on Africa. Several institutes, centres and units support research that reaches into the continents, and that prioritises pressing development, social justice and leadership issues.

## Institutional Research Themes

- Animal and Zoonotic diseases
- Capital Cities Project
- Energy
- Food, Nutrition and Well-being
- Genomics

## Academic calendar

Full-time study academic year runs from start February till end November. The year has 2 semesters with a winter recess during June/July.

## Important application closing dates:

Degree programmes that are limited in the student numbers they can accommodate and have a specific selection process

have earlier application closing dates than others.

- 31 May (Health Sciences)
- 30 June (other selection programmes)
- 31 August (all other programmes for non-South African citizens)

## Application process

Applications are received online at [www.up.ac.za/apply](http://www.up.ac.za/apply).

Minimum entry requirements exist for all programmes, and these are also found on this website.

## Language

All International students have to prove that they are proficient in English to study at UP.

## Accommodation at the University of Pretoria

The university offers various on-campus accommodation. As the numbers are limited, placement is based on previous and on-going academic merit. Applications for accommodation are indicated on the application form used to apply to study at UP.

## International Students Support

For international students there is a specific International Students Division (ISD) who will assist you with your immigration compliance, health cover requirements, special orientation, bank accounts, etc.

They also provide information on Exchange/Study Abroad programmes, and offer a comprehensive service to Postdoctoral Fellows.

The university has various support services for all students on campus, including student health, counselling, and academic development and also have various student leadership organisations.



### University of Pretoria

#### International Students Division

##### Location:

Ground floor, Graduate Building, Hatfield Campus, Pretoria.

Tel: +27 (0)12 420 3111

Email: [isd@up.ac.za](mailto:isd@up.ac.za)

Web: [www.up.ac.za](http://www.up.ac.za)



# University of South Africa

## Shaping futures through education

The University of South Africa (Unisa) is the only higher education institution to carry the name of the country, and is **the people's university** in every sense of the word. Throughout its **history, spanning more than 14 decades**, Unisa has **shaped futures through education**. Evolving from distance education pioneer in the 1940s to today's pacesetter as an **open distance learning (ODL)** institution, Unisa has always been driven to unlock access to higher education for as many people as possible. Committed to providing inclusive education and keeping abreast of an ever-evolving higher education landscape, Unisa's journey has been one of continuous growth and transformation.

Unisa takes pride in its African identity and has the interests of the continent at heart.

Unisa takes pride in its identity and has the **interests of the continent** at heart. Through its academic programmes, relevant research and innovation, and community engagement initiatives, the university acknowledges its African roots and acts on the needs of South Africa and the continent.

### Here, there and everywhere

Unisa has more than 350 000 students and is the **largest university in South Africa and on the African continent**, and one of the world's mega-universities. With offices across South Africa and attracting students from 130 countries, the university has an **extensive geographical footprint and global reach**. Unisa's scenic main campus is located in Tshwane. It is supplemented by a student campus (also in the city), a Science Campus in Johannesburg, five regional offices, an Ethiopian office and 28 learning centres countrywide.

However, as an open distance learning (ODL) institution Unisa's presence is not restricted to buildings and campuses. Unisa is literally **at the fingertips of everyone** with a suitable device and internet access.

### Innovative in teaching and learning

Unisa is a **comprehensive university** offering both vocational and academic programmes from the level of short courses, and under - and postgraduate certificates and diplomas to degrees, including honours, master's and doctoral qualifications.

As an open distance learning pioneer, Unisa is known for delivering well-designed, interactive study material. Students have access to a **diverse menu of support services** ranging from face-to-face tutorials to video conferences, satellite broadcasts and e-tutors.

Learning programmes in a wide spectrum of disciplines are offered at Unisa's **eight colleges**, comprising of the following:

#### College of Accounting Sciences

The college is geared towards establishing itself as a leader in the field of formal education in accounting sciences on the African continent. Currently it **enrols, on average, 40% of all accounting students in South Africa and produces 20% of accounting graduates**.



### College of Agriculture and Environmental Sciences

The college offers a rich range of programmes from the 'green sciences' that promote sustainable environmental management to animal health, agricultural management, horticulture, geography, life sciences and consumer sciences, which focus on food, nutrition and hospitality.

### College of Economic and Management Sciences

The college is the **largest provider of business education in Africa** and one of the largest in the world. The college constantly conducts intensive research in the private and public sectors to establish the relevance and usefulness of its degrees and courses. The Graduate School of Business Leadership (SBL) is an autonomous academic department within the college.

### College of Education

The college is responsible for the professional education and training of **close to 50% of all teachers** in South Africa.

### College of Human Sciences

The college offers high-quality general academic and **career-focused programmes** in the arts and humanities, social sciences, education, religion and theology.

### College of Law

The college confers professional qualifications that provide access to the legal profession, as well as various career-based qualifications in subjects such as police practice. With 250 experienced and well qualified teaching staff and close to 37 000 students, the college is **the largest faculty of law in Africa**.

### College of Science, Engineering and Technology

Offering learning programmes in a **range of science, engineering and technology disciplines**, the college opens the door to a variety of exciting careers in industry, education, and basic or applied research.

### College of Graduate Studies

The college differs from Unisa's other colleges in that it doesn't offer graduate programmes. Instead, it provides a range of university-wide research training programmes, enrichment activities and support mechanisms to **assist postgraduate students** and contribute to the development of researchers. The college provides a virtual research platform for postgraduate students in all colleges, thus promoting both interdisciplinary and research excellence.

### Research that matters

Unisa has a **strong commitment to conducting basic, strategic and applied research** and the university aims to build research capacity and address challenges pertinent to the country and the African continent.

The university has in a pool of talented researchers, more than 180 of whom have received National Research Foundation (NRF) ratings. Unisa also boasts more than 10 000 master's and doctoral students.

At the **Unisa Science Campus** the focus is on growing research capacity and supporting research activities in the fields of science, engineering and technology, as well as agriculture and environmental sciences. With leading-edge laboratories (facilities not generally associated with open and distance e-learning institutions) the Science Campus is *the* place where scientists get to do what they love to do – putting theory into practice.

At the heart of the university and offering exceptional support to researchers, the **Unisa Library** is the largest academic library in Africa and one of the best-endowed in terms of information resources and information technology. It is, moreover, one of the largest dedicated distance and open education libraries in the world.

### Research chairs

Unisa hosts **numerous research chairs**, including the following:

- UNESCO-Unisa Africa Chair in Nanosciences and Nanotechnology
- The DST/NRF South African Research Chair Initiative (SARChI) Research Chair in Development Education
- The DST/NRF SARChI Chair in Social Policy
- The DST/NRF SARChI Research Chair for Information and Computer Science
- The DST/NRF SARChI Research Chair for Law, Society and Technology
- The WIPHOLD-Brigalia Bam Chair in Electoral Democracy in Africa
- The Exxaro Chair in Business and Climate Change

Recently five new chairs were established to bolster the research capacity in the following niche areas: high performance scientific computing, ecotoxicology, macroeconomic policy analysis, superconductivity energy technology, and topology.

### Engaging with our community

In yet another expression of its vision to **shape futures in the service of humanity**, Unisa is embarking on various **community engagement (CE) and outreach** initiatives. In aid of this the university is putting its academic resources to work to assist in solving problems and meeting the pressing needs of communities.

#### University of South Africa

#### International Relations and Partnerships Directorate

Tel: +27 (0)12 441 5306

Fax: +27 (0)86 523 9482

E-mail: [irpd@unisa.ac.za](mailto:irpd@unisa.ac.za)

Website: [www.unisa.ac.za](http://www.unisa.ac.za)



# University of the Western Cape

## An Engaged University

The University of the Western Cape (UWC) was established in 1959 in terms of the extension of Higher Education Act of 1956 as a University College for “non-whites other than Bantu”. In the 1970s and 1980s it rejected the ideological foundations on which it was established, became a home of the left, adopted an open admissions policy, and encouraged all applicants to enroll.

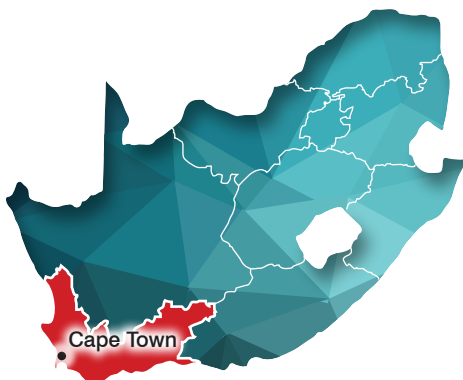
We are committed to being a research-led learning-focused university – where holistic and flexible learning and research takes place inside and outside the classroom.

Identifying with the University's academic and political goals, Desmond Tutu, an iconic figure in the struggle for social justice, became UWC's Chancellor in 1987, serving passionately until 2011. To fill his shoes the University inaugurated the Archbishop of Cape Town Dr. Thabo Makgoba as its new Chancellor in 2012.

### Location

The University's 106 hectare Main Campus lies like an oasis in the centre of the Cape Town Metropolitan area. It is just 27km from central Cape Town and the V&A Waterfront and a mere 7km from the airport.

The 30 hectare Cape Flats Nature Reserve (a Provincial Heritage site) – one of the last representative patches of Cape Flats fynbos – forms part of the modern, leafy campus. The University has two other campuses: one for Dentistry at Tygerberg Hospital Complex and an Oral Health Centre in the large township of Mitchell's Plain.



### Engaging with change

UWC sees itself as an Engaged University, facing the future in a way that transcends the past, and embracing the complex reality of transformation and global technological advances. **We are committed to being:**

- A research-led learning-focused university – where holistic and flexible learning and research takes place inside and outside the classroom;
- An anchor institution in the region, connecting communities, industries and academics;
- A hub in the research and innovation landscape, focusing on the strategic international development of key north-south, east-west academic alliances;
- A place with a sense of community, where collective leadership matters and we draw our inspiration from the exceptional people surrounding us.

### General Admissions Criteria:

The minimum admission requirement is a National Senior Certificate (NSC) with an achievement rating of 4 (Adequate achievement, 50-59%) or better in four subjects chosen from the recognised 20-credit NSC subjects (known as the 'designated subject list').

For admission to degree and diploma programmes UWC uses a weighted system for calculating points. In order to be admitted to degree studies the candidate should have attained a minimum of 27 points, and admission to diploma studies requires a minimum of 23 points.





### UWC has achieved excellence in a number of research areas:

Of South Africa's 25 universities, a recent National Research Foundation (NRF) survey found that UWC is:

- Ranked 6th in the proportion of NRF-rated researchers on the full-time academic staff.
- Ranked 5th in the proportion of academic staff with PhDs.

### Some of UWC's international partnerships:

- Africa: Namibia, Uganda, Mozambique, Tanzania, Kenya and others
- Australia
- Belgium
- Canada
- China
- Finland
- France
- Germany
- Norway
- Sweden
- The Netherlands
- USA

### Pride in excellence

- **1:** UWC is the leading University in South Africa in the fields of Ecology, Nuclear Physics, Genetics & Heredity, Planning & Development, Multidisciplinary Sciences (Web of science citation impact for 1993-2012)
- **2:** UWC has been elected South Africa's Greenest Campus twice since the Green Campus Initiative awards began in 2012
- **3:** The number of World Health Organization Collaborating Centres hosted by UWC (in Oral Health, Health Systems Complexity and Change and Bioinformatics and Human Health)
- **3** current Vice-Chancellors of South African universities are UWC alumni (including UWC's VC, Prof Tyrone Pretorius)
- **4:** UWC's rank overall among South African institutions for research citations
- **7:** The spot UWC holds on the Times Higher Education's rankings of the top universities in Africa for research influence
- **11:** The number of SARCHI Chairs hosted at UWC
- **25 (and counting):** The number of state-of-the-art school science labs developed by UWC's Science Learning Centre for Africa
- **47%** of South Africa's dentists are produced by UWC's Faculty of Dentistry
- **55:** UWC is celebrating its 55th anniversary this year
- **56%** of UWC's teaching staff hold doctorates
- **100:** The number of PhDs who graduated from UWC in 2014 (alongside 4000 graduates total)
- **100:** UWC's ranking amongst all 2500 BRICS universities (placing it comfortably in the top 5%)
- **365%:** How much UWC's research output grew from 2001 to 2013

### Graduating Citizens of the World

"UWC graduates are people who have both sufficient depth in their discipline and extensive breadth in deploying the range of skills that 21st century society demands," Prof. Tyrone Pretorius, Rector and Vice-Chancellor of UWC, explains. "We owe it to our

students to develop in them the ability to learn and re-learn, and to take their place in an ethical citizenry able to advance the development of a democratic society."

Recent rankings place UWC 5th overall among South African universities and 7th among African Universities. UWC has been ranked 100th out of approximately 2500 universities world-wide in the BRICS countries, placing it comfortably in the top 5%.

The Centre for Humanities Research (CHR) at UWC has brought together a critical mass of outstanding academics with expertise across several disciplines, and has rapidly grown into a centre of international standing. Cutting-edge research undertaken by the Institute for Poverty, Land and Agrarian Studies (PLAAS) and by our academics in the Dullah Omar Institute in human rights law and children's right continues to impact on policy formulation and development at national and international level.

In the sciences, the recently-launched Energy Storage Innovation Lab works to find new ways to meet the energy challenges facing South Africa. The South African National Bioinformatics Initiative (SANBI) at UWC is Africa's leading Centre for Bioinformatics and one of 18 comparable centres world-wide, hosting an NRF/DST Research Chair in Bioinformatics and Human Health. Furthermore, UWC has positioned itself as a major player in space science: it's the only university with two SARCHI Chairs in astronomy, and a third chair in partnership with the Square Kilometre Array Project.

UWC excels in teaching as well as research –staff have received awards from the Higher Education Learning and Teaching Association of Southern Africa (HELTASA) for five years in a row.

And UWC students continue to excel – students from the University have featured in international competitions such as the International Student Cluster Competition, the American Association of Petroleum Geologists Imperial Barrel Award challenge, and the Jessup International Moot Court, and have received prestigious L'Oreal Women in Science fellowships, among many other triumphs.

"There is a saying that the greatest use of life is to spend it on something that will outlast us," UWC Rector and Vice-Chancellor Prof Tyrone Pretorius notes. "Society has entrusted us with a special university. It is our duty to future generations to pass on the gift we have received – and to build on it as well."

#### University of the Western Cape

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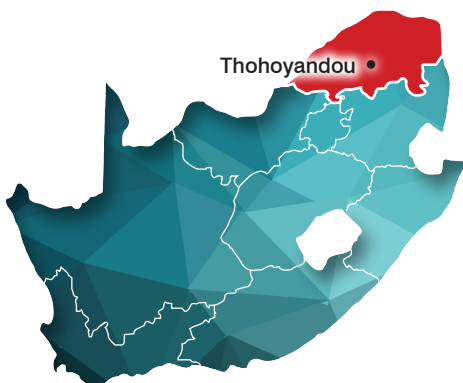
Website: [www.uwc.ac.za](http://www.uwc.ac.za)

# University of Venda

## Creating Future Leaders

The University of Venda (UNIVEN) is committed to delivering high quality academic programmes at both undergraduate and postgraduate levels. The University has invested significant resources ranging from highly qualified academics and NRF- rated researchers, new buildings including student residences, staff offices, state of the art laboratory equipment and a modern ICT infrastructure to ensure that it produces graduates with skills relevant to our regional and national socio-economic development strategies. A new institutional culture of excellence and quality, characterised by peace and stability on campus, has emerged. The University feels truly proud of the calibre of graduates that it produces and is confident that it is creating great future leaders.

The University of Venda has invested significantly in order to ensure that is produces graduates with skills relevant to our regional and national socio-economic development strategies.



### Research

UNIVEN's research output continues to grow exponentially. The audited output of research publications increased in 2014 by 52.93 publication units - from 148.77 units in 2013 to 227.51 in 2014, with the largest increase seen in journal publications. The University has twenty-three National Research Foundation rated researchers. UNIVEN is geographically well situated to conduct research in the fields of rural development, indigenous knowledge systems and indigenous law. It is located in an area where traditional governance structures dominate the daily lives of many people. Simultaneously, it is the closest institution of higher learning to three of the most significant archeological sites in southern Africa: Mapungubwe, Thulamela and Great Zimbabwe. Consequently, UNIVEN provides an ideal destination for international researchers who want to engage with the rural African context.

### Community Engagement

Univen plays an active and leading role in the field of Community Engagement. The Vuwani Science Resource Centre brings science, mathematics and technology closer to rural communities. UNIVEN is proud of the community-based research of the Institute for Rural Development. International partnership in community engagement is a specific strength of the University.

### Infrastructure Development

As part of the on-going academic re-engineering and transformation process UNIVEN has achieved significant milestones of an aggressive infrastructure redevelopment exercise in support of its core business of teaching, learning; research and community engagement. Presently a new phase of infrastructure development is underway; which includes the construction of, a new School of Human and Social Sciences, a new School of Health Sciences, and significant extensions to the School of Agriculture as well as a new Student Centre.





## A University in Transformation

Univen wholly embraces transformation in its fullest sense. Its university community is committed to working together in the spirit of Ubuntu to achieve the transformation necessary to ensure that it strengthens its position as locally relevant, but globally competitive institution of higher learning in which all members of the community, irrespective of race, gender or nationality feel welcome and motivated to contribute to its success. The University has left its past as an originally ethnic group-focused higher education institution behind and transformed itself into an academically excellent, diverse higher education institution which has assumed its rightful place amongst its South African and international peers.

## Student Life

UNIVEN's students engage in a variety of extramural, sporting, cultural and social activities. The University provides for the needs of its physically challenged students through its dedicated disabled student unit. The position in a vibrant African town,

Thohoyandou, allows students access to urban life. Its scenic setting, the proximity of Kruger Park (65 km from UNIVEN's gate) and the proximity of heritage sites and nature reserves provide unique and diverse recreational opportunities.

### University of Venda

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Website: [www.univen.ac.za](http://www.univen.ac.za)



“Univen wholly embraces transformation in its fullest sense.”



THINKING GLOBALLY - ACTING LOCALLY



In May 2015, we launched the first fully fledged institute for advanced study in South Africa's political and economic heartland – the **Johannesburg Institute for Advanced Study (JIAS)**. This initiative is in partnership with the Nanyang Technological University (NTU), Singapore, and will provide opportunities to unite African and Asian thought and research at the highest academic level.

For more information visit [www.uj.ac.za](http://www.uj.ac.za)

**JIAS**

JOHANNESBURG INSTITUTE FOR ADVANCED STUDY  
AN INITIATIVE BETWEEN THE UNIVERSITY OF JOHANNESBURG  
AND NANYANG TECHNOLOGICAL UNIVERSITY, SINGAPORE

RETHINK. REINVENT.



# Cape Peninsula University of Technology Poised to scale new heights



Growth in student enrolments at CPUT, already the largest university in the Western Cape and the only in the region with various campuses in the Peninsula and the Winelands, will jump to 38 500 in 2019, about 5 000 more than the current enrolment figure. Likewise, our research output figures are set to rise steadily to achieve our goal of being ranked in the top 10 publicly-funded universities in South Africa.

CPUT offers 80 undergraduate programmes with postgraduate components in most of these courses. Our unique work-integrated model, combining classroom learning with practical experience, continues to produce young professionals with the skills and knowledge to transition successfully into the workplace.

The past decade has seen CPUT introducing new qualifications to address the needs of commerce, industry and the public sector. We have also established a strong interdisciplinary research culture and strengthened collaborative initiatives with government, business, leading South African universities and top universities throughout the world. We're committed to and have achieved excellent results in transferring our research and innovation outputs into commercially viable and socially relevant products and services. baking, motor repair work skills, computer literacy, sewing, and fashion designing.

## Bellville

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## Cape Town

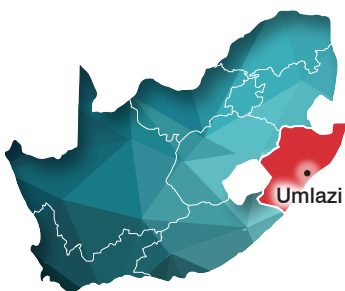
**Tel:** +27 21 460 3955 / 8390 / 3984

**Fax:** +27 21 460 3921

**E-mail:** mokoena@cput.ac.za

**Physical address:** Room 2.101, 2nd Floor, Administration Building

# Mangosuthu University of Technology Contributing to the advancement of vocation-based education and training.



## About MUT:

Mangosuthu University of Technology (MUT) is situated on the outskirts of Durban and overlooks the beautiful Indian Ocean. University education is tertiary education that provides students with career oriented skills through a combination of theoretical knowledge and practical experience in the work place. MUT co-operates closely with commerce and industry to ensure that the curriculum of a particular qualification is completely relevant to the chosen field and that the qualification is market related. Theoretical studies as well as a period of in-service training form part of the programme. Graduates enter the workplace equipped with the essential knowledge, range of abilities and practical experience relevant to their chosen careers.

## Core Purpose of MUT:

To contribute to the advancement of vocation-based education and training that will enhance the country's skills and competitiveness for the development of humanity. The needs of the community and the RDP are a central focus in all programmes the university undertakes.

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KwaZulu-Natal, 4031

OR

511 Griffiths Mxenge Highway, Umlazi,  
KwaZulu-Natal, 4031

**Tel:** 031 907 7111



# North-West University...

## It all starts here



### North-West University

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Potchefstroom Campus  
11 Hofman Street  
Potchefstroom  
2531

Tel: (+2718) 299 111

Fax: (+2718) 299 2767

E-mail: Kathleen.Foutie@nwu.ac.za

"It all starts here" is the NWU's pay-off line. The NWU was established on 1 January 2004 through the merger of two universities with very different histories, personalities and cultures: the Potchefstroom University for Christian Higher Education and the University of the North-West. The staff and students of the Sebokeng Campus of Vista University were also incorporated, adding further to the richness of our heritage.

Today, the NWU is recognised as one of the best-managed and most innovative universities in South Africa. We continue to celebrate and encourage multiculturalism, multilingualism and multinationalism.

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

The publication known as the "Corporate Profile" reflects the innovative culture and management excellence of the NWU.

# Sefako Makgatho Health Science University

## Knowledge for Quality Health Services'



Sefako Makgatho  
Health Science University  
Molotlegi Street  
Ga-Rankuwa, Pretoria, Gauteng

Switchboard: (012) 521-4111

Fax: (012) 560-0086

Web: [www.smu.ac.za](http://www.smu.ac.za)

The Minister of Higher Education and Training, Dr Blade Nzimande has established a new institution, i.e., the Sefako Makgatho Health Sciences University (SMU) whose main purpose is teaching, research and community engagement. This was published in the South African Government Gazette no: 37658 of the 16 May 2014. The University is located at Ga-Rankuwa at the then Medunsa campus of the University of Limpopo, previously known as the Medical University of Southern Africa (MEDUNSA). The University opened its doors in January 2015 and continues with the academic programmes offered at the then Medunsa campus.

### Vision

Given the poor quality of the South African health care system it is essential that SMU produces highly qualified health personnel whose competency is similar to those who have highly effective health care systems in the world. **For this reason, the vision of the university is:**

### Mission

The mission of the university is informed by the need for the development of relevant evidenced-based health care system that is staffed by highly competent health care personnel and scientists who can understand the research and other related matters to improve the system.

This mission will be achieved through strengthening of human resources and research capacity, improved physical infrastructure and improved recruitment and selection of both students and faculty.



# Sol Plaatje University

## Stimulating provincial and national heritage



**Sol Plaatje University**  
The Registrar

**Tel:** 053 807 5300  
**Email:** [Information@spu.ac.za](mailto:Information@spu.ac.za)

**Website:** [www.spu.ac.za](http://www.spu.ac.za)

The Sol Plaatje University in Kimberly draws on distinctive strengths and heritage of the Northern Cape, stimulating provincial and national development and has the potential to inject new life and purpose into Kimberly and the Northern Cape – a place bursting with energy, attracting people from all over Southern Africa and from other continents.

**The following programmes are currently offered at Sol Plaatje University.**

- Bachelor of Education Degree (Senior Phase and FET Phase)
- Bachelor of Education Degree (Intermediate Phase)
- Bachelor of Science Degree in Data Sciences
- Diploma in Information Technology
- Diploma in Retail Business Management
- Higher Certificate in Heritage Studies

**New programmes that are envisaged for qualifications in 2016 at Sol Plaatje University include the following degree studies:**

- Bachelor of Natural Science
- Bachelor of Arts
- Bachelor of Commerce. (Sol Plaatje University, 2016: <http://www.spu.ac.za>)

# Tshwane University of Technology

## A leader in Africa



**Tshwane University of Technology**  
Pretoria Campus

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**Website:** [www.tut.ac.za](http://www.tut.ac.za)

The Tshwane University of Technology (TUT) is a proud product of South Africa's first decade of democracy. While the size and scope of this dynamic new institution impresses, the quality of its teaching, research and community engagement is what makes the university really stand out.

Its geographic footprint covers four of South Africa's nine provinces – Gauteng, Mpumalanga, Limpopo and the North-West Province – with campuses located in Tshwane, Nelspruit, eMalahleni and Polokwane. Large numbers of students are also drawn from other provinces and from neighbouring countries such as Botswana, Zimbabwe, Namibia and Swaziland.

### Career-focused

TUT is truly an institution in service of the Southern African community. One of its key focuses is therefore the economic and social development of the Southern African region. In its quest to promote knowledge and technology, it provides the market with a career-focused workforce. It also aims at making a significant contribution to creating sustainable economic growth that will impact on the standard of living of all of the region's people.

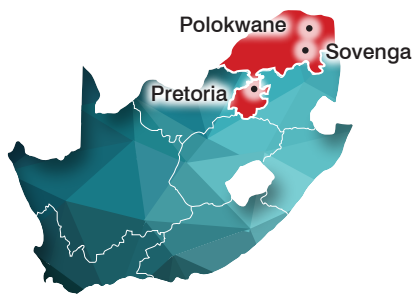
### Faculties

**Academically, TUT is divided into seven faculties:**

- Arts • Economics and Finance • Engineering and the Built Environment • Humanities
- Information and Communication Technology • Management Sciences • Science

# University of Limpopo

## Finding solutions for Africa



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

The university has two campuses – Turfloop Campus in Polokwane and Medunsa Campus in Ga-Rankuwa, Pretoria.

### Vision

"To be a leading African university, epitomising excellence and global competitiveness, addressing the needs of rural communities through innovative ideas."

### Mission

"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."

### 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 resources needs of the private and public sectors.

**University of Limpopo**  
Turfloop Campus

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# University of the Free State

## Inspiring Excellence. Transforming Lives



The University of the Free State (UFS) is one of the oldest institutions of higher education in South Africa. It opened its doors in 1904 on the Bloemfontein Campus with a mere six students in the Humanities. Since then, our institution has grown to more than 34 127 students, spread across seven faculties over three campuses.

In addition to the founding campus, the university has a South Campus in Bloemfontein. This smaller campus provides alternative access to higher education for promising students who have not obtained the required marks in their final school examinations. Our vibrant Qwaqwa Campus in the Eastern Free State serves a rapidly-growing number of rural students from the immediate area and surrounding provinces.

The changes taking place at the university continue to capture the imagination of people everywhere, including the international media, and our growing base of international universities.

Inspiring excellence. Transforming lives. These objectives are the driving forces at the heart of the UFS. Through our Human and Academic Projects, we are a university internationally recognised for human reconciliation and compassion as well as for excellence in academic achievement.

**University of Free State**  
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Park West  
Bloemfontein

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Website: [www.ufs.ac.za](http://www.ufs.ac.za)

# University of Zululand

## Globally Connecting Higher Achievers



As a university that is bent on producing students of the highest calibre, University of Zululand (UNIZULU) believes in providing quality teaching and learning in an environment that encourages creativity, innovation and research.

As the only comprehensive university in northern KwaZulu-Natal, our undergraduate and post graduate programmes have been specifically designed to develop students into socially responsible, highly skilled, productive and globally competitive citizens.

The University's KwaDlangezwa Campus provides mainstream courses across the Faculties of Arts, Education, Science and Agriculture, and Administration, Commerce and Law. Whilst the Richards Bay Campus provides vocational and technical courses that are focused on development of the local and national maritime sector and industry skills needs.

Since its establishment in 1960, UNIZULU's scope has diversified, attracting a large number of international scholars and student participation in its international engagements with universities and research institutes across Africa, Europe, United States, Asia and Australia. International students are provided with social and academic support, ensuring a smooth integration into the UNIZULU Community. External engagements are focused on capacity building and promoting innovation and entrepreneurship through local and international research collaborations and partnerships. The University offers more than 250 programmes in various fields.

At UNIZULU, we believe that sport and recreation play a vital role in leading a healthy, vibrant lifestyle that enhances students' experience. In addition, to ensure our students' sound mental and physical health, we offer more than 17 sports codes and 24 hours medical assistance.



### University of Zululand International Linkages Office

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# Walter Sisulu University

## A developmental university

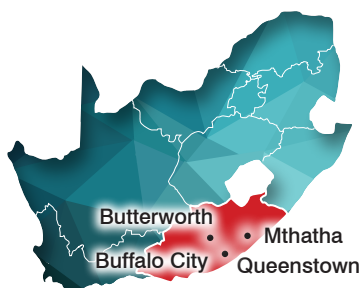


Walter Sisulu University (WSU) is a comprehensive university situated in the largely rural province of the Eastern Cape. The university was established on 1 July 2005 through the merger of the former Border Technikon, Eastern Cape Technikon and the University of Transkei.

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

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

The university has five faculties that offer a full-range of accredited qualifications: Health Sciences; Science, Engineering and Technology; Business, Management Sciences and Law; Education; and 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, the UK and Africa.



### Walter Sisulu University

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## Study South Africa Associates

### International Education Association of South Africa (IEASA)

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**Website:** [www.ieasa.studyasa.org](http://www.ieasa.studyasa.org)

### Universities South Africa

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**Website:** [www.universitiessa.ac.za](http://www.universitiessa.ac.za)

## Government

### South African Government

**Website:** [www.gov.za](http://www.gov.za)

### Government Communication and Information Service

Address: 1035 Cnr Francis Baard and Festival Streets, Hatfield, Pretoria, 0083  
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### Department of Home Affairs

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## Education

### Council on Higher Education

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**Website:** [www.che.ac.za](http://www.che.ac.za)

### South African Qualifications Authority

Postnet Suite 248, Private Bag X06  
Waterkloof, 0145, Pretoria  
South Africa  
**Helpdesk:** 0860 111 673  
**Tel:** +27 (0) 431 5000  
**Fax:** +27 (0) 431 5147  
**E-mail:** [customer-care@saqa.org.za](mailto:customer-care@saqa.org.za)  
**Website:** [www.saqa.org.za](http://www.saqa.org.za)

### SARUA (Southern African Regional Universities Association)

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27 St Andrews Rd  
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**Website:** [www.sarua.org](http://www.sarua.org)

### MACE (Marketing, Advancement and Communication in Education)

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**Website:** [www.mace.org.za](http://www.mace.org.za)

## Research

### National Research Foundation

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**Website:** [www.nrf.ac.za](http://www.nrf.ac.za)

### National Advisory Council on Innovation

**Website:** [www.naci.org.za](http://www.naci.org.za)

### Africa Institute of South Africa

**Website:** [www.ai.org.za](http://www.ai.org.za)

### Agricultural Research Council

**Website:** [www.arc.agric.za](http://www.arc.agric.za)

### Council for Geoscience

**Website:** [www.geoscience.org.za](http://www.geoscience.org.za)

### Council for Minerals Technology

**Website:** [www.mintek.co.za](http://www.mintek.co.za)

### Council for Scientific and Industrial Research

**Website:** [www.csir.co.za](http://www.csir.co.za)

### Hartebeeshoek Radio Astronomy Observatory

**Website:** [www.hartrao.ac.za](http://www.hartrao.ac.za)

### Hermanus Magnetic Observatory

**Website:** [www.hmo.ac.za](http://www.hmo.ac.za)

### Human Sciences Research Council

**Website:** [www.hsrc.ac.za](http://www.hsrc.ac.za)

### iThemba Laboratory for Accelerator Based Sciences

**Website:** [www.nac.ac.za](http://www.nac.ac.za)

### South African Medical Research Council

**Website:** [www.mrc.ac.za](http://www.mrc.ac.za)

### South African Agency for Science and Technology Advancement

**Website:** [www.saasta.ac.za](http://www.saasta.ac.za)

### South African Astronomical Observatory

**Website:** [www.saaao.ac.za](http://www.saaao.ac.za)

### South African Bureau of Standards

**Website:** [www.sabs.co.za](http://www.sabs.co.za)

### South African Institute for Aquatic Biodiversity

**Website:** [www.saiab.ac.za](http://www.saiab.ac.za)

### South African Space Portal

**Website:** [www.space.gov.za](http://www.space.gov.za)

### Square Kilometre Array

**Website:** [www.ska.ac.za](http://www.ska.ac.za)

## Useful websites for students and travellers

### South Africa General Information

[www.safrika.info](http://www.safrika.info)  
[www.statssa.gov.za](http://www.statssa.gov.za)  
[www.rainbownation.com](http://www.rainbownation.com)  
[www.vfsglobal.com/dh/southafrica](http://www.vfsglobal.com/dh/southafrica)

### South Africa in the News

**Mail and Guardian:** [www.mg.co.za](http://www.mg.co.za)  
**The Times:** [www.thetimes.co.za](http://www.thetimes.co.za)  
**Sowetan:** [www.sowetan.co.za](http://www.sowetan.co.za)  
**Independent Newspapers:** [www.iol.co.za](http://www.iol.co.za)  
**News24:** [www.news24.com](http://www.news24.com)  
**Business Day:** [www.businessday.co.za](http://www.businessday.co.za)  
**City Press:** [www.citypress.co.za](http://www.citypress.co.za)  
**South African Broadcasting Corporation:** [www.sabc.co.za](http://www.sabc.co.za)  
**Daily Maverick:** [www.dailymaverick.co.za](http://www.dailymaverick.co.za)  
**Eye Witness News:** [www.ewn.co.za](http://www.ewn.co.za)

### Airlines

**British Airways:** [www.ba.com](http://www.ba.com)  
**Kulula.com:** [www.kulula.com](http://www.kulula.com)  
**Mango:** [www.flymango.com](http://www.flymango.com)  
**South African Airways:** [www.flysaa.com](http://www.flysaa.com)  
**Fly Safair:** [www.flysafair.co.za](http://www.flysafair.co.za)

### Travel and Tourism

[www.southafrica.net](http://www.southafrica.net)  
[www.tourism.co.za](http://www.tourism.co.za)  
[www.aatravel.co.za](http://www.aatravel.co.za)  
[www.wheretostay.co.za](http://www.wheretostay.co.za)  
[www.accommodation.co.za](http://www.accommodation.co.za)  
[www.sa-travelindex.com](http://www.sa-travelindex.com)  
[www.info.gov.za/faq/travel](http://www.info.gov.za/faq/travel)

### Arts and Culture

[www.artlink.co.za](http://www.artlink.co.za)  
[www.museums.org.za](http://www.museums.org.za)  
[www.music.org.za](http://www.music.org.za)  
[www.jamati.com](http://www.jamati.com)  
[www.eatout.co.za](http://www.eatout.co.za)



# IEASA

International Education  
Association of South Africa

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**Durban, South Africa**



# study

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