



Stellenbosch

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Experiential Education Prospectus



forward together
sonke siya phambili
saam vorentoe

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STELLENBOSCH UNIVERSITY GRADUATE ATTRIBUTES

An enquiring mind

A graduate who can be described as having an "enquiring mind" is curious, a lifelong learner who thinks critically and creatively, and someone who uses systematic methods of enquiry to formulate decisions. An enquiring mind is open to new as well as diverse ideas, is willing to learn from the received wisdom of the past, as well as to invent new ways of knowing and doing. This involves taking the best from international and dominant ways of knowing, and in addition from indigenous, local, lay and under- represented knowledge sources. It involves seeing the interconnectedness of different knowledge sources and knowledge systems and being able to process ideas and information in multi-disciplinary teams. An enquiring mind exercises discernment with regard to knowledge sources, knowledge claims and the values of knowledge. He or she considers the responsibility and accountability that accompany knowing and learning, and the respect for research-oriented approaches to problem solving.

An engaged citizen

An engaged citizen is one who is able to exercise leadership, and one who understands how to contribute as a member of a team and community, thus, to collaborate and be of service. An engaged citizen cares for him or herself and exercises care for others in increasingly widening concentric circles. This implies, for example, care in the family setting, the workplace or the classroom, at a municipal or regional level, at the national, continental as well as international level. Citizenship implies an awareness of a relationship between commitment to the local and national polity, on the one hand, and an awareness of the dangers of various forms of exclusivity, on the other. A Stellenbosch University graduate should have had the opportunity to engage critically in community interaction in the region, and to have considered potential solutions to the crises of sustainability and climate change. A SU graduate will be aware of the value of interaction on a global level and be open to influences from international settings. An engaged citizen has been exposed to the idea that transformation of society involves transformation of the self.

A dynamic professional

A SU graduate should have benefitted from the opportunity to learn to apply and communicate knowledge in various community, business, professional and personal settings. These forms of communication are oral, written, digital and multi-modal. A dynamic professional benefits from opportunities to grow and prosper and uses knowledge gained at university and beyond to solve problems in the workplace, home and community. A dynamic professional is innovative, takes initiative and is aware of the power of entrepreneurship. A dynamic professional has learnt the importance of ethical behavior and what this means in practice. At the same time, a dynamic professional is effective, and harnesses own talent as well as the capacity of others. The dynamic professional uses sustainable and effective technology. Finally, a dynamic professional has the flexibility to make career choices and decisions in relation to the changing nature of the world of work.

A well-rounded individual

The value of a SU curriculum (including the co-curriculum) should be evident in its cultivation of the humanity of the graduate. It should offer opportunities for the student to grow along social and individual dimensions, and along intellectual, as well as affective dimensions. The curriculum would provide individuals with the opportunity to grapple with issues of efficiency and mastery, as well as with values as guiding principles. It should provide the graduate with a sense of the importance of aesthetic, cultural, spiritual and traditionally scientific modes, with the value of physical as well as intellectual wellbeing and sporting life. A well-rounded individual would have had the opportunity to become a potential source of wisdom for him or herself, as well as to those with whom he or she interacts, and thus to take informed decisions. A well-rounded individual uses his or her education to enrich life in its broadest sense.

An enquiring mind

- Lifelong learner
- Critical and creative thinker
- Exercises responsibility for learning and using knowledge

An engaged citizen

- Leader and collaborator
- Social entrepreneur
- Effective in a diverse environment

A dynamic professional

- Problem solver
- Uses sustainable and effective technology
- Innovative

A well-rounded individual

- Exposed to cultural, intellectual and sporting life
- Takes responsibility for own development
- Takes informed and considered decisions.

MESSAGE FROM THE SENIOR DIRECTOR DIVISION: STUDENT AFFAIRS

Dear Student and Prospective Student

It is with great excitement that I welcome you to the Stellenbosch University's vibrant student life, in the classroom and beyond.

At Stellenbosch University you have an opportunity to learn and develop exceptional skills through exploring, experimenting, exposure to different settings and experiences, as well as sharing your views and your student life journey, with other students. You have an opportunity to share platforms with highly influential people and exceptional leaders in different spheres of life expanding your network and circle of experiential learning.

Experiential learning is a powerful approach to developing critical skills and building crucial competencies for functioning well and making an impact within a fast-paced, ever-changing world. Through experiential learning, you will interact with many other students from diverse backgrounds and make lifetime friends and collaborations.

The Co-curriculum offerings at Stellenbosch University will give you an edge and propel you to stand out among your peers. Through these offerings you will develop further as a critical and creative thinker, an engaged and responsible citizen of the world and you will refine your personal leadership skills. Your professionalism, in all areas of your life, will be sharpened and these skills will definitely contribute to your success as a student and as a leader and citizen of the world; a well-rounded graduate of Stellenbosch University.

Our team at the Co-curriculum Office and broader within the Centre for Student Leadership, Experiential Education and Citizenship (CSLEEC), are ready to guide you and share your journey. We encourage you to use the experiential learning opportunities outlined in this Experiential Education Prospectus and ignite your power to succeed!

Dr. Choice Makhetha
Senior Director
Division: Student Affairs

CENTRE FOR STUDENT LEADERSHIP EXPERIENTIAL EDUCATION AND CITIZENSHIP

Dear Students

Welcome to a wealth of opportunities that add a special dimension to your university experience. Whatever your academic, personal and post-graduation goals; you are sure to find an offering to enhance your success.

Stellenbosch University designs purposeful initiatives that reward your engagement with growth and development. Some also recognize successful completion on your academic transcript. Each presents the potential for you to discover, contribute, connect and impact. Choose what resonates with you and immerse yourself in an exciting experiential learning journey!

Tonia Overmeyer
Director: Centre for Student Leadership Experiential Education and Citizenship
Division: Student Affairs



EXPERIENTIAL LEARNING



The SU co-curriculum experiential learning approach is underpinned by experiential learning theory (ELT) which defines learning as a process whereby knowledge is created through the transformation of experience (Kolb, A & Kolb, D. 2009).

Successful graduates are students who become involved in learning activities both inside the classroom as well as outside of the classroom. In today's world of work, it is not enough to turn-up at the job interview with a degree. Future employers want to know what you can do and how you have extended your learning whilst at university. So, picture yourself applying for a highly sought after position at a blue-chip company or you are wanting to start your own organisation and need to approach donors. You are shortlisted and there are 5 candidates all with excellent academic marks. What would make you exceptional? Perhaps some of the candidates have volunteered in the community or served the university through a leadership position or started a student initiative.

Now you may be thinking, 'I have three or four years before graduation', 'I'll get to this later'. Graduates will tell you that it is very difficult to find the time in your final year for additional activities, when your attention and effort is focused on completing your degree. So, we urge you to begin your experiential learning journey from newbie status as a first year, by signing up for one of the many co-curricular activities in this prospectus.

The University is in the process of increasing the number of recognised co-curricular learning opportunities. These are co-curricular activities that will be recorded on the academic transcript once you have successfully completed all the learning requirements. Currently only the ones marked with the Approved symbol will be recognised on the academic transcript. Each semester new accredited opportunities will be added, so keep checking the prospectus semester updates. However, there are many co-curricular opportunities in this Prospectus that will develop the skills and competencies necessary to succeed as a student and graduate.

We encourage you to participate in at least 3 experiential learning categories during your time at University. Experiential learning opportunities are grouped together around specific skills and assigned to specific categories. These are outlined on the next page together with the Stellenbosch University's graduate attributes.

Carpe Diem! Seize the Day and make the most of your experiential learning journey at Stellenbosch University.

Ruth Andrews
SU Co-Curriculum Office



This symbol denotes that students who participate and meet all the requirements of the Module/Unit/Activity will receive academic transcript recognition.

EXPERIENTIAL LEARNING CATEGORIES

Academic Leadership

Students who demonstrate academic leadership takes ownership of their own learning journey through actively pursuing excellence in academia. Academic leadership includes enrolling in learning opportunities and research beyond the required degree coursework. It involves knowledge acquisition and application towards positive change.

Intercultural Engagement

Intercultural engagement involves active, willing engagement with other cultures that is founded on an understanding of one's own cultural position and deep respect towards people from other cultures. Students engaging in intercultural activities develop the ability to influence and lead in culturally diverse communities and society, harnessing difference as strength.

Mental Health and Wellbeing

Mental health is a dynamic state of internal equilibrium which enables individuals to use their abilities in harmony with the universal values of society. This includes abilities such as social and cognitive skills to identify, express and modulate one's emotions and empathize with others. Mental Wellbeing is the harmonious relationship between mind and body which represent pivotal components of mental health.

Personal Leadership

This is the leadership of the self. It is the student's ability to define a personal leadership pathway, be goal directed, acting with consistency, integrity and clarity. Personal leadership entails applying principles of student leadership and academic leadership and practicing wellbeing within your personal domain first and foremost.

Scholarship Awards and Service Recognition

This category acknowledges student accomplishment and awards such as the Rector's Awards, scholarship awards usually through a nomination and selection process. In addition, students who have served the university community through a selection and nomination process.

Social Impact

This category acknowledges individual and collective actions and acts of service by students in response to the challenges and needs within communities. Students apply innovation and critical thinking, technical knowledge, skills, capabilities in acts of service towards social good.

Sport & Wellbeing

This category offers recognition to students who engage in recognised activities that demonstrate selfcare through taking responsibility for their physical and mental health. This includes experiential learning opportunities focusing on healthy lifestyle choices that enhance wholstudent well-being and success. This category includes SU sport codes offering experiential learning opportunities.

Student Leadership

A student leader takes responsibility for sharing knowledge through inspiring and motivating others; mentoring; campaigns etc. A student leader strives to change the world by starting within their own community through positional as well as non-positional leadership. They model consistent, values-based leadership centered on service to the student community, university, and society.



FREQUENTLY ASKED QUESTIONS

Q.What is the Experiential Educational experience?

Many people have referred to out-of-classroom experience as “extra” meaning outside of the curriculum. Today it is widely recognized that most out-of-classroom experiences, done right, can help students learn, grow, and develop. Experiential Learning opportunities can include: leadership positions in student organisations, volunteer work, sport and additional areas. These opportunities help students get hands-on experience and develop important skills and competencies needed for post-graduate success.

Q. How important is Co-curriculum recognition at the SU?

The same academic and quality assurance principles that apply to modules successfully completed and indicated on the academic transcript also apply to learning successfully completed in the co-curriculum.

Q. What is a Co-curricular activity?

Any activity whereby learning is happening through an experiential education, formal, informal, inside and outside of the classroom.

Q. By participating in Co-curricular activities will I be automatically be recognized?

Different faculties and divisions have different requirements for recognition. Please consult specific faculty or division for more information on their recognition requirements.

What are the categories for Co-curriculum Accreditation?

- Academic Leadership
- Intercultural Engagement
- Mental Health and Wellbeing
- Personal Leadership
- Student Leadership
- Scholarship awards and service recognition.
- Social Impact
- Sport and Wellbeing

Q. What is the criteria for recognising Co-curricular activities?

Opportunities recorded on the Co-curriculum must be verified by the Co-curriculum Recognition Committee, using the following criteria:

- Must have a clear connection to the university and aligned to the SU Vision 2040 be capable of being validated by a permanent member of the faculty or staff.
- Must be aligned to the SU graduates attributes, develop identified competencies and transferable skills.
- Must provide an opportunity for experiential learning and the assessment thereof. Positions or activities that are primarily symbolic, and do not require significant programming and duties, will not be listed.

Q. Why does one club or activity count as Co-curricular, but another activity does not?

It may be the case that the particular activity does not meet the required standards for inclusion in SU Co-curriculum. Certain societies, for example, may meet the requirements because they are more academic or professional in nature than others, which are more social or recreational. Experiential Learning opportunities.



CENTRE FOR STUDENT LEADERSHIP EXPERIENTIAL EDUCATION AND CITIZENSHIP (CSLEEC)

The aim of the Centre for Student Leadership, Experiential Education and Citizenship (CSLEEC) is to ensure that Stellenbosch University (SU) provides comprehensive and coherent leadership experiences for its students by the development of graduate attributes. CSLEEC consists of the following portfolios:

CO-CURRICULUM OFFICE

The Co-Curriculum Office positions experiential learning as pedagogy for social justice through *Shared Humanity: Lessons in Critical Thinking*; academic transcript recognition for approved co-curricular activities; training in the principles of designing for transformative experiential learning; and the experiential learning prospectus. Collaborative partnerships, research, monitoring and evaluation assure alignment to SU Vision 2040.

FVZS INSTITUTE FOR STUDENT LEADERSHIP DEVELOPMENT (FVZSI)

Through the lens of democracy, human rights and social justice, in honour of a great South African thought-leader, Dr Frederik van Zyl Slabbert, the FVZSI's leadership offerings (from semester-long short courses recognised on the academic transcript to an integrated critical engagement portfolio) empower youth leaders to challenge their roles as active citizens within the broader global context.

ONLINE PROGRAMMING

The CSLEEC Online Programming team advises the Co-Curriculum and Student Governance teams with its experiential learning and leadership development programmes, as well as short courses offered by the FVZS Institute – enhancing, enabling, and extending access through online platforms, facilitating transformative student experiences across the institution, the continent, and the world.

STUDENT GOVERNANCE

Student Governance promotes ethical student governance principles in the face of governance challenges in the twenty-first century, in South Africa, Africa and around the globe. Guided by the SU Co-Curriculum Competency Framework and Graduate Attributes, student leaders are provided with leadership development opportunities empowering them to formulate solutions to some of the complexities and challenges student leaders are confronted with today.

For more information:

09 Bosman Street, Stellenbosch

Telephone: 021 808 2312

Get to know us: <http://www.sun.ac.za/english/learning-teaching/student-affairs/student-leadership>



SU CO-CURRICULUM OFFICE

ONLINE COURSES

DESIGNING FOR TRANSFORMATIVE EXPERIENTIAL LEARNING ONLINE TRAINING

Admission requirements: Participants are required to be a SU registered student/staff member with access to the SUNLearn platform and to be part of the team implementing the module/unit/activity seeking recognition.

Division/Faculty: Division: Student Affairs

Duration: Termly

Delivery mode: Online

Contact person: Ruth Andrews and Ramone Comalie

Contact details: rutha@sun.ac.za/ramone@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">To create accessible, standardised co-curriculum application training processes for academic transcript recognition through an online module comprising of synchronous and asynchronous modalities allowing for ease of access at the student's pace in the students' time thereby fitting into busy academic schedules.To provide experiential educators (staff and students) with the necessary tools and skills so that they are able to design, implement and measure, student centred, contextually relevant, transformative experiential learning opportunities, towards augmenting in-classroom learning.To establish the co-curriculum transcript recognition and retention processes as quality assurance and evaluation mechanisms so that the impact and the implementation of SU Vision 2040: A Transformative Student Experience within the co-curriculum domain can be realised.To create opportunities for local and global partnerships in the experiential education domain and to extend these opportunities of development to experiential educators so that they are networked to experiential learning communities of practice within SU and beyond.	<ul style="list-style-type: none">Unit 1A Context – Experiential Learning at Stellenbosch UniversityUnit 1B: Experiential Education Theory & ConceptsUnit 2: Academic Transcript RecognitionUnit 3: Theory of ChangeUnit 4: Purpose StatementUnit 5A: SU Competency Framework 1Unit 5B: SU Competency Framework 2Unit 6: Module ObjectivesUnit 7: Student Learning OutcomesUnit 8: Experiential Learning ActivitiesUnit 9: Experiential Learning AssessmentsUnit 10: Constructive Alignment	<p>As a result of completing this module students will:</p> <ul style="list-style-type: none">Develop the skills and practice of writing Module/Unit/Activity Purpose Statements; Objectives; Student Learning Outcomes in alignment to the SU Co-curriculum Competency Framework as requirements for academic transcript recognition.Draft sections of the co-curriculum recognition application form towards presenting an application to the Co-curriculum Recognition Committee applying for co-curriculum academic transcript recognition.Join a collaborative network of experiential educators within the university thereby contributing to their continued development and growth as experiential educators. This can find expression through the recently established global Experiential Learning Community of Practice (ELCP).

SHARED HUMANITY LEARNING COACH MODULE

Admission Requirements: Must be a registered Stellenbosch University student; Must have graduated from the Shared Humanity Module; Must be able to fully commit to the allocated module timeline and requirements.


Division/Faculty: Division Student Affairs

Duration: 7 months (April - October)

Delivery mode: Online

Contact person: Ruth Andrews & Fanelesibonge Ndebele

Contact details: rutha@sun.ac.za / fanele@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">To provide an opportunity for the student to build on the Shared Humanity experiential learning journey so that the institution can develop a critical mass of young leaders able to demonstrate concepts of social justice, democracy, and citizenship to their peers.To develop a cohort of learning coaches within an interdisciplinary context, addressing areas of criticality through their service as a learning coach thereby contributing towards shaping the next generation of advocates for social justice.	<ul style="list-style-type: none">Learning Coach Training Session 1Learning Coach Training Session 2Learning Coach Supervision Session 1Learning Coach Supervision Session 2Learning Coach Supervision Session 3In-Session Learning Circle CoachingBetween Session Learning Circle CoachingQualitative Learning CircleLearning Coaching Report Writing	<p>As a result of the Shared Humanity Learning Coach Module, the learning coaches will be able to:</p> <ul style="list-style-type: none">Understand the experiential learning process and peer-to-peer learning within a learning circle contextUnderstand the various levels of listening and apply this within a learning coaching framework.Demonstrate self-awareness; empathy and assertiveness as a learning coach within the SH learning circles.Foster an inclusive learning environment within the learning circles and encourage students towards their development as social justice advocates.Practice the intellectual traits of critical thinking as intellectual integrity; intellectual humility; intellectual fair-mindedness; intellectual courage; confidence in reasoning; intellectual autonomy; intellectual perseverance and intellectual empathy as a learning coach within the learning circles.Apply the principles of experiential learning coaching as methodology for grounding experiential learning within a social justice framework.Track the progression of Shared Humanity students in the pursuit of social justice advocacy by means of ethnographic journals, learning coach reports and participation within the advocacy project.



SHARED HUMANITY: LESSONS IN CRITICAL THINKING MODULE

Admission requirements: Registered senior (undergraduate or postgraduate) student at Stellenbosch University/Academic or Support Staff Member at Stellenbosch University
 Division/Faculty: Division: Student Affairs
 Duration: 6 months (excluding mid-year recess)
 Delivery mode: Online
 Contact person: Ruth Andrews/Fanelesibonge Ndebele
 Contact details: rutha@sun.ac.za/fanele@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> To provide undergraduate students with the critical competence required for making sense of the "big issues" of the day beyond the confines of their disciplines so that students will be able to engage effectively with global complexities. To teach students the elements of critical thinking, thereby providing students with conative and cognitive tools towards the formation of active citizenry that finds expression inside as well as beyond the classroom upon graduation. To instil an awareness of social justice through six domains of criticality that affect society, so that students take ownership of their behaviours and actions that contribute towards a shared humanity To develop an institutional culture that is able to reflect critically on the internal and external challenges as a collective so that students and staff are able to find solutions for pressing issues responsibly and constructively through critical engagement that respects of our shared humanity. 	<ul style="list-style-type: none"> Session 1: Context in the real world. Session 2: History – What is the present past and how should we deal with it? Session 3: Science and Technology – What are the human questions in artificial intelligence? Session 4: Health – What do past pandemics tell us about present and future pandemics? Session 5: Law – Can the law deliver on social justice? Session 6: Emersion – The politics of place and space. Session 7: Citizen-Leadership –Ubuntu -I am because you are. 	<p>By the end of this course participants will be able to:</p> <ul style="list-style-type: none"> critique the (in-)ability of humanity for rational thinking in justifying behaviours to match with personal beliefs, especially when believing something to be true despite evidence to the contrary; analyse and critique each domain of criticality as representative of the unit disciplines and apply techniques and tools for critical engagement as provided by Elder's elements of critical thinking; practise empathic listening when engaging with peers; actively seek to understand first, treating conflicting viewpoints as an opportunity to improve critical thinking, judgement, and critical reasoning; analyse and critique information gained from online learning material; interactions with peers and subject-matter experts as a means of developing an understanding the implications and consequences of thought; apply critical reasoning by practising withholding judgements; gathering and evaluating information from neutral sources; understanding the viewpoints of others before determining an outcome; integrate learnings within various contexts, formally and informally by applying and sharing new experiences, thereby demonstrating the concept of critical thinking as learning agility.



EXPERIENTIAL LEARNING COMMUNITY OF PRACTICE



The Experiential Learning Community of Practice – Africa (ELCP-Africa) is a global community of experiential educators and educational leaders, dedicated to pushing the boundaries of experiential education praxis and practice through developing experiential learning theory, research, programme design, sharing of knowledge, skills, and networks to further the intention of experiential education as transformation. The ELCP meets at least once a year with the primary form of connectedness through activities, workshops, conferences, and learning opportunities presented by its member organisations. Drawing on expertise and partnerships from across the world, the ELCP-Africa intends to create opportunities for transformative experiential learning towards addressing the critical humanitarian issues of our time. As a member of the ELCP-Africa, you will have an opportunity to connect with experiential educators from across the world, thereby forming a networked experiential learning community of practice. As an ELCP member, we invite you to share lessons in experiential learning praxis and practice, as well as share experiential learning opportunities, events, activities, and news. Most importantly, we invite you to help us shape and grow the ELCP to be everything you hope to see and experience in an experiential learning community. We trust by becoming part of the ELCP-Africa, your capability, skills and expertise in the area of experiential learning will be enhanced and that you will be deeply enriched as you share your knowledge, tips, and tools with the ELCP- Africa.

For more Information:

Contact: Ruth Andrews
 E-mail: rutha@sun.ac.za
 Stellenbosch University
 Group Link to Join
<https://www.linkedin.com/groups/9096313/>



Intercultural Learning for Global Engagement group (ILGE) are committed to creating an inclusive curriculum for students, reflecting the rich diversity of cultures around the world. Through the International Network of Universities, we bring together expertise and experience from our partner institutions to enable students and staff to develop intercultural understanding and a global perspective.

Intercultural Learning Workshops for Faculty & Professional Staff

Date/Time	Workshop	University Lead
Wednesday 27 April 2022 (13:00 – 15:00 BST)	Exploring diversity, equity and inclusion initiatives within career services	De Montfort University (UK) European University Viadrina (Germany) James Madison University (USA)
Wednesday 11 May 2022 (13:00 – 15:00 BST)	Shaping the University through student engagement	Kingston University (UK)
Wednesday 25 May 2022 (13:00 – 15:00 BST)	Embedding Intercultural Learning in My Teaching	James Madison University (USA)

Intercultural Learning Workshops for Students

Thursday 24 March 2022 (13:00 – 15:00 GMT)	Climate change and global engagement: From experience to action	James Madison University (USA) and Kingston University (UK)
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This information will be updated regularly as the sessions come together. For more information, please contact the INU
Coordinator: INU@kingston.ac.uk

Direct ILGE site link

<https://www.inunis.net/staff/ilge/>

ILGE Offerings

<https://www.inunis.net/intercultural-learning-session-2021-2022/>

Frederik Van Zyl Slabbert Institute for Student Leadership Development

SHORT COURSES

GRADUATE PROGRAMME

Admission requirements: Final year and postgraduate students
Division/Faculty: Division: Student Affairs
Duration: 3 months (8 sessions)
Delivery mode: Blended learning
Contact person: Spurgeon – Haddon Wilson
Contact details: spurgeon@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<p>This course aims to equip participants with the necessary knowledge and skills, underpinned by a strong focus on personal mastery, to tailor their own skill set and career prospects in line with the ever-changing working landscape. During this course, participants will;</p> <ul style="list-style-type: none"> explore the personal and professional skills (decision making, critical thinking, problem solving and analytical skills) required to become sought-after young professionals; observe and gain practical insights into their chosen and/or other work environment(s); and showcase learning of personal branding, CV writing, interview skills and financial literacy, through application. 	<ul style="list-style-type: none"> Landscape of global and national work environments Systems thinking Whole Brain thinking Financial savviness CV writing and interview skills Well-being in the world of work Professional networking 	<p>Upon completion of this programme participants should be able to:</p> <ul style="list-style-type: none"> understand their roles as leaders in their prospective work environment(s); Comprehend professional practice, which further enables their personal and professional development as young leading professionals. Demonstrate professional skills (in the form of personal branding, CV writing, interview skills, and financial literacy) and can apply it in their respective contexts.

GLOBAL CITIZENSHIP

Admission requirements: Grade 12 (Matric) Certificate
Division/Faculty: Division: Student Affairs
Duration: 3 months (8 sessions)
Delivery mode: Blended learning
Contact person: Spurgeon – Haddon Wilson
Contact details: spurgeon@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<p>The objectives of the course entail the following:</p> <ul style="list-style-type: none"> To deconstruct the theme global citizenship by introducing participants to various subthemes connected to global citizenship such as global learning, intercultural competence, global health, global leadership, gender equality, global education, identity and global leadership; To empower students to become global citizens by developing the necessary attitudes, knowledge and skills that are associated with being a global citizen; To introduce students to the United Nations sustainable development goals. 	<ul style="list-style-type: none"> Global citizenship Intercultural Competence Social and environmental justice Global health Gender equality UN Sustainable Development Goals 	<ul style="list-style-type: none"> Students will gain increased knowledge about global issues; Students will understand how their actions impact communities locally and globally; Students will demonstrate a values-based approach to creating positive change.

FACILITATIVE LEADERSHIP

Admission requirements: Grade 12 (Matric) Certificate
Division/Faculty: Division: Student Affairs
Duration: 3 months (8 sessions)
Delivery mode: Blended learning
Contact person: Spurgeon – Haddon Wilson
Contact details: spurgeon@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
The objectives of the course entail the following: <ul style="list-style-type: none">To deconstruct the theme global citizenship by introducing participants to various subthemes connected to global citizenship such as global learning, intercultural competence, global health, global leadership, gender equality, global education, identity and global leadership;To empower students to become global citizens by developing the necessary attitudes, knowledge and skills that are associated with being a global citizen;To introduce students to the United Nations sustainable development goals.	<ul style="list-style-type: none">Global citizenshipIntercultural CompetenceSocial and environmental justiceGlobal healthGender equalityUN Sustainable Development Goals	Upon completion of this course, participants should be able to: <ul style="list-style-type: none">Identify and discuss facilitation as a process of learning and how it differs and relates to traditional processes of learning;Recognise various types and modes of facilitation.Demonstrate the acquisition of skills, i.e. active listening, critical thinking and emotional intelligence, by facilitating a conversation

ACADEMIA LEADERSHIP PROGRAMME

Admission requirements: Grade 12 (Matric) Certificate
Division/Faculty: Division: Student Affairs
Duration: 3 months (8 sessions)
Delivery mode: Blended learning
Contact person: Spurgeon – Haddon Wilson
Contact details: spurgeon@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
The themes in this course aim to: <ul style="list-style-type: none">Introduce and expose participants to the basic principles and aspects of leadership in its various manifestations;Provide opportunities for the personal development and growth of participants by unlocking and developing their leadership skills;Empower participants to take initiative in their own respective contexts and student communities.	<ul style="list-style-type: none">Leadership and the SelfEthical LeadershipFacilitating difficult conversationsTime ManagementLeadership in ContextRelational Leadership	Upon completion of this course, participants should: <ul style="list-style-type: none">Have a foundational understanding of leadership and its various theoretical underpinnings;Have a better understanding of themselves and their development within their leadership journey;Be able to position themselves as leaders in the context of Stellenbosch University, nationally as well as globally.

LEADERSHIP IN LAW

Admission requirements: Grade 12 (Matric) Certificate; Enrolled for any degree in law at an Institution of Higher Learning
Division/Faculty: Division: Student Affairs
Duration: 3 months (8 sessions)
Delivery mode: Blended learning
Contact person: Spurgeon – Haddon Wilson
Contact details: spurgeon@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
In this course participants will: <ul style="list-style-type: none">review the concept of leadership, to gain insight into the notion of leadership within the legal and related professions, both in South Africa and globally;review possibilities within the legal and related professions, and to gain a deeper understanding regarding the skillset required within those various fields; andbe introduced to the knowledge and skillset required in both the legal profession and other law related career fields.	<ul style="list-style-type: none">Leadership and the lawBasic theory of engagement and litigationEthical leadershipExposure to the various legal professionsRethinking and decolonizing legal education	Upon completion of this course, participants should be able to: <ul style="list-style-type: none">identify the skillset required in the legal and related professions after graduation;articulate the connection between leadership and law; andcomprehend possible roles as leaders in the legal and related professions and the importance of these roles within the context of South Africa, as well as globally

HEALTH AND LEADERSHIP

Admission requirements: Grade 12 (Matric) Certificate
Division/Faculty: Division: Student Affairs
Duration: 3 months (8 sessions)
Delivery mode: Blended learning
Contact person: Spurgeon – Haddon Wilson
Contact details: spurgeon@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
In this course, participants will: <ul style="list-style-type: none">define the concepts of health, healthcare and personal well-being in relation to current trends in national and global contexts;explain the correlation between leadership and health;comprehend the worldviews influencing perceptions around health, healthcare and personal well-being, and evaluate the consequences and advantages of these alternative views;recognise potential health-related risk factors in themselves and in their peers.	<ul style="list-style-type: none">Health and healthcare definedWorldviews affecting healthcareThe interconnectedness between physical and mental healthSelf-careDestigmatising mental healthCase studies: Approached and protocolsPhysical health workshops	Upon completion of this course, participants should be able to: <ul style="list-style-type: none">identify, and determine the effect of current healthcare trends in the national and global context;explain the interconnectedness between leadership and health;Evaluate the way in which world views affect an individual's perception of health and healthcare; anddemonstrate practical skills to implement when considering their mental and physical wellbeing maintenance.

METANOIA LEADERSHIP COURSE

Admission requirements: Grade 12 (Matric) Certificate
Division/Faculty: Division: Student Affairs
Duration: 3 months (8 sessions)
Delivery mode: Blended learning
Contact person: Spurgeon – Haddon Wilson
Contact details: spurgeon@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
In this course, participants will: <ul style="list-style-type: none">Explore societal issues within the Stellenbosch and South African context.Develop a consciousness for societal issues that are prevalent within these contexts and their relevance to leadership.Demonstrate their understanding of active citizenship through the collaborative application of the knowledge gained.	<ul style="list-style-type: none">Facilitating difficult conversations;Identity and Intersectionality;Gender equality;Privilege;Active Citizenship;Decolonization and Transformation;Political Student Movements.	Upon completion of the course, participants should be able to: <ul style="list-style-type: none">Outline the societal challenges within both the Stellenbosch and South African context;Recognise and reflect on societal issues and facilitate discussions on its relevance to leadership;Recommend solutions to societal issues through participating as active citizens in collaborative work

LEADERSHIP IN EDUCATION

Admission requirements: Grade 12 (Matric) Certificate
Division/Faculty: Division: Student Affairs
Duration: 3 months (8 sessions)
Delivery mode: Blended learning
Contact person: Spurgeon – Haddon Wilson
Contact details: spurgeon@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
In this course, participants will: <ul style="list-style-type: none">explore the broader context of and a range of challenges facing and affecting education and schooling in South Africa;gain insight into the need for teacher agency in meeting these educational challenges and leading change in South African schools; anddiscover their role as leaders and agents of social change in South African education.	<ul style="list-style-type: none">Education as Social Institution;Education through a constitutional lens;Economics of Education;Language and Education;Leadership and Education;Teachers as agents of change.	Upon completion of this course, participants should: <ul style="list-style-type: none">gain exposure to the context of and the challenges facing and affecting education in South Africa;gain insight into need for teacher agency in South African schools;be able to position themselves as leaders and agents of social change in South African education.

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Admission requirements: Grade 12 (Matric) Certificate
Division/Faculty: Division: Student Affairs
Duration: 3 months (8 sessions)
Delivery mode: Blended learning
Contact person: Spurgeon – Haddon Wilson
Contact details: spurgeon@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
In this course, participants will: <ul style="list-style-type: none">Understand that due to our Volatile Uncertain Complex Ambiguous (VUCA) world, it is necessary to be able to source information and critically scrutinise information to enable awareness of social issues.Analyse information and integrate critical thinking skills with contextually appropriate innovation to create solutions for various social issues.Evaluate information and be exposed to methods which will enable them to institute new projects and initiatives within the Stellenbosch campus and into society at large.	<ul style="list-style-type: none">Post-Truth World & WorldviewsCritical thinkingSocial CohesionIntersectionalityDecision makingSocial EntrepreneurshipEmployment	Upon completion of this course, participants should be able to: <ul style="list-style-type: none">Access relevant information regarding social issues and analyse and compare these social issues within the broader themes of the course.Select and justify suitable solutions related to various social issues and to apply critical reasoning to the solution.Propose a solution to a social issue that is contextually relevant and to formulate and present an argument.

EXTERNAL OFFERINGS (SHORTER PROGRAMMES)

DEMOCRACY AND CITIZENSHIP

Admission requirements: Grade 12 (Matric) Certificate
Division/Faculty: Division: Student Affairs
Duration: 3 days
Delivery mode: Blended learning
Contact person: Spurgeon – Haddon Wilson
Contact details: spurgeon@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
In this course: <ul style="list-style-type: none">the aim of this course is to introduce participants and young leaders to the concepts of democracy, accountability and citizenship, and the critical questions surrounding those concepts;the focus will be primarily on the South African context, with a strong focus on the South African and African experience; andthe theoretical elements of this course will be complemented by exposure to these concepts and their manifestations in practice, which will assist and guide application in various contexts.	<ul style="list-style-type: none">South African HistoryPolitical Philosophy and DemocracyPublic PolicyBranches of GovernmentActive CitizenshipSouth African Electoral systemThe roots of the economic development of Africa	After completion of this course, participants should be able to have a broad understanding of: <ul style="list-style-type: none">democracy, citizenship and accountability in the context of South Africa;the basic concepts underpinning democracy and political philosophy;the three tiers of government in South Africa and the separation of power;the Constitution and the Bill of Rights;national, provincial and local government structures;public policy in the broad sense and specifically the National Development Plan; andbe able to critically engage on issues regarding democracy and active citizenship

LEADERSHIP SUMMIT FOR ASPIRING LEADERS

Admission requirements: Grade 12 (Matric) Certificate
Division/Faculty: Division: Student Affairs
Duration: One month (Three phase programme spread over a one-month period)
Delivery mode: Online
Contact person: Spurgeon – Haddon Wilson
Contact details: spurgeon@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">To encourage students to identify and analyse their strengths and leadership capabilities within the student leadership landscape so that they can lead sustainably in VUCA (volatile, uncertain, complex, ambiguous) times.To co-create with students a platform to identify contextual influences affecting student leadership within the institution and how it can be changed so that more students can take up leadership roles.To equip students with tools to implement their personal goal setting to seek the appropriate channels to practise their leadership so that there is a clear understanding of their contribution.	<ul style="list-style-type: none">Leadership definedSelf-awarenessWorldviewsSelf-careNational and global leadership landscapeLeadership for changeLeading in VUCA times	<ul style="list-style-type: none">Identify strengths and leadership capabilities to lead sustainably in VUCA times.Analyse the contextual influences within the student leadership landscape that may be preventing students from taking up leadership roles.Align strengths and capabilities to commit to developing personal leadership goals and apply them to practise leadership.

LEADERSHIP IN CONTEXT

Admission requirements: Grade 12 (Matric) Certificate
Division/Faculty: Division: Student Affairs
Duration: One month (Three phase programme spread over a one-month period)
Delivery mode: Blended learning
Contact person: Spurgeon – Haddon Wilson
Contact details: spurgeon@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">To encourage students to identify and analyse their strengths and leadership capabilities within the student leadership landscape so that they can lead sustainably in VUCA (volatile, uncertain, complex, ambiguous) times.To co-create with students a platform to identify contextual influences affecting student leadership within the institution and how it can be changed so that more students can take up leadership roles.To equip students with tools to implement their personal goal setting to seek the appropriate channels to practice their leadership so that there is a clear understanding of their contribution when they are in a leadership setting.	<ul style="list-style-type: none">Leadership definedSelf-awarenessWorldviewsSelf-careNational and global leadership landscapeLeadership for changeLeading in VUCA times	<ul style="list-style-type: none">Identify strengths and leadership capabilities to lead sustainably in VUCA times.Analyse the contextual influences within the student leadership landscape that may be preventing students from taking up leadership roles.Align strengths and capabilities to commit to developing personal leadership goals and apply them to practise leadership.

STUDENT GOVERNANCE

SRC EXECUTIVE LEADERSHIP TRAINING

Admission requirements: In the case of SRC Managers, they are to be selected via the internal selection process coordinated by the elected Vice-Chairperson.

Division/Faculty: Division: Student Affairs

Duration: 12 months (September – August)

Delivery mode: Online

Contact person: Anele Mdepa

Contact details: anelemdepa@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> The focus of SRC Executive Leadership Development Training is to assess, monitor and guide student leaders in serving the mandate of their peers at Stellenbosch University in an official capacity as "SRC" to fulfil their constitutional responsibilities so that they can be able to participate as co-partners in and contribute to institutional decision-making processes. To develop the student leaders with the necessary skills to address socio-economic challenges and remedy the complexities of society by participating democratically in governance matters to offer solutions. To provide a solid and sustainable leadership foundation for student leaders with processes in place so they can actively lead with sound principles committed to the Stellenbosch University values. 	<ul style="list-style-type: none"> Orientation of SRC candidates Handover preparation – Using the handover guidelines Senior student leadership training Consultation sessions Cooperative governance networking session Preparation – Minutes and additional reading material needed in advance SRC constitutional meetings Registration campaign Portfolio duties Office duty Evaluation interviews 	<p>By the end of this course, participants will be able to:</p> <ul style="list-style-type: none"> understand the South African Higher Education context by responding to the national scope in the local context; apply their negotiation and critical problem-solving skills to pressing matters with the University Management and as colleagues in a team in order to work on tangible, solution-driven and student- centred outcomes; have financial understanding and oversight of and manage budgets accordingly with adherence to the processes and with the background of economic priorities in the institution and in the country; work as a team and be able to face critical dynamics with the understanding of value-centre leadership, including conflict mediation and management; and provide peer-to-peer support regarding academic and student life experiences in the institution.

TSRC LEADERSHIP TRAINING

Admission requirements: The students must be registered for an academic programme at the Faculty of Medicine and Health Sciences Tygerberg campus.

Division/Faculty: Division: Student Affairs

Duration: 10 months

Delivery mode: Online

Contact person: Anele Mdepa/Musa Mapanza

Contact details: anelemdepa@sun.ac.za/musam@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> To assist TSR members settle in office and understand their roles and responsibilities in building, promoting and sustaining the culture of excellence within the institutional governance. To support and empower the TSR to investigate and use well-chosen and well-structured comparisons with other student representatives from reputable universities. To empower and build capacity of the TSR to serve the student's interests in a way that is in alignment with Vision and Mission 2040 of the university and the TSR Student Constitution. To establish and maintain an ethical governance and accountability culture within the TSR. To build the TSR's knowledge of the policies and guidelines of the University that influence governance in the SU. To equip TSR with leadership knowledge and skills that will help them contribute meaningfully to the institution. 	<ul style="list-style-type: none"> Leadership development training camp Self-care training Dual campus training Team dynamics leadership training Election process Consultations Handover process Evaluation process Benchmarking Reports of portfolios 	<p>By the end of this course, participants will be able to:</p> <ul style="list-style-type: none"> prepare student leaders to work as a team and be able to face dynamics that they will encounter in office; improve their networking skills through effective communication; understand university and faculty policy analysis and implementation processes by attending and participating in the university council, faculty management, committee, DMT, and senate meetings; understand constitutional amendment and application by complying with the Student Constitution regulations; understand the South African Higher Education context by responding positively to the national HE landscape in the local context; negotiate, seek solutions, and make decisions with university/faculty management and students during crises; manage conflict and solve problems in the University context; collaborate and network across SU and beyond; have financial understanding, oversight and manage budgets. network and collaborate with different stakeholders and discuss TSR programmes with students and DMT.

MILITARY ACADEMY STUDENTS' COUNCIL (MASC)

Admission requirements: Registered SU Military Academy student.

Division/Faculty: Division: Student Affairs

Duration: 12 months – September to August the following year.

Contact person: Anele Mdepa

Contact details: anelemdepa@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> Promote and protect the interests of all students and represent students at all levels and on all committees where required. Ensuring effective execution of duties/exercises and orders in the day-to-day activities of the students' routine in conjunction with the faculty and Department Professional Military Development (DPMD). Provide feedback on all appropriate aspects to the student body when possible and promote student interaction with other tertiary institutions in cooperation with their student representative councils (SRCs). 	<ul style="list-style-type: none"> This is a body consisting of different students elected from different year groups by the student body. This Council is elected to create an environment that is conducive to and best supports the students to succeed in their academics as well as the development of professional military standards. The MASC is compelled to promote and protect the interest of all students and represents the students at all levels and on all committees, where required. The aim involves ensuring effective execution of duties/exercises and orders in the day-to-day activities of the students' routine in conjunction with the faculty and Department Professional Military Development (DPMD). This means they provide feedback on all appropriate aspects to the student body when possible and promote student interaction with other tertiary institutions in cooperation with their student representative councils (SRCs). The outcome expected of the MASC is the responsibility to ensure that members of the student body are informed of matters pertaining to the daily routines, activities of the student body and any other information relevant, when required. 	<ul style="list-style-type: none"> Ensuring that members of the student body are informed of matters pertaining to the daily routine, activities of the student body and any other information relevant when required.

STUDENT COURT (SC)

Admission requirements: Registered SU Law student with minimum residence HEMIS per academic year.

Additional Requirements: As determined by the Law Faculty

Division/Faculty: Division: Student Affairs

Duration: 12 months – September to August the following year.

Contact person: Anele Mdepa/Hugo Uys

Contact details: anelemdepa@sun.ac.za/hugouys@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> The justice system is the mechanism that upholds the rule of law. The Student Court provides a forum to resolve disputes and to test and enforce laws fairly and rationally according to the mandate of the Student Constitution in SU. 	<ul style="list-style-type: none"> The Student Court is responsible for the resolution of student disputes, intersociety disputes, and SRC constitutional matters. The Student Court judges are well-trained law students with a passion and respect for students' rights and justice. The Student Court is an independent, impartial, and objective body, which exists to ensure that the rights of the student population are upheld and protected. 	<ul style="list-style-type: none"> Give fair judgements impartially. Promote a healthy student government community that upholds constitutionalism.

STUDENT PARLIAMENT (SP)

Admission requirements: Registered SU student with minimum residence HEMIS per academic year.
Additional Requirements: Must have attended student parliament in the year of election and be at minimum a second-year student.
Division/Faculty: Division: Student Affairs
Duration 12 Months September to August the following year
Contact person: Anele Mdepa
Contact details: anelemdepa@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> It actively promotes robust dialogue and makes policy recommendations that prevent or prohibit unfair discrimination. It also holds members of the Executive accountable collectively and individually. Parliament can by a resolution request an SRC member to give an account of his or her actions to Addendum E of the Student Parliament Constitution. It can also institute a vote of no confidence in an SRC member, a number of SRC members, or the SRC collectively. Parliament also makes use of a number of committees; standing, ad hoc, portfolio, and joint, in order to fulfil its mandate effectively. 	<ul style="list-style-type: none"> Student Parliament engages robustly with the SRC and the student leadership structures in our Matie community and creates credible platforms where structural inequalities can be identified by Maties and communicated to relevant role players, collaborates and/or establishes national and international synergistic networks to strengthen constitutional democracy within student leadership, and actively promotes accountable, transparent and consultative governance in the Matie community. The outcome expected of the Student Parliament is for it to be the platform whereby any Matie can be heard and to ensure that the focus of the Executive's mandate remains student-centred with a special focus on student success. The parliament's role and ultimate outcome is to represent all Maties and to ensure government by the people. 	<ul style="list-style-type: none"> Parliament is the platform whereby any Matie can be heard and ensures that the focus of the Executive's mandate remains student-centred with a special focus on student success. Parliament's role and ultimate outcome is to represent all Maties and to ensure government by the people under the Constitution.

TYGERBERG STUDENT PARLIAMENT (TSP)

Admission requirements: Registered SU Medicine & Health Sciences student with minimum residence HEMIS per academic year.
Division/Faculty: Division: Student Affairs
Duration: 12 months – September to August the following year.
Contact person: Anele Mdepa
Contact details: anelemdepa@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> To function soundly and constitutionally. This can be achieved through constitutional literacy programmes for SP Committee members. Furthermore, it can be achieved by having a physical and working office with telephone lines, computers, and internet access. These objectives should be sorted out at the beginning of every term of office. To ensure that students all over the university, Maties, and Tyger Maties are able to engage with student Parliament. This can be achieved by live steaming sittings for those who cannot physically attend the sittings and to have it streamed in residences and hub communal spaces. This can be measured by the volume of attendance on the register of the sitting. In normal circumstances, there has to be one sitting in every term of office. To get funding from student governance. 	<ul style="list-style-type: none"> Student Parliament is an independent quarterly forum for all students, which serves as a public feedback and consultation mechanism for interaction between the TSR and students and, where applicable, the University and faculty. The Student Constitution mandates this organ of student governance with the responsibility of transparency and accountability within our university spheres of student governance. 	<ul style="list-style-type: none"> The role and ultimate outcome of the Tygerberg Student Parliament is to represent all Maties and to ensure governance by the people under the Tygerberg Student Constitution

EX-OFFICIO PORTFOLIO: ACADEMIC AFFAIRS COUNCIL (AAC)

Admission requirements: Registered SU student serving on the house committee as a Prim with a minimum residence HEMIS per academic year.
Additional Requirements: Must have served as a Prim before.
Division /Faculty: Division: Student Affairs
Duration: 12 months – September to August the following year.
Contact person: Anele Mdepa
Contact details: anelemdepa@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> Representing students and promoting academic interests. Facilitating the participation and development of students in the academic domain. Serving as a key link between the faculty committees. 	<ul style="list-style-type: none"> The Academic Affairs Council (AAC) of Stellenbosch University is the student body that takes care of the academic affairs of students in an environment that is devoted to excellence. It forms part of the Student Representative Council (SRC) as an ex officio portfolio. The activities of the AAC are aimed at representing students, promoting academic interests, and facilitating the participation and development of students in the academic domain. In this manner, it serves as a key link between the faculty committees. In cooperation with faculty student committees, the AAC serves as a support structure to undergraduate students. We assist students who encounter problems in the academic domain. These include academic complaints, language issues, problems with lecturers, mentors, tutors, or tutorial classes. 	<ul style="list-style-type: none"> In cooperation with faculty committees, the AAC serves as a support structure to undergraduate students. It assists students who encounter problems in the academic domain, including: academic complaints, language issues, problems with lecturers, mentors, tutors, or classes.

TYGERBERG ACADEMIC AFFAIRS COUNCIL (TAAC)

Admission requirements: Registered SU student that has served in a leadership position in senior accommodation at Stellenbosch University.
The student needs to meet the minimum residence HEMIS per academic year.
Division/Faculty: Division: Student Affairs
Duration: 12 months – September to August the following year
Contact person: Musa Mpanza
Contact details: musam@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> To develop a sense of teamwork, cohesion, and the capacity to collaborate with both students and staff. To provide opportunities for students to develop relevant skills and civic literacy so as to provide guidance and expertise to the student body. To equip students with administrative and organisational skills required for effective project management. 	<ul style="list-style-type: none"> The TAAC is to represent the academic interests of all students in the Faculty of Medicine and Health Sciences (referred to as "the faculty" or "faculty") at Stellenbosch University, through a collaborative effort. The TAAC aims to identify and re-evaluate factors that could facilitate ineffective and unethical leadership and is based upon good, transparent governance through ethical and effective leadership roles and responsibilities. Within the sphere of academic affairs, the TAAC maintains its purpose by holding faculty leadership accountable to ensure that their actions and decisions are in the students' best interests and that any decisions or actions are in line with the values and vision of Stellenbosch University. Additionally, the TAAC aims to establish a foundation and culture of integrity, compassion, transparency, and good governance while acting in the best interests of all students at Stellenbosch University. 	<ul style="list-style-type: none"> Make strategic decisions using sequential thought processes in order to fulfil student needs that align with the faculty and student constitutions respectively. Provide students with relevant institutional information pertaining to their academic and administrative needs to foster a sense of transparent governance. Lead with a clear vision and mission and impart the importance of teamwork and value-centred leadership and management. Apply critical thinking skills to solve problems by generating and implementing mutually beneficial solutions to be effective change agents in the student community. Practise effective listening skills and communicate and conduct themselves professionally with students and professionals.

EX-OFFICIO PORTFOLIOS (PRIM COMMITTEE)

Admission requirements: Registered SU student serving on the house committee as a Prim with a minimum residence HEMIS per academic year.
Division /Faculty: Division: Student Affairs
Duration: 12 months – September to August the following year.
Contact person: Anele Mdepa
Contact details: anelemdepa@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> To have a voice in the Student Representative Councils so that concerns and interests in student communities are represented. Promote a transparent and accountable leadership to the student community. 	<ul style="list-style-type: none"> The Prim Committee serves as a central body for all house committees. Prims and vice-prims for undergraduate residences and PSOs serve on the committee. The aim of the committee is to have a voice in the Student Representative Council so that concerns and interests in student communities are represented and to promote transparent and accountable leadership in the student community. The outcomes expected of the Prim Committee are to inspire student leadership in residences and PSOs through critical engagement, and to promote a diversified community. 	<ul style="list-style-type: none"> Inspire student leadership in residences and PSOs through critical engagement and promoting a diversified community.

EX-OFFICIO PORTFOLIOS (SOCIETIES COUNCIL)

Admission requirements: Registered SU student serving in the executive of a registered student society with a minimum residence HEMIS per academic year.
Division/Faculty: Division: Student Affairs
Duration: 12 months – September to August the following year.
Contact person: Anele Mdepa
Contact details: anelemdepa@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> To create an environment where students can meet new people that share similar interests or ideas and provide a 'home away from home'. Societies are a place to make friends for life and help create a balanced student lifestyle. 	<ul style="list-style-type: none"> The Societies Council consists of the chairpersons of all registered societies on campus, and together form a body of support and shared ideals. Societies play a hugely important role on campus and make a great contribution to the students' lives on campus. Societies provide an environment where students can meet new people that share similar interests or ideas and provide a 'home away from home' and a place to make friends for life and help create a balanced student lifestyle. Societies assist in developing students' skills, qualities, and knowledge beyond the classroom and help increase employability 	<ul style="list-style-type: none"> Student success. Student development. Creating a home.

EX-OFFICIO PORTFOLIO: SENIOR PRIM COMMITTEE

Admission requirements: Registered SU student that has served in a leadership position in senior accommodation at Stellenbosch University. The student needs to meet the minimum residence HEMIS per academic year.
Division/Faculty: Division: Student Affairs
Duration: 12 months – September to August the following year
Contact person: Anele Mdepa
Contact details: anelemdepa@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> The activities of the Senior Prim Committee (SPC) are to represent and advocate for the rights, needs and desires of all students living in senior accommodation at Stellenbosch University. 	<ul style="list-style-type: none"> The SPC also aims to represent, acknowledge, raise awareness and provide support to all senior students living in senior accommodation at Stellenbosch University. 	<ul style="list-style-type: none"> The SPC serves as a support structure for all students living in senior accommodation at Stellenbosch University. We advocate and highlight the needs of senior student accommodation, as they face various challenges that are different from undergraduate accommodation.

EX-OFFICIO PORTFOLIO: TYGERBERG POSTGRADUATE STUDENT COUNCIL (TPSC)

Admission requirements: Registered SU student that has served in a leadership position in senior accommodation at Stellenbosch University. The student needs to meet the minimum residence HEMIS per academic year.
Division/Faculty: Division: Student Affairs
Duration: 12 months – September to August the following year
Contact person: Musa Mpanza
Contact details: musam@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> To enable TPSC members to experience growth and development of interpersonal skills through tailored training workshops to enhance graduate attributes so that they may thrive as well-rounded, holistic individuals able to critically engage in demanding working environments. To facilitate TPSC members to attain proficiency in work-based competencies linked to project and time management so that they can develop their organisational and managerial skills to perform optimally in a multidisciplinary, multicultural research setting. To assist with the integration into the SU institutional community where TPSC members can model critical reflections, assess views, and apply student governance within research environments so that they can positively contribute to systems, policies and support structures relevant to the institutional context in their capacity as student leaders. To promote active citizenry and strong leadership as denoted by the South African National Development Goals and Global Sustainable Development Goals 4, 8 and 17 to develop and expand on the scholastic success of TPSC members through quality training so that they can engage and collaborate with others in a meaningful and productive manner. 	<ul style="list-style-type: none"> The Tygerberg Postgraduate Student Council (TPSC) is a student representative structure that exists to highlight and address the specific needs of postgraduate students at the FMHS. The TPSC falls under the jurisdiction of the Tygerberg Student Representative Council (TSR) and joins the broader student representative community of the Stellenbosch Representative Council (SRC) based on Stellenbosch Campus. The Tygerberg Postgraduate Student Leadership Initiative (TPSLI) provides students with the opportunity and resources to develop and refine the skills needed for each aspect of student leadership development to acquire the self-efficiency needed to thrive as well-rounded and dynamic SU graduates. 	<ul style="list-style-type: none"> Think critically, plan and execute goal-related action as a construct of objective wisdom and personal values that address the contextual needs of postgraduate students within the higher education landscape. Enhance one's personal development within the higher education student leadership space through mindful awareness, purposeful planning and development of self-reflection skills. Foster and maintain healthy, mutually beneficial relationships through effective communication, problem-solving and conflict-resolution techniques to facilitate coordination and implementation of a collaborative project to achieve a specific goal. Actively communicate with others, showing thoughtful consideration towards their identities, views, and choices, and responding via dutiful execution of tasks aimed to meet the identified need of fellow students. Demonstrate expertise in bookkeeping, presentation, and communication of portfolio-specific duties in the form of a well-written document and professional seminar format. Develop a project timeline, understand and plan for dependencies, exercise good project- and time-management skills and exhibit applicable troubleshooting expertise to facilitate goal-planning and task management as well as demonstrate dutiful execution of tasks identified to meet the needs of fellow students.

ACADEMICS FOR DEVELOPMENT (AFD)

Admission requirements:
Division/Faculty: Division: Student Affairs
Duration: 12 months (August-August)
Delivery mode: Online
Contact person: Thulani Hlatswayo
Contact details: Thulani@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">The programme will provide the Executive Board with the opportunity to gain experience in interpreting their academic knowledge in combination with practical application by developing sustainable solutions to address socially relevant problems in the local context.The programme provides the Executive Board with the platform to build their interpersonal skills and design mindset capabilities by demonstrating social entrepreneurship and student leadership within a professional environment by engaging in a formal conduct through interaction with the SU community, in alignment with the SU Vision 2040.	<ul style="list-style-type: none">Knowledge Transfer Training 1: Team BuilderKnowledge Transfer Training 2: Structure of AFDKnowledge Transfer Training 3: AFD Vision, Mission & ValuesKnowledge Transfer Training 4: Social EntrepreneurshipKnowledge Transfer Training 5: Individual Portfolio TrainingSlack TrainingProfessional Etiquette TrainingPitching AFD TrainingTeam Admin WorkshopsInterview Etiquette Training offered by AFD Executive Human ResourcesPortfolio Training (website, finances, personal meetings)Project Planning and Execution Workshop	<p>By the end of this course, participants will be able to:</p> <ul style="list-style-type: none">identify the knowledge and experience requirements of the Executive Board portfolio and its responsibilities to adapt and intervene where necessary in both internal and external environments that require creative thinking;facilitate the growth of the AFD Stellenbosch branch by applying problem-solving, organisational skills and teamwork to ensure concurrent development alongside the changing global, national, and university environment, which results in member participation, projects, and events;manage teams and collaborations with people and partners from diverse environments by maintaining professional, consistent, and clear communication in order to promote the objectives of the AFD branch;function independently with a professional disposition with regard to branch operations that requires awareness of organisational structure and delegation to achieve AFD's objectives.demonstrate self-directed learning by coordinating responsibilities in order to adhere to the required assignments or task deadlines as per the yearly strategy programme; andapply organisational guidelines (AFD vision, mission and values) when working on portfolio tasks to cultivate a sustainable and social-impact orientated approach.

ELECTORAL BODY: TYGERBERG ELECTION COMMITTEE

Admission requirements: Registered SU student with a minimum residence HEMIS per academic year
Additional requirements: To be determined by the SRC executive as per student's constitution.
Division/Faculty: Division: Student Affairs
Duration: 12 months – September to August the following year
Contact person: Anele Mdepa/Musa Mapanza
Contact details: anelemdepa@sun.ac.za/musam@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">The Tygerberg Election Committee will be able to conduct a well-regulated election by updating relevant information and to give direction and guidance regarding the election process.The Tygerberg Student community will have an easy access to the election process so that they can make well-informed decisions and to increase participation of the Tygerberg Student Union population. The module, found on MySUN, will support contact interaction by providing a virtual space that students are familiar with to engage with electoral information and with the candidates.In society at large, it will engage South African citizens to practise their constitutional right in local, provincial and national elections by having access to a virtual and locomotive platform for elections.	<ul style="list-style-type: none">The election convenor is enshrined in the Student Constitution. The body exists to facilitate and conduct free and fair elections.The aim of the body is to ensure that elections are free and fair and according to the law and governance of the Student Constitution.The outcomes expected of the committee are to present elections to the student body in a manner that promotes transparency and accountability, and to provide principled leadership on campus.	<ul style="list-style-type: none">The election committee will be able to demonstrate how to initiate and plan an election process guided by the constitution.The election committee will demonstrate that challenges have been undertaken, however, developed new skills (conflict management, time management, resource management) in the process of ensuring that the election process is successful.The participants, i.e. Tygerberg Student Union, would be able to understand the electoral proceedings in each phase and with relevant information and regulations thereof.The nominees of the election would have gained intrapersonal growth in attributes such as confidence and being able to articulate their mission statements as it was broadcasted on a public platform. It gives the nominee exposure to people who the nominee may not have encountered prior/ during the election process.

ELECTORAL BODY: ELECTION CONVENORS

Admission requirements: Registered SU student with a minimum residence HEMIS per academic year
Additional requirements: To be determined by the SRC executive as per student's constitution.
Division/Faculty: Division: Student Affairs
Duration: 12 months – September to August the following year
Contact person: Anele Mdepa
Contact details: anelemdepa@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">To facilitate and conduct free and fair elections.	<ul style="list-style-type: none">The election convenor is enshrined in the Student Constitution. The body exists to facilitate and conduct free and fair elections.The aim of the body is to ensure that elections are free and fair and according to the law and governance of the Student Constitution.The outcomes expected of the committee are to present elections to the student body in a manner that promotes transparency and accountability, and to provide principled leadership on campus.	<ul style="list-style-type: none">Ability to promote transparency and accountability and provide principled leadership on campus.Ability to apply critical thinking skill by generating, evaluating, and implementing solutions to be effective change agents in communities.Provide team leadership by mediating group processes and team dynamics.

DIE MATIE NEWS PAPER

Admission requirements: Registered SU student with a minimum residence HEMIS per academic year
Division/Faculty: Division: Student Affairs
Duration: 12 months – September to August the following year.
Contact person: Anele Mdepa
Contact details: anelemdepa@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> To keep students informed and facilitate conversation on campus. Die Matie is the manifestation of the fourth pillar of democracy on campus. 	<ul style="list-style-type: none"> Die Matie has kept students informed about university affairs for the past 77 years. As the only independent student newspaper, Die Matie is published every two weeks during the academic year. The editorial content includes sections on news, student life, sport, current affairs, arts, and entertainment. The entire production of Die Matie – from photos, articles and advertisements to page layout and distribution – is managed by the editorial staff, who are all students. 	<ul style="list-style-type: none"> 8 000 copies of Die Matie are distributed on the main campus of Stellenbosch University, the satellite campus in Tygerberg, and to certain businesses in Stellenbosch. We have an estimated readership of 16 000 students, staff, and Stellenbosch residents. Die Matie appears every second Wednesday of the academic term, and an electronic version is published on our website within 24 hours of publication

SRC STUDENT LEADERSHIP ELECTION MANAGEMENT

Admission requirements: To take part in the ElectUs-student leadership elections unit, one would need to be a registered student at SU and a member of the SRC election committee.
Division/Faculty: Division: Student Affairs
Duration: 7 months (April – October)
Delivery mode: Online
Contact person: Thulani Hlatswayo
Contact details: thulani@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> This unit will provide an accessible platform for SU students' representatives council (SRC) elections so that there is an increased student participation rate when compared to previous years thus increasing the voter turnout. This unit will provide an agile, virtual system for elections so that future election convenors and their teams are able to facilitate and optimally run student elections at SU thus increasing student participation in caucuses and elections at large. This unit will provide a virtual platform for student and candidate interaction thus increasing the student feedback (both informal and formal) which in turn increases the number and manner of student participation during caucuses and student questioning. This unit is a pioneer of its kind in the South African university student election setting and can thus be used as a template for other universities' election teams to fairly elect their SRC and other student leadership bodies. 	<ul style="list-style-type: none"> Pre-course learning and compiling Pre-caucus set up SUNLearn set up Candidate Training Caucuses SUNLearn portfolio updating Election tasks and consultations Electorate executive meetings 	<p>By the end of this course participants will be able to:</p> <ul style="list-style-type: none"> Mediate and navigate team dynamics during weekly meetings throughout the leadership term which starts in April and ends in October. Procure student constitutional knowledge and will be able to apply and explain constitutional clauses to suit the election process as per the student constitution. Apply critical reasoning and planning to election problems by appraising obstacles, devising then incorporating contingency plans and executing them to ensure that elections remain fair and accessible to all students. Have enhanced facilitator skills, public speaking skills and virtual communication skills which they will utilise in the caucuses and other online, public interaction meetings.

SOCIETIES COUNCIL LEADERSHIP DEVELOPMENT PROGRAMME

Admission requirements: To form part of the Societies Council Leadership Development Programme, the following minimum requirements are mandatory, registered SU student and a member of the Societies Council. Having served within a society executive is optional.
Division/Faculty: Division: Student Affairs
Duration: 3 months (March – May)
Delivery mode: Online
Contact person: Thulani Hlatswayo
Contact details: thulani@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> To address student issues. To provide a transformative and inclusive student experience. To create newly formed innovations. To develop strategies for ensuring student and societies success. 	<ul style="list-style-type: none"> Constitutional Literacy Training Strategic Plan and Policy Statement Training General Societies Fair Briefing Leadership Orientation and Training Welcoming Fair Briefing Constitutional Literacy Training Student Governance ecosystem of support Event and risk management training Financial Literacy and policy training Student information system support and membership 	<p>By the end of this course participants will be able to:</p> <ul style="list-style-type: none"> Providing students with a theoretical and experiential foundation of student leadership structures. Understand the concept of leadership. Interpret student relevant constitutions. Create policy statements. Draft constitutions. Prepare and execute a facilitated activity. Experience exposure of thinking group process. Project manage different constituencies. Project manage events within different surroundings. Reflect on your individual aptitude and ability within social processes.

EX-OFFICIO PORTFOLIO: TYGERBERG SOCIETIES COUNCIL (TSC)

Admission requirements: Registered SU student that has served in a leadership position in senior accommodation at Stellenbosch University. The student needs to meet the minimum residence HEMIS per academic year.
Division/Faculty: Division: Student Affairs
Duration: 12 months – September to August the following year
Contact person: Musa Mpanza
Contact details: musam@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> Assist Tygerberg society leaders in comprehending and interpreting constitutions to ensure constitutional compliance and sound governance. Facilitate the establishment of reliable financial practices, tailored to Tygerberg societies to ensure responsible management of societal funds. Equip society leaders with the necessary project management skills to ensure successful execution of society projects and activities to fulfil the mandate of their specific society. 	<ul style="list-style-type: none"> The TSC is a student-run organisation that represents all registered and new societies at the Faculty of Medicine and Health Sciences. The council consists of the representatives (mainly the society chairpersons) of the various societies as well as an elected chairperson and an executive committee. The TSC provides a platform in which the representatives of the various societies protect and further the interests of all students by advising the TSC Executive Committee and the Tygerberg Student Representative Council (TSR). The TSC equips students registered with the faculty of Medicine and Health sciences and future health professionals with the necessary skills to be active leaders and to work effectively in a multidisciplinary team. Societies form an integral part in student success as they provide opportunities for students to grow holistically and engage with the different aspects of their personal development such as leadership, teamwork, or to further their own interests, like research or musical talents. 	<ul style="list-style-type: none"> Have knowledge of the different legislative SU documents that directly affect societies (e.g. SU Student Constitution, Tygerberg Student Constitution and Tygerberg Societies Council Constitution) Know the rights and responsibilities of societies as outlined in the Tygerberg Societies Council Constitution. Know what resources are available to promote sound governance and practice. Confidently navigate TeraTerm and have knowledge of the financial policies of the university Construct financial reports confidently and accurately.

STUDENT SOCIETIES

No.	Stellenbosch Campus
1.	ABSIP: Association for Black Securities and Investments
2.	Academics For Development
3.	Acts
4.	AFM Campus Ministry
5.	African National Congress Youth League Stellenbosch University
6.	AfriForum Jeug
7.	Amnesty International
8.	Apostolic Faith Mission (AFM)
9.	Association of Ghanaian Students in SU
10.	Association of Nigerian Student SU
11.	Berg- en Toerklub
12.	Black Lawyers Association Student Chapter (BLAsc) – Stellenbosch University
13.	Christ Church
14.	Creative Photographic Society
15.	Democratic Alliance Student Organisation
16.	Destiny Campus Ministries
17.	Die Voortrekkers
18.	Khomanani Matsonga
19.	Eco-Maties
20.	ELCSASO
21.	Empower ikaya
22.	Engineers Without Borders Maties
23.	Evangelical Church Winning All Student Fellowship University of Stellenbosch
24.	Every Nation
25.	Golden Key
26.	Grace Life
27.	Hillsong
28.	Joshua Generation Church
29.	Kenyan Association of SU
30.	Lesotho Student Association- SU
31.	Maties Association of Catholic Tertiary Students
32.	Maties Ballroom and Latina American Dance Society
33.	Maties Beer Appreciation Society
34.	Maties Craft
35.	Maties Paw
36.	MethSSoc
37.	Musicultus
38.	Muslim Student Association-SU
39.	Namibian Society SU
40.	NATESA
41.	New Apostolic Church Student Society (NACSS)
42.	New Gen
43.	One South Africa Stellenbosch
44.	Operation Smile
45.	Pulp Film Society
46.	QueerUS
47.	RCCG
48.	SBSS
49.	Unite 180
50.	Shofar
51.	South African Students' Congress
52.	Spirituality, Philosophy and Yoga Society (SPYS)

53.	Stellenbosch International Fellowship
54.	Stellenbosch Thuthuka Society
55.	Stellenbosch University International Study Society
56.	Stellenbosch University Seventh Day Adventist Student Movement (SDASM)
57.	Stellenbosch University Society for Theatrical Arts (SUSTA)
58.	Students for Law and Social Justice
59.	SU Palestinian Solidarity Forum
60.	Tanzania Student Association Stellenbosch
61.	The Anime Society
62.	The Bay Christian Family Church SL
63.	The Guild
64.	UNASA
65.	University of Stellenbosch Wine Culture Society (USWCS)
66.	US Consulting Society
67.	US Debating Society
68.	US Investment
69.	US Wine Culture
70.	ZCCSF
71.	Zimbabwean Society

No.	Tygerberg Campus
1.	Christian Revival Church
2.	Emergency Medicine Society of Stellenbosch University
3.	Every Nation Tygerberg Campus
4.	Friends of Medicines sans Frontieres/ Doctors without borders
5.	Golden Key
6.	Hillsong Tygerberg
7.	International Federation of Medical Students' Associations- South Africa (IFMSA-SA)
8.	Kenridge Connect
9.	Kind Individuals Dedicated to Serve (KIDS)
10.	Maties Ballroom and Latin American Dance Society
11.	Maties Spraak-taal en gehoortherapie Vereniging (MSTGV)
12.	MBCHB V Events Committee
13.	MSA Tygerberg
14.	Occupational Therapy Students Council
15.	Redemption Faith Campus Fellowship
16.	Shofar Tygerberg
17.	Spectrum Society
18.	Stellenbosch University Anatomy Society
19.	Stellenbosch University Medical Orchestra (SUMO)
20.	Stellenbosch University Psychiatry Society
21.	Stellenbosch University Stoic Society
22.	Stellenbosch University Student Physiotherapy Society
23.	Stellenbosch University Surgical Society
24.	The Healer's Guild
25.	The Maties Speech-Language and Hearing Therapy
26.	Tygerberg Atheist & Agnostic Society (TAAS)
27.	Tygerberg For Choice
28.	Tygerberg Gospel Choir
29.	Tygerberg SDASM
30.	Tygerberg Undergraduate Research Society
31.	Tygerberg Wine and Spirits Tasting Society
32.	Yeshua Reigns Campus Ministry Tygerberg

CENTRE FOR STUDENT COMMUNITIES

The university residence is a student community in which community principles are applied to integrate students' academic and living environments. The social dimension of community life in residence and the cluster is harnessed to support the academic mission of the University. In so doing, one of the objectives of the University is pursued, namely to provide students with a university experience in which the residence is an extension of academic life in the faculties; to establish a university environment that would create a well-rounded education experience for students, in line with the Strategic Framework and the profile of SU graduates.

The cluster initiative is aimed at building a student culture that promotes student success; a culture in which students not only have pleasant social experiences but are also serious about being effective role players within and beyond South African borders. In line with the institutional objectives of the University, residence students as a student community are encouraged to start applying their newly acquired knowledge now already, both in the residence community as well as beyond, in order to make a difference.

For more information:
09 Bosman Street, Stellenbosch
Telephone: 021 808 2312
Get to know us: <https://www.sun.ac.za/english/learning-teaching/student-affairs/csc>



SU BeWell Mentors

Admission requirements: SSG/CSC Mentor Appointment
Division/Faculty: Division: Student Affairs
Duration: 26 Training hours
Delivery mode: Face to face & online
Contact person: Joy Petersen
Contact details: jp11@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> Students are trained to assist and support incoming newcomers/first years with their psychosocial adjustment and transition. 	<ul style="list-style-type: none"> Building connections and developing connectedness Teamwork iFlourish (grit, hope, resilience, time-management) Managing conflict and crisis compassionately 	<ul style="list-style-type: none"> Listening deeply with empathy Understanding and applying the Healthy Mind Platter Apply self-directed learning workshops

SU HEAD MENTORS

Admission requirements: SSG/CSC Head Mentor Appointment
Division: Division: Student Affairs
Duration: 28 Training hours
Delivery mode: Face to face & online
Contact person: Joy Petersen
Contact details: jp11@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> Students are trained to assist and support; manage and lead their community mentor teams. 	<ul style="list-style-type: none"> Creating and sustaining safe containers Building connections and developing connectedness Teamwork iFlourish (grit, hope, resilience, time-management) Managing conflict and crisis compassionately 	<ul style="list-style-type: none"> Leading and managing the mentor team in the community Facilitating and mediating the team training camps Listening deeply with empathy Understanding and applying the Healthy Mind Platter

PRIM DEVELOPMENT PROGRAMME

Admission requirements: Elected as a Prim
Division: Division: Student Affairs
Duration: Approx. 12 sessions of 2 hours each.
Delivery mode: Face to face and online
Contact person: Quinton Apollis
Contact details: qapollis@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> Create a platform where prims can receive the needed training, information and support. Ensure that the broader communities on campus benefit from their term as prim by equipping them with the right skills and needed knowledge. Develop strategic and open-minded thinking within prim leadership. Provide guidance and coaching in the areas needed. Equip prims with the skills to transfer the knowledge and skills they acquired. Create a platform for skill and information transference. Support the Prim Committee and leadership development on campus on a collaborative level. Provide responsive collaborative mechanisms within a challenging environment. Equip as well as prepare prims to handle a wide variety of scenarios. Put into place processes and practices supporting the programme in an annual review programme. 	<ul style="list-style-type: none"> Leadership in context outside of Stellenbosch University Disciplinary Code Mental health, team building National water crisis Reformation of constitutions and motions Mediation skills in diverse settings Leadership in the context of Africa Life after being prim Team management skills Self-knowledge Successful handover (how to achieve your goals) Life after PK (preparing the prims for the life after university - practical skills and principles) 	<ul style="list-style-type: none"> Motivate and build their communities. Apply and follow the disciplinary code of Stellenbosch University. Understand the importance of mental health and where to find support as well as be able to refer students in their community to the correct area of support. Revise the constitution of a student community and reform a motion. Identify the governing and financial structures of Stellenbosch University. Develop their own communication skills, as well as those of their team. Possess the necessary skills to mediate groups of various sizes in diverse settings. Critically engage current topics, specifically higher education needs, student learning, and university structures. Successfully mentor the new prim within the handover process. Make use of technological interactive learning spaces via SunLearn. Transfer the knowledge and skills gained to others via facilitating sessions in their own communities. Identify the student governing structures of Stellenbosch University. Reflect on their own work and progress inside and outside of their communities and identify challenges.

CLUSTER CONVENOR DEVELOPMENT PROGRAMME

Admission requirements: Prims
Division: Division: Student Affairs
Duration: 160 hours (Sep – Aug of next year)
Delivery mode: Face to face and online
Contact person: Quinton Apollis
Contact details: qapollis@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> Ensure that the university has a cluster convenor team that has the capabilities to develop opportunities for community learning and development to take place in the cluster context Provide the participants with an opportunity to develop graduate attributes through the acquisition of competencies, in order to apply these skills in the workplace. Enable participants to assist in developing the cluster as a courageous space, where other students are enabled to act alongside one another, for the benefit of the cluster community and beyond. 	<ul style="list-style-type: none"> Clusters as an organising principle Escaptrix: teambuilding BrandSprint: Purpose and vision casting Annual cluster conversations (including prep time with Res-Ed Coordinator) Clifton strengths assessment and group coaching Strength-based leadership Leading in a multicultural environment Creating spaces for courageous conversations MBTI assessment and workshop Individual strengths coaching Reflective practice for leaders How to journal: online content Exploring D3 leadership: Daring, distributive and democratic leadership styles (online and face to face) Writing workshop Experiential learning: leadership term as a cluster convenor 	<p>Competencies:</p> <ul style="list-style-type: none"> Engaging diversity Principles and models of leadership Self-reflection Written communication Facilitation skills Communication Interpersonal engagement Understanding the SU context Ethical and moral reasoning

EXECUTIVE CLUSTER CONVENOR DEVELOPMENT PROGRAMME

Admission requirements: Prims
Division: Division: Student Affairs
Duration: 160 hours (Sep – Aug of next year)
Delivery mode: Face to face and online
Contact person: Quinton Apollis
Contact details: qapollis@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> Ensure that the university has a cluster convenor team that has the capabilities to develop opportunities for community development and learning to take place with the cluster context. Provide the participants with an opportunity to develop graduate attributes through the acquisition of competencies and subsequently transfer these skills in the workplace. Provide an opportunity for participants to engage with student affairs professionals as mentors and coaches, in order to experience the value of mentorship now, in preparation for the future as well as to increase collaboration between staff and students. 	<ul style="list-style-type: none"> Leadership Identity Development Literature Significant learning literature On the job guided training Facilitation of the Cluster Convenor Development Programme Weekly Convenor meetings Attendance of a regional/ national learning opportunity Book report and discussion on prescribed books Attendance of the facilitative leadership short course (sponsored) Mentorship and conversation with Res-Ed Managers 	<p>Competencies:</p> <ul style="list-style-type: none"> Leadership Employability preparedness Interpersonal communication Personal growth and formation Project management Planning and organising Facilitation skills Team development Team leadership Professional goal setting and life-long development

HOUSE COMMITTEE DEVELOPMENT PROGRAMME

Admission requirements: Prims
Division: Division: Student Affairs
Duration: 160 hours (Sep – Aug of next year)
Delivery mode: Face to face and online
Contact person: Quinton Apollis
Contact details: qapollis@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> To develop skills for personal development and leadership competence so that participants can be effective in diverse environments. To engage participants in transformational leadership approaches so that they can apply it within the integrated living and learning communities and take it into their working lives. To encourage participants to be active and engaged citizens so that they can contribute to the solutions of critical issues in the local and wider community. To engage participants in problem solving through collaborative experiences, so that they can take innovative and informed decisions for the common good. To provide guided in-service training related to the leadership term. To provide opportunities for the development of graduate attributes of participants through intentional learning opportunities and service. 	<ul style="list-style-type: none"> Newly elected leaders conference HK camps and development sessions Value-driven management Welcoming discussions Developing a welcoming programme Year discussions Self-care and wellness session Develop own learning agenda Report writing Succession planning Begin coaching others for success in similar roles Learning exhibition Learning portfolio as reflective tool Coaching others: New HK in similar portfolio Service component – performs general duties related to the HK position Elective meetings 	<p>Competencies:</p> <ul style="list-style-type: none"> Self-care Critical thinking Ethical reasoning Collaboration Lifelong learning Leadership Intercultural competence Critical thinking Interpersonal relationships

EENDRAG LEADERSHIP COURSE

Division: Division: Student Affairs
Duration: 5 months (April – August)
Delivery mode: Online
Contact person: Dr Pierre Viviers
Contact details: plviviers@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> Develop a platform where students can intimately learn about, reflect on, assess, and articulate themselves – their personalities, needs, desires, goals, and purposes. Create an online hub of definitions, insights, and principles that sensibly integrate simplicity and precision; in a way that will give participants a useful, equitable understanding of emotional intelligence, personal effectivity, and leadership. Impart useful practices for personal effectivity and implore students to tenaciously pursue a distinctive understanding and mastery over themselves. Personalise and sharpen the student experience, in support of SU's core strategic theme of "a transformative student experience", and the SU graduate attributes "an enquiring mind" and "a well-rounded individual". Encourage and implement social responsibility, in support of SU's strategic priority of societal impact and the 2030 South African National Development Plan vision. This will primarily be done through a course initiative: the Calling Education Mentoring and Development program. 	<ul style="list-style-type: none"> Block 0: Emergence Block 1: Focus Block 2: Create Block 3: Act Block 4: Connect Block 5: Solve Block 6: Measure 	<p>By the end of this course participants will be able to:</p> <ul style="list-style-type: none"> create, utilise and revise a powerful tool for self-reflection: the personal mission statement. The statement, and the process around it can help participants evaluate and articulate their beliefs, purposes, desires, and goals. Create and manage a practical instrument for self-management: the term priority planner. This will equip participants with a realistic plan that can give effect to their personal mission statements, particularly their goals and resulting commitments. Prepare for and employ a basic communication method: the conversational interview. This can allow participants to take responsibility for their own learning, and gain perspectives and knowledge that can support empathy for others. Derive knowledge and insights from the course, relating to emotional intelligence, personal effectivity, and leadership that can help participants lead themselves, manage themselves, and positively influence other people.

LISTEN, LIVE & LEARN INITIATIVE

Admission requirements: Students apply for the LLL Initiative by completing an online application, which consists of a deconstructed CV, written questions and reflective section focusing on their story & learnings.
Scores from all 3 panellists are collated and the top 75 (or number equivalent to the vacancies) applicants are accepted into the LLL Initiative.
Division/Faculty: Division: Student Affairs
Duration: 8 months (February – September)
Delivery mode: Online
Contact person: Enos Lekala
Contact details: enos@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> To cultivate effective leadership for shared prosperity and growth – the complexity of South Africa's socioeconomic issues, which parallel the globalised world, need a crop of leaders who are able to work with subtle interconnected issues so that they can play an active role as we navigate and shape our shared future. To foster a culture of mutual respect and principled dissent – conflict is an inherent feature of a healthy (especially democratic) society. However, the differentiating factor is the spirit with which conflict is approached. For this reason, we foster a culture of tolerance for difference of opinion and worldview – provided that common decency is upheld, and the view is informed. To impart soft skills for employability – prepare programme participants with behavioural skills and competencies to be able so that they can access the ever-evolving employment opportunities upon graduation. This contributes to the success rate of Stellenbosch University as measured by employability of its graduates. 	<ul style="list-style-type: none"> Targeted Effective Communication Workshop Leadership Matters Workshop Emotional Intelligence Workshop Embracing Diversity as a Strength 	<p>By the end of this course, participants will be able to:</p> <ul style="list-style-type: none"> Develop the ability to communicate in clear, respectful and non-judgemental ways. Grow deepened knowledge to know how to identify an audience and deploy the relevant communication approach/tact. Learn how to internalise shared societal values for common good. Understand how context (situation) sets boundaries for leadership action. Develop skills to access the domain of spiritual intelligence (human conscience) that propel leaders. Develop ability to define for themselves which actions can help them to create their own energy stock. Grow a deeper appreciation of perception as inevitable, and how to respond to it. Develop intuition for self-awareness and appreciation. Acquire the four key skills of cultural diversity competence change process. Learn through the interactive learning mode how to approach diversity as a complex phenomenon.



CENTRE FOR STUDENT COUNSELLING AND DEVELOPMENT

The CSCD at Stellenbosch University offers a variety of personal development work sessions. These work sessions consist of group sessions where the learning process is facilitated by an experienced facilitator and interaction with fellow students. Personal development workshops will include academic work sessions, CV and Interview skills workshops (career development) as well as beginner Sign Language classes and contact sessions.

For further information please, see the relevant section of this document, visit our website at www.sun.ac.za/workshops, or email us at workshops@sun.ac.za.

- If work sessions consist of more than one session, ALL sessions must be attended to complete the series.
- Some workshops are free of charge while a fee is payable for others.

For more Information:

37 Victoria Street

Telephone: 021 808 4704

Get to know us: <http://www.sun.ac.za/english/learning-teaching/student-affairs/student-affairs-centres>



UNIT FOR GRADUAND CAREER SERVICES

CV WRITING SKILLS

Division/Faculty: Division: Student Affairs
Duration: 1 hour and 15 minutes per session
Delivery mode: Online
Contact person: Thobeka Msi
Contact details: stm@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">To equip participants with the necessary knowledge and skills, underpinned by a strong focus on personal mastery, so that they are able to tailor their own skillset and career prospects in line with the ever-changing working landscape.	<ul style="list-style-type: none">CV Writing skills	<ul style="list-style-type: none">Demonstrate professional skills in designing tailored CVs that meet the expectations of prospective employers.

CONNECTING TO INDUSTRY THROUGH PEER LEADERSHIP

Division/Faculty: Division: Student Affairs
Duration: 7 months (January – August)
Delivery mode: Online
Contact person: Thobeka Msi
Contact details: stm@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">To equip the student Leadership Executive Committee with employability preparedness by delivering intentional training of subject matter that can be scaffolded so that they can prepare themselves and fellow peers effectively and critically in the society with practical knowledge to prepare themselves for the world of work.To enable the Leadership Executive Committee to reflect critically on and identify the gap between the consulting industry and university students so that they can reflect and have the skill of peer evaluation to identify the tools, resources, and training students require to engage successfully with the industry.To initiate student representative engagement within the consulting industry so that students can be equipped with the necessary tools to engage within consulting firms in preparation for future employment prospects. So that students in the society can access competitive information and resources to ensure they are adaptive and responsive to the South African work environment.To enable the institution to create a channel for students to engage with the consulting industry so that they can be agile, adaptable, and responsive in the South African work industry, to showcase their skills as a Stellenbosch University graduate	<ul style="list-style-type: none">Developing key partnerships with partner firms,Organising and providing members access to career and skill development workshops, events, and hosted talks,Providing members the opportunity to develop relevant problem-solving skills through interactive case studies and consulting competitions.	<p>A Leadership Executive Member participating in the Connecting to Industry through Peer Leadership module will be able to:</p> <ul style="list-style-type: none">demonstrate understanding of their personal strengths and skills through exposure to career mapping, so that they can provide evidence-based feedback at planning meetings;formulate cooperative relations with internal and external stakeholders, so that they can provide students an opportunity to connect with firms to gain insight into how to prepare for a consulting interview; andapply peer support principles as they will offer advisory support, resources, direction, feedback, critique, and referrals to students in terms of connecting to consulting firms at events.

INTERVIEW SKILLS

Division/Faculty: Division: Student Affairs
Duration: 1 hour and 15 minutes per session
Delivery mode: Online
Contact person: Thobeka Msi
Contact details: stm@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<p>Impart skills so participants can:</p> <ol style="list-style-type: none">handle different types of interviews on different platforms (including digital platforms);respond to common yet difficult questions favoured by most employers, without feeling threatened; andshow prospective employers their interest in the companies they apply at by researching the right information in the right places.	<ul style="list-style-type: none">Interview skills	<ul style="list-style-type: none">Demonstrate preparedness by researching well in advance, making a good impression by arriving on time, joining in virtual meetings well presented, asking the right questions, and capturing the attention of interviewers right through the interviews.Apply the STARR/E approach in responding to competency-based questions.Display understanding of gamification used by other recruiters and use recruiting digital platforms (like HireVue) with ease.Convince prospective employers that they are a culture and perfect fit.

LINKED IN PROFILE OPTIMISATION

Division/Faculty: Division: Student Affairs
Duration: 1 hour and 15 minutes per session
Delivery mode: Teams
Contact person: Thobeka Msi
Contact details: stm@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<p>This work session intends to assist the participants to:</p> <ol style="list-style-type: none">understand the importance and benefits of having an online professional profile, LinkedIn;know which content to include in their LinkedIn profiles, in which sections and how to initiate conversations and connect with other professionals on the platform;think search engine optimisation and work on becoming searchable; and become thought leaders and display that skill on LinkedIn.	<ul style="list-style-type: none">Developing key partnerships with partner firms.Organising and providing members access to career and skills development workshops, events, and hosted talks.Providing members the opportunity to develop relevant problem-solving skills through interactive case studies and consulting competitions.	<p>A Leadership Executive member participating in the Connecting to Industry through Peer Leadership module will be able to:</p> <ul style="list-style-type: none">demonstrate an understanding of their personal strengths and skills through exposure to career mapping, so that they can provide evidence-based feedback at planning meetings;formulate cooperative relations with internal and external stakeholders, so that they can provide students an opportunity to connect with firms to gain insight on how to prepare for a consulting interview; andapply peer support principles as they will offer advisory support, resources, direction, feedback, critique, and referrals to students in terms of connecting to consulting firms at events.

PERSONAL BRANDING SKILLS

Division/Faculty: Division: Student Affairs
Duration: 1 hour and 15 minutes per session
Delivery mode: Teams
Contact person: Thobeka Msi
Contact details: stm@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ol style="list-style-type: none">Equip participants with the knowledge and understanding of personal branding.Help students understand the goal/purpose of branding oneself.Enable them to see the importance of personal branding in any work environment.Guidelines to build a personal brand.	<ul style="list-style-type: none">Personal branding	<ul style="list-style-type: none">Have a digital footprint (on social and professional platforms) that attracts the attention of connections and prospective employers.Constantly work on updating and improving one's personal brand that reflects one's authentic identity.Display a digital footprint that matters.

LEAD WITH DISABILITY

Admission requirements: The student must be registered at Stellenbosch University
Division/Faculty: Division: Student Affairs
Duration: 1 month (per semester)
Delivery mode: Online
Contact person: Lizelle Apollis
Contact details: ferus1@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
To identify inclusion and excluding practices: <ul style="list-style-type: none">• Increase students' awareness about accessibility of spaces, services and information.• To create awareness about disability and functionality.• To normalise engaging with people with disabilities.	<ul style="list-style-type: none">• Able-ism session• Common Disabilities on Campus session• Progressive Realisation session• Universal Design and Universal Design for Learning session• Assisting Persons with Disabilities and Assistive Technology session	<p>By the end of the session on Able-ism, the students will be able to:</p> <ul style="list-style-type: none">• change their perception of "normality" and their experience of disability. <p>By the end of the session on Common Disabilities on Campus, students will be able to:</p> <ul style="list-style-type: none">• identify different disabilities by their characteristics;• identify different reasonable accommodation/support measures for each disability;• reflect critically on stereotypical and biased thoughts, attitudes, and behaviours; and• evaluate and adjust attitudes and behaviours by reflecting on learnt and lived experiences related to people with disabilities. <p>By the end of the session on Progressive Realisation, the students will be able to:</p> <ul style="list-style-type: none">• understand this concept in relation to creating accessible environments; and• identify inclusive and excluding practices in the environment.• By the end of the session on Universal Design and Universal Design for Learning, the students will be able to:• advise and reflect on RA and UA in a specific environment by using the seven principles of universal design; and• develop awareness about universal design for learning. <p>By the end of the session on Assisting Persons with Disabilities and Assistive Technology, the students will be able to:</p> <ul style="list-style-type: none">• develop awareness about how to interact with people with disabilities; and• develop increased awareness about assistive technology.

STUDENT MENTAL HEALTH & WELLBEING

Admission requirements: Registered student at Stellenbosch University (all campuses); Undergraduate student
Division/Faculty: Division: Student Affairs
Duration: 3 months (February – April)
Delivery mode: Online
Contact person: Mr Charl Davids
Contact details: cdavids@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">• To raise mental health awareness across campus so that students are equipped with tools and skills to navigate their mental health in their university career.• To promote the mental health and well-being of the Stellenbosch University student population so that students are able to excel academically and socially in line with the Stellenbosch University goal of a transformative student experience.• To produce a module that can be incorporated with different educational contexts in South Africa so that student mental health can improve on a national level and contribute to a South African workforce with individuals that have problem solving, critical thinking and management skills.	<ul style="list-style-type: none">• Defining mental health• Culture and mental health (Part 1)• Student mental health (Part 2)• Introduction to intersectionality• Reducing stigma• Introduction, defining stress, university stress• Psychological distress panel discussion• Coping mechanisms theoretical information and pre-theme assessment• Adaptive vs maladaptive coping• Coping strategies for students	<p>By the end of this course, participants will be able to:</p> <ul style="list-style-type: none">• critically understand and define mental health, identify and understand the influence of culture in defining mental health, and understand and apply the complexity model to student mental health;• understand intersectionality theory, apply intersectionality to their experiences in different contexts, and engage respectfully and openly with others;• differentiate between distress and psychological distress, identify stress factors in the university context, and identify stress; and• define coping mechanisms, differentiate between adaptive and maladaptive coping mechanisms, and design a daily routine that incorporates acts of self-care.

TIME MANAGEMENT

WORK SESSION: Time Management (i-Tick)
Admission Requirements: Registered SU Student
Division/Faculty: Unit for Academic Counselling and Development, Stellenbosch Univeristy
Duration: 1 hour
Delivery mode: Online or Contact
Contact persons: Mrs A Welgemoed/Mrs M Denyssen
Contact details: (studysuccess@sun.ac.za)
Website: <http://www.sun.ac.za/english/learning-teaching/student-affairs/cscd/academic-counselling/work-sessions>

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
This workshop intends to focus on: <ul style="list-style-type: none">• Building a better understanding of one's own time management strategies• Learning about alternative management approach	Time management sessions will assist you to manage your time better by teaching you the necessary skills and strategies to improve, adjust and enhance the way you manage your time.	<ul style="list-style-type: none">• Awareness of my current time management strategies• What is working? What isn't working as well anymore?• What is preventing you from managing your time better?• Enhance, improve, adjust current time management approach

STRESS MANAGEMENT

WORK SESSION: Stress Management (i-Steer)
Admission Requirements: Registered SU Student
Division/Faculty: Unit for Academic Counselling and Development, Stellenbosch Univeristy
Duration: 1 hour
Delivery mode: Online or Contact
Contact persons: Mrs A Welgemoed/Mrs M Denyssen
Contact details: (studysuccess@sun.ac.za)
Website: <http://www.sun.ac.za/english/learning-teaching/student-affairs/cscd/academic-counselling/work-sessions>

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
This workshop focuses on: <ul style="list-style-type: none">• Building awareness of stress and the impact it may have• Developing stress management techniques	<ul style="list-style-type: none">• This session promotes healthy stress management skills and assists you with developing them. Once you have completed the session, you will be equipped to understand and manage stress; identify physical, emotional, mental and behavioural symptoms of stress; and know when to seek professional help to alleviate stress.	<ul style="list-style-type: none">• Creating awareness of my current stress management strategies• Understanding the difference between good and bad stress• Understanding stress response• Enhance, improve, adjust current stress management strategies

STUDY SKILLS

WORK SESSION: Study Skills (i-Kit)
Admission Requirements: Registered SU Student
Division/Faculty: Unit for Academic Counselling and Development, Stellenbosch Univeristy
Duration: 1 hour
Delivery mode: Online or Contact
Contact persons: Mrs A Welgemoed/Mrs M Denyssen
Contact details: (studysuccess@sun.ac.za)
Website: <http://www.sun.ac.za/english/learning-teaching/student-affairs/cscd/academic-counselling/work-sessions>

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
This workshop intends to focus on: <ul style="list-style-type: none">• Reflection of study strategies in current use• Learning about other tools and strategies to use.• Looking at different factors, like learning style, stress and organisation, that influence the way you study	<ul style="list-style-type: none">• The Study skills session closely looks at your current study strategies and skills to better understand where and how you can improve, enhance and adjust for a better outcome.	<ul style="list-style-type: none">• Creating awareness of my current study strategies• Enhance, improve and adjust my current study approach.

SELF-MANAGEMENT

WORK SESSION: Self-Management (i-App)
Admission Requirements: Registered SU Student
Division/Faculty: Unit for Academic Counselling and Development, Stellenbosch Univeristy
Duration: 1 hour
Delivery mode: Online or Contact
Contact persons: Mrs A Welgemoed/Mrs M Denysen
Contact details: (studysuccess@sun.ac.za)
Website: http://www.sun.ac.za/english/learning-teaching/student-affairs/cscd/academic-counselling/work-sessions

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<p>This work session intends to focus on:</p> <ul style="list-style-type: none">• Overall Self-development• Development of skills and strategies needed as a student	<ul style="list-style-type: none">• Self-knowledge and awareness• Academic identity, including dealing with failure• Setting targets and goals• Stress and wellness impact on functioning• The benefits of metacognition	<ul style="list-style-type: none">• Setting goals for academic & personal success• Reflecting on your own motivations that will help you to be realistic to your academic needs• Looking at wellbeing practices in order to promote healthy self-management.• Looking at the benefit of wellness• Understand the concept of metacognition and how it applies to improving self-management.

BE EXAM READY

WORK SESSION: Be Exam Ready (i-Prep)
Admission Requirements: Registered SU Student
Division/Faculty: Unit for Academic Counselling and Development, Stellenbosch Univeristy
Duration: 1 hour
Delivery mode: Online or Contact
Contact persons: Mrs A Welgemoed/Mrs M Denysen
Contact person: (studysuccess@sun.ac.za)
Website: http://www.sun.ac.za/english/learning-teaching/student-affairs/cscd/academic-counselling/work-sessions

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<p>Focus on preparing students with exam tips, techniques and skills development relating to:</p> <ul style="list-style-type: none">• study methods• time management• stress management <p>To encourage and motivate students to make use of these skills before and during their exams, to better prepare themselves.</p>	<ul style="list-style-type: none">• The Be exam ready work session will equip you with different memory techniques, and help you to identify study areas of growth, understand the difference between good and bad stress, and help you prioritise tasks. In addition, it will expose you to effective methods for preparing for the exams and help you improve your coping mechanisms during exam time.	<ul style="list-style-type: none">• Learn about how you can enhance your memory• Exposure to different memory techniques• Tips for before and during exams, including:<ul style="list-style-type: none">• Preparation tips and pitfalls• Tips for pacing• Ways to answer different types of questions (question and word analysis)• Managing stress before and during exams

EQUALITY AGENTS

Admission Requirements: 2nd year students, selection process will be followed
Division/Faculty: Equality Unit
Duration: Two weekend workshops initially followed with lunchtime sessions throughout the year
Delivery mode: In person and online
Contact person: Michelle Munro
Contact details: michellem@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<p>Train students to support their peers as knowledge agents, risk screeners and referral sources in the themes and topics of the Equality Unit and Higher Health</p>	<ul style="list-style-type: none">• Sexual health including HIV, Aids, STIs, SRH and contraceptives• LGBTQIA+ support• Disability Support• Mental health• Gender, Gender fluidity, GBV• Alcohol and drug abuse prevention• Harassment, victimization, discrimination and stigmatization• EqU case processes and procedures• SU resources and referrals	<ul style="list-style-type: none">• Students will have correct information and knowledge on all topics listed to support and assist fellow students• Students will know SU specific policies, guidelines, services and structures related to listed topics• Students will be able to facilitate discussions and training to their peers• Students will be able to risk screen for potential problems peers might be experiencing• Students will be able to be referral sources linking peers to services within SU

BASIC HIV TESTING AND COUNSELLING SHORT COURSE

Admission Requirements: Any registered students, selection process will be followed
Division/Faculty: Equality Unit
Duration: 3 full days
Delivery mode: In person
Contact person: Michelle Munro
Contact person: michellem@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<p>To provide participants with theoretical and practical knowledge of basic counselling methods and procedures needed to conduct HIV pre-and-Post test counselling, screening and referrals</p>	<ul style="list-style-type: none">• Basic Overview of HIV facts• Counselling overview• Interpersonal Communication skills• HIV testing procedures• Medical and ethical rules and guidelines	<ul style="list-style-type: none">• Knowledge of the facts of HIV, the testing process, ethics and legal-medical guidelines pertaining to counselling and treatment• Conduct pre-and post-test counselling according to DoH protocols• Students will be able to risk screen for potential sexual health problems peers might be experiencing• Perform the rapid test testing procedure• Appropriate counselling skills to support client in dealing with results• Understanding importance of confidentiality, privacy and disclosure• Know basic IPC and counselling skills• Referral source for follow-up medical services or counselling

CENTRE FOR TEACHING AND LEARNING

Welcome to the Centre for Teaching and Learning.

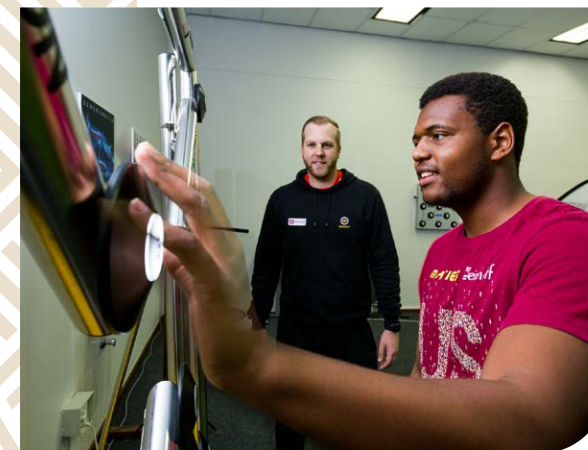
The primary role of the Centre for Teaching and Learning (CTL) is the professional learning of academics at Stellenbosch University (SU), with regard to their teaching role.

The Centre for Teaching and Learning offers a FREE opportunity to ALL tutors (demis, module, learning, teaching, and assessment assistants) to join an exciting training opportunity on Peer Facilitation of Learning. You can complete the training short course at your own pace and have up to 13 weeks to complete it (depending on when you enrol) or as indicated by your department/faculty.

Sim Ntwasa at sim@sun.ac.za or your faculty/departmental tutor coordinator.

General Enquiries: 021 808 3717

Website: <http://www.sun.ac.za/english/learning-teaching/ctl>



PEER-TO-PEER FACILITATION OF LEARNING: TRAINING

Admission requirements: Students must be appointed as a peer facilitator of learning (tutor, demi, etc) at department, faculty or division level by Stellenbosch University.
Division/Faculty: Division: Learning and Teaching Enhancement
Duration: March – May (First Semester) and July – September (Second Semester)
Delivery mode: Online
Contact person: Simbongile Ntwasa
Contact details: sim@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">• To supplement any tutor training that exists at university department or faculty level, with a focus on practical, general facilitation of learning skills such as creating a co-operative and encouraging climate, inviting input and feedback, active listening, encouraging critical thinking skills and participation through critical questioning and encouraging problem solving and decision making.• To create a community of peer facilitators of learning who can learn from each other, are resilient and adaptive, are able to set boundaries, know how to promote the development of their students and are able to apply practical skills so that they have the self-efficacy necessary for their own development as peer facilitators of learning.• To maximise the benefits of peer facilitation of learning at the University so that peer facilitators of learning will graduate as engaged leaders and dynamic professionals who have improved their interpersonal communication, social intelligence and personal leadership.	<ul style="list-style-type: none">• Unit of Learning 1: Defining your roles and responsibilities.• Unit of Learning 2: Who to contact for support.• Unit of Learning 3: Developing professionalism, administration and technical skills.• Unit of Learning 4: Understanding your role as a facilitator.• Unit of Learning 5: Managing your stress and time.• Unit of Learning 6: Creating assessment opportunities.• Optional Input phase: Unit of learning 7: Marking assessment opportunities.	<p>By the end of this course, participants will be able to:</p> <ul style="list-style-type: none">• practise professionalism when engaging in the administration of peer facilitation of learning responsibilities in the Stellenbosch University environment;• refer, provide feedback and guide tutees in order to promote the individual tutees learning and development;• engage in collaborative learning and guide deeper and critical thinking by using facilitation of learning skills in virtual or verbal discussions with their tutees.• practise resiliency and adaptiveness in challenging situations due to exposure to a variety of situations with individuals and groups from diverse backgrounds; and• implement time and stress-management strategies while balancing the responsibilities of being a student and a peer facilitator of learning.





DIVISION: SOCIAL IMPACT

Values

Staff and students at the Department of Social Work demonstrate the following values:

Excellence

The Department is characterised by excellence in its teaching and learning, research and social impact.

Accountability and integrity

We are accountable and act with integrity in all our actions according to the Ethical Code of Conduct of the South African Council for Social Service Professions.

Human dignity and respect

We promote human dignity through self-respect and respect for other people and the physical environment.

Innovation and criticality

We think and act in new and critical ways as a response to the challenges posed by the local and global social, economic, and political environments.

Ownership and leadership

We take ownership of our own development and well-being to lead, inspire, motivate, and influence others positively in turn.

For more information:

Division: Social Impact

Michelle Pietersen

Contact: mpieters@sun.ac.za

Visit: (Division: Social Impact) <http://www.sun.ac.za/si/en-za/Pages/MGD.aspx>



INITIATIVE	TARGET GROUP	DESCRIPTION	CONTACT PERSON
1. Basic Molecular Biology - Bloemhof High School.	Children up to the age of 18	Postgraduate students from the Department of Microbiology present basic molecular biology concepts to Grade 12 learners from Bloemhof High School.	Prof W Khan
2. Count-Me-In (CMI)	Children up to the age of 18	Service-Learning initiative for Foundation Phase Mathematics Education students.	Punt Cecilia
3. Disaster Risk Studies Honours Project	Communities Government: Municipal	Midterm project for Honours students conducting applied research among poor communities. The students investigate the risk profile of the Klapmuts backyard community. The information is then provided to the Stellenbosch Municipality for the development of a backyard policy and to inform developmental interventions, as well as for considerations to inform the municipal IDP.	Zweig PJ
4. Evaluating the Western Cape on Wellness (WoW!) Initiative: Co-creating a culture of wellness	<ul style="list-style-type: none"> Adults Civil Society Organisations (NGOs, CBOs, Faith-based etc.) Communities Elderly (age 65 and older) Government: Municipal Government: Provincial Other Universities 	By adopting an all-government and all-society approach, the overarching goal of the WoW! Initiative is to co-create and sustain a culture of wellness at all levels of society in the Western Cape to prevent, reduce and better manage non-communicable diseases (NCDs). This programme represents collaboration between the Western Cape Department of Health (WCDoH), Western Cape Government (WCG), Department of the Premier, WCG Department of Education, WCG Department of Cultural Affairs and Sport, the Heart & Stroke Foundation SA, Times Media, Pharma Dynamics, Discovery Vitality, and Eskom	Dickie KE
5. SUNWELL Community Health Programme	<ul style="list-style-type: none"> Adults Communities Elderly (age 65 and older) 	This initiative is centred on "upliftment through knowledge and movement" and is inclusive of the entire life span. In addition, the goal of the programme is to encourage, educate and 'champion' both adult and child populations residing in medium to low socio-economic areas regarding the benefits and ways of leading a healthy, active, and safe lifestyle.	Dickie KE
6. Oenology 214 (Service Learning): The Wine Trade	<ul style="list-style-type: none"> Adults Business/Industry 	This module explores how Service Learning, as a transformative pedagogy, is applied in a science- based curriculum to enhance student learning and critical citizenship. Students in Oenology undergo a month-long service placement in tasting rooms and wine estates in the Cape Winelands. Here they interact with staff, clients and workers from the wine industry, learning about products, consumers and trade aspects. Societal partners (tasting room managers, other workers and winemakers), chosen on the basis of their ability to engage the students in learning and the feedback and success of previous placements, help to shape the students' views of themselves and their place in the broader context of the South African industry.	Mackay MA
7. Promoting biodiversity conservation in the agriculture sector	Business/Industry	Talking to farmers at meetings and workshops to discuss the role that biodiversity plays in correct land usage	Dr Pryke JS

INITIATIVE	TARGET GROUP	DESCRIPTION	CONTACT PERSON
8. Overcoming career circumscription and compromise: career guidance and development to high school learners from low-income communities.	Children up to the age of 18	This community service learning and engagement project is linked to the Psychology Honours module Career Psychology. After being exposed to several theories of career counselling and development (including those of John Holland, Donald Super, Linda Gottfredson, and Mark Savickas), Honours students are introduced to a high school context where they are required to set an intervention programme addressing the career development needs of the learners at the school. Because of adverse socio-economic conditions, many learners have limited perspectives of career options and the paths to achieve their career aspirations. They are inclined to circumscribe and compromise (i.e., place limits) on their potential choices. The intervention will seek to assist learners to 1) identify their interests and other career attributes; 2) link their career attributes to career choices; 3) make informed choices about their senior school subjects; 4) engage with the career barriers they encounter in their contexts; and 5) render career counselling in line with the needs of the learners. The Honours students will submit an assignment in which they critically evaluate their intervention. This initiative has been piloted in Kayamandi and with funding will be extended to schools in Cloetesville, Jamestown, and Klapmuts. There is also an active research focus on the intervention involving Master's and Doctoral students.	Naidoo AV
Financial Literacy Project	<ul style="list-style-type: none"> Adults Children (up to the age of 18) Communities 	The Financial Literacy Project (FLP) comprises participants from both the Faculty of Law and Faculty of Management Sciences. Inter alia, its objectives are to advance interdisciplinary research – complex community issues often require interdisciplinary approaches – and encourage greater multicultural understanding. Cross-cultural engagement in a collaborative manner, combined with the respectful acknowledgement of various sources of knowledge and 'ways of knowing' can facilitate the building of lasting value-added university-community relationships. Thus, with a broader notion of community engagement, we can strengthen reciprocal, sustainable community partnerships that are equipped to respond to socio-economic issues, which in turn are vital to our increasingly diverse populations and their representative institutions. Currently, the FLP focuses on empowerment sessions for learners in secondary education, as well as farm workers. These sessions aim to provide members of our community with basic money skills, information in respect of consumer rights and responsibilities to develop self-awareness, responsible citizenship, and to contribute to local and global social impact goals. In addition, the aforementioned empowerment sessions result in individual consultations with members of the community, mostly farm workers, who may be in need of legal advice and/or assistance.	Hough Louw Chantel

ACTIVATING ENGAGED CITIZENSHIP

Admission requirements: No admission requirements in terms of skills. Social Impact leaders are elected to position via residence, society or faculty committee.

Division/Faculty: Division Social Impact: SU MGD

Duration: 12 months (September – August)

Delivery mode: Online

Contact person: Michelle Pietersen

Contact details: mpieters@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> To address the needs of communities through service and development that led and driven by students so that students are prepared to engage effectively in communities and have the skills to form partnerships. To utilise the students, co-workers and expertise available at Stellenbosch University, as well as the resources outside the University to connect resource needs effectively with resource-availability across the university and students so that sustainable partnerships can be forged and used to further the goal and vision of the University and MGD. To provide an organisational framework for intercultural engagement in community service and development on the campus of Stellenbosch University. To foster a reciprocal relationship with the university and community so that the work of the university is enhanced in terms of Vision 2040 and the community environment becomes a learning space and the university a resource from which the community can draw. The opportunity to draw on community experience and engagement and apply this to the critical questions of the module is a key objective. Consider how their lived realities have affected how they view their roles (rights & responsibilities). 	<ul style="list-style-type: none"> Debrief meetings Community engagements Planning and prep Fundraising and campaigning Training and development sessions Two online training modules Reflections and evaluations 	<p>By the end of this course, participants will be able to:</p> <ul style="list-style-type: none"> understand the concepts, principles and leadership of community engagement; write, present, prepare and present a project proposal and budget; write a community plan and budget as well as manage and lead their volunteers during community morning; develop intercultural communication capability, written, verbal and listening skills in an intercultural context; develop practice of reflection as a tool for lifelong learning and self-directed improvement Develop self-awareness and interpersonal skills (Intercultural engagement) (personal & interpersonal skills); and present a reflective essay that critically explores the necessity and importance for the decolonisation of knowledge frameworks and the benefits of 'many stories' to foster curiosity and imagination.

ONE STOP SERVICE MGD

Admission requirements: Must be a registered student.

Division/Faculty: Social Impact

Duration: One Year

Delivery mode: Face to face or virtual

Contact person: Michelle Pietersen

Contact details: mpieters@sun.ac.za

RESIDENCE / PSO / SOCIETY:	DESCRIPTION OF PROJECT:
Sonop Residence	<p>1. Project Pads: This project aims to provide free sanitary products to Sonoppers.</p> <p>2. Shoes and Socks Project: This project aims to provide shoes and socks to Parkwood Primary. This is a collaborative project between ASA, Aurora and Sonop.</p> <p>3. Sanitary Pad Campaign: This project aims to provide sanitary products to the Safe House Stellenbosch Shelter, SU female residences and the SU Social Work Offices.</p> <p>4. Jars of Hope: This project will run during Sonop Week. Sonoppers will gather donations and spend an afternoon together filling jars or packs with these food items. The food packs will be dropped off at Food in Action.</p>
Monica Residence	<p>1. Prochorus Educare Centre Outreach: We take students from Monica and Wilgenhof to visit the less fortunate children at the after-care facility. The idea for this project during COVID-19 is to create comfort packs filled with gently used stationery, a healthy snack and some sanitiser.</p> <p>2. Stationery Drive: This project is a collaborative effort with Huis Ten Bosch to collect stationery.</p> <p>3. Sister Act Tradition: This is an opportunity for senior and junior residents to form a bond with one another. This is a support system where residents can form relationships with one another and find someone to lean on or ask for advice when times are hard.</p> <p>4. Saint Box: The Monica Saint Box is a wooden box in our sitting-room where you can anonymously drop off sanitary products, something sweet or even 2-minute noodles. With this anonymous system, the Monica residents can support one another in times of financial or food insecurity.</p>

Faculty of Education, Education Student Committee: Beyond Education Team	<p>1. Beach Clean-Up: Beyond Education students volunteer, by cleaning up Strand beach. This is an opportunity for students to ensure that the beaches are cleaner and safer for everyone. Additionally, it is important that we help protect our ocean ecosystem</p> <p>2. Stationery Drive: This project is currently in motion, where 14 students have dedicated themselves to partake in collecting/making a stationery pack. We know that stationery is always a problem throughout the year and is costly; thus, we would like to help a local primary school by donating stationery packs to disadvantaged learners.</p> <p>3. Middelvlei Farms: TBC</p> <p>4. Inspiring Matriculants: - TBC - A school will be selected in an underprivileged community, where the matric pass rate is very low. Students will have the opportunity to engage with matric learners to encourage them for their final school year. They will also share study tips with matric learners.</p> <p>5. Durbanville Children's Home Outreach: Students will have the opportunity to spend time with the children in the Children's Home. Durbanville Children's Home is one of the oldest children's homes in South Africa, dating back to 1883. As a registered institution of care, they are currently tasked with looking after 144 children who were placed there by court orders. The Home is situated in the northern suburbs of Cape Town, and the intake of children falls within a 100 km radius of Durbanville, which includes farms, informal settlements, squatter camps and towns. The Durbanville Children's Home is presently caring for 144 children between the ages of 2 and 18 years.</p>
BA Student Committee	Legacy Project: The main objective of this project is to ensure that the needs of people in surrounding communities are met and that a lasting notable impact is made. The main goals of the project are; to improve literacy and mathematical skills and learning attainment of primary and high school learners by tutoring in these facets and to increase access to different types of materials that will assist communities in improving their social challenges. The project will host weekly visits to the Legacy Centre in Kayamandi whereby tutoring activities creative activities with learners and community workers will take place. The projected times are from 16:00 to 18:00, and 2-4 volunteers will be needed for the weekly sessions.
Nemesia	Beach Clean Up: After last year's success, Nemesia will be hosting a beach clean-up at Gordons Bay Main Beach. This will give students an opportunity to make a difference whilst socialising and making new friends.
Aurora PSO	Self-Defence Class: This project will give our members the opportunity to social and interact with one another, whilst also getting some exercise, and learning a valuable skill set that will empower them to protect themselves. It will also open our members' minds to realise and reflect on the realities that women and other marginalised groups face in our country. GBV is one of the biggest, contemporary social issues that we as a society in South Africa face. We as Aurora would like to offer basic self-defence classes to members of our community to empower them to empower themselves. These sessions will be lessons on how to defend yourself against a threat or an attack, offered by an MMA fighter who has training in self-defence. There will be 22 sessions, with 6 short ones taking place, including welcoming, familiarising our newcomers with our social impact projects, as well as gently educating them about the realities we face on campus with these types of issues. The other 16 sessions will take place throughout the year on a termly basis.
Eendrag	<p>Eendrag Mentorship Project: The Eendrag Mentorship Programme is a project that focuses mainly on developing, inspiring, assisting, and mentoring male teenagers during a crucial stage in their lives, from an academic and leadership perspective. We believe that there is great potential within every person and that we can help inspire and lead these learners to achieve their full potential.</p> <p>Twenty university students from Eendrag residence will each voluntarily mentor two high school students between grades 9 and 11. This includes academic mentorship, life mentorship and leadership guidance.</p>
Equité PSO	<p>1. Love to Give: Love to Give helps families in Kayamandi that live beneath the breadline. We as a PSO will help Love to Give throughout the year by making donations regularly. The idea is to donate a few goods every month to help the organisation help more families.</p> <p>2. AWSS Animal Shelter: The animal shelter needs help throughout the year. As Equité, we shall offer our help to walk the dogs, collect dog resources (foods, blankets, and toys) and also help at fundraisers or adoption day. A date for this project will be chosen throughout the year.</p> <p>3. Heartlands Baby Sanctuary: The PSO will launch a project where students can donate some groceries or resources.</p> <p>4. River Clean Up: We as PSO students will go to clean up the Stellenbosch River. Much rubbish, cigarette buds, chips packets, etc. end up in the river. There is no specific date for this project, but the best will be a day after an event (for example Vensters) or any other day. This project slots in with the theme of environment and sustainability.</p> <p>5. Pad Drive: Students of Equité (as well as any other residence or PSO) will be requested to buy 1 or more packets of pads and donate it in a bin at the amaMaties hub. This project will be launched for about a week or two, depending on the number of pads we collect. During the week in the morning, it will be announced on social media where they can submit the pads, if the hub is too far. The pads will be donated to a school in need. A few sanitary products will also be purchased by the PSO to help ladies within our PSO. A few schools will be contacted in the new year.</p>

Lydia and Eendrag	<p>Rietenbosch Primary School: The relationship between Lydia and Eendrag has been coming on for years and we are extremely privileged to be able to work with the Grade 1 learners at Rietenbosch Primary School. Every second Friday, our social impact group travels to Rietenbosch Primary School, where we spend one hour bonding with the learners and creating an impact in their lives, which is far greater than we know. The time spent with the grade ones allows them to be surrounded by students who can engage with them on a different level and to participate in activities they would not necessarily be presented with on a day-to-day basis.</p> <p>However, because of Covid-19, we realised that we need to take a different approach if we want to maintain this good relationship with the primary school. We have decided to take on one big project per term that would benefit the school. This term, we continued with our stationery drive as well as Easter egg drive. The Eendragters also made bookshelves for the school. Lydia plans to get books sponsored for these bookshelves, which we are hoping will cultivate a love for reading among the learners. Eendrag will be committing to a sandwich, as well as various other food drives for Rietenbosch Primary School throughout the year. It is also a vision for Lydia and Eendrag social impact committees to have a staff appreciation event for the teachers at Rietenbosch Primary if Covid-19 allows this.</p> <p>#AnotherChance by the Helping Hand Foundation: This project includes collecting second-hand clothing from the students in residences and the broader community, and these clothes will be donated to the She Project in Kayamandi. The She Project aims to empower women by giving them the clothes which they can sell cheaply, and in turn, the residents of Kayamandi can afford cheap clothing and these women can earn an honest living.</p>
Minerva Ladies' Residence	<p>1. After School Programme: High school learners in township schools need as much help as they can get from the public because their schools lack resources, which leads to lack of skills such as computer skills. Most teachers in township schools do not care about the lack of resources and the high fail rate, and we as Minerva want to help where we can by tutoring these high school learners and helping them with tertiary school applications and bursary applications. We, as Minerva, plan to begin with the after-school programme as soon as our academic year begins and throughout the year.</p> <p>2. Sandwich Drive: We as Minerva want to highlight the importance of food security by helping homeless people through the sandwich drive project. We believe projects like the sandwich drive aim to combat food insecurity in our communities.</p> <p>3. Beach Clean-Up: The beach clean-up will be done in collaboration with the Minerva sustainability committee, and it aims to raise awareness about sustainability in practical ways.</p>
Rubix	<p>1. Spreading Joy on Easter: The social impact HCs of the different residences and PSOs will all begin collecting Easter eggs and other materials needed by the organisation with which we choose to work. We shall also have an egg-painting event where entrance will be one of the items needed by the organisation or easter eggs. On Easter weekend, we and other volunteers will go to the organisation and donate the items.</p> <p>2. Sports and Career Day with the Legacy Centre: We shall transport the high school students from the legacy centre to Stellenbosch campus, where we shall take them on a tour each faculty on campus, where someone will explain the career paths available within that field, and we shall also ask a NSFAS representative to give a short demonstration. The tour will end at Coetzenburg stadium, where we shall have a few fun sport events with representatives from different Matie sports.</p>
Nemesia	<p>Sandwich Drive: This will take place monthly within Nemesia Ladies Residence. Volunteers will get together the evening beforehand to make and pack sandwiches to be handed out throughout Stellenbosch to less fortunate or homeless individuals. Community engagement and uplifting dialogue is encouraged between volunteers and these individuals.</p>
Serruria Ladies' Residence	<p>Serruria Pantry: This project was created to combat food insecurity in residence. The aim of the Serruria pantry is to create a food bank where students are able to access basic necessities such as sanitary products, toiletries and non-perishable foods.</p> <p>After the year of 2020, many girls in residence have struggled financially, and it is a way to alleviate the financial pressures next year.</p>
Goldfields	<p>In the past year, all of us have been affected by the Covid-19 pandemic. The world has been turned on its side. Our mission for the coming year will be to help those, both in- and outside of Goldfields, who have been affected by the pandemic the most. We shall try and assist by providing academic and mental assistance and helping to relieve some of the financial pressure of students.</p>
Wilgenhof	<p>Soup and Blanket Drive: A collaborative project with Heemstede to help Jesse Kriet School and do a night shelter. The two projects, which are to be done over two days, will be aimed at uplifting communities and instilling a sense of pride. Impoverished schools and shelters need all the help they can get. Wilgenhof will be play a crucial role with Heemstede catering for these initiatives and making them successful.</p>

Olympus PSO	<p>Focus on four main projects, one per term. In an alternating order. Two projects will be aimed at student and campus issues that our members and other students face.</p> <p>1. Compassion Sandwiches: This project was chosen due to our current pandemic, which has caused a large economical loss and, in the process, increased poverty and job loss. The pandemic has also led to a sense of tension and restlessness in communities. Many people no longer want to encounter others, meaning homeless people are struggling to find citizens willing to donate money or food, for fear of contracting the virus. This project aims to make sandwiches, which we shall then donate to homeless shelters to help feed those in need. The logistics of the project will be decided closer to the time, as current regulations and rules are always changing.</p> <p>2. Disability Awareness Project: When walking on campus, the construction of a new building often causes students to detour from their normal path and find alternative routes to classes. This led me to wonder how disabled students cope with sudden changes and whether the very building being built has sufficient wheelchair access. There is a large range of disabilities, and so we hope that by accessing the provisions provided and speaking up about instances where no provisions are made, we can encourage a more integrated and inclusive campus life.</p> <p>Our goal would be to make others more knowledgeable of the very difficulties with which some of our fellow students struggle and to try and assist in easing the hurdles they face every day; i.e., try to have the university improve wheelchair access, have more courses available to the blind by printing more textbooks in brail, etc.</p>
Huis Ten Bosch	<p>Stationery Drive: Any new or gently used stationery (especially pencils and colouring pencils or crayons), exam pads, writing books, pencil cases or even second-hand reading books are donated by students and collected by the respective Social Impact house committee members of respective communities. (The idea is to include the cluster or even the wider student community.)</p> <p>We shall sort the stationery and donate it to schools in need in the Stellenbosch area. We shall begin with one school, Cloeteville Primary, and then, as the drive grows and more donations come in, we can try to donate to more schools.</p> <p>The drive will run from 1 to 31 March. The idea is to market it well in advance, make the newcomers aware of the initiative before coming to SU, and collect it as people return to varsity. This means that they can collect old but still working stationery from friends and family at home.</p>
Dagbreek	<p>Combat Cancer Collectively (CCC): This project is two-faceted:</p> <p>Firstly, it involves an awareness campaign that is focused within a two-week period.</p> <p>Students share stories on the Rooiplein, spread posters around campus, and end with a joint fundraiser event.</p> <p>Secondly, an enquiry as to which projects support cancer patients in the area, as well as students who have been diagnosed.</p> <p>The money made with the fundraiser event will be donated to these institutions accordingly.</p> <p>How to Help Pamphlet: The idea behind this project is that several first years come to SU with the desire to make a difference, but often end up being overwhelmed by university life. The aim is to print a pamphlet containing all the relevant information that will make it easier for all students to help the surrounding community.</p> <p>This includes summaries of existing and future initiatives and what they entail, the contact details of the leaders of these projects, and how anyone can contribute to the cause.</p> <p>If it seems that there is general consensus that such a project would be beneficia. Then the pamphlet must be drafted and printed before the beginning of the next academic year, so that the pamphlets can be distributed as soon as possible.</p> <p>A draft of this booklet/pamphlet has already been drafted and sent to our residence head for approval.</p> <p>The Way Forward: The idea is to launch an interconnected platform that connects interested businesses and students.</p> <p>The aim is to help students who have graduated recently to find employment opportunities.</p> <p>A platform such as the D6 communicator could be used, where interested businesses advertise their openings and students who are interested can apply.</p> <p>This is to provide students with contact persons and ultimately to avoid unemployment.</p> <p>The help of Stellenbosch alumni, especially those who are in positions to employ students, will be relied upon heavily.</p>
Erica	<p>1. Clothing Donation: Collect clothing donations from within residence and make them available to women in our community. If it is possible, we could sell these items, for example, under R20. This will allow the residence to have funds to help those in need. This would include acquiring pads for girls who need them.</p> <p>2. Cleft Pallet Awareness Project: Students drink much cold drink and water. Instead of wasting these items, they can be recycled and used to help children with cleft palates. I am in the process of finding a place to donate the bottle caps too.</p>

Isa Ladies Residence	<p>1. The Mother Maria Project: The name of our project is 'The Mother Maria Project' as we are contributing to 'Tannie' Maria's project, and she basically fulfils the role of a caring mother not just to us as a res but to the community of Cloetesville. Our first years will be the first to contribute towards this project. In their welcoming letter they will receive the necessary instructions on how to make a 'Jar of Hope'. They will then fill an old coffee jar with ingredients such as rice, lentils, soup mix, and a stock cube. This jar will then serve as an easy (base) soup and will be donated towards the Mother Maria Project. This will be a continuous project that we shall support, and by the end of the year, we shall have the whole res participate. Those who are willing can even volunteer to help 'Tannie' Maria at the soup kitchen in our outreach towards her project.</p> <p>2. Wellness Project: We shall also launch a wellness project using our social media platform. The aim of this wellness project is to reach the wider community and to use our knowledge and field of study to contribute towards a physically and mentally healthy society. Here the wellness HK and I will work together sending out healthy nutrition facts and food ideas, fitness motivation, the benefits thereof and so forth. We want our social media to be not only informative on academics and the happenings in res but also to be a place where everyone can recharge and realise the benefits of being mindful to one's mental, spiritual, and physical health.</p>
eNkanyini	<p>Spirit Education Foundation: I believe we as eNkanyini residence have both the common ground (in terms of value of education) and resources (time and tutoring ability) to be able to partner with the Spirit Education Foundation and provide support and contribute to this incredibly worthy cause.</p>
Industrial Psychology Society	<p>Paw Parade: Students get together at the AWSS to walk the dogs there and enjoy the time with the community. In previous years, leashes were provided to the students who wanted to participate, and no costs were involved to do so, besides a small donation of between R30 and R50. In the past, the IPS has been responsible for selling cold drinks provided by the AWSS and to manage the cash flow thereof. The aim is to raise funds for the AWSS and to promote awareness of the cause among the students. It is also a good way to provide people with information on how they can get involved or foster a puppy. Another aim is to bring in other donations such as dog food, blankets, leashes etc. The focus is on addressing the needs of the animal shelter and how students can assist in filling these needs.</p> <p>Success Club: This project runs the whole year in the Delft community. The project uses positive psychology to empower students in the community to build resilience and skills to develop themselves in a high-risk community. The aim is to develop specific skills of the learners in the community such as their studying and working skills, including memory, study techniques, time management, attitude/motivational strategies, healthy relationships etc. This will help the learners improve their success in their academics to increase their opportunities to achieve their goals.</p> <p>Charity Drives: The aim of the drives would be to benefit communities such as the Delf community or other places where it is needed. This will be in the form of a stationery drive, blanket drive and Christmas drive. Drop-off points will be designated for the students who wish to donate to the various causes on campus and potentially also in the residences. There is also the potential to collaborate with another student society or residence with this. The aim is to provide students and families in our surrounding communities that are in need with resources such as stationery, blankets during winter and Christmas donations. The aim is to promote a sense of care and support in the community and to engage many Stellenbosch students in making an impact in their community.</p> <p>Grade 9 Career Counselling: The undergraduates assist in running the workshop, and the postgraduates present the workshops. The workshops are aimed at grade 9 learners who need to make subject choices. The project aims to provide learners in Grade 9 at various high schools around Stellenbosch with the equipment they may need to make a well-informed decision regarding what subjects they should take up to Grade 12 (especially at schools where this is not a priority). Students also receive a CV-worthy certificate for participation.</p>
Huis Visser	<p>1. Sandwich Sunday: We shall host a Sandwich Sunday event in our residence where we shall prepare lunch packs for the disaster unit or night shelter, with the help of volunteers from Huis Visser and the Validus cluster.</p> <p>2. Guest Speakers: We shall also invite guest speakers to give talks on various social issues that we can discuss to promote awareness on topics like homelessness, animal welfare, and child welfare.</p> <p>3. Stationery Drive: In collaboration with other residences, Huis Visser will participate in a stationery drive, which will donate stationery to schools in need.</p> <p>4. Blood Donation Drive: We shall have a blood donation drive, which will involve placing posters all over the residence encouraging blood donation and raising awareness.</p>
Hippokrates Residence	<p>MES Shelter Collaboration Project: The MES Shelter in Bellville is a branch of the national MES NGO which aims to uplift and provide resources to the homeless community in the area. The Tygerberg student experience is a unique one, because it can be so easy to become isolated from our immediate environment. A collaborative year-long project with the MES shelter in Bellville will aim to not only do impactful work with a well-established NGO in our community, but also allow for students who embark on this endeavour with us to be exposed to the needs of people in the community and be enabled to play a role in providing necessary resources and skills to them.</p>
Silene	<p>Sanitary Pad Boxes: Sanitary Pad donation boxes is an initiative where the residence and the community will get the opportunity to create and design boxes where the members of Silene can donate sanitary pads. These boxes can be placed either around the campus or at the residences in a secure place where the donations can be made safely, especially with social distancing. The boxes will then be donated to young girls at different schools around Stellenbosch. This initiative aims to help the young females of our community, as many of them struggle with the expense to purchase sanitary pads. According to statistics, a third of the schoolgirls do not go to school during their periods because they cannot afford sanitary pads.</p>
Venustia PSO	<p>Care Bear Closet: For this project, our PSO will be collecting sanitary products as well as different toiletries and donate them to women's shelters and schools in the Stellenbosch area. We shall have collecting stations on the Rooiplein once a month and donate the products collected at the end of each semester. Collection stations will also be placed at events the PSO holds, and persons will be able to drop products off at the HK house.</p>

Nerina	<p>1. Fairy Godmother Project: All dances as well as our Women's Breakfast are events that require payment, which limits the number of Nerina residents able to join. As Nerina strives for an inclusive environment, I would love to use this project as a platform in which we can practice ubuntu towards one another. The financial assistance that the Fairy Godmother Fund will provide, will be available only to girls in Nerina. It is believed that it will give more girls the opportunity to attend events in res without having the financial stress of buying a ticket (or the full ticket price). It will also address the issue of inclusivity. We want Nerina events to be well represented and everyone to feel welcome, without having limited finances as the divider. Thus, the Fairy Godmother Project will allow our fellow Nerinas to participate in paying activities and lift the financial burden.</p> <p>2. Hanna Charity: We have a long-standing relationship with Hanna Charity. So, in the following year, I am excited to further this relationship by continuing to serve the children at the Hanna Foundation. The project overview will be determined before each visit, as per their needs. Painting, tutoring, playing sport, cooking, skills development, and simply social interaction will be part of our planning. Building relationships with the children and sharing Nerina's love for servanthood will be our main goal. We want the children of Hanna Charity to feel loved and accepted.</p> <p>3. Jars of Hope: The initiative was prompted by the visible need in our communities. After a year of struggling in different spheres of life, we decided to address one of those areas in our country: hunger. Jars of Hope was held on an online platform, which made it difficult to promote participation, but gave us such a broader community to reach. Each of us had the opportunity to make a jar, filled with long-lasting and flavoursome staples, and share it with someone that truly needed it in our own communities.</p> <p>4. Kayamandi Garden Project: This is a collaboration with all residences on campus. We plan to develop a space where the locals can benefit from the established garden in the long term.</p> <p>5. Stellenbosch Safe House: Along with Heemstede and two other residences, we shall be volunteering at the Stellenbosch Safe House during August 2021. Finer details of the project can be found in the Heemstede planning. They are also in need of maintenance to the building; therefore, we hope to help where they need our hands or hearts. We would love to serve and invest our energy, time, and love in the people in the safe house and truly show that we care.</p> <p>6. Sanitary Products Project: The project will be based on the principle of allowing residents to access sanitary products for free. The products will be left on a give-and-take basis by other residents. Residents will be asked to only take sanitary products if they need and cannot afford them. Boxes will be placed in each bathroom stall from which they can be used and into which new products can be placed.</p>
Irene	<p>ICAN: ICAN will be a newly introduced project aimed at empowering Irene residents to collect CANNED food throughout the year to help out a food security at the Stellenbosch Night Shelter. ICAN is designed to allow sustainable social impact from students at low cost. Homelessness is a huge social issue on campus. As students, we are in constant interaction with such difficulties. Moreover, food for the homeless at the shelter is even a bigger issue. To allow students to engage in alleviating and being impactful in their immediate space, ICAN will be a great and empowering initiative.</p>
Academia	<p>1. Sandwich Sundays: Once a month, Academia students will make sandwiches to put into lunch packs together with a drink and some fruit to give to the Night Shelter.</p> <p>2. Change for Better Foundation: Once a month, Academia students will volunteer at the Change for the Better Foundation.</p>
Entrepreneurship Management 214 and 244	<p>1. Young Entrepreneurship Project: The Young Entrepreneurship Project is a joint initiative between Stellenbosch University and Hochschule Utrecht (Netherlands), where university students teach basic entrepreneurial skills to high school learners. In the past, this has been done in a week-long intensive course. Since its start in 2018, YEP has been conducted face to face, and with the onset of COVID-19, a new online leg (YEP: BOOST) has been created to expand the reach of the programme to more schools across South Africa.</p> <p>2. Young Entrepreneurship Project BOOST: YEP BOOST will be presented as an online, extracurricular activity for Grade 10 high school students, where they will have access to online learning content to work through under the supervision of their Business Studies teacher. This content will teach learners about the basics of developing a business plan and creating their own start-up venture. YEP BOOST is presented in two phases:</p> <p>3. Phase 1 (Education Phase): Over the course of seven weeks, each participating school will work through the online learning content developed and provided by the YEP BOOST team, whereafter the schools will select their best team internally. In this phase, the schools take on the responsibility to work through the content and guide their learners to develop a set of preliminary business plans.</p> <p>4. Phase 2 (Competition Phase): After each school has nominated its best team, these finalist teams will be paired with a group of South African and international student-mentors who will (via online meetings) prepare the high school teams for the competition (i.e., Pitching Day). This will be done over a period of three to four weeks. During the last week, these finalist teams will present their business plans online in front of an experienced panel of three judges, who will nominate the winning teams.</p> <p>YEP has targeted high school learners between Grades 9 and 11. However, with the addition of the online leg, it has been decided that only Grade 10's will be targeted (to standardise the learning and content created). In both 2018 and 2019, the initiative was run by a mixed team of Stellenbosch and Utrecht students (each year approximately 12 students), who created the learning material and came together in Stellenbosch to facilitate the programme during July. Here, the students physically met and taught the high school learners at Stellenbosch campus, where after the different teams had to pitch their business plans against one another, in front of a panel of judges. Prize money was then awarded to the top 3 teams to start their 'small businesses'. The 2020 vision was to fully develop the online leg; building a network of maximum 10 schools who will partake in this online learning during 2021, increase cooperation of Stellenbosch University with other international universities through this project, and to attract more student volunteers.</p> <p>In 2022, ONLY the YEP BOOST (online leg) would be presented.</p>

Heemstede	<p>1. Creating at a Creche: Heemstede will go to a creche in the surrounding community. We shall have an art day filled with finger painting and other art projects. Art is a great tool for cognitive development, yet creches often do not have the resources to allow children to express themselves and develop in this way. For this reason, Heemstede will be undertaking this project to give children the opportunity to be artistic and creative.</p> <p>2. Puppy cuddles at the Animal Welfare: Heemstede will undertake an outreach to Stellenbosch Animal Welfare where we shall bathe the animals and take them for walks. Taking care of many animals can be taxing and by volunteering we help to lighten the load for permanent staff.</p> <p>3. June outreach: The June Outreach will consist of two events: volunteering at the Night Shelter and painting jungle gym equipment at the Jesse Kreet School. The idea of this 2-day outreach is to give Heemies an opportunity to give back to the community during the holidays. The Night Shelter always needs donations and volunteers, and painting the jungle gyms at the school will allow us to brighten up the school for the children.</p> <p>4. Making an impact at Safe House Stellenbosch: During women's month, Heemstede and a few other ladies' residences will volunteer weekly at Safe House Stellenbosch, a shelter for victims of domestic abuse. The goal of this is to spend constructive time with these women and children through a range of activities that will be undertaken during the month.</p>
Osler	<p>1. Rise Against Hunger: Community Morning – Collaboration with Rise Against Hunger. An Osler tradition: Sandwich making during O-week as a 1st-year activity, but also having other walk-ins to help out with sandwich making.</p> <p>2. Second Hands of Hope: Supporting Nikita van Schoor (an Osler student) with marketing her weekly ingredient needs for Second Hands of Hope, on our Instagram so that she can make her weekly meals and distribute them to the homeless in Cape Town.</p> <p>3. Valentine's Day Great Wall of Love: The great wall of love will be a wall made up of stickie notes written by students. These notes will be notes of love and appreciation – anything or anyone they love or appreciate.</p> <p>4. One-to-One: We shall host a stall at the annual One-to-One in Cape Town for the intellectually disabled. The stall will have a game for the children to play, and prizes for everyone who plays.</p> <p>5. Blessing Bags: Hopefully, we shall continue the tradition set out by Bianca of 2020 in collaboration with Second Hands of Hope, where we gather a bunch of essentials and place them in blessings bags. These blessing bags will be distributed to those in need. The project will run throughout the year so that we may have a huge culmination of essentials and essentially, more blessing bags.</p>
Simonsberg	Improve the food wastage situation in residence, for sustainable use and food security. Sandwiches and meals will be donated to the underprivileged.
EBSK (EMS Faculty Student Committee)	Sandwich Drive for Stellenbosch Night Shelter: The project will fall within the theme of food security and health. It will encourage the students to participate in an initiative for the benefit of the less fortunate. We shall make 150 sandwiches near the EMS Faculty buildings and transport them to the Stellenbosch Night Shelter. Denise Paulse, the manager of the shelter, has already been contacted with regard to the procedure to follow and any specific requirements to be considered.
Helshoogte	The Green Door Project: The green door project is aimed to assist the after-school facility in Jamestown with the development of academic high-risk pupils from Grades 1 to 4. We shall visit the school once a term to improve and aid this project continuously. Unfortunately, due to the ongoing uncertainty regarding the return to residences, alternative approaches will be introduced to still make an impact on this project. Alternative approaches will be dependent on uncertain events and also the communication from Chanene van As, who manages this project. Therefore, the alternative approaches will be communicated at a later stage.
Capri	<p>Greater Stellenbosch Development Trust – Vision Afrika: The Greater Stellenbosch development Trust (GSDT) provides support for cultural and educational projects in and around Stellenbosch and bridges the divides in surrounding areas. Capri PSO hopes to work with this organisation to volunteer at one of their partner projects, Vision Afrika – a primary school, and work with them on a weekly basis after university classes have begun. Vision Afrika Primary School is a pre-primary and foundation phase private school in Kayamandi.</p> <p>**Capri PSO may collaborate with Wilgenhof residence to begin an educational outreach programme, so this programme with Vision Afrika fits into that idea as well.</p>
Huis Francie Van Zijl	<p>Leadership for legends: This is a leadership and maths programme that will provide the children with a better understanding and education in terms of maths and being a leader to children whilst still being fun and build trust/mentorship between our communities. For the past 9 years, Huis Francie van Zijl has partnered with Kalkfontein Primary School situated in Kalkfontein, Kuils River, for their year-long Social Impact project. This school is situated in an area riddled with a high crime rate caused by social problems such as poverty and unemployment. As the primary school is situated in an underprivileged area, the children are more likely to become involved in the crime and violence found in their community.</p> <p>The aim of this project is to provide a space that will inspire the young children of the school to not become involved in the crime and violence in their community, by providing them with stimulating activities after school. These activities are aimed at inspiring them positively to dream bigger and aim higher.</p> <p>The project currently focuses on the Grade 6 and 7 learners of the school, as we believe that they will be the future leaders of their school. These older kids can further inspire others in their school with the skills and information we shall attempt to provide them with.</p>
Venustia	Grow and donate fresh produce to shelters in the Stellenbosch area. Our PSO will grow fresh, produce and donate it to shelters/organisations in the Stellenbosch area, with the prospect of donating our time possibly once a month to prepare meals or distribute the meals at that shelter/organisation. This project will be done in collaboration with the sustainability portfolio and will run throughout the year.

Nemesia	<p>1. Thrift Night: Nemesia Thrift Night will be hosted again after the great success it was in 2020. This partnership with Nemesia's sustainability committee and amaMaties cluster will ensure engagement among the Nemesia community members and ensure awareness about the social issues regarding sustainable and ethical fashion. Nemesia residents can bring any items they no longer need to sell or donate, while other residents are encouraged to purchase previously owned fashion to ensure a sustainable future. Proceeds of donated clothes will go to the Nemesia Night Shelter drive.</p> <p>2. Khula Tutoring: Khula tutoring was the main year-long project planned for 2020. Owing to Covid-19, it was not possible. We plan to implement it in 2021, dependent on Covid-19. Khula is a tutoring programme where volunteers provide weekly academic and basic emotional support sessions to children during school hours. Each session is 45 minutes long, and a curriculum is provided. Three volunteers will be assigned to Bruckner Primary (Afrikaans) to ensure sustainable relationships after our community service morning, and the rest will be redirected to Cloetesville.</p> <p>3. Sago2school programme: This is a new programme that will be implemented and involves awareness campaigns at schools regarding the need for school attendance. This could take the form of assemblies with the Khula mascots doing a show for the children and/or teacher training around keeping attendance registers, positive discipline etc. A curriculum is being developed for this. For this programme, two volunteers who would be willing to plan and implement the above-mentioned activities at Bruckner School are required. Time commitment will vary, and the plan is to have at least quarterly activities in this programme at the school.</p>
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FACULTY OF AGRISCIENCES

The Faculty of AgriSciences at Stellenbosch University (SU) is held in high esteem at national and international levels for the quality of its training and research and also as a consultant in the agricultural and forestry industry. Students enrolled in the under- and postgraduate programmes of the faculty are expertly trained to become leaders and managers in the various sectors of the industry. Throughout the RSA – and abroad – alumni of the faculty can be found in top positions.

When SU was officially established in 1918, Agriculture was one of the first four faculties, and right from the outset, it made an indelible contribution to agricultural education and research in South Africa. In 2006, the Faculties of Agriculture and Forestry merged to become the Faculty of AgriSciences as it is today. The faculty has about 1 500 undergraduate and 661 postgraduate students.

For more Information:

Administration B building, Victoria Street, Stellenbosch

Telephone: 021 808 3822

Get to know us: <https://agric.sun.ac.za/>



ALLOTMENT GARDEN, WELGEVALLEN

Admission requirements: Any students interested in growing vegetables using agroecological principles
Division/Faculty: Faculty of AgriSciences
Duration: Annual
Delivery mode: Face to face
Contact person: Dr Ethel Phiri and Rhoda Malgas
Contact details: ephiri@sun.ac.za/rmalgas@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Students are utilising a patch of soil at the Welgevallen farm to grow vegetables, applying their knowledge of agroecological principles as presented in the MSc (Sustainable Agriculture). Students grow produce for their own use, or for sale. Profits from surplus sales are donated to the Small Things Fund, an initiative that supports first-generation students in South Africa.	<ul style="list-style-type: none">Soil health; self-reliance; sustainability; agroecological principles for vegetable production; indigenous African crops; circular economy for social justice.	<ul style="list-style-type: none">Self-reliance.Experiential learningFood security challenges for SA students.

CONSERVATION ECOLOGY: DIVERSITY FOR CHANGE ACTIONS

Admission requirements: BWE344 students
Division/Faculty: Faculty of AgriSciences
Delivery mode: Online
Contact person: Rhoda Malgas
Contact details: rmalgas@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Using online teaching methods (e.g., VPike) to "visit" students' hometowns/streets/houses as a peer learning method. Students share their experiences of their perceptions of "environment" with their peers.#dosomething campaign: The use of multimedia to increase student participation in class. Online communities create an additional platform to discuss topics with classmates and exchange views in a non-threatening way. Lecturers noticed an increase in student participation, and student feedback assists in planning course material.	<ul style="list-style-type: none">Self-motivated learningImplementation of subject-related actionInformal means of service learningCritical citizenship	<ul style="list-style-type: none">Conceptual understanding of Social Ecological SystemsFinding the self in a systemProblem analysis – a holistic approachPeer learningPersonal actionCritical citizenshipApplication of what is learnt in class to experience.

MSC (SUSTAINABLE AGRICULTURE): SMALL-SCALE FARMER ENGAGEMENT

Admission requirements: MSc (SustAg) students.
Division/Faculty: Faculty of AgriSciences
Delivery mode: Face to face
Contact person: Rhoda Malgas
Contact details: rmalgas@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">To give postgraduate students an opportunity to engage with local farmers, experience the relevance of research, gain knowledge for further research, and offer community service.	<ul style="list-style-type: none">Community engagementUnderstanding social contextRelevance of research to local communities.	<ul style="list-style-type: none">Interpersonal skillsUnderstanding local communities & socio-economic factors influencing researchReflections on conciliation between theory and practice.

HALF-DAY WORKSHOP ON ETHICAL CLEARANCE

Admission requirements: Postgraduate students in Conservation Ecology and other departments in the Faculty
Division/Faculty: Faculty of AgriSciences
Duration: 4 hours once per semester
Delivery mode: Face to Face and Online
Contact person: Rhoda Malgas
Contact details: rmalgas@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Introduce participants to the REC online platform; introduction to the rationale behind the application; online application – how to approach the questions and clarity on the research implications; technical details about the system.	<ul style="list-style-type: none">Research ethics at Stellenbosch UniversityHow to engage with the research ethics application procedure.	<ul style="list-style-type: none">Research ethics and integrity

WINE-TASTING SKILLS

Admission requirements: OenologyUndergraduate and PYDA students
Division/Faculty: Faculty of AgriSciences
Duration: Module dependent
Delivery mode: Blended learning
Contact person: Dr Marianne McKay
Contact details: marianne@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Students are encouraged during wine sensory evaluation sessions to build on their own prior learning by identifying smells that are part of their experience, i.e. introducing familiar smells to wine tasting.	<ul style="list-style-type: none">Experience of aromaMajor taste componentsCultivar aromasSensory evaluation of wine	<ul style="list-style-type: none">Wine tasting skillsApplying knowledgeCreativityCritical thinking

WINE SCIENCE 214: LABELLING AND LEGISLATION

Admission requirements: 2nd year Oenology and PYDA students
Division/Faculty: Faulty of AgriSciences
Duration: 4 days
Delivery mode: Blended learning
Contact person: Dr Marianne McKay
Contact details: marianne@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Students design a wine label for a target group of consumers, bearing in mind social context, price and legislative requirements. Labels are assessed by peers and wine experts.	<ul style="list-style-type: none">Legislation and compliance,DesignConsumer aspects	<ul style="list-style-type: none">Knowledge applicationTeamworkCreativityCritical thinkingInterpersonal skills

GRAPEVINE AND WINE SCIENCES INTERNSHIP PROGRAMME

Admission requirements: 4th year students
Division/Faculty: Faculty of AgriSciences
Duration: 6 Months
Delivery mode: Work-based learning
Contact person: Prof Maret Du Toit, Talitha Venter, Dr Marianne McKay
Contact details: marianne@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Internship: To give students a broad overview of the context of the wine industry through six-month internship in a wine cellar and vineyard. This gives students the hands-on experience of dealing with various aspects of wine making and viticulture in the field.	<ul style="list-style-type: none">Work-integrated learning,Winery and vineyard embedded skillsWine industry context.	<ul style="list-style-type: none">Work experienceInterpersonal skillsBusiness and administrative skillsWinery and professional skillsGraduate attributesCritical thinkingReflective skills

WINE INDUSTRY SERVICE LEARNING

Admission requirements: 2nd year Oenology students
Division/Faculty: Faculty of AgriSciences
Duration: 4 days
Delivery mode: Blended learning
Contact person: Dr Marianne McKay
Contact details: marianne@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">To give students a broad overview of the wine industry trade and the consumer/sales aspects.This gives students the experience of dealing with retail aspects and learning with a broad range of people from international clients to local support staff.	<ul style="list-style-type: none">Work-readiness,Consumer and marketing aspectsTrade and sales skills,Social context.	<ul style="list-style-type: none">Interpersonal skillsReflective skillsProfessional skillsGraduate attributesCritical thinking

WINERY OCCUPATIONAL HEALTH AND SAFETY

Admission requirements: 2nd-year students
Division/Faculty: Faculty of AgriSciences
Duration: 1 day
Delivery mode: Blended learning
Contact person: Dr Marianne McKay
Contact details: marianne@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">To provide students with experience that allows understanding of the importance of health and safety issues in a winery context.	<ul style="list-style-type: none">Hazards and risks in wineriesLegislationCellar skillsIndustry context.	<ul style="list-style-type: none">Critical thinkingProfessional skillsInterpersonal skillsWork readiness.

SHORT COURSES OF FRESH HORTICULTURAL CROPS
POSTHARVEST PHYSIOLOGY AND TECHNOLOGY SHORT COURSE: FRESH HORTICULTURAL CROPS

Admission requirements: Aimed at technical professionals responsible for quality assurance and extension activities related to the quality, safety and marketability of fresh produce
A minimum of a Gr 12 DBE certificate, preferably graduate or post-graduate training; alternatively, experience in the handling chain of fresh produce.
Division/Faculty: Faculty of AgriSciences
Duration: 3 days free-standing
Delivery mode: Face to face
Contact person: Dr Elke Crouch
Contact details: elke@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">The aim of the course is for attendees to understand the basic principles that govern postharvest fresh produce quality in order to implement this knowledge in practice to maintain product quality and to prevent losses in the postharvest handling chain.	<ul style="list-style-type: none">This 3-day course focuses on the underlying principles of postharvest plant physiology (maturity, ethylene, respiration, senescence) and technology (cooling, moisture loss, packaging, controlled atmosphere storage, food safety, post-harvest diseases and insects) as well as applicable for the postharvest handling of a wide range of South African crops, including deciduous fruit, citrus, sub-tropical fruit, berries, vegetables, ornamentals and fresh cut flowers.	<p>The aim of the course is for attendees to:</p> <ul style="list-style-type: none">understand the basic principles that govern postharvest fresh produce quality;create product-specific and mixed load;handle chains using these principles;apply this integrated knowledge in practice to maintain product quality and to prevent losses in the postharvest handling chain.

SHORT COURSE ON WOODWORK AND WORKSHOP PRACTICE

Admission requirements: Students in Wood Products Science 255
Duration: 5 days free-standing
Delivery mode: Face to face
Contact person: Prof. Brand Wessels
Contact details: cbw@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">The aim of the course is for attendees to get an applied background to wood workshop practices.	<ul style="list-style-type: none">This 5-day course focuses on teaching health and safety in the workshop, give students hands-on experience in general workshop operations, machine operation and maintenance, use of hand tools, and finishing of wooden products.	<ul style="list-style-type: none">The students will be able to use and maintain machines safely in a wood workshop.

CNC MACHINE PROGRAMMING AND USE

Admission requirements: Students in Wood Products Science 346
Duration: 5 days free-standing
Delivery mode: Face to face
Contact person: Prof. Brand Wessels
Contact details: cbw@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">The aim of the course is for attendees to get an applied background to programming and use of a CNC machine utilised in the timber-processing industry.	<ul style="list-style-type: none">This 5-day course focuses on teaching the use of CNC machines, health and safety aspects related to the use of such machines, maintenance of machines, CNC design, programming and the manufacturing setup.	<ul style="list-style-type: none">The students will be able to program and use an industrial wood CNC machine safely.

SHORT COURSE ON WOOD-FINISHING PRACTICES

Admission requirements: Students in Wood Products Science 426
Duration: 5 days free-standing
Delivery mode: Face to face
Contact person: Prof. Brand Wessels
Contact details: cbw@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">The aim of the course is for attendees to get an applied background to wood finishing and more specific spray booth equipment.	<ul style="list-style-type: none">This 5-day course focuses on teaching health and safety in the spray booth, give students hands-on experience in spray operations, equipment maintenance, use of hand tools to prepare wood, finishing of wooden products.	<ul style="list-style-type: none">The students will be able to safely use and maintain an industrial wood finishing spray booth.

SHORT COURSE ON CHAINSAW APPRECIATION

Admission requirements: Reserved for students who will follow Forest Science 364
Duration: 5 days (completed in September of second year)
Delivery mode: Face to face
Contact person: Prof. Bruce Talbot
Contact details: bruce@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">The aim of the course is to provide attendees with theoretical knowledge and practical skills of using motor-manual equipment, as well as an appreciation of the workload and safety issues associated with that.	<ul style="list-style-type: none">This 5-day course begins with a mechanical overview including saw maintenance, followed by methodology and working techniques for thinnings and clear fellings. Productivity rates and their influencing factors are dealt with. It then addresses the important safety issues associated with a chainsaw and a tree felling.The final two days are spent felling trees.	<ul style="list-style-type: none">The students will have good insight into the workings of a motorised saw, which can be applied to any motor-manual work. They will know the basic work techniques and understand the many safety challenges. Finally, they will appreciate the physical workload and effort required to achieve certain productivity levels.

SUSTAINABLE AGRICULTURE – COMMUNITY GARDENING FOR IMPROVED LIVING

The programme is presented as a credited course in the Global Education Programme of the International Office

Admission requirements: No formal admission requirements. Previous involvement in social impact projects will be advantageous.
Division/Faculty: Genetics/Faculty of AgriSciences
Duration: Semester courses (2 per year)
Delivery mode: Face to face
Contact person: Dr Paul Hills/Thanja Allison
Contact details: phills@sun.ac.za/mja@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">The Sustainable Gardening project is an experiential learning programme presented in collaboration with The Ajubatus Foundation and is located at the Welgevalen Experimental Farm of Stellenbosch University.Two courses are presented per year to allow as many students as possible to enrol and be a part of this very hands-on project. At the end of the formal course, students are given the opportunity to accompany the Ajubatus Foundation and the course presenters to a location of interest where we shall put into practice what had been studied by aiding a local community in starting their own sustainable agriculture project.Lectures cover a comprehensive introduction to project management (which includes leadership, time management and communication skills) and principles of gardening and sustainable food production.The academic and service components are complemented with field trips to allow deeper engagements with global issues as they present themselves in the South African context.	<p>The following study units will be covered:</p> <ul style="list-style-type: none">Introduction to gardening <p>Factors affecting plant growth:</p> <ul style="list-style-type: none">soil composition and soil healthwater (irrigation)biodiversity, light, windcompetitors and pests (including weed control) <ul style="list-style-type: none">Gardening for sustainabilityminimal impact gardeningcompostingcrop rotation and seed saving <ul style="list-style-type: none">Advanced gardening techniquesaquaponics and hydroponics <ul style="list-style-type: none">Environmental horticulturegardening in small spaces: gardening in pots, pallet gardens, troughs, straw bale gardening, wet walls.	<p>Upon completion of the Sustainable Agriculture course and the field trip to aid a community in a chosen project, participants should:</p> <ul style="list-style-type: none">understand sustainable gardening terminology and content;have a good working knowledge of the factors influencing sustainable gardening and crop production;understand the techniques used to encourage sustainable crop production in environments that are less than ideal;have the skills and knowledge to start and maintain their own garden in their own community;be motivated enough to spread the overall message of sustainability, help others to bridge the gap between interest in the concept and engaging in the concept of sustainability. <p>After engaging in the social impact component of the programme, students will:</p> <ul style="list-style-type: none">understand their role in a project team and demonstrate teamwork skills and commitment;be able to demonstrate skills of time management, communication skills, embracing diversity and cultural differences;be able to find solutions for unforeseen problems and display the ability to be flexible and make decisions in the moment to address risks to the completion of a project.

CROP PRODUCTION 214: DIGITAL STORIES IN A SCIENCE-BASED MODULE

Admission requirements: Crop production 214 student
Division/Faculty: Faculty of AgriSciences
Duration: Semester
Delivery mode: Face to face
Contact Person: Dr Michael Schmeisser
Contact details: schmeisser@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Students are asked to create their own plant propagation nursery, incorporating nursery design principles and propagation practices. The nursery project is presented in the form of a digital movie clip. <p>The aims are to:</p> <ul style="list-style-type: none">teach students scientific principles of nursery construction and plant propagation aspects using a creatively designed project rather than simply imparting knowledge through normal lecturing;use digital stories as a blended learning tool effectively to enhance student learning, as the creation of a logically narrated movie clip involves all levels of learning (Bloom's Taxonomy), with the highest cognitive process being the creation of the movie;use all gathered and critically analysed knowledge forms;unlock student creativity and improve digital literacy.	<ul style="list-style-type: none">Principles and practices of plant propagationConstruction of a plant propagation nursery	<p>Work effectively in a team setting:</p> <ul style="list-style-type: none">Interpersonal skills; understanding the value of giving and receiving feedbackConflict management (code of conduct in a team setting)Hone their entrepreneurial thinking.Improved digital literacy (software application).Have in-depth understanding of the practices of plant propagation and the principles underlying the construction of a plant propagation nursery.

CROP PRODUCTION 151: CONCEPT MAPPING (C-MAPPING)

Admission requirements: Crop production 151 students
Division/Faculty: Faculty of AgriSciences
Duration: Semester
Delivery mode: Face to face
Contact Person: Dr Michael Schmeisser
Contact details: schmeisser@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">The aim is to teach students:the art of Cmapping and show them why Cmapping is such a powerful learning tool;the different applications of Cmapping in addition to being used as a learning tool;the use of Cmapping as a research/project design tool (including the planning of the structure of articles for example); andhow to use the Cmapping software effectively.	<ul style="list-style-type: none">Principles behind Cmapping, i.e., what makes Cmapping such a powerful tool.Applications of Cmapping.Introduction to a type of free Cmapping software.Using the software, create their first Cmap.	<p>The student should be able to:</p> <ul style="list-style-type: none">describe and come to grips with the principles behind the concept called Cmapping and its different applications;use the Cmapping software; andcreate their own Cmaps effectively.

INTRODUCTORY AND ADVANCE TRAINING WORKSHOPS ON AQUAPONICS

Admission Requirements: Presented to forth year BSc Animal science Students in 2021
Division/Faculty: Faculty of AgriSciences
Duration: 2 days Free-standing
Delivery mode: Face to Face
Contact person: Mr Henk Stander
Contact Details: hbs@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">The aim of the training workshop is for the attendees to understand the basic principles of Aquaponics as a climate smart food production technology and the science behind it.	<ul style="list-style-type: none">This 2-day course was custom made and focuses on the underlying principles of different Aquaponics concepts, water quality, plant varieties, fish species, plant diseases, design criteria, marketing and value adding, finances and business management	<ul style="list-style-type: none">The aim of the course is for attendees to understand the basic principles of modern Aquaponics.



FACULTY OF ARTS AND SOCIAL SCIENCES

The Faculty of Arts and Social Sciences provides a dynamic and interactive learning environment to its students focusing in particular on preparing our graduates for an ever-growing, knowledge-based society and economy. Its research, teaching and learning, and community interaction focus on the challenges of being human in a rapidly globalising world. It is our goal to not only become the base for training in the humanities, in particular the arts, languages and social sciences, but also to provide teaching and research that is relevant to the region, country and continent, and internationally competitive.

For more Information:

Arts and Social Sciences Building, Room 492, Merriman Avenue and Van Ryneveld Street

Telephone: 021 808-2138

Get to know us: <http://www.sun.ac.za/english/faculty/arts>



PREMIÈRE THEATRE FESTIVAL

Admission requirements: Drama students
Division/Faculty: Faculty of Arts and Social Sciences
Duration: Annual
Delivery mode: Face to face
Contact person: Dr André Gerber
Contact details: akg@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Première is a theatre competition hosted by the Drama Department of the University of Stellenbosch. A panel of judges consisting of professional theatre practitioners approve 12 – 15 productions through an extensive selection process. These productions are then staged and supported with mentorship programmes focusing on writing, directing, and technical aspects. The productions are performed during the festival week (first week of the second semester), and the winning production is provided funding and a run at a professional theatre festival.	<ul style="list-style-type: none">Script writingCasting and producingDirectingSet, costume, sound, and lighting designMarketing and photographyProduction management	<ul style="list-style-type: none">Outcomes for this learning opportunity depend on the role that the student takes in the production process: actor, director, stage manager, or writer. Students can also take on more than one role.

DRAMA AND THEATRE VOLUNTEERING PROGRAMME

Admission requirements: Drama students
Division/Faculty: Faculty of Arts and Social Sciences
Duration: Annual
Delivery mode: Face to face/social media
Contact person: Amelda Brand
Contact details: ameldab@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">The Responsible Volunteering programme offers students an opportunity to be part of facilitated drama and theatre assistance to selected community partners (including schools, NPOs and campus partners). Activities range from assisting with script writing, drama teaching, directing, imparting information through creative activities or performances and to develop spaces for creative discovery, processing and performance.	<ul style="list-style-type: none">Role and function of the arts in societySocial transformation, accessibility of the arts and democratic creative processesDevelopment of practice-based drama and theatre skillsCommunication with stakeholders and project management	<ul style="list-style-type: none">Better understanding of our social contexts through artistic engagement.How to participate in performance practices outside of formal/official theatre infrastructure.

GLOBAL CLASSROOM: DEMOCRACY INNOVATION

Division/Faculty: Faculty of Arts & Social Science
Duration: 3 months (March – May)
Delivery mode: Online
Contact person: Prof Steven Robins and Matthew Wingfield
Contact details: slr@sun.ac.za/17902088@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Develop student interpersonal skills so that they are able to communicate effectively in multi-stakeholder forums.Facilitate the acquisition of cross-cultural knowledge and awareness so that SU graduates will be able to interact in globally constituted forums and spaces.	<ul style="list-style-type: none">Pre-event reflection on interpersonal interaction skillsPre-event readingAnalysis of previous stakeholder forum with international partnerPre-event informal interview with international partnerOne-on-one engagement with international partner regarding design thinking and interaction facilitationDesigning and planning peer engagement sessionHosting peer engagement sessionsMulti-stakeholder forum	<p>By the end of this course participants will be able to:</p> <ul style="list-style-type: none">due to exposure in international multi-stakeholder forums, develop strong interpersonal communication skills, which will be assessed by facilitator feedback;think across contextual boundaries when engaging in international forums;through interaction facilitated in these forums, develop and maintain strong international networks.

MENTOR ON THE EXTENDED DEGREE PROGRAMME (FASS)

Admission requirements: Senior EDP students
Division/Faculty: Extended Degree Programme, Faculty of Arts and Social Sciences
Duration: First semester
Delivery mode: Face to face and online
Contact person: Shona Lombard
Contact details: shonal@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">To equip senior EDP students (mentors) to act as facilitators of learning and agents of change in assisting EDP first years (mentees) in bridging the gap between high school and HE.To provide mentees with a unique support system delivered by fellow senior EDP students (mentors) to assist them with their integration with the institutional community at SU, which will eventually encourage and lead to positive behavioural changes for both the mentees and mentors.To enable mentors to experience psychosocial development and growth that will enhance their personal and people skills as part of graduate attributes.	<ul style="list-style-type: none">Completing a personal profileThe 7 crucial conversations for student successThe M-E-N-T-O-R acronymReferring students (introduction to support offered by CSCD)EmpathySocial support and academic support (from <i>The student's guide to mentoring</i> – Palgrave)Themes selected from i-FlourishWell4Life	<p>The mentors will be able to:</p> <ul style="list-style-type: none">define/describe their role as an EDP mentor & reflect on their motivation for being a mentor;apply and practise the mentoring principles and implement the goals (as set out during their training) across the mentoring period in their mentor sessions;evaluate the needs of their mentees and adjust the focus of their mentor sessions accordingly;plan, conduct, and mentor sessions and summarise weekly mentor sessions; andReflect on their own/personal development as mentors.





FACULTY OF ECONOMIC & MANAGEMENT SCIENCES

With 8 000 students, the faculty is the largest at the university. We have an extensive programme in teaching and learning for this large student body, which includes the 1 500 new first-year students who arrive at the faculty annually.

For more Information:

Ms Tanja Malan

Telephone: 021 808 9564

Get to know us: <http://www.sun.ac.za/english/faculty/economy>



EX-CELL WORKSHOP

Admission requirements: Incarcerated youth at the Drakenstein Correctional Facility near Paarl
Division/Faculty: Faculty of Economics & Management Sciences
Duration: 5 days
Delivery mode: Face to face and online
Contact person: Juan Ontong, Sher-Lee Arendse and Ilse Frans
Contact details: ontongj@sun.ac.za, sher@sun.ac.za, ilfrans@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">High unemployment among the youth in South Africa makes finding employment for previously incarcerated individuals extremely difficult. This workshop presented by staff in the School of Accountancy aims to teach business acumen and skills to a group of approximately 20 incarcerated youth individuals. The workshop focuses on both developing a business plan to allow participants to potentially start their own businesses and find employment.	<p>To develop business acumen and skills, covering the following topics:</p> <ul style="list-style-type: none">Understanding marketing, performing market research and a SWOT analysis.Analysing supply and demand, understanding budgeting, and finding funding opportunities.Understanding business ethical considerations and business etiquette.Dealing with conflict resolution.Considerations for employing staff and finding a job, including preparing for interviews.Creating a business plan.	<ul style="list-style-type: none">Creation of a detailed business plan that could potentially be presented to a potential business partner or funding institution.Presentation skills in terms of presenting a business plan.Preparation skills for before and during a job interview.

FINANCIAL LITERACY PROJECT (LAW CLINIC & EMS)

Admission requirements: Third-year students registered for Civil Procedure or Financial Planning
Division/Faculty: SU Law Clinic (Faculty of Law) and Faculty of Economic and Management Sciences
Duration: One year
Delivery mode: Electronical/digital mode
Contact person: Josie Parks
Contact details: jparks@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Provision of financial literacy training to school learners, farmworkers, retired persons (persons in retirement facilities), university students and young adults as well as minimum wage workers (with and without dependents).The objective of the training is to equip the above-mentioned persons to respond better to socio-economic issues and access to justice.	<ul style="list-style-type: none">Budgeting and spending tips.The importance of saving and the distinction between wants and needs.The application of the Consumer Protection ActThe application of the National Credit Act.The importance of credit.	<ul style="list-style-type: none">Community engagement.Practical application of student's theoretical knowledge.Efficient conducting of research and choosing relevant/helpful topics catered to a specific target audience/group.Compilation of strategies to execute the project remotely due to a lack of face-to-face interaction.

HIGH SCHOOL CAREER GUIDANCE AND COUNSELLING

Admission requirements: Industrial Psychology postgraduate students & high school learners from low-income communities
Division/Faculty: Faculties of Economic & Management Sciences & Arts and Social Sciences
Duration: Sessions scheduled during the course of 1 year
Delivery mode: Hybrid or face to face
Contact person: Dr Michelle Visser/Prof Tony Naidoo
Contact details: mvis@sun.ac.za/avnaidoo@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">To explore and identify high school learners' vocational interests and other career attributes and link their career attributes to career choices.To help learners make informed decisions about their choice of senior school subjects.To engage with the career barriers that learners encounter in their context.To provide career-related resources in line with the needs of learners.To support learners' preparedness and to help develop maturity for making suitable career choices.To avoid learners making ill-suited subject choices that may result in personal and career-related challenges.	<p>Vocational support to high school learners, with a specific focus on the following topics:</p> <ul style="list-style-type: none">Self and environmental assessmentExploring different career interestsLearning about personalityMaking wise subject choicesFormal options available after schoolDeveloping study skills and goal settingThe role of motivation in accomplishing career goals.Financial or bursary support for funding further studies.	<ul style="list-style-type: none">Application of vocational theory and knowledge by developing resources in digital and printed formats.Self-reflection to generate creative additional resources that can be shared with learners.Developing resources that will contain information that can support possible subject choices for Grade 9 learners and to generate awareness of study institutions and possible career paths or job opportunities, as well as funding opportunities.

LIVING LEGENDS (CURRENTLY REGISTERED AS NPO)

Admission requirements: Learners from schools in Stellenbosch, Somerset West, Franschhoek, Graaff-Reinet, as well as SU student volunteers
Division/Faculty: Faculty of Economic & Management Sciences
Duration: Continuous since 2009
Delivery mode: Face to face
Contact person: Dr Debbie Human-Van Eck
Contact details: dhuman@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">To broaden the horizons of participantsJob creation.To implement sport (abled and disabled participants), life skills, and art development projects.	<ul style="list-style-type: none">Self-managementFinancial literacy skillsEntrepreneurial skillsVarious topics, such as belonging, identity, creativity, financial literacy, entrepreneurship, problem-solving, art, culture, mindfulness, life-long learning, etc.	<p>For learners:</p> <ul style="list-style-type: none">Life skillsSport and movement skillsArt knowledge and skills <p>For instructors:</p> <ul style="list-style-type: none">Employment experienceA transformative societal experience <p>For society:</p> <ul style="list-style-type: none">Better informed, participative and prepared citizens

NPO ASSESSMENT (MARKETING COMMUNICATIONS HONS AND/OR POSTGRADUATE DIPLOMA CLASS)

Admission requirements: Honours students from the Department of Business Management (Marketing focus area) and/or students from the Postgraduate Diploma in Marketing
Division/Faculty: Faculty of Economic & Management Sciences
Duration: Approximately 1 – 3 months
Delivery mode: Face to face or online
Contact person: Dr Debbie Human-Van Eck
Contact details: dhuman@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Understanding the non-profit world from a marketing/branding perspectiveTo act as branding consultants to selected non-profit clients. Students get to apply their brand-related knowledge to contribute to the improvement of an existing non-profit brand by analysing the brand, developing meaningful recommendations, and providing feedback to their clients.	<ul style="list-style-type: none">Marketing/branding for NPOsShared value creationSocial marketingPurpose-driven marketing	<ul style="list-style-type: none">Application of branding knowledge.Experiencing the consulting process.Contributing to improved branding in the non-profit sector.Distinguishing between creativity and creative efficiency, and between potential vs workable strategies.

OPTIMUS

Admission Requirements: 2nd, 3rd year
Division/Faculty: Faculty of Economic & Management Sciences
Duration: 16 months
Delivery mode: Face to Face and Online
Contact Person: Dr Sharon Malan
Contact details: sbmalan@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">To support the top undergraduate academic achievers in the EMS faculty on their academic journey to ensure sustained distinctive achievement while at SU and beyond. By providing a stimulating environment through carefully planned growth interventions and opportunities, the hope is that the students will develop holistically and be able to optimally position themselves to qualify for prestige bursaries, international exchanges, and opportunities locally and abroad.	<ul style="list-style-type: none">Academic enrichmentSelf-development (Grit and Hardiness)Professional & vocational orientationLeadership skillsGlobal mindset & innovation	<ul style="list-style-type: none">Taking care of their overall wellness (Live Well be Well)Developing grit and hardinessLive out their purpose by living beyond themselvesDiscover their Personality styles and explore more of themselvesSetting up Personal Development Plans by aligning future goals with their valuesPersonal branding and networkingExplore their metacognitive abilitiesLeadership for change (leadership styles, ethical leadership and leadership for change - contextualizing leadership (theory)Cultural intelligence (Global mindset & metacognition)Reach their full potential as highly effective communicators (public speaking skills training)Career planning, writing impressive CV's and acing the job interviewGlobal and innovative perspective – leaving a legacy.

PAYING IT FORWARD

Admission Requirements: 35 senior EDP & mainstream (3rd year) students to act as companions for approximately 100 1st year (EDP students)
 Division/Faculty: Faculty of Economic and Management Sciences
 Duration: 1 coffee session per month for the entire year
 Delivery mode: Face to face (online when needed)
 Contact person: Dr Sharon Malan (EDP programme leader, Dean's Office, Economic & Management Sciences)
 Contact details: sbmalan@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> 35 Senior students (preferably EDP students) act as companions to the new co-hort of 1st year EDP students by setting up monthly coffee dates as an act of paying it forward. Support is provided in the role of a companion and friend, rather than that of a mentor. The objective is for senior students to connect with EDP 1st years on a personal basis, to add value to the 1st years' university experience whilst also providing them with a sense of belonging. Companions add value to the EDP 1st years' university experience by showing them how to Stellies, informing them about opportunities around campus they did not know about and how to approach the EMS faculty and guide, etc.). 	<ul style="list-style-type: none"> The EBSK coordinates and manages all avenues of the project in terms of advertising and administration. The companions are trained by an educational psychologist to effectively listen, communicate, identify, and refer psycho-social, academic, and/or other needs. The companion training programme is designed to help companions act as supportive and empathetic friends to the EDP 1st years, as well as raise awareness of issues of importance for 1st generation students that may be brought forward. Participation is entirely voluntary. 	<p>Overall, this initiative has reciprocal benefits: Outcomes for companions:</p> <ul style="list-style-type: none"> Student companions will be able to demonstrate effective communication through the application of deep listening. Student companions will be able to practise and provide constructive feedback. Student companions will be able to gain an awareness of self and others, the ability to apply thoughtfulness in interactions and decisions, and to add value and create an inclusive environment for 1st year EDP students. Student companions will be provided an enriching experience by engaging with 1st years they would not have met and experiencing meaning and purpose by reaching out to others. <p>Outcomes for 1st year EDP students</p> <ul style="list-style-type: none"> 1st year (EDP) students will be provided a companion to talk to and to share their hopes and dreams, experiences, fears, and uncertainties. 1st year EDP students are provided an empathetic ear, advice when needed, opportunities to vent and are introduced to resources and opportunities around campus they did not know about.

TEACHERS' ENRICHMENT PROGRAMME

Admission Requirements: Economic and Management Sciences (EMS) teachers of the Western Cape Education Department
 Division/Faculty: School of Accountancy, Faculty of Economic and Management Sciences
 Duration: 4 x 1.5 hour sessions
 Delivery mode: 2021 Online via MS Teams (previously face-2-face)
 Contact person: Mrs Waldette Engelbrecht, School of Accountancy
 Contact details: wdupreez@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> The purpose of this focused, online training course is to strengthen the teaching of EMS in Grade 9 by providing EMS teachers who are currently teaching the subject with the required knowledge and skills. 	<ul style="list-style-type: none"> The debtors and creditors financial cycle will be explained and illustrated by virtue of comprehensive examples. 	<ul style="list-style-type: none"> Teachers will be provided with knowledge and skills to explain these accounting concepts to scholars from the use of correct source documents up to and including recording in financial statements

THUTHUKA

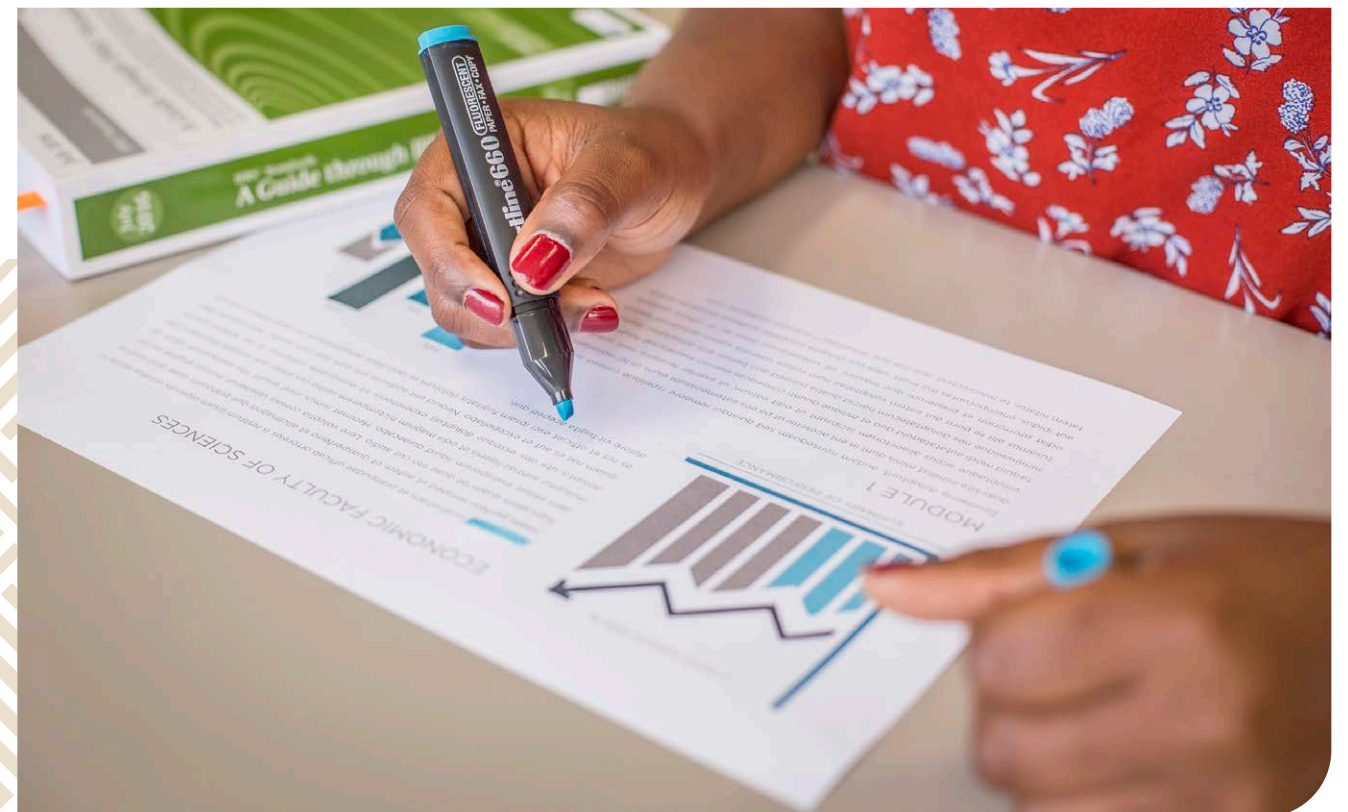
Admission Requirements: Bursaries for previously disadvantaged students
 Division/Faculty: Faculty of Economic & Management Sciences
 Duration: 4 years
 Delivery mode: Face to Face and online
 Contact person: Ms Sybil Smit/Ms Ilse Frans, School of Accountancy
 Contact details: smits2@sun.ac.za/ ilfrans@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> Transformation Initiative of the SA Institute of Chartered Accountants (SAIGR) in collaboration with School of Accountancy: funding, mentoring, and academic support to previously disadvantaged students pursuing a career in accountancy. Comprehensive academic and non-academic support to educate well-rounded chartered accountants. 	<ul style="list-style-type: none"> Community engagement (role as accountant) Personal and professional development Peer mentoring & mentoring Teamwork, organising events 	<ul style="list-style-type: none"> Study skills (literacy skills) Financial literacy skills Community engagement Vacation work to gain work experience to apply knowledge Life skills Organisational skills Work-readiness (CV writing, interviewing skills, time management, stress management, business management)

USB'S SMALL BUSINESS ACADEMY: DEVELOPMENT PROGRAMME

Admission Requirements: Small business owners in low-income areas such as Cape Town Metro's South East (Khayalitsha, Gugulethu, Langa, Paarl, Mitchells Plain, Stellenbosch, etc.) and the Eastern Cape (Aliwal North). They must have matric and an existing business of at least 2 years old.
 Division/Faculty: Faculty of Economic & Management Sciences
 Duration: Block weeks over 8 months
 Delivery mode: Face to Face or Blended during COVID
 Contact person: Dr Armand Bam and Leslie Jubelin. USB. Tel 021-918 4483
 Contact details: armandb@usb.ac.za and lesliej@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> To assist small business owners in low-income areas to grow their businesses 	<ul style="list-style-type: none"> Business Essentials (management, HR, operations) Financial Management Marketing Business Plan development, writing and presentation Receive mentorship from USB alumni Workshops with role models 	<ul style="list-style-type: none"> Students are able to apply and pitch for funding (financial institution, funder or investor) Manage and grow own business They will have a broader understanding of how to manage their finances and other aspects of their businesses.





FACULTY OF EDUCATION

It strives to play a leading role in education, both locally and globally, and to engage with educational challenges, particularly in the South African context. The faculty is characterised by its significant research profile, its focus on education beyond the school environment, and its interdisciplinary approach to education.

In seeking synergy between teaching, research and community engagement, the faculty hopes to develop a knowledge base that builds both research in education and the practice of teacher education.

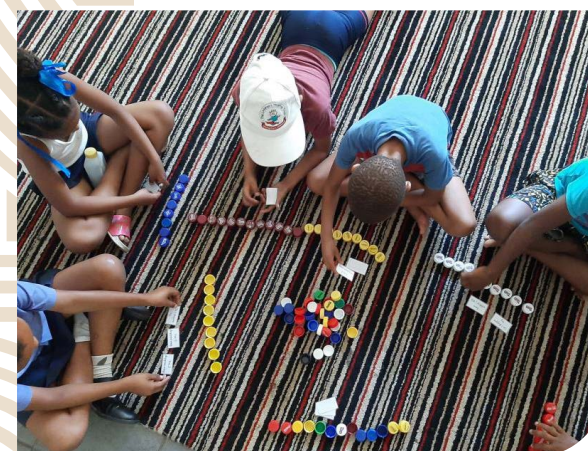
The faculty contributes to the National Development Plan by increasing teacher training output and teacher subject knowledge, improving school leadership and management, training principals and teachers in underperforming schools and offering onsite mentoring and support, introducing lecturer development programmes, and improving the quality of teacher education in SA.

For more Information:

GG Cillie Building, Ryneveld Street

Telephone: 021 808 2258

Get to know us: <http://www.sun.ac.za/english/faculty/education>



BRAIN TIME: MAKE MATHEMATICS VISIBLE IN SCHOOLS

Admission requirements: Third- or fourth-year Mathematics Education students
Division/Faculty: Faculty of Education
Duration: 6 months (February – July)
Delivery mode: Face to face installations at schools
Contact person: Dr Erna Lampen
Contact details: ernalampen@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Mathematics Education Students learn to design and install interactive posters and charts in primary schools.	<ul style="list-style-type: none">Meaningful incidental learning aids	<ul style="list-style-type: none">Use design and technology skills to make incidental learning materials for primary school classes, e.g., measurement stations, geometry tangrams and blocks.Install designs on playgrounds and in classrooms.

#COUNT-ME-IN (#CMI)

Admission requirements: 4th-year BEd Mathematics Education students
Division/Faculty: Faculty of Education
Duration: 8 – 11 weeks
Delivery mode: Face to face and online
Contact person: Agatha Lebethe
Contact details: alebethe@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">To create the opportunity for mathematics education students to be of service in the community by developing Gr R-3 learners' counting skills and number concept, in the process building learners' confidence and self-esteem.Working in community spaces will develop student's awareness of difference and diversity, which will enable them to become tolerant, responsive citizens and teachers.For students to develop mathematics pedagogical content knowledge in an authentic setting.Equity – creating opportunities for learners with deficits to catch up – the project is focused on developing the mathematical skills and understanding of young learners in poor schools to create hope for the future.The SU Education pre-service students will be presented with an opportunity to integrate theory, practice, and work in an authentic learning space. It will also afford them to work with Mathematics in the after-school space, which is different to Mathematics offered in the classroom during school time.	<ul style="list-style-type: none">Equity in mathematics.Recognising play in mathematics.Using games to develop computational fluency.Designing and sourcing appropriate mathematics games.How to use games to build a connection between school, community spaces and the home.The role of mathematical agency in young children.	<ul style="list-style-type: none">Design and use recreational mathematics, which will include games with a strong number concept development focus. Games of strategy and chance are of focal importance.Further develop and refine their teaching skills.Translate the knowledge gleaned in lectures (theoretical content) into practice.

I CAN READ

Admission requirements: Afrikaans (Ed) Foundation Phase students, children (up to the age of 18)
Division/Faculty: Department of Curriculum Studies, Faculty of Education
Duration: 11 weeks
Delivery mode: Face to face
Contact person: Dr Zelda Barends
Contact details: zbarends@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">This initiative is aimed at improving Foundation Phase learner's literacy skills for reading. Through the envisaged programme, pre-service teachers (student teachers) will provide home language support activities focusing on phonics and word-building (two of the core components for reading skill development) to learners in certain aftercare facilities in the Greater Stellenbosch community.	<ul style="list-style-type: none">Improvement of education outcomes and opportunities for youth development.Creating a text-rich environment for the learners; exposure to and interaction with print (phonics and word building activities) that interest the child; enabling multi-sensory reading experiences (reading aloud, retelling stories, picture books, different textiles in books); and learning through play (word building).	<ul style="list-style-type: none">This project integrates teaching and learning, professional development and research for and of pre-service literacy teachers.The programme offers student teachers a platform to become culturally responsive teachers, thus considering learners' different backgrounds and adapting teaching methods accordingly.

#AMAGAMA PROJECT SPONSORED BY THE SBA

Admission Requirements: Education students who specialise in isiXhosa
Division/Faculty: Education
Duration: during the US Woodfees (5 full days)
Delivery mode: Face to face
Contact person: Jana Nel
Contact details: jananel@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Students acquire the skills to effectively teach basic isiXhosa in an informal manner to festival goers (a variety of different people from different age groups) during the US Woodfees.Students get the opportunity to practise their isiXhosa knowledge.	<ul style="list-style-type: none">Basic isiXhosa	<ul style="list-style-type: none">Application of their isiXhosa knowledgeStrengthening students' teaching skills

LEADERSHIP IN EDUCATION

Admission Requirements: Education students
Division/Faculty: Education
Duration: 8 contact sessions, 2x weeks
Delivery mode: Face to Face
Contact person: Mr Spurgeon Wilson (FVZS), Education Student Committee

LEARNING OBJECTIVES (What are your intentions?)	TOPICS (What will you cover in the programme?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Participants will gain insight into the leadership role that prospective teachers and teachers in practice can play in improving various aspects of South African schools. Participants will also observe certain theme-related aspects of South African schools during their practice teaching period, and enter into facilitated meaningful group discussions on these aspects upon return from their practice teaching period. During their practice teaching period, participants will be required to critically reflect on the reading material provided to them. When reflecting in their journals, participants are required to answer the given questions in a way that connects their particular school context and the South African education system to the course themes. Course participants will also find themselves working with fellow participants to integrate concepts, theories, and methods from two or more disciplines (other than education) to gain a richer understanding of a complex topic in South African education	<ul style="list-style-type: none">Liberatory pedagogy and Alternative learning models Liberatory pedagogy and Alternative learning models.Teachers as agents of Social Change.Diversity and inclusivity in Education.Language in Education. Interdisciplinary Education.Educating to transform South African society.Decolonizing the South African curriculum.	<ul style="list-style-type: none">Application of knowledge to study field/ career.Gain insight into leadership roles that teachers can play in schools, classrooms and communities.Discover their roles as agents of social changeEngage in educational matters and understand the discipline in relation to others.Engage with school staff and learners in their observation of critical analysis of theme-related aspects of SA schools, linked to society at large.Parallels of inside classroom experience and life outside of the formal classroom space.Facilitating group discussions on Educational matters.Ability to work with fellow participants to integrate concepts, theories and methods from two or more disciplines - richer understanding of a complex SA education.

MULTIMEDIA MATHEMATICS STORYBOOKS FOR FOUNDATION PHASE LEARNERS

Admission requirements: 4th-year BEd Mathematics Education students
Division/Faculty: Faculty of Education
Duration: 8 – 11 weeks
Delivery mode: Face to face and online
Contact person: Agatha Lebethe
Contact details: alebethe@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Aims for student teachers focus on development of multimedia learning resources; creative pedagogy; leadership in education; critical reflection; self-efficacy.To offer preservice Student teachers the opportunity to create digital libraries that they can use during teaching practice and in their own classrooms.Digital books will be created and authored together with learners on the #CMI Project.	<ul style="list-style-type: none">The role of mathematics story books in the Foundation Phase.Digital literacy in mathematics education.Characteristics and features of digital books.Integration of technology into instruction.	<ul style="list-style-type: none">Create Digital mathematics storybooks for the development of the mathematical thinking of young learners.Critical reflection on the use of technology in developing of teaching and learning resources. <p>Links: https://read.bookcreator.com/LGmIBslitcNDg22r0cgDCkuxXvx1WvLRueyyRaeQj7VjOPPLfg https://read.bookcreator.com/mR8O4qMe9AaBUnVc58dzBY8n8qX2/cIl0faDTR062d8Dt-_USoA</p>

SUNCOI INITIATIVE

Admission requirements: PGCE students/learners
Division/Faculty: Faculty of Education
Duration: NA
Delivery mode: Face to face
Contact person: Dr Nazeem Edwards
Contact details: nedwards@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	TOPICS (What will you cover in the programme?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Previously disadvantaged schools get the opportunity to use labs for prescribed practical.	<ul style="list-style-type: none">Social Justice.	<ul style="list-style-type: none">Opportunity for students to work with CAPS at school level.

PROBLEM-SOLVING MATH CLUB FOR PRIMARY SCHOOLS

Admission requirements: Third- or fourth-year Mathematics Education students who passed the SAMF problem-solving course for teachers.
Division/Faculty: Faculty of Education
Duration: 6 months (February to July)
Delivery mode: Face to face clubs at schools
Contact person: Dr Erna Lampen
Contact details: ernalampen@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Mathematics Education students learn to engage with learners on problem solving tasks and enter them in the AMESA Nestlé Mathematics Competition.	<ul style="list-style-type: none">Polya's problem-solving heuristics.Schoenfeld's problem-solving strategies.Mathematics Challenge problems at primary school level.	<ul style="list-style-type: none">Complete the online course and pass the South African Mathematics Foundation's problem-solving course for teachers (earning SACE points).Focus on structuring instead of calculation.Use Polya's heuristics in solving problems.Solve problems in many ways

UKWANDA PROJECT

Admission requirements: PGCE students; Health Sciences students
Division/Faculty: Faculty of Education
Duration: Ad hoc
Delivery mode: Face to face
Contact person: Prof Marie-Louise Botha
Contact details: lbot@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	TOPICS (What will you cover in the programme?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">PGCE or BEd final-year students are placed in schools in a rural school district during their Practical Learning period for up to 8 weeks of teaching practice (an average of 13 students per year).	<ul style="list-style-type: none">University-school relationsThe mentor-mentee relationship	<ul style="list-style-type: none">Professional preparation/developmentLife skillsAcquisition and application of knowledge



FACULTY OF ENGINEERING

The Faculty of Engineering at Stellenbosch University is one of South Africa's major producers of top-quality engineers. Established in 1944, the faculty is housed in a large complex of buildings with modern facilities. It has excellent teaching facilities and research laboratories. The faculty has approximately 3 800 students, of whom approximately 2 900 are undergraduates and 900 postgraduates.

It currently has five Engineering Departments:

- Civil Engineering
- Electrical & Electronic Engineering
- Industrial Engineering
- Mechanical & Mechatronic Engineering
- Process Engineering

All our BEng degrees have been accredited by the Engineering Council of South Africa (ECSA) for registration of graduates as professional engineers after acquiring the relevant experience in practice. These degrees are also recognised in the overseas countries that are signatories to the Washington Accord, such as Australia, Canada, New Zealand, the United Kingdom, and the United States of America, to name but a few.

The Faculty of Engineering is at the forefront of basic and applied research and enjoys international recognition for its work. By focusing on cutting-edge and interdisciplinary research, the faculty is experiencing strong growth in its research and postgraduate programmes. It has a long tradition of close cooperation with industry. Both contract research and consultation for industry are facilitated by various internal organisations in the five departments.

Our faculty is research intensive and is one of the largest contributors to the research income of Stellenbosch University.

For more Information:

Cnr Banhoek Road & Joubert Street

Telephone: 021 808-4203.

Get to know us: <https://www.eng.sun.ac.za/>



COMPLIMENTARY STUDIES

Admission requirements: 314, 474 students
Division/Faculty: Faculty of Engineering/Social Impact and Transformation
Duration: 2 hours per week for planning phase & 8 hours every day for two weeks-execution phase
Delivery mode: Face to face/social media/online lives
Contact person: Dr. Leslie van Rooi/Prof. Celeste Viljoen
Contact details: lbvr@sun.ac.za/celesteviljoen@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">To understand the complexity and opportunities in the South African societies.Link the world of an engineer with the role engineers can play in society.	<ul style="list-style-type: none">Contextual leadershipSocial impact	<ul style="list-style-type: none">Problem solving, application of scientific and engineering knowledge, engineering design, investigations, experiments and data analysis.Engineering methods, skills, tools, professional & technical communicationImpact of engineering, individual, team and multidisciplinary working, independent learning ability & engineering professionalism.

ENGINEERING SOLUTIONS THROUGH COMMUNITY COLLABORATION

Division/Faculty: Faculty of Engineering
Duration: 5 months (April – August)
Delivery mode: Online
Contact person: Prof Thinus Booysen
Contact details: mjbooysen@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Help individuals to apply skills and knowledge gained in the classroom to projects developing the surrounding communities.The university is trying to build connectivity between the community and SU through the projects run by EWB.	<ul style="list-style-type: none">Project outline meeting.Project training meeting.Investigating topic (self-directed learning)Training session (personal development or human centred design).	<p>By the end of this course participants will be able to:</p> <ul style="list-style-type: none">partner with communities to find solutions to community problems;apply critical thinking skill to solve problems by generating, evaluating and implementing solutions to be effective change agents in our local communities;identify and understand issues or problems and deciding on a best course of action to implement appropriate solutions;critically review and interpret information, using different types of reasoning and present this logic efficiently to teammates and community members.



FACULTY OF LAW

Initially, the Faculty concentrated on LLB degrees, training and equipping students not merely as legal practitioners but also as jurists. Graduates of the Faculty include judges, advocates, attorneys, business people, politicians, and academics. In 1976, the LLM degree (by thesis) was awarded to two students for the first time. The Law Faculty introduced the Master of Laws programme (LLM by course work) in 1994. The LLM programme attracts students from far and wide. This includes students from Germany, the Netherlands, Belgium, Zimbabwe, Botswana, Kenya, Tanzania, Namibia, and Nigeria.

For more Information:

Corner Ryneveld- and Victoria Streets

Telephone: +27 (0)21 808 4853

Get to know us: <https://blogs.sun.ac.za/law/>



LEADERSHIP IN LAW

Admission requirements: Law students
Division/Faculty: Law Faculty
Duration: 12 – 14 sessions
Delivery mode: Face to face and online
Contact person: Dr Bradley Greenhalgh
Contact details: bradleyg@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">To empower law students with an understanding of the leadership styles and skills that will enable them to move their communities and South Africa forward through their knowledge of the law.Empowerment will occur through a curriculum that imparts exposure to certain skills and abilities and encourages critical engagement about different views and ideas about leadership relating to the law and legal world.Encouraging critical dialogue and debate between participants from different backgrounds to inspire the exchange of ideas and experiences from different law students about leadership.Showing participants how to align their law degree with their greatest passion, imparting skills required for career management and introducing them to the wide range of employment possibilities open to students with a law degree.Increasing awareness about the social responsibility that law students have, as young jurists, to uphold the values of the Constitution and the Bill of Rights by considering topics such as transformation, social activism, and the role of law.	<ul style="list-style-type: none">The value and impact of student leadershipProfessionalism in the realm of lawLeadership in societyEngaging in societal issues as a law professionalSocial responsibilityFinding and managing your career pathSocial justice	<ul style="list-style-type: none">Critical engagement and dialogue among participants from different backgrounds reviewing experiences about leadership as law students from different backgrounds.Career management through legal boot camp.Ability to express ideas in a way one can justify point of view.Awareness of social responsibility as law students to uphold the Constitution and the Bill of Rights.Life skills, application of knowledge, critical thinking, alignment between degree contents and real-world scenarios, public speaking & social engagement.Career preparedness, including CV creation, interview skills, networking skills.

ALL AFRICAN HUMAN RIGHTS MOOT COURT COMPETITION

Admission requirements: Law students
Division/Faculty: Law Faculty
Duration: Progress dependent
Delivery mode: Face to face and online
Contact person: Dr Bradley Greenhalgh
Contact details: bradleyg@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Students participate (team of two) in the Annual Human Rights Moot Court competition that is held annually at different host Universities on the African continent.The topic involves a factual scenario involving human rights abuses in fictitious African states, and sees the students argue the matter as if they were appearing before the African Union's Human Rights Court. Oral argument and extensive written documentation (pleadings), based on student-conducted research into the applicable areas of law and procedure, are prepared by the students for the purposes of the competition.	<ul style="list-style-type: none">Human and social justice rights.Court/civil procedure.	<ul style="list-style-type: none">Life skills.Professional preparation.Writing and oral presentation skills.Research skills.Teamwork skills.Improved knowledge and understanding of various fields of applicable law.Application of knowledge.

FINANCIAL LITERACY PROGRAMME

Admission requirements: 3rd-year LLB law students (or equivalent) or higher and 3rd-year Financial Planning (EMS Faculty)
Division/Faculty: Law and EMS Faculties
Duration: 10 hours
Delivery mode: Face to face
Contact person: Stellenbosch University Law Clinic

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Presentations and interactions with learners from various local schools; teach learners about their rights in respects of the Consumer Protection Act and the National Credit Act (law students); drawing up a personal finance budget (EMS students).	<ul style="list-style-type: none">Social justice.Social responsibility.Citizenship.Access to justice.Advocacy.Professional development.	<ul style="list-style-type: none">Life skillsProfessional preparationApplication of knowledge

SLSJ (STUDENTS FOR LAW & SOCIAL JUSTICE)

Admission requirements: Law students
Division/Faculty: Law Faculty
Duration: Involvement dependent
Delivery mode: Face to face and online
Contact person: Dr Bradley Greenhalgh
Contact details: bradleyg@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">SLSJ: Maties (as part of the national SLSJ programme) initiates a variety of projects each year that focuses on the promotion of social justice and the rule of law.Seminars are hosted, along with specific outreach projects that typically target surrounding schools, or form part of larger awareness campaigns (focusing on, for example, sexual harassment).The SLSJ: Maties also services a local Community Service Portfolio, which attempts to provide improved access to justice amongst local communities (and includes a family law clinic; school workshops and court visits with learners).	<ul style="list-style-type: none">Human rights.Social justice rights.Advocacy.	<ul style="list-style-type: none">Life skillsProfessional preparationApplication of knowledge

SU MOOT COURT SOCIETY

Admission requirements: Law students
Division/Faculty: Law Faculty
Duration: Involvement dependent
Delivery mode: Face to face and online
Contact person: Dr Bradley Greenhalgh
Contact details: bradleyg@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">To organise events and internal Moot Court/ Mock Trial competitions, for students to compete against different teams.The Committee typically organises both a criminal and civil law Moot Court competition each year and furthermore assists with the Roman Law Moot Court.The Committee members obviously fulfil leadership and administrative roles, whereas the various participants obtain professional preparation skills.	<ul style="list-style-type: none">Professional development	<ul style="list-style-type: none">Writing/research/oral skillsLife skillsTeamwork skillsApplication of knowledgeProfessional preparation

SOCIETAS XXV

Duration: Year free-standing
Course Facilitator: Bradley Greenhalgh (CSS: Law)
Delivery mode: Face to face
Location: Faculty of Law
Contact person: Dr Bradley Greenhalgh
Contact details: bradleyg@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> Social justice Academic stimulation Leadership Outreach projects 	<ul style="list-style-type: none"> Leadership. Professional development. Social justice. 	<ul style="list-style-type: none"> Whereas the Societas XXV is still in the initial development phases, commencing at the start of 2015, the focus is on the top 25 students in the faculty (with a mix between pure academic performance, coupled with leadership/community/sports/social performance), in order to offer them increased exposure to academic stimulation and career/professional development. Coupled hereto, is a social justice element, in that each year's group will identify a particular project as a means to foster social justice, either within the faculty, or in the broader community. As such, outcomes will include leadership, professional preparation/development, acquisition, and application of knowledge, life skills.

CLASI (CONSTITUTIONAL LITERACY & SERVICE INITIATIVE)

Admission requirements: Top-performing law students
Division/Faculty: Law Faculty
Duration: Weekly – Year (involvement dependent)
Delivery mode: Face to face
Contact person: CLASI chairperson

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> CLASI arranges a variety of different events and interventions each year, ranging from workshop facilitation, classes on constitutional matters, debates and moot competitions. For example, approximately 30 students have been focusing on two local schools, where learners are made aware of their constitutional rights, and the basic elements of constitutional justice. CLASI is also a national programme, with the Stellenbosch Law Faculty students constituting the local branch. 	<ul style="list-style-type: none"> Constitutional literacy. Citizenship and social justice. Professional development. 	<ul style="list-style-type: none"> Leadership Professional preparation Life skills

LAW FACULTY STUDENT AMBASSADORS | CLASS REPRESENTATIVES

Admission requirements: Law students (2nd-year students and higher)
Division/Faculty: Law Faculty
Duration: 2 – 3 months, involvement dependent.
Delivery mode: Online
Contact person: Dr Bradley Greenhalgh; Juridical Society (JV/S)
Contact details: bradleyg@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> Students are elected by their peers, in each of the main Law modules across the programme, to serve as class representatives. They form the link between the broader student body, and the Juridical Society (JVS), about academic matters within the various law module classes. The Reps interact with the JVS, who in turn engage with the faculty, about any queries or issues. The Student Ambassadors (SA) project identifies a selection of senior law students to monitor and engage with the new prospective students by means of a Facebook group page/telegram group (or similar). The SAs receive training and then engage more informally with the prospective students on the FB page, answering any questions/queries they might have regarding their 1st year of law – what to expect; what to bring along with them; questions about registration etc. 	<ul style="list-style-type: none"> Leadership. 	<ul style="list-style-type: none"> Life skills Application of knowledge Leadership

SASLAW (SOUTH AFRICAN SOCIETY FOR LABOUR LAW) YOUNG SCHOLARS ASSOCIATION

Admission requirements: Final/pre-final year law students
Division/Faculty: Law Faculty
Duration: Year
Delivery mode: Face to face
Contact person: Dr Bradley Greenhalgh; Juridical Society (JV/S)
Contact details: bradleyg@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> Promote professional development in the field of labour law. Promote access to justice by virtue of the various labour law advice clinics in the labour courts. Students can sign up to be part of the SASLAW National Programme, to then get exposure to other labour law practitioners, and seminars etc., regarding the field of labour law. As discussed, CLASI's agreement care of the SASLAW Young Scholars Association, sees approximately 40 students who are holding internships at the various labour courts in Cape Town, Durban, and Johannesburg. The latter two see students work as interns at the courts over the academic holidays. The majority of these saw internships being taken every Friday, during the course of the year – on a rotational basis – with most of the participants spending at least two days in total at the Cape Town Labour Court. Therefore, they can also participate in the internship programme of the Labour Courts or assist with manning the various community-focused labour law advice clinics that are run from with the various labour courts. 	<ul style="list-style-type: none"> Professional development 	<ul style="list-style-type: none"> Professional development/preparation Life skills Acquisition and application of knowledge

STELLENBOSCH UNIVERSITY CENTRAL DISCIPLINARY COMMITTEE

Admission requirements: LLM/final year students
Division/Faculty: Law Faculty
Duration: Ad hoc
Delivery mode: Face to face and online
Contact person: Dr Bradley Greenhalgh
Contact details: bradleyg@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> The Stellenbosch University yearbook requires the sitting of two students on the Central Disciplinary Committee, of whom at least one must be an LLM or (at least a final-year postgraduate) LLB student. As a result, a panel of students who meet these criteria are nominated to serve as possible CDC members – given the ad hoc nature of the hearings – to ensure that the requisite number of students are available. All members of this panel serve on at least one CDC hearing, and often – this number is far higher – depending on the number of hearings within a particular year. Given the nature of the hearings, and the surrounding process falling squarely into the realm of procedural law, and often involving many related legal fields, the exposure that these students receive through their involvement contributes to their growth and potential development of the related graduate attributes criteria. 	<ul style="list-style-type: none"> Leadership Professional development Social justice 	<ul style="list-style-type: none"> Professional preparation/development Life skills Application and acquisition of knowledge

STELLENBOSCH UNIVERSITY STUDENT COURT

Admission requirements: LLM/final year law students
Division/Faculty: Law Faculty
Duration: Ad hoc (case dependent)
Delivery mode: Face to face and online
Contact person: Dr Bradley Greenhalgh
Contact details: bradleyg@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> The jurisdiction of the Student Court, comprising 5 senior law students, encompasses all student-related matters on campus. More specifically, the Student Court is responsible for the resolution of student disputes, inter-society disputes and SRC constitutional matters. It functions as an independent, administrative tribunal that applies the Student Constitution impartially, without fear, favour, or prejudice 	<ul style="list-style-type: none"> Leadership Professional development Social justice 	<ul style="list-style-type: none"> Professional preparation/development Life skills Application and acquisition of knowledge

LAW FACULTY JURIDICAL SOCIETY (JV/S)

Admission requirements: Law students (2nd year and upwards)
Division/Faculty: Law Faculty
Duration: Year
Delivery mode: Face to face and online.
Contact person: Dr Bradley Greenhalgh
Contact details: bradleyg@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> Elected, representative body of all Law Faculty students. Promote social responsibility among law students. 	<ul style="list-style-type: none"> Leadership Professional development Social justice 	<ul style="list-style-type: none"> Leadership Professional preparation Life skills The students who are elected on the Faculty Students' Representative Committee are incredibly active, and fulfil a host of roles during their term. These range from organising the Careers' Day (interacting with law firms; NGOs; Government institutions), to social events, mentorship programmes, court and prison visits, liaison between students and Faculty, and Academic Affairs Council (AAC) responsibilities, etc.

INTERNSHIP PROGRAMME

Admission requirements: Law Students
Division/Faculty: Faculty of Law
Duration: Annual
Credit bearing: Free standing
Delivery mode: Face to face/social media/online lives
Contact person: Dr Bradley Greenhalgh
Contact details: bradleyg@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> As second arrangement, initiated for the first time this year during the July holidays, the Juridical Society, in conjunction with the Office of the National Prosecuting Authority, has placed approximately 15 students in internships at various magistrate's courts in the Western Cape, for a period of 1-2 weeks, court dependent. Whereas the programme was run as a pilot, it is hoped that this too will become an annual feature. 	<ul style="list-style-type: none"> Leadership 	<ul style="list-style-type: none"> Professional development/preparation Life skills Acquisition and application of knowledge

JURIDICAL SOCIETY STUDENT REPRESENTATIVE COMMITTEE

Admission requirements: The requirements for admission are set out in Section 4 of the JV/S Constitution and are as follows: Section 4,

- 1) Any student shall be eligible to serve on the Juridical Society, provided –
- a) they are registered for a BA (Law), BCom (Law), BAcc LLB, LLB or postgraduate-LLB; AND
 - b) they comply with the HEMIS requirements as set out by the Faculty, AND
 - c) they avail themselves for and are elected by the procedure set out by Section 9 or 10 of the JV/S Constitution, or appointed in terms of the procedure as set out by Section 14 of this Constitution.

Division/Faculty: Law Faculty
Duration: 11 months (October – September)
Delivery mode: Online
Contact persons: Thalalolwazi Msutu/Dr Bradley Greenhalgh
Contact details: tmsutu@sun.ac.za/bradleyg@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">• To provide Juridical Society members with the critical skills required to communicate and plan effectively so that the leadership role may be fulfilled through the timeous completion of the required events as outlined in the term reports.• To give students a voice by representing the internal and external interests of students of the Law Faculty, thereby giving effect to Stellenbosch University's core strategic theme of giving a transformative student experience.• To advance the development of Juridical Society members as dynamic professional individuals so that, through hosting strategic conferences and meetings, they can be equipped to engage within a professional society/environment.	<ul style="list-style-type: none">• Strategic conferences• Student leadership camp/courses• Juridical Society project Initiatives• Weekly meetings	<p>By the end of this course participants will be able to:</p> <ul style="list-style-type: none">• Practise organisational and communicative skills professionally through networking and engaging with students, staff and those working in the legal field as demonstrated through the Career Fair and Law Dance.• Utilise efficient strategies in managing their time and completing tasks before the relevant deadline within the student leadership role.• Represent the needs of the student body via the influence that the JV/S has on the faculty board and teaching and learning committee.• Apply the mission statement of the JV/S in to impart the importance of transparent leadership to the Law Faculty in line with the preamble of the JV/S Constitution.• Apply interpersonal communication skills when addressing and solving problems that may arise in the context of another's portfolio, so that there may be effective collaboration between JV/S members.• Execute the specific portfolios that were allocated to them within the framework of the JV/S Constitution.



FACULTY OF MEDICINE & HEALTH SCIENCES

We recognise that high performance in all aspects of our business depends on our ability to attract and retain the most talented, passionate and committed people.

Therefore, the FMHS strives to build an institutional culture that welcomes, develops, and supports a diversity of students and staff. It also fosters an inclusive environment characterised by mutual respect, where everyone can learn and work free of discrimination. Furthermore, the faculty encourages a mindset that favours adaptiveness and innovation, as we believe these qualities are critical for addressing the complex healthcare challenges in South Africa and the rest of the world and for ensuring institutional and global sustainability.

For more Information:

Francie van Zijl Drive, Tygerberg 7505, Cape Town

Get to know us: <http://www.sun.ac.za/english/faculty/healthsciences/>





FACULTY OF MILITARY SCIENCE

Vision

A leader in professional military higher education, training, and development.

Mission

An academy offering military higher education, training and development for the defence and security environment, through socially impactful teaching, learning and research.

Values

- Dignity
- Integrity
- Service before self
- Accountability

For more information:

Faculty of Military Science

Private Bag X2

Saldanha

7393

<http://www.sun.ac.za/english/faculty/milscience>



MILITARY SCIENCE: TRANS-ENDURO

Admission requirements: Residential first- and second-year student at the Faculty of Military Science
Division/Faculty: Military Science
Duration: 40 weeks of training and 2 weeks of exercise execution
Delivery mode: Face to face (outside of classroom)
Contact person: Dr Vusi Malaza
Contact details: vusim@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Planning and organisation of the exercise Trans-Enduro.Nomination and election of the team leaders (exercise commanders).Commanders of the exercise as appointed to provide leadership.Different methods used to raise funds for the exercise.Allocation of resources and lower command responsibilitiesTransport arrangement and securing sponsorships.Execution of the exercise from Port Elizabeth (Gqeberha) to Saldanha at the end of the year:Cycling teamRunning teamSea teamMasiza teamPre-arranged stopovers to engage with communities & town mayors.Social responsibility of the SANDF.Diversity of participants & skillsDevelopment of the Trans-Enduro Journal.	<ul style="list-style-type: none">Cycling teamRunning teamSea teamMasiza team	(See break-down of the teams below)

EXERCISE TRANS-ENDURO: CYCLING TEAM

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Military Academy Cycling Team cycles from one town to another with an intent of raising awareness for Masiza Team.Promote the needs and the mission of Masiza Team.Enhance leadership skills.Intensive and extensive training.	<ul style="list-style-type: none">Road safetyTeamworkPlanning and organisingLeadershipTime managementHealth and fitnessSense of urgencyMilitary discipline	<ul style="list-style-type: none">Planning and organisingLeadership.High level of discipline, commitment, passion, and determination.OODALUP principles.Impressive sense of urgency.High level of finesse.

EXERCISE TRANS-ENDURO: RUNNING TEAM

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Military Academy Running Team participants are committed to make an impactful difference in the communities.Participants run across different towns to promote health and physical fitness.Maintaining of morale and motivation to improve the interaction with communities, displaying cohesiveness of the military.	<ul style="list-style-type: none">Teamwork.Improve endurance.	<ul style="list-style-type: none">Leadership skills.Command and control.Strengthening civil-military relations.

EXERCISE TRANS-ENDURO: SEA TEAM

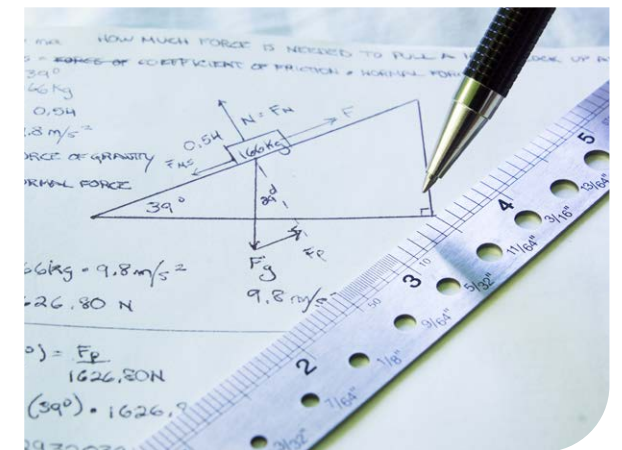
LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">The Military Academy Sea Team provides members that have had no previous maritime experience with the strategies and skills to plan and execute navigation routes up to 107 sea miles (200 km) per day during Exercise Trans-Enduro.Continuous sea navigation training, shore training (beaching, launching, and surf work), engine maintenance.Securing of sponsorships.Endurance trainingLeadership trainingOrganisation and management	<ul style="list-style-type: none">LeadershipCrisis managementEngine mechanics150 – 300 hours of maritime pilotingNavigationInternal and external organisation communicationCommunity interactionResource management and maintenanceUnderstanding of meteorological conditionsRoute planning and execution	<ul style="list-style-type: none">Ability to skipper Category E vesselsPlanningFinancial managementPeople skillsGeneral seamanshipEngine technical and generalNavigate and command sea routesLead effectively to bring out the best in a teamTime management and disciplineExecute tasks logically under extreme pressure

EXERCISE TRANS-ENDURO: MASIZA TEAM

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">The Military Academy students identify community needs (renovations, recreational facilities, education, etc) and offer assistance in uplifting disadvantaged communities through rendering services or donations.They develop initiatives for interventions and support through implementation in the identified communities.Reflect on the experiences learnt by compiling a report for each project.	<ul style="list-style-type: none">Community interaction and outreach programmesPlanningFinancial ManagementLeadership	<ul style="list-style-type: none">Interpersonal skillsCivic action initiativesLeadership, management and planningImprovement of civil military relations and social development

A red ship named "S. A. AGULHAS II" is shown in a dry dock on a sandy beach. The ship's hull is red with white text. A white crane structure is visible above the ship. The image is framed by a white border with decorative wavy lines on the right side.

Get to know us: <http://www.sun.ac.za/english/faculty/science/>



UNIVERSITY PRACTICE IN THE NATURAL SCIENCES 176 – SCIENCE IN PRACTICE PROJECT

Admission requirements: EDP students
Division/Faculty: Faculty of Science, AgriScience and Engineering
Duration: Embedded
Delivery mode: Face to face/ARTLA
Contact person: Dr Marnel Mouton (EDP)
Contact details: Marnel@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">The intention of these focused activities is to equip students with necessary skills to participate effectively and strategically in group projects and assignments.To develop the soft skills to become successful participants in learning in higher educationTo teach students how science applies to real life environmental challenges	<ul style="list-style-type: none">How to function effectively in groupsStudents are led to perform their own research and communication about the water sources and treatment facilities in StellenboschStudents are taught to formulate scientific arguments, to communicate science content	<ul style="list-style-type: none">Assign appropriate responsibilities to individual team members during group assignments.Formulate scientific argumentsCommunicate scientific information to scientists and the general publicUnderstand the importance and role of water resourcesBecome participants in global environmental challenges

SCIENCE IN CONTEXT 178 / UNIVERSITY PRACTICE IN THE NATURAL SCIENCES 176 – GROUP WORK

Admission requirements: First-year BSc and EDP students
Division/Faculty: Faculty of Science
Duration: Embedded
Delivery mode: Face to face/ARTLA
Contact person: Dr Ilse Rootman-le Grange
Contact details: ilser@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">The intention of these focused activities is to equip students with necessary skills to participate effectively and strategically in group projects and assignments.	<ul style="list-style-type: none">Communication styles and communication modelStages of group formation and group rolesConflict management	<ul style="list-style-type: none">Assign appropriate responsibilities to individual team members during group assignments based on communication styles.Identify their own strengths and weaknesses within group environmentsDisplay limited conflict management skillsIdentify their own preferred communication style

SCIENCE IN CONTEXT 178 / UNIVERSITY PRACTICE IN THE NATURAL SCIENCES 176– TIME MANAGEMENT SKILLS

Admission requirements: First-year BSc and EDP students
Division/Faculty: Faculty of Science
Duration: Embedded
Delivery mode: Face to face/ARTLA
Contact person: Dr Ilse Rootman-le Grange and Dr Marnel Mouton (EDP)
Contact details: ilser@sun.ac.za/Marnel@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">The intention of these focused activities is to equip students with necessary skills to manage their study and personal time effectively and strategically, with the aim of becoming successful graduates.	<ul style="list-style-type: none">Understanding and calculation of notional hoursIdentification of and distinction between responsibilities, necessary activities, and other non-compulsory activitiesCreation of a balanced timetable that considers study and social life	<ul style="list-style-type: none">Students will be able to determine the average time required to spend on various modulesStudents will be able to identify their personal freedoms, necessities, and responsibilitiesStudents will be able to create a usable and realistic timetable

SCIENCE IN CONTEXT 178 – STUDY METHODS / UNIVERSITY PRACTICE IN THE NATURAL SCIENCES 176

Admission requirements: First-year BSc and EDP students
Division/Faculty: Faculty of Science
Duration: Embedded
Delivery mode: Face to face/ARTLA
Contact person: Dr Ilse Rootman-le Grange (First-year) and Dr Marnel Mouton (EDP)
Contact details: ilser@sun.ac.za/Marnel@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">The intention of these focused activities is to provide students with the tools to identify their preferred learning style and the appropriate study methods that go along with it, to support them in becoming successful graduates.	<ul style="list-style-type: none">Learning styles surveyDescriptions of various learning stylesDiscussions of various study methods	<ul style="list-style-type: none">Able to identify their own, and in some cases others', learning stylesAble to identify which study methods are more and less suited to the various learning styles

LEARNING FACILITATION TRAINING (LFT) LEVEL 1

Admission requirements: BSc undergraduate or postgraduate student
Division/Faculty: Faculty of Science
Duration: 2 – 3 months
Delivery mode: Online
Credit Bearing: NQF 7
Platform: SUNOnline
Contact person: Dr Hanelie Adendorff and Dr Ilse Rootman-le Grange
Contact details: hja@sun.ac.za/ilser@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">This first level of a three-level course has the aim of introducing current and prospective Science tutors/demis to basic principles of tutoring to facilitate learning during tutorial and practical sessions in various Science disciplines.	<ul style="list-style-type: none">Attributes of professional tutoring.Conceptions of tutoring.Learning styles.Self-determination theory (motivation).Facilitating learning in science disciplines.	<ul style="list-style-type: none">Interrogate their own view and understanding of tutoring against knowledge from the field of teaching and learning.Explain the role of the tutor/demi as it is conceptualised by the Science Faculty and apply the theoretical concepts of learning facilitation addressed in the course to their own context.Communicate effectively with studentsGuide students to become independent problem solvers.Display efficient and professional work practices as part of a module tutoring teamDxemonstrate first steps towards developing reflective practice (the ability to learn from experience.

LEARNING FACILITATION TRAINING (LFT) LEVEL 2

Admission requirements: BSc undergraduate or postgraduate student and certificate of completion for LFT1
Division/Faculty: Faculty of Science
Duration: 2 – 3 months
Delivery mode: Online
Credit Bearing: NQF 7
Platform: SUNOnline
Contact person: Dr Hanelie Adendorff and Dr Ilse Rootman-le Grange
Contact details: hja@sun.ac.za/ilser@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">This second level of a three-level course has the aim of equipping science tutors/demis with the ability to reflect more deeply on the role that their own conceptions of teaching play in their tutoring. It also offers them tools to use for analysing their teaching/tutoring.	<ul style="list-style-type: none">Legitimation code theory: semanticsTeaching perspectives inventoryTeaching perspectives profiles	<ul style="list-style-type: none">Describe the strengths and shortcomings of their own most dominant conception of teaching.Interrogate their own view and understanding of tutoring against knowledge from the field of teaching and learning.Analyse a section of teaching with the use of the semantics dimension of the legitimation code theory.Advise ways to improve tutoring with the use of the semantics dimension of the legitimation code theory.Reflect on their own practice (the ability to learn from experience and improve their own practice).

LEARNING FACILITATION TRAINING (LFT) LEVEL 3

Admission requirements: BSc Undergraduate or Postgraduate student and certificate of completion for LFT1 and LFT2
Division/Faculty: Faculty of Science
Duration: 2 – 3 months
Delivery mode: Online
Credit Bearing: NQF 7
Platform: SUNOnline
Contact person: Dr Hanelie Adendorff and Dr Ilse Rootman-le Grange
Contact details: hja@sun.ac.za/ilser@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">This third level of a three-level course has the aim of: <ol style="list-style-type: none">introducing current and prospective Science tutors/demis to facilitation of learning in an online environment; andunderstanding and critiquing assessment of student learning.	<ul style="list-style-type: none">Online facilitation of learning.Assessment of student learning. Understanding.Attributes of a professional online tutoring.	<ul style="list-style-type: none">Differentiate between different purposes of student assessment, e.g. formative and summative.Explain the different criteria for valid assessment.Understand how the above-mentioned criteria play out in practice.Be able to motive students to participate in the online space.Be able to facilitate discussions in the online space.Understand factors that influence student participation in online environments

ePHYS

Admission requirements: Provisionally accepted and enrolled first-year BSc students who are registered for any first year Physics module. It is aimed at students registered for Physics 114 and 144, but students registered for Physics (Bio) 134 and 154, Engineering Physics 113 and 152 are equally welcome to use the resource.
Division/Faculty: Faculty of Science
Duration: N/A
Delivery mode: Self-paced online
Credit Bearing: N/A
Contact person: Christine Steenkamp
Contact details: cmsteen@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">To support prospective and current students with bridging the gap to university-level physics.To support first-year students to develop the mathematical skills that they need to master the physics curriculum.	<ul style="list-style-type: none">Introductory physics and mathematical concepts, including mathematical functions, graphs, manipulating algebraic equations, working with vectors, vector products, differentiation, and integration.	<ul style="list-style-type: none">Will be able to understand the mathematical language that is used to write down physics principles, and will be able to do the mathematical operations expected of first-year students during the prescribed first-year physics modules.

MATHEMATICS UPSKILLING LEARNING UNITS

Admission requirements: Provisionally accepted and enrolled first-year BSc students, all first-year EMS students with NSC mathematics between 60% and 70%, all EDP students in Science, AgriSciences, Engineering, Economic and Management Sciences
Division/Faculty: Faculty of Science and Faculty of Economic and Management Sciences
Duration: N/A
Delivery mode: Self-paced online
Credit Bearing: N/A
Contact person: Jacques Masuret (Science), Elizabeth Burger (Science) and Rodney Randall (EMS)
Contact details: jmasuret@sun.ac.za/18527663@sun.ac.za/rwr@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">To support prospective and current students with bridging the gap to university-level mathematics.To support first-year and EDP students struggling with mathematics to master the foundational principals.	<ul style="list-style-type: none">Foundational mathematical concepts and procedures, including algebraic processing, functions and equations, number sense, timelines, counting techniques, and probability.	<ul style="list-style-type: none">Will improve their mathematical proficiency in foundational mathematics concepts and procedures to the level expected of first-year students at the onset of the prescribed first-year mathematics modules.

READ THEORY

Admission requirements: First-year BSc and EDP students
Division/Faculty: Faculty of Science
Duration: Embedded
Delivery mode: ARTLA
Contact person: Marisca Coetzee (Reading lab)
Contact details: taalsentrum@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">The purpose and goal of Read Theory is to expose students to a thematically diverse range of online reading comprehension quizzes, on an appropriate complexity level, to further develop their reading comprehension skills, critical reading/ thinking and English language skills.	<ul style="list-style-type: none">Reading comprehension.Critical reading for critical thinking.English for academic purposes.Thematically diverse online comprehension quizzes consisting of multiple-choice questions (formulated in the same format as the NBTs).	<ul style="list-style-type: none">Strategically read and comprehend text with a Lexile level of 1395L (text complexity measured at first-year level) or higher.Develop a more comprehensive active and passive vocabulary.Read and think critically.Become more fluent in reading and consequently improve their processing speed (reading speed) of text.

SUNCOI (STELLENBOSCH UNIVERSITY CHEMISTRY OUTREACH INITIATIVE)

Admission requirements: Senior or postgraduate students from the Faculty of Science and PGCE students from the Faculty of Education
Division/Faculty: Faculty of Science in collaboration with Faculty of Education
Duration: Ad Hoc
Delivery mode: Face to face
Contact person: Dr Rehana Malgas-Enus (Faculty of Science) and Dr Nazeem Edwards (Faculty of Education)
Contact details: rehana@sun.ac.za/nedwards@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Outreach to previously disadvantaged communities to provide learners and students with the infrastructure and support necessary to complete the science experiments that form part of the high school curriculum.	<ul style="list-style-type: none">Learners and teachers from previously disadvantaged high schools are invited to use the Chemistry Department's practical laboratories to conduct experiments that are part of the school curriculum.	<ul style="list-style-type: none">Engage with high school students and teachers along the science curriculum.Facilitate laboratory experiments with high school learners.

NATURAL SCIENCE COMMITTEE

Admission requirements: Students must be registered at Stellenbosch University in one of the programmes offered by the Faculty of Science.
Access Criteria:

- Students must meet leadership HEMIS requirements
- Students must have a clear record, with regard to offences or violations against Stellenbosch University Guidelines

Division/Faculty: Science Faculty
Duration: 9 months
Delivery mode: Online
Contact person: Dr Marnel Mouton
Contact details: marnel@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">• Equipping participants with institutional and civic knowledge so that they can serve other students of the Science Faculty through offering academic assistance. This creates the opportunity for participants to understand the importance of constitutionality and policy and its alignment with value-centred, ethical leadership.• Provide participants with overall management skills that will empower them to critically plan and execute assigned duties for projects. This improves the South African workforce with individuals that have problem-solving, critical thinking, and management skills.• This learning opportunity aims to grow/improve participants' teamwork ability, collaboration, and interpersonal skills, with the goal of enabling participants to interact and engage with not only the students of the Science Faculty, but also the managerial structures of the Science Faculty.	<ul style="list-style-type: none">• Peer-to-peer assessments• Mental health analysis, in weekly meetings• Event reflections in weekly meetings• Class representative surveys• Portfolio report	<p>By the end of this course participants will be able to:</p> <ul style="list-style-type: none">• equip participants with project management skills that will ensure that effective planning and execution of designated tasks/duties are completed. These participants will be prepared to enter the workforce with critically planning and project management skills, improving the scientific field of South Africa in the long run.• This learning opportunity also seeks to develop teamwork and interpersonal skills for those who participate. The participants will interact and engage with students from the science student community of Stellenbosch University. This promotes cohesion in the student body.• Participants will get a deeper understanding of the structural component of Stellenbosch University and its policies within the Science Faculty. In doing so, it will prepare those who participate in civic literacy.• By participating in this module, students will learn to understand individuals in a group dynamic and in turn improve their ability to work and progress in a group/team such as the committee.





FACULTY OF THEOLOGY

The Faculty of Theology is a faculty of Stellenbosch University. We are a faculty for theology, and through research, teaching, learning and community action we are a knowledge partner for other academic communities, various church denominations and institutions of broader society. We fulfil our vocation as academic institution in local, wider African, and global contexts.

For more Information:

171 Dorp Street

Telephone: 021 808 3255

Get to know us: <http://www.sun.ac.za/english/faculty/theology>

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Faculty Officer:

Postgraduate Diploma and Master's programmes

Ms Shivvon Ruiters

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MASTER OF DIVINITY (MDIV)		
LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> The programme makes provision for a module in research methodology, theology as science, and various methods of research. From a hermeneutic-rhetorical, meta-theoretical framework, the programme develops various practical-theological ministry themes aimed at a theological understanding of ministry and the distinctive nature of church life in different contexts. The main themes are pathos aspects (church in society, the role of the church in society in different contexts, and ethical questions), logos aspects (church – history), systematic ecclesiology, Bible and worship (church identity), the nature and functions of the church, historical connections, church confessions and communication within the context of worship and liturgy), ethos aspects (discipleship, spirituality) and ministry skills (ministry practice), the connection between Christian spirituality and leadership aimed at developing congregational spirituality within various forms of ministry), and faith maturity and faith formation (the development of ministry and pastoral skills with a view to pastoral care, solace, prevention and enrichment during various life crises and problems in personal relations). 	<ul style="list-style-type: none"> Church in society Ministry of reconciliation and justice Church and public life Ecumenism Church in Africa Church Society and market Gender, culture and the Bible Congregational studies and community Analysis in African contexts Child and youth culture 	<ul style="list-style-type: none"> Leadership skills Ministerial skills Connection between Christian spirituality and leadership Development of pastoral skills Prevention and enrichment

PROJECT: TEACHING AND LEARNING STRATEGY		
LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> Creating a document that can serve as a guideline for the entire faculty. 	<ul style="list-style-type: none"> T&L strategy that underpins all T&L within the faculty, based on the T&L values of the university. This includes addressing plagiarism appropriately, penalisation for late assignments, transformation and decolonisation of the curriculum, blended approaches, teaching strategies, and indicate assistance that can be provided to students and lecturers with regard to T&L. 	<ul style="list-style-type: none"> Better faculty communication. Consistency between departments. Transforming the approach of the faculty to T&L (with regard to the use of technology and different teaching and learning approaches).

PROJECT: EDP ASSISTANCE PROGRAMME		
LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> To create a support structure for EDP students that is comprehensive, spans over an entire semester and covers topics applicable to their needs. This will begin as a pilot project with no more than 15 students, with the hope of constructing it further in a few years into a programme for all students (EDP and non-EDP) who need such support with the cultivation of such skills. Funding will be needed, and application to FINLO is being considered. 	<ul style="list-style-type: none"> A support-system package by the Language Centre, organised and run by Marisca Coetsee and Magriet de Villiers. Includes: online platform to promote reading skills, taking of class notes, learning skills, etc. 	<ul style="list-style-type: none"> To equip students with all the necessary skills to help them achieve their best in an academic setting. We hope to get accreditation for this workshop for students to add to their CVs.

MTH IN PRACTICAL THEOLOGY (MINISTRY PRACTICE)		
Admission requirements: Honours in Theology or PG Dip in Theology Division/Faculty: Theology Duration: Two years Delivery mode: Hybrid Contact person: Prof Ian Nell Contact details: ianell@sun.ac.za		
LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none"> The MTh in Practical Theology (Ministry Practice) is a structured programme presented over two years. The discipline group Practical Theology and Missiology (PTM) of the Faculty of Theology, Stellenbosch University, offers this programme in collaboration with Ekklesia: Centre for Leadership Development and Congregational Studies, a centre of the Faculty of Theology. 	<ul style="list-style-type: none"> The programme offers students a unique learning experience. The programme focuses on developing students' skills as missional leaders through a reading programme on missional theory; deep ecumenical interaction; contextual exposure and exercises in innovative missional practices. The learning experience is rooted in an ecumenical discerning community of fellow students and lecturers. Attendance of modules is therefore compulsory. During the modules, missional spiritual disciplines are practised to establish a culture of missional spiritual discernment. In this, the programme builds a bridge between missional theory and the practical reality of ministry in Africa. To achieve that, the programme utilises a hermeneutic-rhetorical framework. Module 1: Congregations – their formation, deformation and reformation. Module 2: Churches in African context Module 3: Trinity and identity. Missio Dei and the plot of the gospel. Module 4: Missio Dei spirituality Module 5: Missional leadership and ministerial integration Module 6: Missional formation 	The learning experience will include: <ul style="list-style-type: none"> the reading of academic books and articles; reflection in an ecumenical learning; community; exposure to diverse contexts and ministries; gaining exercising through exercising new skills; and articulating and integrating theory through the writing of module assignments for each module and a research assignment at the completion of the programme.



LANGUAGE CENTRE

Stellenbosch University Language Centre is a vibrant hub for students, staff and clients who require language and communication assistance. Graded as a world-class institution, we bring together experts in the field of language acquisition, translation, editing, interpreting, corporate communication, research and document design.

We do not regard ourselves as a service provider, but rather as a partner, because we build strong ties with our clients in the course of our language and communication services. We are always on the lookout for new ways to shift the boundaries of conventional communication in order to help individuals and organisations communicate effectively with their target groups. To this end, we have formed local and international ties with experts in the fields of language, document design, and information design.

For more Information:

Jeanene Olivier
Tel: +27 21 808 2167
taalsentrum@sun.ac.za
<https://languagecentre.sun.ac.za/>



WRITING SKILLS WORKSHOP: THESES AND DISSERTATIONS

Division/Faculty:
Learning & Teaching Enhancement: Language Centre

Who can attend? Anyone can attend, but the workshop is specifically aimed at postgraduate students and researchers busy writing their theses or dissertations. We are happy to accommodate all levels of language and writing proficiency.

What will our sessions look like? Workshops currently take place online only.
The twelve hours are divided into eight 1.5-hour sessions spread over four mornings.

Any questions?
Contact person: Selene Delport
Contact details: selene@sun.ac.za

SHORT INTRODUCTION AND OVERVIEW	WE COVER THE FOLLOWING TOPICS	BENEFIT TO YOU
<ul style="list-style-type: none">This twelve-hour workshop is aimed at postgraduate students working on their theses or dissertations.	<ul style="list-style-type: none">We shall provide you with the opportunity to refine your academic writing skills in an interactive, practical way and help you find solutions to your questions about academic writing in general.We shall discuss various topics relating to writing theses and dissertations, such as the role of the reader, style, external and internal structure, coherence, and argumentation.We shall also discuss how to write specific sections of a thesis and dissertation.	<ul style="list-style-type: none">The workshop will help you develop your academic writing skills in order for you to refine your thesis or dissertation further. The purpose of the workshop is not to furnish you with a recipe or rigid writing 'rules', but rather to provide guidelines about writing strategies to convey information, data, and arguments effectively.

WRITING SKILLS WORKSHOP: WRITING AN ACADEMIC ARGUMENT

Division/Faculty:
Learning & Teaching Enhancement: Language Centre

Who can attend?
Anyone can attend, but the workshop is specifically aimed at postgraduate students and researchers. We are happy to accommodate all levels of language and writing proficiency.

What will our sessions look like? Workshops currently take place only online.
The nine hours are divided into six 1.5-hour sessions spread over three mornings.

Any questions?
Contact person: Selene Delport
Contact details: selene@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">This nine-hour workshop is aimed at postgraduate students working on their research proposals or protocols, theses, dissertations, or academic articles.	<ul style="list-style-type: none">We shall provide you with the opportunity to refine your research argument in an interactive, practical way and help you find solutions to your questions about academic writing in general.Various topics about argumentation will be discussed, such as how to develop your own academic voice and integrating sources effectively. We shall also consider different argument structures and discuss how to use them effectively.	<ul style="list-style-type: none">The workshop will help you develop your research argument, which will enhance your academic writing. The purpose of the workshop is not to furnish you with a recipe or rigid writing 'rules', but rather to provide guidelines about writing and argumentation strategies to convey information effectively.

WRITING MARATHONS

Division/Faculty:
Learning & Teaching Enhancement: Language Centre

Who can attend? Anyone can attend, but the writing marathons are specifically aimed at postgraduate students and researchers busy writing a proposal or protocol, thesis, dissertation, or academic article. We are happy to accommodate all levels of language and writing proficiency.

What will our sessions look like? You're welcome to spend the day with us online from 09:00 to16:30 to work on your thesis, proposal or article. We begin with a few warm-up writing exercises to get you started. The rest of the day you spend writing in a supportive environment: a facilitator will be present throughout to assist you with your writing.

Any questions?
Contact person: Selene Delport
Contact details: selene@sun.ac.za

SHORT INTRODUCTION AND OVERVIEW	WE COVER THE FOLLOWING TOPICS	BENEFIT TO YOU
<ul style="list-style-type: none">It is often difficult to find a sufficient block of time in which to write, and writers easily lose momentum with their writing.	<ul style="list-style-type: none">To help you regain your writing momentum, the Writing Lab hosts a writing marathon each month.	<ul style="list-style-type: none">Attending a writing marathon will help you make substantial progress with your proposal, thesis, or article. You will have uninterrupted writing time as well as a facilitator on standby to provide immediate individual feedback and support.

WRITING SKILLS WORKSHOP: RESEARCH PROPOSALS

Division/Faculty:
Learning & Teaching Enhancement: Language Centre

Who can attend? Anyone can attend, but the workshop is specifically aimed at postgraduate students and researchers busy with writing their research proposals or protocols. We are happy to accommodate all levels of language and writing proficiency.

What will our sessions look like? Workshops currently take place online only.
The nine hours are divided into six 1.5-hour sessions spread over three mornings.

Any questions?
Contact person: Selene Delport
Contact details: selene@sun.ac.za

SHORT INTRODUCTION AND OVERVIEW	WE COVER THE FOLLOWING TOPICS	BENEFIT TO YOU
<ul style="list-style-type: none">This nine-hour workshop is aimed at postgraduate students working on their research proposals or protocols.	<ul style="list-style-type: none">We shall provide you with the opportunity to refine your academic writing skills in an interactive, practical way and help you find solutions to your questions about academic writing in general.We shall discuss various topics relating to writing research proposals, such as the purpose and planning of a proposal. We shall also discuss the components and structure of a research proposal.	<ul style="list-style-type: none">The workshop will help you develop your academic writing skills in order for you to refine your research proposal further. The purpose of the workshop is not to furnish participants with a recipe or rigid writing 'rules', but rather to provide guidelines about writing strategies to convey information, data and arguments effectively.

WRITING SKILLS WORKSHOP: WRITING A LITERATURE REVIEW

Division/Faculty:
Learning & Teaching Enhancement: Language Centre

Who can attend? Anyone can attend, but the workshop is specifically aimed at postgraduate students and researchers busy writing a literature review. We are happy to accommodate all levels of language and writing proficiency.

What will our sessions look like? Workshops currently take place online only.
The twelve hours are divided into eight 1.5-hour sessions spread over four mornings.

Any questions?
Contact person: Selene Delport
Contact details: selene@sun.ac.za

SHORT INTRODUCTION AND OVERVIEW	WE COVER THE FOLLOWING TOPICS	BENEFIT TO YOU
<ul style="list-style-type: none">This twelve-hour workshop is aimed at postgraduate students and researchers working on a literature review, whether as part of a research proposal or a thesis, or as an independent article.	<ul style="list-style-type: none">We shall provide you with the opportunity to refine your academic writing skills in an interactive, practical way and help you find solutions to your questions about academic writing in general.We shall tackle various issues concerning writing a literature review, such as the different types of literature reviews and ways of organising information in literature reviews.We shall also discuss how to integrate information in a literature review effectively while touching on issues regarding plagiarism and referencing.	<ul style="list-style-type: none">You will have an opportunity to refine your literature reviews in an interactive and practical way. In addition, you will get to know how to integrate sources appropriately and develop your academic voice.

WRITING SKILLS WORKSHOP: ACADEMIC ARTICLES

Division/Faculty:
Learning & Teaching Enhancement: Language Centre

Who can attend? Anyone can attend, but the workshop is specifically aimed at postgraduate students and researchers who are busy writing an academic article. We are happy to accommodate all levels of language and writing proficiency.

What will our sessions look like? Workshops currently take place online only.
The twelve hours are divided into eight 1.5-hour sessions spread over four mornings.

Any questions?
Contact person: Selene Delport
Contact details: selene@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">This twelve-hour workshop is aimed at postgraduate students and researchers in the process of writing an academic article.	<ul style="list-style-type: none">We shall provide you with the opportunity to refine your academic writing skills in an interactive, practical way and help you find solutions to your questions about academic writing in general.We shall discuss various aspects of writing academic articles with you, such as the different types of academic articles, the components of an article, as well as style and structure. There will be plenty of time for you to work with your own writing and share your writing experiences.	<ul style="list-style-type: none">The workshop will help you develop your academic writing skills to refine your academic article further. The purpose of the workshop is not to furnish you with a recipe or rigid writing 'rules', but rather to provide guidelines about writing strategies to convey information, data and arguments effectively.

ISIXHOSA LANGUAGE AND CULTURE

Division/Faculty:
Learning & Teaching Enhancement: Language Centre

Who can attend? Any international students registered in the Global Education Programme (GEP) who have no previous knowledge of isiXhosa.

What will our sessions look like? This course is presented over the course of the semester. Normally we shall have face-to-face contact sessions of three hours twice a week, but at the moment those sessions are conducted online. Classes are communicative, interactive and task oriented. We use MS Teams and SUNLearn as platforms for our online activities, and study material is provided. We love interacting with you to give you the practice you need so that you can become confident in speaking the language. There will be speaking tasks at a beginner level as well as group interaction with the teacher.

You will be assessed continuously in class on the basis of your presence and participation. You will also need to complete formal assessments.

Any questions?
Contact person: Nwabisa Madikane
Contact details: nmadikane@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">isiXhosa language and culture is a fun-filled 14-week course offering international students a linguistic and cultural taste of isiXhosa as a language in a wider cultural context. This course is for international students with no previous knowledge of isiXhosa and who are registered in the Global Education Programme (GEP).	<ul style="list-style-type: none">The course aims to teach you about the isiXhosa language and its culture and will enable you to engage in meaningful conversation at beginner level. Through this course, you empower yourself to put multilingualism into practice with other South African students.	<p>We shall focus on the following themes to enhance your ability to communicate in isiXhosa:</p> <ul style="list-style-type: none">Greeting people and making introductionsAsking about someone's health and feelingsInviting someone for a drink or something to eatOrdering something to drink and eat at a restaurantMaking and answering telephone callsSpeaking about the weatherNaming the months and days of the weekSetting up formal and informal appointmentsGiving directions on and off campusAsking for help at a filling station <p>At the end of the course, you will be able to take part in conversations about the above topics at beginner level.</p>

SURVIVAL ISIXHOSA

Division/Faculty:
Learning & Teaching Enhancement: Language Centre

Who can attend? This course is aimed at registered SU students. Non-mother tongue speakers of isiXhosa who would like to be able to converse in basic isiXhosa should register for this fun and informal language course.

What will our sessions look like?
We present this course over a period of eight weeks. There is a weekly face-to-face contact time of two hours. Face-to-face contact time: 16 hours

Online activities: 4 hours

The face-to-face time includes authentic and interactive language-use activities during which participants get the opportunity to practise isiXhosa in real-life situations. This is supplemented with four hours of online support and activities.

Any questions?
Contact person: Helga Sykstus
Contact details: languagelearninghub@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<p>What if there's a fun and quick way to learn some isiXhosa to use on campus?</p> <ul style="list-style-type: none">Master the basics with our interactive survival course tailored to your world and connect better in more languages. This course is practical and interactive, and we incorporate campus-related scenarios to encourage the use of authentic language.	<ul style="list-style-type: none">We shall focus specifically on speaking, listening and reading isiXhosa. You will be able to use isiXhosa to take part in basic campus-related conversations, and as part of the larger university context, you will also gain understanding of the cultural value of multilingualism.	<p>After having completed the course successfully, you will be able to do the following in isiXhosa:</p> <ul style="list-style-type: none">Greet and introduce yourselfProvide basic personal information, such as your name, age, address and telephone numberAsk and respond to basic questionsHave a basic conversation with other studentsCommunicate socially on a basic levelUse basic vocabulary related to campus life

INTENSIVE ENGLISH PROGRAMME (IEP)

Division/Faculty:
Learning & Teaching Enhancement: Language Centre

Who can attend? Anyone who wants to learn English can apply. The programme is open to undergraduate and postgraduate students, but anyone else who would like to become a student is also welcome.

What will our sessions look like? We place you in a class that best suits your needs using a valid, recognised online test. Our contact classes run from Mondays to Fridays from 09:00 to 12:30 over eight-week blocks. You will be expected to complete an additional hour per day of self-paced activities in preparation for the next day's class.

Any questions?
Contact person: Jeanene Olivier
Contact details: iep@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">The Intensive English Programme (IEP) is an English language programme for students who want to improve their English reading, writing, listening, and speaking.If you want to improve your English at a leading university, and at the same time explore beautiful Cape Town and Stellenbosch, this is a great option for you! Join a community of international students from all over the world.	<ul style="list-style-type: none">The programme is aimed at improving students' reading, writing, listening, and speaking skills in English. It is presented in blocks of eight weeks across six levels: beginner, elementary, pre-intermediate, intermediate, upper-intermediate and advanced. We shall help you to decide where you fit in. Teaching is interactive and fun, and classes are small for a great learning experience.	<p>Each eight-week academic course level will help you to develop your English skills further. Once you have completed the whole programme, you will be confident to communicate in English in a variety of situations. You will be able to –</p> <ul style="list-style-type: none">read and understand a wide variety of texts dealing with a range of topics;listen to, understand and participate meaningfully and accurately in spoken communications covering a wide range of subjects;have conversations and create written texts using the styles and registers that fit the situation best; andimprove your English vocabulary and grammar so that you are comfortable communicating what you want to say.

SURVIVAL AFRIKAANS

Division/Faculty:
Learning & Teaching Enhancement: Language Centre

Who can attend? This course is aimed at registered SU students. Non-mother tongue speakers of Afrikaans who would like to be able to have conversations in basic Afrikaans should register for this fun and informal language course.

What will our sessions look like? We present this course over a period of eight weeks. There is a weekly face-to-face contact time of two hours. Face-to-face contact time: 16 hours

Online activities: 4 hours

The face-to-face time includes authentic and interactive language-use activities during which participants get the opportunity to practise Afrikaans in real-life situations. This is supplemented with four hours of online support and activities.

Any questions?
Contact person: Helga Sykstus
Contact details: languagelearninghub@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">What if there's a fun and quick way to learn some Afrikaans to use on campus?Master the basics with our interactive survival course tailored to your world and connect better in more languages. This course is practical and interactive, and we incorporate campus-related scenarios to encourage the use of authentic language.	<ul style="list-style-type: none">We shall focus specifically on speaking, listening and reading Afrikaans. You will be able to use Afrikaans to take part in basic campus-related conversations, and as part of the larger university context, you will also gain an understanding of the cultural value of multilingualism.	<p>After having completed the course successfully, you will be able to do the following in Afrikaans:</p> <ul style="list-style-type: none">Greet and introduce yourselfProvide basic personal information such as your name, age, address and telephone numberAsk and respond to basic questionsHave a basic conversation with other studentsCommunicate socially on a basic levelUse basic vocabulary related to campus life

AFRIKAANS LANGUAGE AND CULTURE COURSE FOR DUTCH-SPEAKING STUDENTS

Division/Faculty: Learning & Teaching Enhancement: Language Centre
Who can attend? Dutch-speaking students from the Netherlands and Belgium who are registered students at Stellenbosch University
What will our sessions look like? This is a one-semester course consisting of four hours per week for 14 weeks. The course may also include a few outings, depending on the needs of the specific group. All classes are compulsory.
Any questions?
Contact person: Helga Sykstus
Contact details: languagelearninghub@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">We live in a world filled with people of diverse cultures. Learning more about different cultures helps you embrace and appreciate people who are different from you. This will enable you to meet, interact with, and make South African friends, but also give you a greater understanding of life in South Africa, especially with regard to the Afrikaans community and their role in a broader South African context.	<ul style="list-style-type: none">The main objective of the course is an understanding of and appreciation for the Afrikaans culture and language. You will gain strategic and linguistic competency in Afrikaans, which means that you will know when to say what, and how to say it, when having a conversation in Afrikaans. You will also learn about the soul of Afrikaans – the diverse Afrikaans-speaking communities in South Africa and the variety of cultures within the different communities. We follow an eclectic approach that includes aspects of literature, history, politics, arts and culture. Be ready for anything from rap to recipes!	<ul style="list-style-type: none">After having completed the course successfully, you will have a critical understanding of the Afrikaans language and culture in the broader South African context. You will have insight into issues that mean something for South Africans, particularly Afrikaans speakers.

INTERNATIONAL ENGLISH LANGUAGE TESTING (IELTS) PREPARATION

Division/Faculty: Learning & Teaching Enhancement: Language Centre
Who can attend? To apply for this course you should be able to speak and write English fluently. That means that you need upper-intermediate English language proficiency (CEFR level B2); and you may need to complete an online proficiency test before the course starts.
If you do not have the desired level for entry to the course, we shall make recommendations on how to improve your English, so that you may be admitted at a later stage.
What will our sessions look like? The IELTS Preparation Course is a 60-hour, intensive blended learning course offered three times a week for eight weeks. The course requires 7,5 hours per week, which consists of three one-hour group video calls with the IELTS presenter per week, and an equivalent of 1,5 hours of activities and assignments per session assigned by the presenter. If you have questions, the presenter will also be available online at scheduled times.
Any questions?
Contact person: Jeanene Olivier
Contact details: iep@sun.ac.za

SHORT INTRODUCTION AND OVERVIEW	WE COVER THE FOLLOWING TOPICS	BENEFIT TO YOU
<ul style="list-style-type: none">This short course is for anyone who needs to prepare for the International English Language Testing System (IELTS) exam in order to attend a postgraduate course in South Africa or abroad, anyone who needs to prove proficiency in English for studies or immigration to a country such as the UK, Australia, USA or Canada, or international students who need the minimum IELTS score to apply for university entrance in South Africa.	<p>The IETLS short course is intended to accomplish its goal in 60 blended learning hours by developing your ability to –</p> <ul style="list-style-type: none">recognise the format and content of the IELTS exam, by discussing, practising and analysing each section of the exam;improve your test-taking skills and strategies, by completing IELTS-style practise tests in reading, listening, speaking and writing;perform optimally in an academic context, so as to gain entry into your chosen academic programmes; andrecognise the scoring procedures for the exam, so that you may interpret your own test scores.	<p>On completion of the course, you will be able to:</p> <ul style="list-style-type: none">skim and scan academic and authentic texts for general and specific information;extract information from and make inferences based on texts of varying lengths, such as university lectures, radio documentaries, radio interviews, and conversations;interpret and compare data in tables and graphs;develop arguments and express opinions on abstract topics;provide information in a formal interview context; anduse academic vocabulary related to common topics such as the environment, science and technology, health, energy, transport, education, the arts and media.

TEACHING ENGLISH AS A FOREIGN LANGUAGE (TEFL)

Division/Faculty: Learning & Teaching Enhancement: Language Centre
Who can attend?
You should be able to speak and write English fluently. That means that you need upper-intermediate English language proficiency (CEFR level B2). We may ask you to take an online English proficiency test before the start of the TEFL course if you do not meet the minimum English language requirements we have mentioned.
We would advise you to have an undergraduate degree from an English-speaking country or to be in the process of completing your degree, as many teaching positions require prospective TEFL teachers to have one before they apply for a work permit.
What will our sessions look like?
We present this 120-hour blended-learning short course over 12 weeks as follows:

- 3 compulsory video call sessions per week of 1,5 hours each
- 2,5 hours per week of self-paced reading and research
- 2,5 hours per week to complete activities and assignments
- 5 to 6 hours of practical contact teaching (this will take place when we can teach classes face-to-face again)

Any questions?
Contact person: Jeanene Olivier
Contact details: iep@sun.ac.za

SHORT INTRODUCTION AND OVERVIEW	WE COVER THE FOLLOWING TOPICS	BENEFIT TO YOU
<p>Do you want to teach English overseas or while travelling? Or maybe you would like to revamp your teaching style or earn an income from the comfort of your own home. Why not enrol for a TEFL course?</p> <p>Whether you are new to teaching or an experienced teacher already, our TEFL course will teach you everything you need to know to manage your classroom and create a fun, interactive and rich learning experience for your students at home or abroad. We have also added a module that teaches you the skills to take your English teaching lessons online.</p> <p>You will receive a certificate of competence for this TEFL short course once you have successfully completed both the theoretical and practical components.</p>	<ul style="list-style-type: none">Introduction to the world of TEFLLesson planningTeaching methodologiesReceptive and productive skillsPronunciation and phonologyActivities and resourcesFacilitating learning and communicationClassroom managementLanguage awarenessDeveloping and using teaching aidsError correctionProficiency and placement testingTeaching English online	<p>At the end of this course, you will –</p> <ul style="list-style-type: none">know different English language teaching theories, methodologies and terminology;have a range of practical teaching skills preparing you to teach English to learners of various ages and levels;be able to plan, prepare and teach communicative, learner-centred language lessons effectively; andbe able to reflect on planning and teaching decisions and be able to evaluate the effect of those decisions on student learning. <p>A TEFL Certificate can open doors for you. If you decide you want to teach English overseas, you will get to see the world and experience new cultures. A TEFL course will also give you the skills to approach your classroom wherever you are with new insight, and it looks great on your CV. If you decide to teach online, you can earn an income from the comfort of your own home and work flexible hours.</p>

BEGINNER AFRIKAANS LEVEL 1

Division/Faculty:
Learning & Teaching Enhancement: Language Centre
Who can attend?
Any person with no previous knowledge of Afrikaans.
What will our sessions look like?
This course is presented over the course of the semester with face-to-face contact sessions of two hours twice a week. Information and activities will be available online to help students learn Afrikaans. Sessions and tests will be available for students to complete online or in class.
Any questions?
Contact person: Dr Vernita Beukes
Contact details: vernita@sun.ac.za

SHORT INTRODUCTION AND OVERVIEW	WE COVER THE FOLLOWING TOPICS	BENEFIT TO YOU
<ul style="list-style-type: none">This course targets new international SU students and staff, and members of the public with no knowledge of Afrikaans. This is a fun-filled course offering you a linguistic and cultural taste of Afrikaans as a language in a wider cultural context.	<p>Themes and topics:</p> <ul style="list-style-type: none">Origin of AfrikaansAfrikaans cultureGet to know each otherPersonal informationExperience of StellenboschExperience of South African/Southern African culturesLanguage: Sounds and pronunciationParts of speech (nouns, verbs, adjectives, adverbs)Syntax (single sentence, tenses, negation, interrogative sentence, infinitive)Revision of term 1Parts of speech (prepositions, conjunctions)Syntax (combined and complex sentences)	<p>At the end of this course, you will –</p> <ul style="list-style-type: none">speak social Afrikaans;listen to and understand the gist of social conversations;read and understand the gist of short stories, advertisements and notices; anduse basic grammar; vocabulary and idiomatic structures, which are taught in a defocused manner. <p>You will not only learn a new language but will also become part of the culture in Stellenbosch and South Africa since you will understand one of our official languages. We live in a world filled with people of diverse cultures. Learning more about different cultures helps you embrace and appreciate people who are different from you.</p>

TOASTMASTERS SPEECHCRAFT

Division/Faculty: Learning & Teaching Enhancement: Language Centre
Who can attend? Any student who wishes to improve their public speaking and presentation skills can attend.

What will our sessions look like? Sessions take the form of meetings in the evening, currently offered in blended learning format, with some attending online, and others attending in person. Meetings are about two hours long and take place once a week over ten weeks.

Any questions?
Contact person: Zimbili Sibiya
Contact details: 18201342@sun.ac.za



SHORT INTRODUCTION AND OVERVIEW	WE COVER THE FOLLOWING TOPICS	BENEFIT TO YOU
<ul style="list-style-type: none">• Toastmaster Speechcraft is aimed at any student willing to invest time in developing and improving their public speaking skills.	<p>The Speechcraft sessions will assist you in developing the skills to –</p> <ul style="list-style-type: none">• understand and apply the structure of a speech so that you can deliver prepared and unprepared speeches in front of an audience;• apply the use of visual aids, body language and vocal variety as communication tools to enhance speech delivery;• practise self-assessment and self-reflection after delivering a speech to identify strengths and areas of improvement so that the student can deliver constructive feedback to others while actively tracking personal progress;• evaluate a speaker and give verbal and written positive feedback using the sandwich method;• deliver a research-based speech through virtual medium and facilitate question and answer session after presentation to practise engagement with audience;• become aware of and apply tools for delivering an inclusive speech for diverse and differently abled audiences.	<ul style="list-style-type: none">• The sessions will help you develop and improve your public speaking and presentation skills. Additionally, you will learn techniques and methods to deliver unprepared speeches effectively.



Launch Lab

Founded in 2015, Stellenbosch University LaunchLab is Africa's leading University-backed incubator. We exist in the 0 to 1 stage of business development turning University Technology Transfer and various early-stage ideas into high-impact, sustainable businesses.

Our mission is to transform seemingly impossible ideas into world-shaping businesses.

Visit www.launchlab.co.za or our offices at Hammanhand Road, Stellenbosch for more info.

LAUNCHLAB



INCUBATION PROGRAMS

Admission requirements: All students
Duration: 8 – 12 week incubation programs
Delivery mode: Virtual; in person when possible
Contact details: info@launchlab.co.za/www.launchlab.co.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Technology transfer and innovationBuilding and developing high-impact, sustainable, and globally competitive start-ups that contribute towards the accelerated growth of the African economySupporting and scaling start-ups in climate, food, agriculture, and healthNetworking opportunities	<ul style="list-style-type: none">Countdown<ul style="list-style-type: none">Business and market validationDesign thinking, lean start-upLift Off<ul style="list-style-type: none">Business analysis and growthBespoke supportDesign thinking, lean start-upSupernova<ul style="list-style-type: none">ScalingBespoke supportAccess to market and financeOrbit<ul style="list-style-type: none">Ongoing post-incubation program support for entrepreneursAll programs include one-on-one mentorship for entrepreneurs by relevant industry experts during and after programs	<ul style="list-style-type: none">Business building using design thinking and lean start-up techniquesUnderstand and determine product market fitBuild customer discovery through empathyConduct market validationPrototypingClose salesFind product market fitUnderstand and navigate investments in start-upsPrepare and present pitchesUnderstand and apply key start-up financial models and strategyNavigate business networking

ENTREPRENEURSHIP WORKSHOPS

Admission requirements: All students
Duration: Ongoing; 1 – 3 hours
Delivery mode: Virtual; in person when possible
Contact details: info@launchlab.co.za | www.launchlab.co.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Develop entrepreneurial skills in and inspire SU students, staff, alumni, local communityExpose SU community to entrepreneurshipEnable students to reflect on and develop entrepreneurial mindset	<ul style="list-style-type: none">Business model canvas (various segmentations and variations)Mission, vision, and valuesMarket mapping and customer discoveryIdeation, low-res prototype to scaleTesting and iterating requirements to close a salePitch presentation and preparationEntrepreneurial gritLEAN start-up rolesBoard and investor quarterly business review	<ul style="list-style-type: none">Prepare a business model canvasBuild out business aspiration and identityDetermine and validate marketIdeate solutions and construct a prototypeTest market and close salesFind product market fitPrepare and present pitchesReflect on and grow entrepreneurial gritDelineate roles and responsibilities in small teamsDeliver monitor key drivers and deliver reports and feedback to key stakeholders

EDHE ENTREPRENEURSHIP INTERVARSITY

Admission requirements: All students
Duration: Entries open March – April | Intervarsity internal, provincial, and national rounds take place June – November
Delivery mode: Virtual; in person when possible
Contact details: info@launchlab.co.za | www.launchlab.co.za | https://edhe.co.za/intervarsity/

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Develop entrepreneurial skills in and inspire SU studentsProvide SU students with opportunity to secure funding for their existing business or idea	<ul style="list-style-type: none">National entrepreneurship competition to win prizes and titleOne-on-one and cohort pitch presentation and preparation	<ul style="list-style-type: none">Prepare and present pitchesHelp others prepare and present pitchesNavigate business networkingRepresent SU at regional & national competitions

START-UP AND IDEA SHOWCASES

Admission requirements: All students
Duration: 3 – 4 events per year in February, May, August, and October | 3 hours
Delivery mode: Virtual; in person when possible
Contact details: info@launchlab.co.za | www.launchlab.co.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Expose SU community to entrepreneurshipConnect SU community to entrepreneursShowcase the best African entrepreneursProvide students with opportunity to secure funding for their existing business or idea	<ul style="list-style-type: none">Pitch ideas and existing businesses to investors, SU LL partners, and SU community to win prizesCohort pitch presentation and preparationNetworking	<ul style="list-style-type: none">Develop a broad understanding of current trends in African start-up ecosystemPrepare and present pitchesHelp others prepare and present pitchesNavigate business networking

LAUNCHLAB TECHPRENEURSHIP CENTRE (TPC)

Admission requirements: Data Science Bootcamp – open to all students but basic programming knowledge – must pass programming test for admission/Data Strategy open to all students/Hackathon – open to all students
Duration: Data Science Bootcamp 4 – 6 weeks/Data Strategy 3 – 5 days/Hackathons 2 days
Delivery mode: Virtual; in person when possible
Contact details: info@launchlab.co.za/www.launchlab.co.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Equip students with technical skills, soft skills and develop them as entrepreneursNon-technical short course on data science for anyone to understand how data works, and they can use it in their own fields.Industry challenges to be solved applying technical skills. This is an opportunity for students to be recognised for their skills, exposed to industry partners for potential employment and also to win a cash prize	<ul style="list-style-type: none">Data Science Bootcamp<ul style="list-style-type: none">Machine learning pipeline, AI, basic SQL database and entrepreneurshipWork on interesting industry data science projectsData Strategy<ul style="list-style-type: none">Short Course. Learn about data analytics, BI, understand the importance of data science and its applications.Hackathons<ul style="list-style-type: none">Application of programming and Machine Learning skills.	<ul style="list-style-type: none">Competency in industry-relevant machine learning techniques, data analytics, AI, intro to database with SQL, Kanban, Agile Scrum and entrepreneurship fundamentalsDirect access to internship opportunities with LL partnersUnderstand the world of data and how to use it to supplement marketing skillsExposure to data industryApply data science skills and solve a real business problemNavigate business networking

LAUNCHLAB FELLOWSHIP AND STUDENT AMBASSADOR PROGRAMS

Admission requirements: All students
Duration: Ongoing – applications always open
Delivery mode: Delivery mode: Virtual; in person when possible
Contact details: info@launchlab.co.za/www.launchlab.co.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Develop entrepreneurial skills in and inspire studentsExpose SU community to entrepreneurshipDevelop students' project management, team-working, workshoping, and networking skills	<ul style="list-style-type: none">Work directly with SU LL staff on UniversityStart-up Lab and other SU LL projectsHost workshopsRepresent SU LL on campus and at events	<ul style="list-style-type: none">Understand the start-up incubation ecosystem in AfricaDevelop and present entrepreneurial workshopsApply project management skillsWork together in a teamNavigate business networking

CO-WORKING SPACE

Admission requirements: All students
Duration: Ongoing
Delivery mode: In person
Contact details: info@launchlab.co.za/www.launchlab.co.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Provide students with space to work alongside local entrepreneurs	<ul style="list-style-type: none">Offices and hot desks available with SU LL space	<ul style="list-style-type: none">Understand the start-up incubation ecosystem in AfricaNavigate business networking

OFFICE HOURS

Admission requirements: All students
Duration: Every Friday from 12:00 – 13:00
Delivery mode:Virtual; in person when possible
Contact details: info@launchlab.co.za/www.launchlab.co.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Provide students with one-on-one mentoring for new ideas or questions related to entrepreneurship	<ul style="list-style-type: none">Weekly hour-long slots that can be booked by students	<ul style="list-style-type: none">Develop a better understanding of how to proceed with their business idea

	Engagement Activity	Duration	Cadence	Outcome	SU Community Members
SU Community	Open Source Doc Library	Always available	Always available	Basic docs every entrepreneur should have access to	SU students, staff, alumni, & public
	Office Hours	2 hours	Weekly	One-on-one mentoring for new ideas or questions	SU students, staff, & alumni
	Community Events	2 hours	Monthly (10x)	Join a community of entrepreneurial individuals	SU students, staff, alumni, & public
	Webinars & Expert Sessions	1 hours	Monthly (10x)	Learn about and be inspired by entrepreneurship	SU students, staff, alumni, & public
	Podcast	20 – 60 minutes	Monthly	Learn about and be inspired by entrepreneurship	SU students, staff, alumni, & public
	Newsletter, Op Eds	1 email/post	Monthly	Learn about and be inspired by entrepreneurship	SU students, staff, alumni, & public
	Workshops	3 – 6 hours	Quarterly	Develop skills and meet other entrepreneurial individuals	SU students, staff, & alumni
	XP Program	2 – 4 weeks	Bi-annually (long holidays)	Internship placement in a start-up	SU students
	EDHE Intervarsity	7 months	May – November	Develop skills, exposure for idea/ start-up, win prizes, represent SU at regional & national competitions	SU students
	Thematic Showcases	2.5 hours	February, May, August, October	Develop skills, exposure for idea/ start-up, win prizes	SU students, staff, alumni, & public

Techpreneurship Centre	Data Science Bootcamp	6 weeks	Bi-annually (long holidays)	Practical skills development	SU students, staff, alumni, & public
	Data Strategy Program	8 weeks	Quarterly (3x)	Knowledge and understanding development	SU students, staff, alumni, & public
	Tech Internships		Bi-annually (long holidays)	Internship placement for Data Science Bootcamp graduates	SU students, staff, alumni, & public
	Hackathons	2 Days	Quarterly (3x)	Skills and innovation development, meet other entrepreneurial individuals	SU students, staff, alumni, & public



MFM CAMPUS RADIO STATION

MFM campus radio station offers an opportunity for students to volunteer working at the campus radio station as presenters or producers. Students will be given a three-month training programme that enables them to move on to a bigger and commercial radio station.

For more Information:

Website: <https://mfm.co.za/>



MFM CAMPUS RADIO STATION

Admission requirements: Be older than 16
Division/Faculty: MFM
Duration: 3 – 8 weeks
Contact person: Programme Manager
Contact details: program@mfm.sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">We intend to create fully formed broadcast professionals who will be able to work in any environment the industry has to offer radio, print media, television, audio production, live entertainment, copywriting, voice acting, journalism, studio management. MFM intends to create someone who can do it all.	<ul style="list-style-type: none">What goes into a radio show?What counts as engaging content?How to keep the listener's attention.How to keep your content educational, entertaining, emotional and to the point.Broadcasting regulations as stipulated by ICASA and the BCCSA.How to make full use of your voice, breathing, articulation, posture, and resonance.MFM operating structure, terms of conduct, interview and competition procedures.MFM's music system and Music PolicyHow to operate audio editing software, playout systems, music scheduling, advertisement scheduling, and more.	<ul style="list-style-type: none">You will be a fully formed broadcasting professional.Manage, create, execute and produce engaging content.Source, compile and read news bulletins.Work a broadcast studio's production desk.Get a foot in the door in the world of radio, marketing, TV, news, and production.Interviews with music artists, influencers, celebrities, brands, and experts in various fields.Basics of copywriting and voice acting.Host a show on MFM 92.6's line-up.



STELLENBOSCH UNIVERSITY INTERNATIONAL OFFICE

Stellenbosch University International (SU International) is a support service division within the responsibility area of the Deputy Vice-Chancellor: Strategy and Internationalisation. SU International contributes to the institutional objectives of SU and supports all the faculties where internationalisation activities are primarily seated. It integrates and aligns international campus support structures to ensure consistent and comprehensive internationalisation across SU.

SU International:

Leads the development and implementation of the strategic plan for the internationalisation of SU and its core activities of research, learning, teaching, and social impact;

Develops sustainable, significant bilateral and multilateral alliances, partnerships and collaboration in support of the academic project;

Enhances the existing dedicated support service platform to promote global engagement activities of SU on campus, in the local community, in the region, and in Africa and beyond;

Integrates a global engagement dimension with the student experience at SU, especially to institute and enrich the notion of internationalisation-at-home; and

Facilitates the development of scholarship in Africa.

Internationalisation is one of the strategic priorities of SU. SU International's mission is to enhance SU's African footprint, establish international alumni hubs, expand SU's international networks, build SU's international profile and work towards systemic sustainability in terms of income-generating activities.

For more Information:

Telephone: +2721 808 2565/**Fax:** +2721 808 3799

E-mail: info@sun.ac.za

Get to know us: <http://www.sun.ac.za/english/SUinternational>



INTERCULTURAL COMPETENCY SHORT COURSE

The ICC program is a co-curricular short course offered by Stellenbosch University International. It aims to enrich students' learning experience by equipping them with the knowledge, attitudes, and skills to be more interculturally effective and appropriate in a globalised world. The course runs each semester for 7-8 weeks and comprises facilitated sessions, activities and assessments. The course is divided into three sections. Each section will run over several weeks. Each section comprises various themes that will be unpacked and discussed.

This course is currently in a pilot phase and still needs to be registered formally.

Admission requirements: Open to all registered Stellenbosch University Students
Division/Faculty: Stellenbosch University International
Duration: Full semester
Delivery mode: Hybrid blended learning
Contact person: Angelo Jephtha
Contact details: acj@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">To develop the students theoretical understanding of culture and intercultural competence.To introduce students to several intercultural frameworks.To equip students with the necessary knowledge, attitudes and skills that are deemed interculturally effective and appropriate in a globalised and diverse world.	<p>During this course, participants will explore concepts relating intercultural competence. The concepts include;</p> <ul style="list-style-type: none">Contextualisation of cultureUnderstanding cultural valuesUnderstanding cultural identityContextualisation of Intercultural competenceDeveloping intercultural competence	<ul style="list-style-type: none">You will critically reflect on your own cultural background to understand how your perspective informs and limits your knowledge.You will demonstrate respect for diversity by adopting a multiple perspectives approach.Students will develop the necessary attitudes, knowledge, and skills that will lead to visible behaviour and communicative changes that is deemed effective and appropriate in cross-cultural settings.

CROSS-CULTURAL INTELLIGENCE TRAINING

Cross-cultural Intelligence Training, also more informally known as the Matie Buddy Programme is a cultural buddy programme. Cross-cultural Intelligence Training is an experiential learning initiative that offers students the opportunity to learn globally by developing their cross-cultural awareness and also enhancing their global competencies. Furthermore, students will also develop the necessary knowledge, skills and attitudes that will ultimately lead to visible change in behaviour and communication that are deemed both effective and appropriate in a globalised world.

Admission requirements: Open to all registered students at Stellenbosch University.
Division/Faculty: Stellenbosch University International
Duration: Full academic Year
Delivery mode: Experiential/Face to face
Contact person: Angelo Jephtha
Contact details: acj@sun.ac.za



LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">To facilitate collaboration and cross-cultural interaction of local and international students through a variety of intercultural experiences and activities so that they can learn globally.To assist students in developing the necessary attitudes, knowledge and skills that will lead to visible behaviour and communicative changes so that the student will be able to engage effectively and appropriately in any cross-cultural setting.To provide students with an experiential learning experience that will transform their student experience during their time at SU.	<ul style="list-style-type: none">During the cross-cultural intelligence training, the students will learn experientially by engaging in a variety of intercultural engagements that are designed to refine and develop the cross-cultural intelligence of the participations.	<ul style="list-style-type: none">Students will demonstrate the ability to value diversity by showing respect and understanding for people with diverse point of views by examining their own biased behaviours in order to avoid stereotypes and prejudiced responses through the transformative cultural journal.Students will demonstrate cultural awareness by adjusting their attitudes and beliefs in diverse communities by self-evaluating the effect of their assumptions, judgements and biases that are related to the self and other cultures and to respond appropriately.Students will demonstrate the ability to engage in cross-cultural settings by actively and intentionally promoting cross-cultural engagement by participating in a variety of cross-cultural experiential learning activities curated by SU International and providing feedback on their experience.Student will consistently be incorporating multiple perspectives when working with others, which will be evaluated using the transformative cultural journal and peer-to-peer evaluation forms that will be given to international students to examine.

STUDY ABROAD FOR GLOBAL LEARNING (ALSO KNOWN AS STUDY ABROAD 102)

Study Abroad for Global Learning is a short course that aims to support your global learning, encourage you to be global ambassadors for SU and South Africa, and help you navigate the complexities of living and learning in a foreign country. It will help you develop knowledge, skills, competencies, and attitudes that will be important for our increasingly global future. We shall cover a range of topics like intercultural communication, social justice, and personal and emotionally intelligent leadership.

This course is experiential in nature and covers the entire study abroad life cycle from pre-departure to reintegration back in Stellenbosch. Over the course of ten sessions, you will scaffold personal experience to theory in order to create new knowledge for yourself. You are expected to be highly self-directed and to take responsibility for your own learning.

Admission requirements: A registered student at Stellenbosch University currently involved in an exchange or taking part in a virtual exchange
Division/Faculty: Stellenbosch University International
Duration: Full semester
Delivery mode: Hybrid blended learning
Contact person: Werner De Wit
Contact details: wdv@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
<ul style="list-style-type: none">Study Abroad for Global Learning is a short course that aims to support your global learning, encourage you to be global ambassadors for SU and South Africa, and help you navigate the complexities of living and learning in a foreign country. It will help you develop knowledge, skills, competencies, and attitudes that will be important for our increasingly global future. We shall cover a range of topics like intercultural communication, social justice, and personal and emotionally intelligent leadership	<ul style="list-style-type: none">This course is experiential in nature and covers the entire study abroad life cycle from pre-departure to reintegration back in Stellenbosch. Over the course of ten sessions, you will scaffold personal experience to theory in order to create new knowledge for yourself. You are expected to be highly self-directed and to take responsibility for your own learning.	<ul style="list-style-type: none">You will have gained increased knowledge about complex issues in your host country.You will critically reflect on your own cultural background to understand how your perspective informs and limits your knowledge.You will demonstrate respect for diversity by adopting multiple perspectives on complex issues.You will improve your intercultural competencies.You will learn how to market your global skills to future employers.You will share your global learning upon your return to SU.You will be an ambassador for SU and South Africa.

GLOBAL SERVICE LEARNING

Global Service Learning (GSL) is an experiential learning programme presented in collaboration with Ikaya Primary School in Kayamandi. It comprises 60 in-class hours and 45 hours of on-site community engagement at the 2nd-year level. Class covers theory on education, sustainable development, social justice, and community engagement. The community engagement component takes place in a partner school and requires students to work in small groups with their teacher to design and implement basic lessons for 5- and 6-year-old learners. These lessons align with the national curriculum but allow for the introduction of new and creative play-based learning activities at the school. This work at a local school is the ideal way to learn about major socio-political issues in South Africa and to practise principles of participatory community development. Despite the fact that students teach, this is not a teaching programme, and no prior experience is required. However, participants are expected to be comfortable with challenging themselves in new environments, and committed to seeing this challenging but rewarding experience through. The academic and service components are complemented with field trips and sessions with various South African students to allow for deeper engagements with global issues as they present themselves in the South African context.

Students taking the course at the 3rd year level have additional responsibilities including a weekly seminar discussion with the lecturer (an additional 22.5 hours)

Admission requirements: Semester exchange students
Division/Faculty: Stellenbosch University International
Duration: Full semester
Delivery mode: Hybrid blended learning
Contact person: Angelo Jephtha
Contact details: acj@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)	CONTENTS (What will you cover in the learning opportunity?)	STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)
	<ul style="list-style-type: none">The course covers theory on education, sustainable development, social justice, and community engagement.The community engagement component takes place in a partner school and requires students to work in small groups with their teacher to design and implement basic lessons for 5- and 6-year-old learners.These lessons align with the national curriculum but allow for the introduction of new and creative play-based learning activities at the school.	<ul style="list-style-type: none">Understand connections between education, development, and community engagement.Understand themselves as actors in a developmental environment.Display broadened trans-disciplinary, critical and multicultural perspectives.Apply the skills to develop knowledge partnerships with community-based development agencies.Co-craft development interventions with their knowledge partners in a dialectical manner.Harness creativity to address gaps between theory and practice.



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Compiled by Ramone Comalie

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