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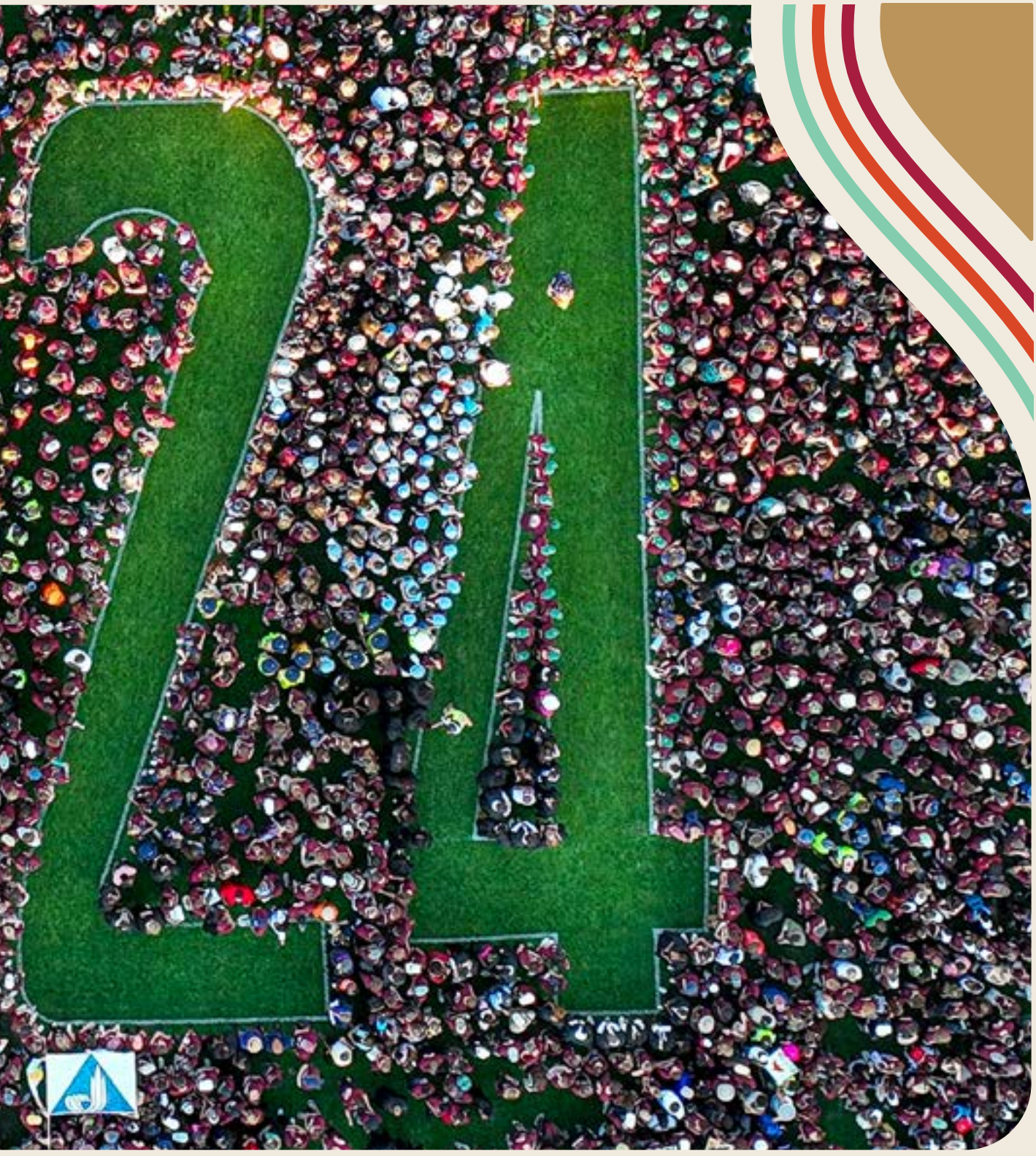
Experiential Education Prospectus



forward together
sonke siya phambili
saam vorentoe

Table of contents

Message from the Senior Director Division: Student Affairs	Pg 1
Message from Manager: Unit For Experiential Learning	Pg 2
Stellenbosch University Graduate Attributes	Pg 3
Experiential Learning	Pg 4
Experiential Learning Competency Framework	Pg 5
Experiential Learning Categories	Pg 7
Experiential Learning Community of Practice	Pg 8
International Network of Universities - Intercultural Learning For Global Engagement	Pg 9
Centre for Student Life and Learning	Pg 11
Centre for Student Counselling and Development	Pg 37
Centre for Teaching and Learning	Pg 45
Division: Social Impact Engaged Citizenship Hub	Pg 47
Equality Unit	Pg 52
Faculty of AgriSciences	Pg 55
Faculty of Arts and Social Sciences	Pg 65
Faculty of Economic and Management Sciences	Pg 69
Faculty of Education	Pg 75
Faculty of Engineering	Pg 81
Faculty of Law	Pg 85
Faculty of Medicine and Health Sciences	Pg 93
Faculty of Military Science	Pg 95
Faculty of Science	Pg 97
Faculty of Theology	Pg 104
Language Centre	Pg 107
LaunchLab	Pg 117
Mfm Campus Radio Station	Pg 121
Stellenbosch University International Office	Pg 123
FAQ: Unit for Experiential Learning	Pg 127
Shared Humanity: Lessons in Critical Thinking	Pg 128
Engaged Citizenship Hub	Pg 129

Message from the Senior Director Division: Student Affairs

Dear Student,

With great excitement, I welcome you to Stellenbosch University's vibrant student life in the classroom and beyond!

At Stellenbosch University, you will be able to learn and develop exceptional skills through exploring, experimenting, being exposed to different settings and experiences, and sharing your views and your student life journey with other students. You have an opportunity to share platforms with your peers, to learn from one another's experiences, as well as highly influential people and exceptional leaders in different spheres of life, expanding your network and circle of experiential learning.

Across the Centre for Student Life and Learning, you will have a vast array of experiential learning offerings and opportunities, designed specifically to empower you for life on campus and a future beyond university.

Experiential learning is a powerful approach to developing critical skills, building crucial competencies for functioning well and making a significant impact in a fast-paced, ever-changing world. Through experiential learning, you will interact with many other students from diverse backgrounds, make lifetime friends and collaborations, have priceless conversations that encourage deeper understanding, and build powerful communities!

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

Colleagues at the Unit for Experiential Learning and the broader team within the Center for Student Life and Learning (CSLL) are ready to guide you and share your journey. We encourage you to use the many opportunities outlined in this Experiential Learning Prospectus and ignite your power to succeed!

Thank you, and enjoy your student life journey!

Dr. Choice Makhetha

Senior Director Student Affairs
Division Student Affairs

Message from Manager: Unit for Experiential Learning

Dear Students and Partners in all things Experiential Learning

Succeeding Academically Through Experiential Learning

As you embark on this transformative chapter of your academic life, I want to share with you an invaluable opportunity that has the potential to elevate your learning experience and set you on a path of personal and professional growth – the Experiential Learning Prospectus.

Within the dynamic landscape of education, we recognize that the classroom serves as just one facet of the comprehensive learning experience. The Experiential Learning Prospectus opens the door to a world where theory meets practice, offering a hands-on, real-world dimension to your academic pursuits.

I am excited to share that the University is actively expanding the number of recognized experiential learning opportunities. These activities, once successfully completed, will be recorded on your academic transcript, signifying your commitment to holistic learning. Currently, opportunities marked with a designated symbol will be officially recognized on your transcript. Be sure to stay updated with the prospectus semester updates, as new accredited opportunities will be added each semester.

Here are a few compelling reasons why you should consider integrating the experiential learning opportunities as part of your tenure at the university:

1. **Practical Application of Knowledge:** Experience firsthand the application of theoretical concepts in real-world scenarios. This practical approach not only reinforces your understanding of course material but also hones your problem-solving and critical-thinking abilities.
2. **Personal Growth and Confidence Building:** Stepping beyond the confines of traditional learning environments fosters personal growth and builds confidence. Embracing experiential learning empowers you to overcome challenges, adapt to new environments, and emerge as a more resilient and self-assured individual.
3. **Professional Development:** Immerse yourself in internships, co-op programs, and collaborative projects with student communities, the community at large and industry partners. Engaging with professionals in your field provides not only networking opportunities but also valuable insights into the practicalities of your chosen profession.
4. **Enhanced Employability:** In today's competitive job market, employers seek candidates with a blend of academic knowledge and practical experience. Participation in experiential learning opportunities positions you as a candidate with a unique skill set, setting you apart in your future career.

Your university experience is not solely about earning a degree; it is a journey of preparation for a dynamic and fulfilling future. The Experiential Learning Prospectus serves as a resource to unlock doors to a world of possibilities and personal growth.

I encourage you to seize this opportunity, embrace the challenges, and embark on a journey that will enrich your academic experience and shape the person you are becoming.

Should you have any questions or need further information, please feel free to reach out to the team in the Unit for Experiential Learning within the Centre for Student Life and Learning, we are here for you.

Wishing you a successful and enriching experiential learning journey.

All the very best,

Dr Ruth Andrews

Manager: Unit for Experiential Learning

Stellenbosch University Graduate Attributes

ENGAGED CITIZENSHIP

What students do	How students do it
Our graduates understand the values underpinning critical citizenry in the South African constitution and are committed to and provide socially just leadership with the development of democracy and equity in society in whatever roles they perform professionally and personally.	While at SU, our students experienced leadership-as-service and are encouraged to participate in different university communities, societies, and leadership structures. They can practice introspection, enact SU values, participate in group settings, collaborate, and are familiar with transformative practices through recognising and responding to societal challenges and expectations. They are confronted with the environmental, economic, political, sustainability and societal issues of the day. They are afforded the opportunity to debate these issues on campus, adopting a critical perspective on their own point of view and are open to a multitude of ideas while actively contributing to social impact activities.

DYNAMIC PROFESSIONAL

What students do	How students do it
Our graduates are pro-active change agents, able to collaboratively define and understand complexity in a variety of changing contexts within multiple plausible futures. They make responsible choices and find the best and most ethical answers to challenges in collaborative and entrepreneurial ways.	While at SU, our students have opportunities to develop a pro-active change agent disposition, identifying challenges and selecting appropriate information to solve or address problems collaboratively, responsibly, and innovatively. They are confronted with the implications of decision-making, also in terms of their career choices. Their time at SU include global experiences, as well as interactions and collaborations.

ENQUIRING LEARNER

What students do	How students do it
Our graduates are curious independent thinkers, open to learning and able to form and defend their own ideas, approaches, and values. They creatively use a variety of knowledge systems and interdisciplinary approaches that is enunciated with academic integrity in an articulate manner. They understand that education is a life-long process which requires individual discipline, responsibility, and courage.	While at SU, our students are encouraged to ask questions and are allowed to explore, evaluate, and responsibly use different sources of knowledge fostering a growth mindset. They learn how to articulate their thoughts in nuanced and scientific ways while developing a multilingual minset. They participate in courageous discussions and engage with increasingly complex problems whilst seeking, giving, receiving, and responding to feedback. They are self-directed in their learning and relish the opportunities to self-reflect and improve on their meta-cognition and decision-making skills. They contribute and participate in research activities.

CARING INDIVIDUAL

What students do	How students do it
Our graduates are aware that everyone has a responsiblility for the wellbeing and flourishing of sentient and non-sentient beings and act in their professional and personal lives by taking care of themselves, other human beings, and the natural world around them.	While at SU, our students should have opportunities to cultivate skills and ideas aligned with the SU values of Compassion, Accountability, Respect, Equity and Excellence to enhance the humanity of themselves and others through a disposition of reflexivity. They should have opportunities to create safe spaces and possiblities for care-building. In addition, our students are made aware of the seriously harmful consequences of unethical, disrespectful, and non-accountable actions and decisions.

DIGITAL KNOWER

What students do	How students do it
Our graduates are digitally knowledgeable and agile individuals who function competently, critically, and ethically in the context of digital change and challenges in the world.	While at SU, our students evolve as digital knowers by continuously being confronted with the positioning and relationship of machines in social and work scenarios. Graduates contemplate the social, entrepreneurial, and ethical implications of the human non-human relationship and become aware of the necessity to practice responsible and inclusive digital citizenship by recognizing and addressing issues of exclusion, division, bias, and polarization in digital spheres.

Experiential Learning

The SU 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 experiential learning activities in this prospectus.

The University is in the process of increasing the number of recognised experiential learning opportunities. These experiential learning activities 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, many experiential learning opportunities in this Prospectus 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.

Dr. Ruth Andrews

Unit for Experiential Learning

APPROVED FOR ACADEMIC
APPROVED
TRANSCRIPT RECOGNITION

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

Experiential Learning Competency Framework

Introduction

The Experiential Learning Competency Framework is purposively designed to support students and staff towards developing the SU graduate attributes.

The Experiential Learning Competency Framework recognises that academic excellence alone is not sufficient for holistic development in a fragmented contested world. It acknowledges the importance of a comprehensive skill-set that develops and enhances the Stellenbosch University Graduate Attribute acquisition thereby augmenting and complementing academic achievements.

Purpose

The Experiential Learning Competency Framework aims to integrate and align selected competencies mapped to experiential learning opportunities and activities offered by the Unit for Experiential Learning.

The Experiential Learning Competency Framework intends to provide Experiential Educators with a comprehensive framework that guides designing bespoke learning experiences. This process integrates assessment progression to identify and develop advanced competency proficiency levels.

This framework, therefore, serves as a guide for educators to evaluate individual skill and capability progression over time. The Experiential Learning Competency Framework will enable Experiential Educators to identify specific areas of strength and areas for improvement in an individual's competency development. This information can be used to tailor learning strategies and to accelerate competency development based on the personalised developmental needs of staff and students.

The 7 Experiential Learning Competency Domains

The Experiential Learning Competency Framework consists of seven competency domains, each comprising a set of underpinning competencies. These domains have been carefully configured to encompass a wide range of competencies that professionals highly value.

Each of the seven Experiential Learning Competency domains and the related competencies are visible on SUNLearn. Experiential educators can map the competencies to modules and activities, which can be aligned with the relevant graduate attributes. More importantly, students can track their competency progression and graduate attribute acquisition for the duration of their degree. The learning journey, therefore, is student-focused and student-led, with a clear connection to career mapping.

1. Engaging for Impact

The Engaging for Impact Domain emphasizes the importance of employing effective techniques and strategies when engaging with others across various contexts.

This domain encompasses a broad range of competencies that enable individuals to skillfully communicate ideas, inspire others, foster collaboration, and cultivate meaningful relationships.

The Engaging for Impact Domain develops individuals towards become influential communicators and connectors capable of making a meaningful and sustainable impact towards building people and communities.

2. Navigating Success

The Navigating Success Domain encompasses a broad range of competencies that enable individuals to effectively navigate challenges and strive for success in changing circumstances.

This domain focuses on equipping students with competencies required to set and pursue effective goals, continuously improve their performance and effectively manage the operational and financial aspects of projects.

The Navigating Success Domain empowers Individuals to embrace change, cultivate resilience, and overcome obstacles towards achieving a desired vision.

3. Wellness

The Wellness Domain encompasses competencies that provide individuals with a strong foundation for maintaining their well-being.

This domain emphasises the importance of cultivating practices that nurture physical, mental, and emotional health, as well as enhancing personal financial literacy.

The Wellness Domain equips individuals with the necessary tools and attitudes to make informed choices that promote a balanced lifestyle towards embracing holistic wellness in all aspects of their lives.

4. Culture and Values

The Culture and Values Domain is centered around fostering values-centered mindsets and behaviours that support individuals in cultivating a sense of social and environmental responsibility. This domain focuses on developing individuals to understand, appreciate, and navigate diverse cultures, social issues, and value systems.

This domain encompasses a broad range of competencies that enable individuals to engage in inclusive practices, participate in creating inclusive spaces and promote social justice.

Ultimately, the Culture and Values Domain aims to develop compassionate culturally intelligent individuals committed to building a more just and harmonious society.

5. Sense Making

The Sense Making Domain focuses on developing effective thinking skills that develops the capability to thrive in information-rich environments.

This domain encompasses a comprehensive range of competencies that equips individuals with the ability to approach problems analytically, think critically, and synthesise information and data effectively.

Overall, the Sense Making Domain prepares individuals to thrive in today's complex and rapidly evolving world by enhancing their capacity to think strategically, make informed judgments and effectively leverage information to solve complex problems.

6. Technology and Digital Literacy

The Technology and Digital Literacy Domain encompasses a range of skills that are essential for navigating the digital and technological landscape.

In a digital context, this domain focuses on skills such as leveraging AI and digital technologies, evaluating digital information, and engaging with the digital society.

In a technological context, this domain focuses on the ability to utilise software applications, programming languages, data structures, and computational models to accomplish tasks and solve problems.

Overall, the Technology and Digital Literacy Domain equips individuals to adapt and keep pace with rapidly evolving digital and technological advancements.

7. Lifelong Learning

The Lifelong Learning Domain emphasises the importance of reflecting on learning processes, effectively engaging in mentorship and coaching relationships, and strategic positioning to realise career aspirations.

This domain includes a range of competencies that enable students to assume responsibility for self-directed learning, fostering the mindsets required for professional accomplishments to be realised.

This Lifelong Learning Domain creates the nexus for individuals to maximise their potential towards shaping career pathways with purpose and adaptability.

Experiential Learning Categories

These are the Experiential Learning Categories that students engage in to receive academic transcript recognition.

Academic Leadership

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

Intercultural Engagement

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

Mental Health and Wellbeing

Mental health is a dynamic state of internal equilibrium that enables individuals to use their abilities in harmony with the universal values of society. Mental Health includes social and cognitive skills to identify, express, and modulate emotions and empathise with others. Mental Well-being is the harmonious relationship between mind and body, representing pivotal mental health components.

Personal Leadership

The leadership of the self is the student's ability to define a personal leadership pathway, be goal-directed, and act with consistency, integrity, and clarity. Personal leadership entails applying principles of student and academic leadership and practising well-being within your domain first and foremost.

Scholarship Awards and Service Recognition

This category acknowledges student accomplishments and awards, such as the Rector's Awards and 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 community challenges and needs. Students apply innovation and critical thinking, technical knowledge, skills, and capabilities in acts of service toward social good.

Sport & Wellbeing

This category awards students who engage in recognised activities that demonstrate selfcare through taking responsibility for their physical and mental health. Sport & Well-being includes experiential learning opportunities focusing on healthy lifestyle choices that enhance students' well-being and success. This category comprises SU sports 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 community through positional and non-positional leadership. They model consistent, values-based leadership centred on serving the student community, university, and society.

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 can connect with experiential educators worldwide, forming a networked experiential learning community of practice. As an ELCP member, we invite you to share lessons in experiential learning praxis and practice and experiential learning opportunities, events, activities, and news. Most importantly, we invite you to help us shape and grow the ELCP into everything you hope to see and experience in an experiential learning community. By becoming part of the ELCP- Africa, we trust that your capability, skills, and expertise in 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: Dr. Ruth Andrews
E-mail: rutha@sun.ac.za
Stellenbosch University
Please get to know us: https://www.linkedin.com/groups/9096313/

INU INTERNATIONAL NETWORK OF UNIVERSITIES
The Network for Global Engagement

About Intercultural Learning for Global Engagement (ILGE) Group

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.

About the Network

International Network of Universities (INU) is a global consortium comprised of higher education institutions that actively seek international partnerships and experiences, create innovative programming and delivery methods, and embrace the internationalization movement. The INU activities focus on:

- Advancing internationalization of member universities
- Preparing students for lives and careers as global citizens
- Engaging students and staff in international and virtual mobility programs
- Sharing experiences and best practices
- Delivering joint teaching and degrees
- Supporting international research collaborations

Vision

To be a vibrant higher education network that combines the resources and perspectives of its members in mutual support of the advancement of globally engaged citizens.

Mission

The INU is a global platform where members work collaboratively to provide transformative experiences that continuously advance the global engagement of students, faculty, and staff.

Value Statement

We value the development of globally engaged and socially responsible change agents who commit to understanding and addressing the complexities of global and local political, economic, social, cultural, and environmental challenges.

INU Members

INU network has 13 member universities and is pleased to be a truly international network with members around the world.

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/

Centre for Student Life and Learning

The Centre for Student Life and Learning (CSLL) cultivate transformative learning and leadership through diversity in all student communities. Growth and developmental opportunities ensure students' life and learning is transformative during their time on campus, these opportunities both challenge and stretch students to expand their worldviews. We are committed to amplify the benefits of experiential learning from welcoming students to campus through to graduation. We do this through co-creation of knowledge, student mentorship. We accompany our students on their transformative learning journey.

The CSLL comprises of five units. The Unit for Leadership, Diversity, and Inclusion intentionally develop leadership capability to build social cohesion.

The Unit for Student Governance assists student leadership structures such as the SRC, societies and faculty committees that serve the student community at large.

The Unit for Experiential Learning, recognises the graduate attributes and competencies students acquire during their student learning journey on their academic transcript.

The Unit for residential student communities organises student life in their residence communities and in the clusters through values driven principles.

The Unit for commuter student communities integrates student life of commuters students into the campus life eco-system.

Thus CSLL answers the strategic goal of a transformative student experience in an effort to impact campus life and beyond.

For more information:
For information contact the Centre for Student Life and Learning
Telephone: 021 808 2312
Get to know us: http://www.sun.ac.za/english/learning-teaching/student-affairs/student-leadership

Unit for Experiential Learning

SHARED HUMANITY: LESSONS IN CRITICAL THINKING

Admission requirements: Open to all registered Stellenbosch University students and staff
Division/Faculty: Division: Student Affairs
Duration: 6 months
Delivery mode: Hybrid (In-person & Online)
Contact person: Dr. Ruth Andrews (rutha@sun.ac.za)

APPROVED FOR ACADEMIC APPROVED TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- To provide 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 effectively engage 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 instill an awareness of social justice through seven domains of criticality that impact society, so that students take ownership of their behaviours and actions contributive towards a Shared Humanity
- To develop an institutional culture that can critically reflect on the internal and external challenges as a collective so that students and staff are able to find solutions responsibly and constructively for pressing issues through critical engagement that is respectful of our Shared Humanity.

CONTENTS (What will you cover in the learning opportunity?)

- Session 1: Education – How is racism learnt and unlearnt?
- Session 2: Science and Technology – For who does chatbots pose a threat?
- Session 3: Engineering – Why exactly can South Africa not produce enough electricity for its citizens?
- Session 4: Health Sciences – Will climate change fuel the next pandemics?
- Session 5: Visual Arts – How do I find my space and place in a changing world?
- Session 6: Law – Is the law a reliable instrument for the delivery of social justice?
- Session 7: Economics – What explains the rise in homelessness in urban settings?

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

As a result of completing the Shared Humanity: Lessons in Critical Thinking participants will be able to:

- Reflect on the self, personal identity and the role of the individual in creating conditions for in/acts of social justice through keeping an ethnographic journal that records personal reflections and lived experiences of social justice, democracy and citizenship.
- Practice empathic listening when engaging with peers; actively seeking to understand first, treating conflicting viewpoints as an opportunity to recognise internal bias and prejudice, determinant towards considering new perspectives.
- Participate in and contribute to the formation of a Shared Humanity learning circle as a mechanism towards transformational learning that will widen networks and increase social impact within communities.
- Engage with the Universal Declaration of Human Rights and SA Constitution as a living document through identifying Human Rights Organisations who exemplify social justice application, through exploring the organisations' intent and impact in addressing societal issues.
- Analyse and critique information gained from online learning-material; interactions with learning circles, learning coaches and seminar subject matter experts utilising the Paul & Elder Critical Thinking Model as tools.
- Apply critical reasoning by withholding judgments, 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 transformative citizen-leadership, social justice and democracy by active engagement and partnership with human rights organisations.

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: Dr. Ruth Andrews, Ramone Comalie and Rolien Van der Merwe
Contact details: rutha@sun.ac.za/ramone@sun.ac.za /vandermerwecf@sun.ac.za

APPROVED FOR ACADEMIC APPROVED TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES

- To create accessible, standardised experiential learning 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 experiential learning 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 experiential learning 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.

CONTENTS

- Unit 1A Context – Experiential Learning at Stellenbosch University
- Unit 1B: Experiential Education Theory & Concepts
- Unit 2: Academic Transcript Recognition
- Unit 3: Theory of Change
- Unit 4: Purpose Statement
- Unit 5A: SU Competency Framework 1
- Unit 5B: SU Competency Framework 2
- Unit 6: Module Objectives
- Unit 7: Student Learning Outcomes
- Unit 8: Experiential Learning Activities
- Unit 9: Experiential Learning Assessments
- Unit 10: Constructive Alignment

STUDENT LEARNING OUTCOMES

As a result of completing this module students will:

- Develop the skills and practice of writing Module/Unit/Activity Purpose Statements; Objectives; Student Learning Outcomes in alignment to the Experiential Learning Competency Framework as requirements for academic transcript recognition.
- Draft sections of the experiential learning recognition application form towards presenting an application to the Experiential Learning Recognition Committee for 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 TRAINING

Admission Requirements: Must be a registered Stellenbosch University student/graduate/staff member of Stellenbosch University who has completed Shared Humanity: Lessons in Critical Thinking; must be able to fully commit to the learning coach timelines and requirements.
Division/Faculty: Division: Student Affairs
Duration: 6 months
Delivery mode: Hybrid (In-person and Online)
Contact persons: Dr. Ruth Andrews & Nolwazi Mfeka
Contact details: rutha@sun.ac.za/mfekan@sun.ac.za

APPROVED FOR ACADEMIC
APPROVED
TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- 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.
- To equip the Learning Coaches with the skills to coach in their Learning Circles.

CONTENTS (What will you cover in the learning opportunity?)

- Learning Coach Training Session 1
- Learning Coach Training Session 2
- Learning Coach Supervision Session 1
- Learning Coach Supervision Session 2
- Learning Coach Supervision Session 3
- Seven In-Session Learning Circle Coaching Sessions with Shared Humanity students
- Seven Between Session Learning Circle Coaching Sessions with Shared Humanity Students
- Qualitative Learning Circle
- Learning Coach Report Writing

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

As a result of completing the Shared Humanity Learning Coach Training, participants will be able to:

- Understand the experiential learning process of peer-to-peer coaching within a learning circle context
- Understand 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 learning coaching as method 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 learning coach reports and participation within the Becoming a Human Rights Advocate project.

Unit for Leadership, Diversity and Inclusion

Short courses

COLLECTIVE LEADERSHIP SHORT COURSE

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

LEARNING OBJECTIVES (What are your intentions?)

In this course, participants will:

- Identify and understand the theory and foundational elements of collective leadership as a foundational framework for the understanding and practice of leadership;
- Explore the creation of a theory of practical relevance through the exploration of relationship and conversations;
- Be able to grapple with the complexities of leadership while within the leadership process/journey.

CONTENTS (What will you cover in the learning opportunity?)

- Relation leadership
- Collective leadership
- Dialogue as foundation to relational theory
- Entity and Relational perspective of leadership

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

Upon completion of this course, participants should:

- Discuss the meaning of collective leadership (through a relational leadership theory lens), and its various foundational elements, in relation to other leadership theories, so that they (students) have a better understanding of how relationships can improve decision-making and output of an organization;
- Demonstrate collective problem solving and decision-making through the practice of various circle methodologies , so that participants (students) can apply the various methodologies within their own contexts;
- Be empowered to initiate various processes of cultural and organizational change through collective leadership principles, so that they (students) are able to identify and address various social and cultural changes within their contexts.

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?)

In this course, participants will:

- Identify and explore the foundational theory of facilitation as a process of learning;
- Review a variety of tools to facilitate diverse conversations and activities.
- Build the necessary skills, such as active listening, critical thinking and emotional intelligence, to facilitate conversations.

CONTENTS (What will you cover in the learning opportunity?)

- Facilitation as process of learning
- Facilitation skills and tools
- Types of facilitation
- Facilitator preparation
- Facilitating feedback
- Facilitating difficult conversations
- Video and film as mode of facilitation

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

Upon completion of this course, participants should be able to:

- 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.

GLOBAL CITIZENSHIP

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

LEARNING OBJECTIVES (What are your intentions?)

The objectives of the course entail the following:

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- Global citizenship
- Intercultural Competence
- Social and environmental justice
- Global health;
- Gender equality;
- UN Sustainable Development Goals

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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

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?)

During this course, participants will:

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- 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

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

Upon completion of this programme participants should be able to:

- 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.

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?)

In this course, participants will:

- 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

CONTENTS (What will you cover in the learning opportunity?)

- Health and healthcare defined
- Worldviews impacting healthcare
- The interconnectedness between physical and mental health;
- Self-care;
- Destigmatizing mental Health;
- Case studies: Approached and protocols;
- Physical health workshops

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

Upon completion of this course, participants should:

- Identify, and determine the impact 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;
- Demonstrate practical skills to implement when considering their mental and physical wellbeing maintenance.

IGNITEUS

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 (FVZSI)
Contact details: spurgeon@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

In this course, participants will:

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- Post-Truth World & Worldviews
- Critical thinking
- Social Cohesion
- Intersectionality
- Decision making
- Social Entrepreneurship
- Employment

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

Upon completion of this course, participants should be able to:

- Access relevant and 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.

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?)

In this course, participants will:

- Explore the broader context of; as well as a range of challenges facing and impacting 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;
- Discover their role as leaders and agents of social change in South African education.

CONTENTS (What will you cover in the learning opportunity?)

- Education as a Social Institution
- Education through a constitutional lens
- Economics of Education
- Language and Education
- Leadership and Education
- Teachers as agents of change

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

Upon completion of this course, participants should:

- Gain exposure to the context of; as well as the challenges facing and impacting 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.

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?)

In this course participants will:

- 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.
- Be introduced to the knowledge and skillset required in both the legal profession and other law related career fields.

CONTENTS (What will you cover in the learning opportunity?)

- Leadership and the Law
- Basic theory of engagement and litigation
- Ethical Leadership
- Exposure to the various legal professions
- Rethinking and Decolonizing Legal Education

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

Upon completion of this course, participants should be able to:

- Identify the skillset required in the legal and related professions after graduation;
- Articulate the connection between leadership and law;
- Comprehend 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.

MASTERCLASSES

LEADERSHIP FOR SOCIAL JUSTICE

Admission requirements: Grade 12 (Matric) Certificate
Division/Faculty: Division of Student Affairs
Duration: 7 days
Delivery mode: Face to face
Contact person: Spurgeon – Haddon Wilson (FVZSI)
Contact details: spurgeon@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- To discuss the meaning and understanding of social justice within a South African context, and the various principles that forms its foundation in South Africa;
- To evaluate the development and progress of social justice in South Africa by exploring themes such as the South African Democracy, equity and justice in Education, and the South African social justice agenda, among others;
- To identify and analyse the challenges relating to the development and progress of justice in South Africa, and to create a platform for students to brainstorm various solutions that can be implemented.

CONTENTS (What will you cover in the learning opportunity?)

- South African History
- Political Philosophy and Democracy
- The South African Social Justice Agenda
- Socially Just Education
- Critical Race Theory
- Social Justice and the media

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Understand the meaning of social justice in South Africa to identify the challenges relating to growth and development in South
- Africa.
- Discuss the development of social justice in South Africa, relating to its democracy, developments in education, and aspects such as restitution and economic growth, among others.
- Develop and create possible solutions to fast-track the progress and growth of the challenges about the social justice agenda in South Africa.

LEADERSHIP SUMMIT FOR ASPIRING LEADERS

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

LEARNING OBJECTIVES (What are your intentions?)

Every year, a new theme and learning objectives are crafted for the Leadership Summit for Aspiring Leaders. The 2024 objectives are:

- To unpack the conceptual underpinnings of 'culture' as a social construct to identify the role that 'culture' plays, and could play, in shaping and defining the leadership landscape within the Higher Education landscape.
- Based on past leadership experiential practices, explore and analyse the prevalent customs, behaviours, and values relating to student leadership to identify challenges relating to the structure and performance of leadership practice within the Higher Education context.
- To provide students with the tools to engage the processes of change, reimagination, and leadership training within their context so that students envision an institutional leadership' culture' that is relevant, adaptable, consistent, and grounded in student needs.

CONTENTS (What will you cover in the learning opportunity?)

- Leadership defined
- Culture and individual values
- Institutional culture

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

Every year, a new theme and set of learning outcomes are crafted for the Leadership Summit for Aspiring Leaders. The 2023 outcomes are:

- Identify and explain the various underpinnings of culture as a social construct, within the student leadership space, towards developing an understanding of how culture shapes and is shaped by student leadership and leadership practices within the Higher Education landscape;
- Provide examples of factors contributing towards current practices, customs, and values of leadership within higher education in order to formulate a shared understanding of cultural change that is needed within the student leadership space;
- Formulate and facilitate the process of reimagining and developing leadership customs and behaviours, within their context, that are relevant and consistent to their (students) needs.

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 (FVZSI)
Contact details: spurgeon@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

Every year, a new theme and learning objectives are crafted for the Leadership in Context Programme. The 2024 objectives are::

- To unpack the conceptual underpinnings of 'culture' as a social construct to identify the role that 'culture' plays, and could play, in shaping and defining the leadership landscape within the Higher Education landscape.
- Based on past leadership experiential practices, explore and analyse the prevalent customs, behaviours, and values relating to student leadership to identify challenges relating to the structure and performance of leadership practice within the Higher Education context.
- To provide students with the tools to engage the processes of change, reimagination and practice of leadership within their context, so that students envision an institutional leadership 'culture' that is relevant, adaptable, consistent, and grounded in student needs.

CONTENTS (What will you cover in the learning opportunity?)

- Leadership defined
- Culture and individual values
- Institutional culture

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

Every year, a new theme and set of learning outcomes are crafted for the Leadership in Context Programme. The 2023 outcomes are:

- Identify and explain the various underpinnings of culture as a social construct, within the student leadership space, towards developing an understanding of how culture shapes and is shaped by student leadership and leadership practices within the Higher Education landscape;
- Provide examples of factors contributing towards current practices, customs, and values of leadership within higher education in order to formulate a shared understanding of cultural change that is needed within the student leadership space;
- Formulate and facilitate the process of reimagining and developing leadership customs and behaviours, within their context, that are relevant and consistent to their (students) needs.

THE DIVERSE ROOTS OF AFRICAN LEADERSHIP

Admission requirements: Grade 12 (Matric) Certificate
Division/Faculty: Division: Student Affairs
Duration: 1 Day, with a completion of a Masterclass activity
Delivery mode: Blended learning
Contact person: Spurgeon–Haddon Wilson (FVZSI)
Contact details: spurgeon@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

Masterclass offering:

- To create short, accessible, and engaging platforms for students across Higher Education Institutions in South Africa that will inform their student leadership development, as well as their development in relation to others.
- To foster a critical and reflective environment which encourages students to apply their gained knowledge and skills in various contexts.

The Diverse roots of African Leadership (Outcomes for this specific Masterclass series)

- To unpack and understand the different facets which have contributed towards the development of African leadership.
- To create a new African leadership framework through engaging, interactive, and thought-provoking learning opportunities.

CONTENTS (What will you cover in the learning opportunity?)

- Africa: The making of people and their changing identities
- Constructing an epistemology of 'Africanness' through discursive representation
- A dichotomy in perspective: narrativizing Africa from within
- African Leadership: history as a lesson for future leaders
- Ubuntu and Umoja as philosophies for African Leadership
- Repositioning African women in leadership

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

After completion of this offering, participants should be able to have a broad understanding of:

Masterclass offering:

- Students will be able to walk away with a basic understanding and skillset in relation to a specific subject matter, so that they are able to identify key aspects informing their leadership development and in relation with others;
- Students will be equipped with the basic and necessary theoretical frameworks and guidelines so that they can critically apply their learnings of the specific subject matters to various contexts.

The Diverse roots of African Leadership:

- To help students understand the different facets of African leadership so that they can apply the learnings to their own leadership context;
- To provide a space of knowledge creation for students so that they can contribute towards a new and fresh framework of African leadership.

Unit for Student Governance

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

APPROVED FOR ACADEMIC
APPROVED
TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- Knowledge Transfer Training 1: Team Builder
- Knowledge Transfer Training 2: Structure of AFD
- Knowledge Transfer Training 3: AFD Vision, Mission & Values
- Knowledge Transfer Training 4: Social Entrepreneurship
- Knowledge Transfer Training 5: Individual Portfolio Training
- Slack Training
- Professional Etiquette Training
- Pitching AFD Training
- Team Admin Workshops
- Interview Etiquette Training offered by AFD Executive Human Resources
- Portfolio Training (website, finances, personal meetings)
- Project Planning and Execution Workshop

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

By the end of this course, participants will be able to:

- 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; and
- Apply organisational guidelines (AFD vision, mission and values) when working on portfolio tasks to cultivate a sustainable and social-impact orientated approach.

DIE MATIE NEWSPAPER

Admission requirements: Registered SU student with a minimum residence HEMIS per academic year
Division/Faculty: Division: Student Affairs - Centre for Student Leadership, Experiential Education and Citizenship
Duration: 12 months - September to August the following year.
Delivery mode: Blended learning
Contact person: Anele Mdepa/Thulani Hlatswayo
Contact details: anelemdepa@sun.ac.za/Thulani@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- To keep students informed, as well as facilitate conversation on campus.
- Die Matie is the manifestation of the fourth pillar of democracy on campus.

CONTENTS (What will you cover in the learning opportunity?)

- Die Matie has informed students about university affairs for the past 77 years.
- Die Matie is the only independent student newspaper published every two weeks during the academic year. The editorial content includes sections on news, student life, sports, current affairs, and 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 students.
- Die Matie aims to keep students informed, as well as facilitate conversation on campus, and is the manifestation of the fourth pillar of democracy on campus.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 8 000 copies of Die Matie are distributed on the main campus of Stellenbosch University, as well as on 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.

STELLENBOSCH ELECTION COMMISSION

Admission requirements: Registered SU student with a minimum residence HEMIS per academic year
Division/Faculty: Division: Student Affairs - Centre for Student Leadership, Experiential Education and Citizenship
Duration: 12 months - September to August the following year.
Delivery mode: Blended learning
Contact person: Anele Mdepa/Thulani Hlatswayo
Contact details: anelemdepa@sun.ac.za/Thulani@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- To facilitate and conduct free and fair elections.

CONTENTS (What will you cover in the learning opportunity?)

- The election convenor is enshrined in the Student Constitution. The body exists to facilitate and conduct free and fair elections.
- The body aims to ensure that elections are free, 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 moral leadership on campus.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Ability to promote transparency, 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.
- Critically identify deficiencies in documents subordinate to a legislative structure.

ELECTORAL BODY: TYGERBERG STUDENT LEADERSHIP ELECTION MANAGEMENT

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 - Centre for Student Leadership, Experiential Education and Citizenship
Duration: 12 months - September to August the following year
Contact person: Anele Mdepa
Contact details: anelemdepa@sun.ac.za

APPROVED FOR ACADEMIC APPROVED TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- The election convenor is enshrined in the Student Constitution. The body exists to facilitate and conduct free and fair elections. The body aims 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.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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, develop new skills (conflict management, time management, resource management) to ensure 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 election nominees would have gained intrapersonal growth in attributes such as confidence and articulating their mission statements as they were broadcast publicly. It exposes the nominee to people whom the nominee may not have encountered before/during the election process.

EX-OFFICIO PORTFOLIO: ACADEMIC AFFAIRS COUNCIL (AAC)

Admission requirements: Registered SU student serving in the faculty student committee with a minimum residence HEMIS per academic year.
Division/Faculty: Division: Student Affairs - Centre for Student Leadership, Experiential Education and Citizenship
Duration: 12 months - September to August the following year
Delivery mode: Blended learning
Contact person: Anele Mdepa/Thulani Hlatswayo
Contact details: anelemdepa@sun.ac.za/Thulani@sun.ac.za

APPROVED FOR ACADEMIC APPROVED TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- 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 and promoting academic interests as well as facilitating the participation and development of students in the academic domain, and in this manner it serves as a key link between the faculty committees.
- The AAC, in cooperation with faculty student committees, serves as a support structure to undergraduate students. We assist students who encounter problems within the academic domain. These include: academic complaints, language issues, problems with lecturers, mentors, tutors or tutorial classes.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- The AAC is a support structure for undergraduate students cooperating with faculty committees. To assist students who encounter problems within the academic domain, including academic complaints, language issues, challenges with lecturers, mentors, tutors, or classes

EX-OFFICIO PORTFOLIO: PRIM COMMITTEE

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 - Centre for Student Leadership, Experiential Education and Citizenship
Duration: 12 months - September to August the following year.
Delivery mode: blended learning
Contact person: Anele Mdepa/Thulani Hlatswayo
Contact details: anelemdepa@sun.ac.za/Thulani@sun.ac.za

APPROVED FOR ACADEMIC APPROVED TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- To have a voice in the Student Representative Councils so that concerns and interests in student communities are represented.
- Promote transparent and accountable leadership to the student community.

CONTENTS (What will you cover in the learning opportunity?)

- 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 a transparent and accountable leadership to 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.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Inspire student leadership in residences and PSOs through critical engagement and promoting a diversified community.

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 - Centre for Student Leadership, Experiential Education and Citizenship
Duration: 12 months - September to August the following year
Delivery mode: Blended learning
Contact person: Anele Mdepa/Thulani Hlatswayo
Contact details: anelemdepa@sun.ac.za/Thulani@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- The SPC also aims to represent, acknowledge, raise awareness and provide support to all senior students living in senior accommodation at Stellenbosch University.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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: STELLENBOSCH 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 - Centre for Student Leadership, Experiential Education and Citizenship
Duration: 12 months - September to August the following year.
Delivery mode: Blended learning
Contact person: Anele Mdepa/Thulani Hlatswayo
Contact details: anelemdepa@sun.ac.za/Thulani@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- 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.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Student Success.
- Student Development.
- Creating a home.

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

APPROVED FOR ACADEMIC APPROVED TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- 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.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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.

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

APPROVED FOR ACADEMIC APPROVED TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- The The TSC is a student-run organisation representing all registered and new societies at the Faculty of Medicine and Health Sciences. The Council comprises various societies' representatives (mainly the society chairpersons), an elected chairperson, and an executive committee. The TSC provides a platform in which the representatives of various societies protect and further all students' interests 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 are integral to student success as they allow students to grow holistically and engage with the different aspects of their personal development, such as leadership teamwork, or to further their interests, like research or musical talents.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Have Know 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 know the financial policies of the university.
- Construct financial reports confidently and accurately.

MILITARY ACADEMY STUDENTS' COUNCIL (MASC)

Admission requirements: Registered SU Military Academy student.
Additional criteria: Student must be elected to serve on the MASC through the annual Military Academy Student Council election process.
Division/Faculty: Division: Student Affairs - Centre for Student Leadership, Experiential Education and Citizenship
Duration: 12 months - September to August the following year.
Delivery mode: Blended learning
Contact person: Anele Mdepa
Contact details: anelemdepa@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- 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).

CONTENTS (What will you cover in the learning opportunity?)

- MASC consists of students elected from different year groups by the student body.
- This Council is elected to create an environment conducive to and best supports the students to succeed academically and develop professional military standards. The MASC is compelled to promote and protect all students' interests, representing the students at all levels and on all committees, where required.
- The aim involves ensuring the effective execution of duties/exercises and orders in the day-to-day activities of the students' routine in conjunction with the Faculty and Department of Professional Military Development (DPMD).
- MASC provides feedback on all appropriate aspects to the student body when possible and promotes 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 about the daily routines, activities of the student body, and any other relevant information when required.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Ensure that members of the student body are informed of matters about the daily routine, activities of the student body, and any other relevant information when required.

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

APPROVED FOR ACADEMIC APPROVED TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- 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

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

By the end of this course participants will be able to:

- 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.

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

APPROVED FOR ACADEMIC APPROVED TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- 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

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

By the end of this course participants will be able to:

- 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.

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 - Centre for Student Leadership, Experiential Education and Citizenship
Duration: 12 months - September to August the following year.
Delivery mode: Blended learning
Contact person: Anele Mdepa/Thulani Hlatswayo
Contact details: anelemdepa@sun.ac.za/Thulani@sun.ac.za

APPROVED FOR ACADEMIC APPROVED TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- The justice system is the mechanism that upholds the rule of law.
- The Student Court provide a forum to resolve disputes and to test and enforce laws in a fair and rational manner as per the mandate of the Student Constitution in SU.

CONTENTS (What will you cover in the learning opportunity?)

- 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.
- The justice system is the mechanism that upholds the rule of law and the Student Court provides a forum to resolve disputes and to test and enforce laws in a fair and rational manner per the mandate of the Student Constitution at SU.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Give fair judgements impartially.
- Promote a healthy student government community that upholds to Constitutionalism.

STUDENT PARLIAMENT

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: Centre for Student Leadership, Experiential Education and Citizenship
Delivery mode: Blended learning
Contact person: Anele Mdepa/Thulani Hlatswayo
Contact details: anelemdepa@sun.ac.za/Thulani@sun.ac.za

APPROVED FOR ACADEMIC APPROVED TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- It actively promotes robust dialogue and makes policy recommendations that prevents or prohibits 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 for their actions to Addendum E of 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 effectively fulfil its mandate.

CONTENTS (What will you cover in the learning opportunity?)

- Student Parliament engages robustly with the SRC and the student leadership structures within 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 an accountable, transparent and consultative governance within the Matie community.
- The outcomes expected of Student Parliament is 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 under the constitution.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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.

SRC EXECUTIVE LEADERSHIP TRAINING

Admission requirements: Registered SU student with minimum residence HEMIS per academic year.
Additional criteria: Student must be elected to serve on the SRC through the annual SU SRC election process.
Division/Faculty: Division: Student Affairs - Centre for Student Leadership, Experiential Education and Citizenship
Duration: 12 months - September to August the following year.
Delivery mode: Blended learning
Contact person: Anele Mdepa/Thulani Hlatswayo
Contact details: anelemdepa@sun.ac.za/Thulani@sun.ac.za

APPROVED FOR ACADEMIC APPROVED TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

The aim of the body is to ensure that the interests of the students are met by management and other bodies in the Higher Education landscape. This promotes students success and access.

CONTENTS (What will you cover in the learning opportunity?)

- The SRC represents the interests of the student community at Council or other institutional structures of the University, and also with other national and international student bodies.
- The SRC is a representative body making decisions regarding students' interest at SU and performing the administrative activities required to serve these interests.
- The SRC aims to ensure that students' interests are met by management and other bodies in the higher educational landscape. This promotes student success and access.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Providing leadership and guidance that is accessible, transparent, and accountable to the student body as enshrined in the Student Constitution.

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

APPROVED FOR ACADEMIC APPROVED TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- 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.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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.

TYGERBERG STUDENT PARLIAMENT

Admission requirements: Registered SU Medicine & Health Sciences student with minimum residence HEMIS per academic year.
Additional requirements: Must have attended Tygerberg student parliament before.
Division/Faculty: Division of Student Affairs - Centre for Student Leadership and Structures
Duration: 12 months - September to August the following year.
Contact person: Anele Mdepa/Musa Mpanza
Contact details: musam@sun.ac.za /anelemdepa@sun.ac.za

APPROVED FOR ACADEMIC APPROVED TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- To function soundly and constitutionally. This can be achieved through constitutional literacy programs 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 Tygermaties, are be 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 for the student parliament budget so that SP can broaden the learning outcomes by seeking opportunities such as training and constitutional literacy from our South African parliament. This can be measured by the level of constitutional literacy that committee members possess and how the funding is spent. These programs should preferably take place at the beginning of every term of office.

CONTENTS (What will you cover in the learning opportunity?)

- 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.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Tygerberg Student Parliament's role and ultimate outcome is to represent all Maties and to ensure governance by the people under the Tygerberg Student Constitution.

TSRC LEADERSHIP TRAINING

Admission requirements: Registered SU Medicine & Health Sciences student, minimum residence HEMIS per academic year.
Additional criteria: Student must be elected to serve on the SRC through the annual Tygerberg SRC election process.
Division/Faculty: Division: Student Affairs - Centre for Student Leadership, Experiential Education and Citizenship
Duration: 12 months - September to August the following year.
Contact person: Anele Mdepa/Musa Mpanza
Contact details: musam@sun.ac.za /anelemdepa@sun.ac.za

APPROVED FOR ACADEMIC APPROVED TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- 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 students' interests in a way that is in alignment with the 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 TSR's knowledge of University's policies and guidelines that influence governance within the SU.
- To equip TSR with leadership knowledge and skills that will help them contribute meaningfully within the institution.

CONTENTS (What will you cover in the learning opportunity?)

- The TSR comprises nine (9) elected members and four (4) ex-officio members. The ex officio positions are chairpersons elected by their communities and mandated to serve on the TSR.
- The TSR aims to make sure that there is continuous communication of information between all relevant parties to prioritise student needs and to create a community where students will have the opportunity for multi-faceted growth, to be future-focused and innovative, to be ambassadors for mental health on Tygerberg Campus, to establish sustainable projects and to make sure the foundation for future leaders is well established; and to be transparent.
- The outcomes expected of the body are the provision of leadership and guidance that is accessible, transparent, and accountable to the
- student body, as enshrined in the Tygerberg Student Constitution.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Prepare student leaders to work as a team and be able to face dynamics that they will come across in the office.
- Improve student leaders" networking skills through effective communication.
- Understand university and faculty policy analysis and implementation process 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 within the local context.
- Negotiate solutions and decisions with university/faculty management and students during a crisis.
- Manage conflict and solve problems within the University context.
- Able to collaborate and network across SU and beyond.
- Have financial understanding, oversight, and manage budgets.
- Networking, collaborating with stakeholders, and discussing TSR programmes with students and DMT.

Student Societies

No.	Stellenbosch Campus
1.	ABSIP: Association for Black Securities and Investments
2.	Academics For Development
3.	AFM Campus Ministry
4.	African National Congress Youth League Stellenbosch University
5.	AfriForum Jeug
6.	Apostolic Faith Mission (AFM)
7.	Association of Nigerian Student SU
8.	Believer's Loveworld Campus Ministries
9.	Berg-en Toerklub
10.	Black Management Forum (BMF)
11.	Christ Church
12.	Creative Vison Society
13.	Democratic Alliance Student Organisation
14.	Doxa Deo Stellenbosch
15.	Eco-Maties
16.	Economic Freedom Fighters Student Command
17.	ELCSASO
18.	Engineers Without Borders Maties
19.	Every Nation
20.	First Love Church Stellenbosch
21.	Golden Key
22.	Grace Life
23.	Hillsong
24.	Joshua Generation Church Society
25.	JTL Ministries
26.	Khomanani Matsonga
27.	Manifest Fellowship Stellenbosch University
28.	Maties Association of Catholic Tertiary Students
29.	Maties Ballroom and Latina American Dance Society
30.	Maties Beer Appreciation Society
31.	Maties Paw
32.	Musicultus
33.	Muslim Student Association-SU
34.	New Apostolic Church Student Society (NACSS)
35.	One Hope Church Society
36.	One South Africa Stellenbosch
37.	Operation Smile
38.	PlanetUni Stellenbosch
39.	Pulp Film Society
40.	QueerUS
41.	Shofar
42.	South African Democratic Teachers Union Student Chapter (SADTUSC)
43.	South African Students' Congress
44.	Spirituality, Philosophy and Yoga Society (SPYS)
45.	Stellenbosch International Fellowship
46.	Stellenbosch Thuthuka Society
47.	Stellenbosch University Art Law Clinic (SALC)
48.	Stellenbosch University Neurodiversity Society (SUNDS)
49.	Stellenbosch University Seventh Day Adventist Student Movement (SDASM)
50.	SKEMA Finance Stellenbosch
51.	Students for Law and Social Justice
52.	SU Hindu Student Society
53.	SU Palestinian Solidarity Forum
54.	The Anime Society
55.	The Bay Christian Family Church
56.	The Guild
57.	UNASA
58.	Unite 180
59.	US Consulting Society
60.	US Debating Society
61.	US Investment
62.	ZCCSF
63.	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) Society
10.	Maties Ballroom and Latin American Dance Society
11.	MBCHB V Events Committee
12.	Muslim Students Association (MSA) Tygerberg
13.	Nursing Society
14.	Occupational Therapy Students Council (OTSC)
15.	Practitioners Learning About Nutrition Together (PLANT) Society
16.	Redemption Faith Campus Fellowship (RFCF)
17.	Spectrum Society
18.	Stellenbosch University Anatomy Society (SUAS)
19.	Stellenbosch University Medical Orchestra (SUMO)
20.	Stellenbosch University Psychiatry Society (SUPS)
21.	Stellenbosch University Stoic Society
22.	Stellenbosch University Student Pathology Society (SSPS)
23.	Stellenbosch University Student Physiotherapy Society
24.	Stellenbosch University Surgical Society
25.	Tygerberg Gospel Choir (TGC)
26.	Tygerberg SDASM
27.	Tygerberg Undergraduate Research Society (SURGE)
28.	Tygerberg Wine and Spirits Tasting Society (TWITS)

CLUSTER CONVENOR DEVELOPMENT PROGRAMME

Admission requirements: Prims
Division/Faculty: Division of Student Affairs - Centre for Student Communities
Duration: 160 hours (Sep - Aug of next year)
Free-standing
Delivery mode: Face to face and Online
Location: Centre for Student Communities
Contact person: Dr Liezl Dick
Contact details: liezld@sun.ac.za

APPROVED FOR ACADEMIC APPROVED TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- Ensure that the university has a cluster convener team that has the capabilities to develop opportunities for community learning and development to take place within cluster context
- Provide the participants with an opportunity to develop graduate attributes through the acquisition of competencies, in order to take these skills into 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.

CONTENTS (What will you cover in the learning opportunity?)

- Clusters as an organizing principle
- Escaptrix: Teambuilding
- BrandSprint: Purpose and Vision Casting
- Cluster Annual Conversations (Incl 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 & Democratic Leadership Styles (Online and Face to Face)
- Writing Workshop
- Experiential Learning: Leadership Term as a Cluster Convenor

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

Competencies:

- Engaging diversity;
- Principles and models of leadership;
- Self-reflection;
- Written communication;
- Facilitation skills;
- Communication;
- Interpersonal Engagement;
- Understanding of SU Context;
- Ethical and Moral Reasoning.

SU BEWELL MENTORS PROGRAMME

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

APPROVED FOR ACADEMIC APPROVED TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- Students are trained to assist and support incoming newcomers/ newcomers with their psychosocial adjustment and transition

CONTENTS (What will you cover in the learning opportunity?)

- Building connections & developing Connectedness
- Teamwork
- iFlourish (Grit, Hope, resilience, time-management)
- Managing conflict & crisis compassionately

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Listening deeply with empathy.
- Understanding and applying the Healthy Mind Platter.
- Apply Self-directed learning workshops.

SU HEAD MENTOR PROGRAMME

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

APPROVED FOR ACADEMIC APPROVED TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- Students are trained to assist and support; manage and lead their community mentor teams.

CONTENTS (What will you cover in the learning opportunity?)

- Creating and sustaining safe containers
- Building connections and developing connectedness
- Teamwork
- iFlourish (grit, hope, resilience, time-management)
- Managing conflict and crisis compassionately

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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.

HOUSE COMMITTEE DEVELOPMENT PROGRAMME

Admission requirements: Prims
Division/Faculty: Division of Student Affairs - Centre for Student Communities
Year: 2021
Duration: 160 hours (Sep - Aug of next year)
Free-standing
Delivery mode: Face to face and Online
Location: Centre for Student Communities
Contact person: Dr Liezl Dick
Contact details: liezld@sun.ac.za

APPROVED FOR ACADEMIC APPROVED TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- 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 within 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 on-the-job training related to the leadership term.
- To provide opportunities for the development of graduate attributes of participants through intentional learning opportunities and service.

CONTENTS (What will you cover in the learning opportunity?)

- Newly Elected Leaders conference
- HK Camps and development sessions
- Value-driven Management
- Welcoming discussions
- Developing a welcoming program
- 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

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

Competencies:

- Self-care;
- Critical thinking;
- Ethical reasoning;
- Collaboration;
- Lifelong learning;
- Leadership;
- Intercultural competence;
- Critical thinking;
- Interpersonal relationships.

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?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- Targeted Effective Communication Workshop
- Leadership Matters Workshop
- Emotional Intelligence Workshop
- Embracing Diversity as a Strength

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

By the end of this course, participants will be able to:

- 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.

PRIM DEVELOPMENT PROGRAMME

Admission requirements: Elected as a Prim
Division: Student Affairs
Duration: Approx. 12 sessions of 2 hours each.
Delivery mode: Face to face and Online
Contact person: Dr Liezl Dick
Contact details: liezld@sun.ac.za

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TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- 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 areasneeded.
- 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 program in an annual review program.

CONTENTS (What will you cover in the learning opportunity?)

- Leadership in a 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
  1. Self-Knowledge
  2. Successful handover (how to achieve your goals)
  3. Life after PK (preparing the Prims for the life after
- University - practical skills and principles)

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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, as well as their team's communication skills.
- Possess the necessary skills to mediate groups of various sizes and diverse settings.
- Critically engage around 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 communities.
- Identify the student governing structures of Stellenbosch University.
- Reflect on their work and progress inside and outside their communities and identify challenges.

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 visit us at www.sun.ac.za/cscd

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, Stellenbosch
Telephone: 021 808 4704
Get to know us: www.sun.ac.za/cscd

UNIT FOR ACADEMIC COUNSELLING AND DEVELOPMENT

ACADEMIC SKILLS FOR TESTS AND EXAMINATIONS

Work Session: Ace Test Preparation: Boost Exam Performance
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 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?)

Focus on preparing students with exam tips, techniques and skills development relating to:

- Study methods;
- Time management;
- Stress management;

To encourage and motivate students to make use of these skills before and during their exams, to better prepare themselves.

CONTENTS (What will you cover in the learning opportunity?)

- 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.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Learn about how you can enhance your memory.
- Exposure to different memory techniques.
- Tips for before and during exams, including:
  - Preparation tips and pitfalls;
  - Tips for pacing;
  - Ways to answer different types of questions (question and word analysis).
- Managing stress before and during exams.

SELF DEVELOPMENT

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 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?)

This work session intends to focus on:

- Overall Self-development
- Development of skills and strategies needed as a student

CONTENTS (What will you cover in the learning opportunity?)

- Knowing yourself is a good idea! This session aims to deepen self-awareness and guide you in identifying personality traits and their impact on behaviour. Reflect on your unique strengths, values, and motivations to nurture your self-esteem. Understand how self-acceptance can shape identity and explore the benefits of metacognition to enhance your self-development journey.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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.

STRESS MANAGEMENT

Work session: Navigating stress
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?)

This workshop focuses on:

- Building awareness of stress and the impact it may have
- Developing stress management techniques

CONTENTS (What will you cover in the learning opportunity?)

- Feeling overwhelmed by stress? Don't let it hold you back! Join this session and equip yourself with practical tips to develop healthier coping mechanisms, conquer stress, and regain your peace of mind. Gain a deeper understanding of your unique stress responses by learning how to identify physical, emotional, mental, and behavioural signs of stress. Additionally, you'll gain valuable knowledge on when to seek professional intervention to alleviate stress.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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: Upgrade your study skills
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?)

This workshop intends to focus on:

- 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

CONTENTS (What will you cover in the learning opportunity?)

- Do your study methods need an update? Join this session designed to reflect on your current strategies. Explore well-researched study techniques customized for university students and gain a competitive edge in your studies. Delve into intriguing discussions on learning styles, sensory preferences, and how brain functioning impacts studying for different individuals. Build valuable insights into effective note-taking methods, organization techniques for optimal productivity, maintaining focus during study sessions, retention techniques for better memory, and effective pacing while juggling coursework.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Creating awareness of my current study strategies.
- Enhance, improve and adjust my current study approach.

TIME MANAGEMENT

Work session: Time Planning
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?)

This workshop intends to focus on:

- Building a better understanding of one's own time management strategies
- Learning about alternative management approach

CONTENTS (What will you cover in the learning opportunity?)

- What is holding you back from using time effectively? This workshop is designed to enhance your understanding of your current time management and to help you discover smarter ways to prioritize, schedule, and plan your time more effectively. The aim is to empower you in optimizing your time management skills for a healthy work-life balance. You will learn valuable techniques and strategies to adjust, replace, or enhance the way you manage your time, enabling you to make the most of your valuable resource – time.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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

DISABILITY UNIT

LEAD WITH DISABILITY PROGRAMME

Admission requirements: None
Division/Faculty: Division for Student Affairs
Duration: 6 weeks (1 x 1 hour session weekly)
Delivery mode: In-person & online
Contact person: Lizelle Apollis
Contact details: ferus1@sun.ac.za

APPROVED FOR ACADEMIC
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TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- It is of utmost importance to support the idea of an inclusive society in the Stellenbosch University community and society in general. This forms part of our striving to social justice in SA. There is a substantial amount of students (and staff) who have some kind of an impairment, studying at Stellenbosch University and living in the Stellenbosch area and surrounds. This workshop will provide the opportunity for all students to engage about disabilities and universal access and learn from each other. Together, we strive to reduce barriers, shift attitudes and raise awareness on important topics (which are not often spoken of) and expand universal access to all.
- Traditionally, spaces or environments were not designed with the needs of people with disabilities in mind. Thus, people with disabilities who want to utilize services or spaces on campus often experience access barriers in relation to inaccessible facilities and equipment, inaccessible transportation and services and communication barriers.
- Given the existing challenges in our environment, it is important to consider both reasonable accommodation as well as progressive realization as ways to navigate our experiential learning spaces, in our pursuit to be universally accessible.

CONTENTS (What will you cover in the learning opportunity?)

The participants/attendees will:

1. Identify practices and attitudes which lead to inclusion and exclusion.
2. Develop increased awareness about the accessibility of spaces, services and information.
3. Create awareness about disability and functionality.
4. Normalize engaging with people with disabilities.
5. Develop increased awareness about assistive technology.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

Session 1: Introduction to disability

By the end of the session on Introduction to disability, the students will be able to:

- Understand what a disability is.
- Identify different do's and don't's to disability.

Session 2: Ableism

By the end of the session on Ableism, the students will be able to:

- Change their perception of "normality" and their experience of disability.
- Identify different disabilities by their characteristics.

Session 3: Common Disabilities, Biases & Stereotypes

By the end of the session on Biases & Stereotypes and Assisting people with disabilities, students will be able to:

- Develop awareness about how to interact with people with disabilities.
- Critically think and reflect on stereotypical and biased thoughts, attitudes and behaviours.
- Evaluate and adjust attitudes and behaviours by reflecting on learnt and lived experiences related to people with disabilities.

Session 4: Engaging with disability

By the end of the session on Engaging with disability the students will (be able to):

- Engage and understand people with disabilities.

Session 5: Progressive Realisation, Reasonable accommodation and Universal Design

By the end of the session on Progressive Realisation, Reasonable Accommodation (RA) and Universal Design (UD), the students will be able to:

- Understand this concept in relation to creating accessible environments.
- Identify inclusive and excluding practices within the environment.
- Advise and reflect on RA and UA in a specific environment by using the seven principles of universal design.
- Develop awareness about universal design for learning.

Session 6: Accessibility & Assistive technology

By the end of the session on Accessibility & Assistive Technology, the students will be able to:

- Identify accessibility and different support measures for each disability.
- Develop increased awareness about assistive technology.

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?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- CV Writing skills

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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

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TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- 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

CONTENTS (What will you cover in the learning opportunity?)

- 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.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

A Leadership Executive Member participating in the Connecting to Industry through Peer Leadership module will be able to:

- 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; and
- Apply 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?)

Impart skills so participants can:

1. Handle different types of interviews on different platforms (including digital platforms);
2. Respond to common yet difficult questions favoured by most employers, without feeling threatened; and
3. Show prospective employers their interest in the companies they apply at by researching the right information in the right places.

CONTENTS (What will you cover in the learning opportunity?)

- Interview skills

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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?)

This work session intends to assist the participants to:

1. Understand the importance and benefits of having an online professional profile, LinkedIn;
2. 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;
3. Think search engine optimisation and work on becoming searchable; and become thought leaders and display that skill on LinkedIn.

CONTENTS (What will you cover in the learning opportunity?)

- 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.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

A Leadership Executive member participating in the Connecting to Industry through Peer Leadership module will be able to:

- 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; and
- Apply 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?)

1. Equip participants with the knowledge and understanding of personal branding.
2. Help students understand the goal/purpose of branding oneself.
3. Enable them to see the importance of personal branding in any work environment.
4. Guidelines to build a personal brand.

CONTENTS (What will you cover in the learning opportunity?)

- Personal branding

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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.

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) concerning their teaching role.

The Centre for Teaching and Learning offers ALL tutors (demis, module, learning, teaching, and assessment assistants) a FREE opportunity to join an exciting Peer Facilitation of Learning training opportunity. You can complete the short training 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.

For more information:
Contact: 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

Admission requirements: Students appointed as Peer facilitators (Demi's, module-, teaching-, learning- and assessment assistants) at faculties.
Division/Faculty: Division for Learning and Teaching Enhancement
Duration: March – May (Semester 1) and July – September (Semester 2)
Delivery mode: Online
Contact person: Miss Johara Khan (joharak@sun.ac.za)

APPROVED FOR ACADEMIC
APPROVED
TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- Unit of Learning 1: Defining your roles and responsibilities as a peer facilitator
- Unit of Learning 2: Who to contact for support
- Unit of Learning 3: Developing professionalism, administrative and technical skills
- Unit of Learning 4: Facilitating learning and engagement
- Unit of Learning 5: Managing your stress and time
- Unit of Learning 6: Creating Assessment opportunities
- Unit of Learning 7: Marking assessment opportunities

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

By the end of this course participants will be able:

- To 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, within the Stellenbosch University environment;
- To engage in collaborative learning and to guide deeper and critical thinking by using peer facilitation of learning skills in virtual or verbal discussions with their tutees;
- To practise resiliency and adaptiveness in challenging situations due to exposure to a variety of situations with individuals and groups from diverse backgrounds;
- To implement time and stress-management strategies while balancing the responsibilities of being a student and a peer facilitator of learning.

Division: Social Impact/Engaged Citizenship Hub

The Division for Social Impact (DSI) serves as SU's first point of reference for staff, students and partners wanting to engage in Social Impact. The DSI does not run initiatives, it provides advice, guidance, support and facilitates engagement.

For more information:
Division: Social Impact
Michelle Pietersen
Contact: mpieters@sun.ac.za
Visit: https://www.sun.ac.za/si/en-za/Pages/Division-for-Social-Impact.aspx

ACTIVATING ENGAGED CITZENSHIP

(EXPERIENTIAL LEARNING RECOGNITION OPPORTUNITY FOR STUDENTS COMPLETING ALL REQUIREMENTS)

Admission requirements: Must be a registered student.
Division/Faculty: Social impact
Duration: One Year (August – September annually)
Delivery mode: Face to face/Virtual
Contact person: Michelle Pietersen
Contact details: mpieters@sun.ac.za

APPROVED FOR ACADEMIC
APPROVED
TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- To address the needs of communities through service and development programmes.
- To utilise the students, co- workers and expertise available at Stellenbosch University, as well as the resources outside the University.
- 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 the community can draw from.

CONTENTS (What will you cover in the learning opportunity?)

- Advancing engaged citizenship online course offered to all leaders The unique opportunity to not only acquire critical skills but to apply these skills within your field of study and on a national virtual volunteering platform.
- Compile Budgets; project plan and resource requirement for the year ahead.
- Innovation and generation of creative ideas.
- Planning & prep for Social Impact Morning ; House Committee meetings.
- Conduct Community Interaction morning – accompany first years to the projects; project launch roll-out
- Promotional activities & recruitment
- Training module: Engaged citizenship.
- Project engagement with community via Vitual Volunteering platform

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Understand the concepts, principles and leadership of community engagement.
- Write, present ,prepare and present a project proposal and budget.
- Write of community plan and budget as well as mange and lead their volunteers during community morning.
- Develop intercultural communication capability written, verbal and listening skills within an intercultural context.
- Develop practice of reflection as a tool for life-long learning and self-directed improvement Develop self- awareness and interpersonal skills (Intercultural engagement) (personal & interpersonal skills.
- Present a reflective essay which critically explores the necessity and importance for the decolonization of knowledge frameworks and the benefits of "many stories" to foster curiosity and imagination; agility and adaptability etc.

EXPERIENTIAL LEARNING: ACTIVATING ENGAGED CITIZENSHIP

Admission requirements: Must be a registered student. Division/Faculty: Social Impact
Duration: Year
Delivery mode: Face to face or Virtual
Contact person: Michelle Pietersen - mpieters@sun.ac.za
Number of students that will complete in 2023: 61

RESIDENCE/PSO/SOCIETY	DESCRIPTION OF PROJECTS	SUSTAINABLE DEVELOPMENT GOAL
Academia Residence	HOPE Tour: Our long-term project is to embark on a HOPE tour through Africa in the December holiday and learn new skills and meet new people. Various fundraisers are held throughout to fund this tour. Other initiatives include donation drives and volunteering at the Animal Welfare Society Stellenbosch.	Environment and sustainability, food security and health.
Aurora PSO and Pieke PSO	Beach clean-ups: The clean-ups include a competition where the group with the most garbage wins. Gardening: Aurora PSO and Pieke PSO are working on a garden together and they will harvest it to establish a soup kitchen. Other initiatives include regular visits to the Animal Welfare Society Stellenbosch and the collection of senior students' items that new students can use next year.	Environment and sustainability, food security and health.
Capri PSO	Our range of initiatives include donation drives for non-perishable items, a sandwich drive and visits to Azalea Hof. We aim to stock up the food pantry and establish a dance fund for students who cannot afford attending dances.	Food security and health.
Dagbreek Residence	The Daggies for Daggies project includes a donation box in residence. We are holding stationary drives for local schools, as well as a winter clothing and sanitary pad drive. Other initiatives include a CV building workshop, river clean-ups and regular visits to the Ark (their long-term Social Impact partner).	Education for all, social and gender justice, environment and sustainability.
Eendrag	Rietenbosch Primary School: we are building a bookshelf and holding a book drive for the school in collaboration with Lydia and Serruria residences. Calling Academy: We are undertaking regular maintenance from term one to term three. Bridge-the-gap fund: A fund to assist NSFAS students in collaboration with the alumni portfolio. Various sanitary pad drives: We are undertaking multiple sanitary pad drives in collaboration with Students for Law and Social Justice.	Education for all, social and gender justice, resources and infrastructure.
eNkanyini Residence	We have a year-long pantry project in collaboration with the other Tygerberg residences and PSOs. Other initiatives include lab coat and dissection kit donations and a "leavers" donation box. Eco-route walk: Students must give sanitary products as an entrance fee. Self-defence workshop: In collaboration with our cluster and DACES. Menstrual Health Talks and Sexual Health panel: There will be a menstrual cup raffle at the end of the panel/talk.	Food security and health, social and gender justice, environment and sustainability, education for all.
Equité PSO	Our initiatives include a night shelter sandwich drive and requiring sanitary pads as entrance to social events.	Food security and health, social and gender justice.
Erica Residence	We are doing a sandwich drive for the night shelter early in the year. Tutoring initiatives: Tutoring takes place at Kayamandi Legacy Centre and the Learning Community Centre. Jessé Keet creche: We spent time with the children for Social Impact morning and we are fixing their playground.	Food security and health, education for all, resources and infrastructure.
Goldfields Residence	We are collecting equipment to support the Jess Foord Foundation with a total of 24 bags of donated items for women. The Jess Foord Foundation is an organisation that supports victims of rape to get back on track.	Social and gender justice.
Harmonie Residence	Sustainability: A sustainability fashion show, collaborations with UNASA, beach clean-ups and talks on climate change.	Environment and sustainability.
Heemstede Residence	Women's shelter: Making packages and parcels for the shelter. Other initiatives include a food cupboard and using sanitary pads as entrance fee for social events.	Social and gender justice, food security and health.
Helderberg Residence	We are fostering a long-term relationship with Huis Horison. We are also doing sandwiches, blanket and clothing drives in collaboration with other residences and PSOs, and collaborations with Engineers Without Borders on school trips.	Food security and health, social and gender justice.
Helshoogte Residence	Bi-weekly sandwich drives: It takes place in the dining hall for each floor. Care Box: A box in the dining hall where residents can obtain non-perishable food and toiletries. Various drives throughout the year: tin food and soup collection, men's clothing and blankets (for the night shelter). Laps for hope: We will find a sponsor for each lap that will be donated to a Social Impact organisation.	Food security and heath, social and gender justice.
Hippokrates Residence	Visits to community hospitals: We do activities with the children such as reading and doing puzzles. Stationery drives: The stationery will be donated to underprivileged schools in the Cape Town area. Within the residence, we have sanitary pad drives and closet drives.	Education for all, social and gender justice.
Huis Francie van Zijl Residence and Osler PSO	Feminine hygiene talks and sexual health talks: The talks will be held at Parow High School and Kalkfontein Primary School. Career day/planning: We are giving students at Parow High School a tour of the university and doing a pot plant and letter writing to their future selves at Kalkfontein Primary School.	Education for all, social and gender justice.

RESIDENCE/PSO/SOCIETY	DESCRIPTION OF PROJECTS	SUSTAINABLE DEVELOPMENT GOAL
Huis Ten Bosch Residence	HTB "Shopping List": A form that residents can fill in for what they may need. Pancake nights in the residence will assist with the funding for the list. Soup Project: Residents can donate ingredients and pack soup jars for a soup kitchen.	Food security and heath.
Lydia Residence	Rietenbosch Primary Book Drive: Books will be collected and distributed to the school library. Rietenbosch Pirmary Cupcake Day: A cupcake day with the grade one learners where each learner can decorate their own cupcakes. Carnival Day at Rietenbosch Primary: The grade fours and fives will play fun carnival games with sweet treats. Lydia for Lydia: A food pantry within the residence and a sanitary pad drive.	Education for all, social and gender justice.
Majuba Residence	Our initiatives include sandwich making for Feeding in Action, sanitary pad drives and internal initiatives for food security, clothes and books.	Food security and health, social and gender justice.
Meerhoff Residence	Ladles of Love: A sandwich drive hosted for them. Polar Bear Plunge Activity: This is held in winter and canned food is required as an entrance fee.	Food security and health.
Metanoia Residence	Shelter: We are collecting formal attire for the homeless shelter to assist people with job interviews. Other initiatives include pad, stationery and sandwich drives as well as tutoring at Kayamandi Legacy Centre.	Employment and inclusive economic development, education for all, social and gender justice.
Nemesia Residence	Inkathalo project: A food pantry held within the residence. Other initiatives include sandwich drives, winter clothes drives, non-perishable food drives and sanitary pad drives.	Food security and heath, social and gender justice.
Nerina Residence	Collaborations with Kwikspar: Food drives for homeless people and needs in the residence. Kayamandi Legacy Centre: Academic assistance, health talks and hosting a sports day.	Food security and health, education for all.
Oude Molen PSO	We are doing multiple activities throughout the year, such as giving food coupons for the night shelter, cleaning at Animal Welfare Society Stellenbosch, assist at Froggies Daycare and hosting stationery and dog food donation drives.	Environment and sustainability, education for all, food security and health.
Pieke PSO	We are doing the gardening initiative with Pieke PSO. Partnership with Muslim Student Association (MSA): Hosting an event at the end of Ramadan. MSA sells cupcakes and donates the money to a charity. Pieke4Pieke fund: Helps students participate in PSO events even when they cannot afford to do so.	Environment and sustainability, social and gender justice.
Serruria Residence	Serruria Pantry: Includes food, bedding, clothes, textbooks, stationery, utensils, sanitary products and shoes. Making sandwiches: These sandwiches are for Feeding in Action and the night shelter. Hannah Charity: We are making resources on mental health for them.	Social and gender justice, food security and health.
Silene PSO and Oude Molen PSO	AWSS: We are doing dog-walking and volunteer cleaning at Animal Welfare Society Stellenbosch every Saturday in collaboration with Oude Molen PSO. Froggies Aftercare: An aftercare club every Tuesday and Wednesday afternoon in collaboration with Oude Molen PSO. Thrift-swap event: This event takes place every semester and it is open to the Stellenbosch community. Items that are not claimed will be donated to the shelter.	Environment and sustainability.
Simonsberg Residence	Collaboration with Lisa Educenter: We offer assistance and will have a year-long partnership. Various drives: food drive within the residence, a blood drive and a feminine hygiene drive.	Education for all, social and gender justice, food security and health.

RESIDENCE/PSO/SOCIETY	DESCRIPTION OF PROJECTS	SUSTAINABLE DEVELOPMENT GOAL
Venustia PSO	We have awareness campaigns on breast cancer within and have termly visits to St. Ida's Primary School.	Education for all.
Vesta PSO	Book and stationery drive: The stationery will be donated to Kuyasa Horizon Empowerment. Vesta Ignite Project: Brings awareness about post-matric opportunities to grade nine students at Cloetesville High School and Kayamandi Secondary School.	Education for all.
Wilgenhof Residence	Coke and Buns initiative: Food will be donated to the night shelter. Kayamandi Outreach: We will assist with maintenance, fixing things, playing sport and engaging with the community.	Food security and health, social and gender justice.
Tygerberg Student Representative Council	Soup initiative: Collaboration with Tygerberg Community Gardens and Ladles of Love soup kitchen in terms of making and serving soup. Human Rights Day: A march is held on the Tygerberg campus. Pantry Project: Runs all year long to assist with food insecurity issues amongst students. Social Impact Night Market: Aims to promote student entrepreneurs. Move for Menses: In collaboration with Tygerberg prim society, we will host a fundraising event to raise money and receive donations for sanitary products for students on campus.	Food security and health, social and gender justice, employment and inclusive economic development.
Engineers without Borders	We have various initiatives: Microsoft training event for Kayamandi and Cloetesville High School students at the Engineering faculty. Hosting high school chemistry and physics practicals. Speed mentoring where professionals will talk to students for 10-15 minutes at a time. An innovation competition based on community needs. Developing a rural pump system to secure clean water for a small community. A high school power generation competition. Solar generation where grade ten students are taught to build their own portable solar battery packs.	Education for all, social and gender justice, environment and sustainability, resources and infrastructure, food security and health.
Economic and Management Sciences Student Committee	We partner with the Kayamandi Legacy Centre and assist with tutoring, establishing a reading club for the high school, implementing a mentoring system and assisting with craft and movement classes for the primary school learners.	Education for all.
Theology Student Committee	Huis Noah: We working with Huis Noah and do pampering sessions with them, have religious talks and play card games. Glenelly Children's Recreational Centre: Assist the children with their homework and motivate them.	Social and gender justice, education for all.
Industrial Psychology Society	The Success Club: Sessions take place on Wednesdays and Saturdays and there are 12 in total. They take place at various schools and motivates students. At the end of the year, we take grade 11 students on a trip to Stellenbosch University to motivate them to pursue tertiary education.	

The Equality Unit

The Equality Unit (EqU) provides a safe space for students and staff to report incidents of unfair discrimination, sexual harassment, gender-based violence, victimisation, and abuse. The EqU offers students and staff with services, training, and interventions to combat gender-based violence and HIV/Aids (prevention, testing and counselling), unfair discrimination, sexual harassment, and victimisation and provides support related to the lesbian, gay, bisexual, and transgender, queer, intersex and allies (LGBTQIA+) community. In addition, EqU is responsible for implementing Stellenbosch University's *Unfair Discrimination and Harassment and HIV/Aids policies*.

For more information:
Physical address: Huis Simon Nkoli House, 39 Victoria Street, Stellenbosch
Tel: 021 808 3136
Emails: equalityunit@sun.ac.za (general and training requests); unfair@sun.ac.za (to report incidents of unfair discrimination and harassment); hiv@sun.ac.za (for information and services on HIV/Aids, STIs and sexualities)
Reporting can also be done online via:
https://ciims.sun.ac.za/ReportingPage/

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?)

- 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

CONTENTS (What will you cover in the learning opportunity?)

- 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

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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?)

- 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

CONTENTS (What will you cover in the learning opportunity?)

- Basic Overview of HIV facts
- Counselling overview
- Interpersonal Communication skills
- HIV testing procedures
- Medical and ethical rules and guidelines

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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.

Faculty of AgriSciences

The "The Faculty of AgriSciences at Stellenbosch University (SU) is highly esteemed at national and international levels for its training and research quality and as a consultant in the agricultural and forestry industry. Students enrolled in the undergraduate 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 – alums 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?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- Soil health; self-reliance; sustainability; agroecological principles for vegetable production; indigenous African crops; circular economy for social justice.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Self-reliance
- Experiential learning
- Food 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?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- Self-motivated learning
- Implementation of subject-related action
- Informal means of service learning
- Critical citizenship

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Conceptual understanding of Social Ecological Systems
- Finding the self in a system
- Problem analysis – a holistic approach
- Peer learning
- Personal action
- Critical citizenship
- Application of what is learnt in class to experience

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?)

- Teach students the art of Cmapping and show them why Cmapping is such a powerful learning tool.
- Teach students the different applications of Cmapping in addition to its use tool. The use of Cmapping as a research/project design tool (including planning the structure of articles, for example).
- Teach students how to use the Cmapping software effectively

CONTENTS (What will you cover in the learning opportunity?)

- 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.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

The student should be able to:

- Describe and come to grips with the principles behind the concept called Cmapping and its different applications;
- Use the Cmapping software;
- Create their own Cmaps effectively.

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?)

- Students are asked to create their own plant propagation nursery incorporating nursery design principles, but also propagation practices. The nursery project is presented in the form of a digital movie clip.

The aims are to:

- To teach students scientific principles of nursery construction and plant propagation aspects using a creatively designed project rather than simply imparting knowledge through normal lecturing.
- Digital stories as a blended learning tool is effectively used 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 using all gathered and critically analyzed knowledge forms.
- Unlock student creativity and improving digital literacy.

CONTENTS (What will you cover in the learning opportunity?)

- Principles and practices of plant propagation
- Construction of a plant propagation nursery

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

Work effectively in a team setting:

- Interpersonal skills; understanding the value of giving and receiving feedback;
- Conflict management (code of conduct in a team setting);
- Hone their entrepreneurial thinking;
- Improved digital literacy (software application);
- Have an in-depth understanding of the practices of plant propagation and the principles underlying the construction of a plant propagation nursery.

GRAPEVINE AND WINE SCIENCES INTERNSHIP PROGRAMME

Admission requirements: 4th year students
Division/Faculty: Faculty of AgriSciences
Duration: 5 Months
Delivery mode: Work-based learning using industry placements
Contact person: Prof. Maret Du Toit, Talitha Venter, Dr. Marianne McKay
Contact details: marianne@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- Internship: To give students a broad overview of the context of the wine industry through five-month internship in a wine cellar and vineyard or table grape industry. This gives students the hands-on experience of dealing with various aspects of wine making and viticulture in the field.

CONTENTS (What will you cover in the learning opportunity?)

- Work-integrated learning,
- Winery and vineyard embedded skills
- Wine industry context
- Table grape industry context

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Work experience
- Interpersonal skills
- Business and administrative skills
- Winery and professional skills
- Enhancing graduate attributes
- Critical thinking
- Reflective skills

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?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- Research ethics at Stellenbosch University.
- How to engage with the research ethics application procedure.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Research ethics and integrity

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

SHORT INTRODUCTION AND OVERVIEW

- The training workshop aims for the attendees to understand the basic principles of Aquaponics as a climate-smart food production technology and the science behind it.

WE COVER THE FOLLOWING TOPICS

- 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.

BENEFIT TO YOU

- The aim of the course is for attendees to understand the basic principles of modern Aquaponics.

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?)

- To allow postgraduate students to engage with local farmers, experience the relevance of research, and gain knowledge for further research, and offer community service.

CONTENTS (What will you cover in the learning opportunity?)

- Community engagement
- Understanding social context
- Relevance of research to local communities.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Interpersonal skills.
- Understanding local communities & socio- economic factors influencing research.
- Reflections on conciliation between theory and practice.

POSTHARVEST PHYSIOLOGY AND TECHNOLOGY SHORT COURSE: FRESH HORTICULTURAL CROPS

Admission requirements: Aimed at technical professionals responsible for quality assurance and extension activities related to fresh produce quality, safety and marketability 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/Online
Contact person: Dr. Elke Crouch
Contact details: elke@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- The course aims for attendees to understand the basic principles that govern postharvest fresh produce quality and implement this knowledge to maintain product quality and prevent losses in the postharvest handling chain.

CONTENTS (What will you cover in the learning opportunity?)

- 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-tropicals, berries, vegetables, ornamentals and fresh cut flowers.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- The course aims for attendees to understand the basic principles that govern postharvest fresh produce quality.
- To create product-specific and mixed load-handling chains using these principles.
- Apply this integrated knowledge in practice to maintain product quality and prevent losses in the postharvest handling chain.

SHORT COURSE 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?)

- The aim of the course is for attendees to get an applied background to programming and use of CNC machine utilized in the timber processing industry.

CONTENTS (What will you cover in the learning opportunity?)

- 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.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- The students will be able to safely program, and use an industrial wood CNC machine.

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?)

- The course aims to provide attendees with theoretical knowledge, practical skills in using motor-manual equipment, and an appreciation of the associated workload and safety issues.

CONTENTS (What will you cover in the learning opportunity?)

- 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.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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.

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?)

- The aim of the course is for attendees to get an applied background to wood finishing and more specific spray booth equipment.

CONTENTS (What will you cover in the learning opportunity?)

- 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.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- The students will be able to safely use and maintain an industrial wood finishing spray booth.

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?)

- The aim of the course is for attendees to get an applied background to wood workshop practices.

CONTENTS (What will you cover in the learning opportunity?)

- 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, finishing of wooden products.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- The students will be able to safely use and maintain machines in a wood workshop.

SUSTAINABLE AGRICULTURE – COMMUNITY GARDENING FOR IMPROVED LIVING

(Presented at 2nd year level – 12 credits)

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?)

- The Sustainable Agriculture project is an experiential learning programme presented in collaboration with The Ajubatus Foundation. Two courses are presented per year (one per semester) to allow as many students as possible to enrol.
- Lectures cover a comprehensive range of topics relating to all aspects of sustainable agriculture, including soil composition and health, factors affecting plant growth, a range of sustainability-related topics and advanced gardening and agricultural techniques.
- The academic and service components are complemented with field trips to allow for deeper engagements with global issues as they present themselves in the South African context.
- Students are encouraged to work in the community vegetable gardening project at the Welgevallen Experimental Farm of Stellenbosch University.

CONTENTS (What will you cover in the learning opportunity?)

The following study units will be covered*:

Introduction to gardening

- Soil composition and soil health:
  - Soil structure
  - Plant nutrition
  - The plant microbiome
  - Biofertilisers
- Factors affecting plant growth:
  - Light
  - Water and humidity
  - Temperature
  - Nutrition
  - Phytohormones
  - Tropisms
- Gardening for sustainability:
  - Biodiversity
  - Recycling and composting
  - Vermiculture
  - Orphan crops
  - Medicinal and useful plants
  - Social Horticulture and community gardening
  - Bees, beekeeping and honey
  - Plant pests and diseases
- Advanced gardening and agricultural techniques:
  - Aquaponics and hydroponics
- Environmental Horticulture:
  - Gardening in small spaces: gardening in pots, pallet gardens, troughs, straw bale gardening, wet walls

Please note that this is a list of representative topics, some topics may change between courses, depending on presenter availability.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

Upon completion of the Sustainable Agriculture course, participants should be able to:

- Understand sustainable gardening and agriculture 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 less-than-ideal environments;
- Have the skills and knowledge to start and maintain their own garden within their own community;
- Be motivated enough to spread the overall message of sustainability and helping others to bridge the gap between interest in the concept and engaging in the concept of sustainability.

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?)

- To give students a broad overview of the wine industry trade and the consumer/sales aspects.
- This overview provides students with the experience of dealing with retail elements and learning with a wide range of people, from international clients to local support staff.

CONTENTS (What will you cover in the learning opportunity?)

- Work-readiness,
- Consumer and marketing aspects
- Trade and sales skills,
- Social context.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Interpersonal skills
- Reflective skills
- Professional skills
- Graduate attributes
- Critical thinking

WINE SCIENCE 214: LABELLING AND LEGISLATION

Admission requirements: 1st year Grape and Wine Sciences module
Division/Faculty: Faulty of AgriSciences
Duration: 4 days
Delivery mode: Blended learning and Face to face
Contact person: Jeanne Brand
Contact details: jeanne@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- Legislation and compliance,
- Design
- Consumer aspects

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Knowledge application
- Teamwork
- Creativity
- Critical thinking
- Interpersonal skills

WINERY OCCUPATIONAL HEALTH AND SAFETY

Admission requirements: 2nd year students
Division/Faculty: Faculty of AgriSciences
Duration: 1 day
Delivery mode: Face to face
Contact person: Maret du Toit
Contact details: mdt@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- To provide students with experience that allows understanding of the importance of health and safety issues in a winery context.

CONTENTS (What will you cover in the learning opportunity?)

- Hazards and risks in wineries
- Legislation
- Cellar skills
- Industry context.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Critical thinking
- Professional skills
- Interpersonal skills
- Work readiness

WINE TASTING SKILLS

Admission requirements: Grape and Wine sciences background
Division/Faculty: Faculty of AgriSciences
Duration: Upskilling of activities throughout degree
Delivery mode: Blended learning and Face to face
Contact person: Jeanne Brand
Contact details: jeanne@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- During wine sensory evaluation sessions, students are encouraged to build on their prior learning by identifying smells that are part of their lived experience, i.e., introducing familiar smells to wine tasting.

CONTENTS (What will you cover in the learning opportunity?)

- The lived experience of aroma
- Major Taste components
- Cultivar Aromas
- Sensory Evaluation of Wine

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Wine tasting skills
- Applying knowledge
- Creativity
- Critical thinking

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. Our goal is not only to become the base for training in the humanities, particularly the arts, languages, and social sciences, but also to provide teaching and research relevant to the region, country, and continent and internationally competitive.

For more information:
Arts and Social Sciences Building, Room 492, Merriman Avenue and Ryneveld Street, Stellenbosch,
Telephone: 021 808-2138
Get to know us: http://www.sun.ac.za/english/faculty/arts

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?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- Role and function of the arts in society.
- Social transformation, accessibility of the arts and democratic creative processes.
- Development of practice-based drama and theatre skills.
- Communication with stakeholders and project management.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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

Admission requirements: Student must be registered in the faculty of Arts and Social Sciences
Division/Faculty: Faculty of Arts & Social Science
Duration: 3 months (March-May)
Delivery mode: Online
Contact person: Dr Matthew Wingfield/Prof. Steven Robins
Contact details: 17902088@sun.ac.za/slr@sun.ac.za

APPROVED FOR ACADEMIC APPROVED TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- Develop student interpersonal skills so that they are able 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.

CONTENTS (What will you cover in the learning opportunity?)

- Pre-event reflection on interpersonal interaction skills.
- Pre-event reading.
- Analysis of previous stakeholder forum with international partner.
- Pre-event informal interview with international partner.
- One on One engagement with international partner regarding design thinking and interaction facilitation.
- Designing and planning peer engagement session.
- Hosting peer engagement sessions.
- Multi-stakeholder forum.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

By the end of this course participants will be able to:

- The students, due to exposure in international multi-stakeholder forums will develop strong interpersonal communication skills, which will be assessed by facilitator feedback;
- The students will have the ability to think across contextual boundaries when engaging in international forums;
- The students, through interaction facilitated in these forums, will be able to develop and maintain strong international networks

MENTOR ON THE EXTENDED CURRICULUM PROGRAMME

ACADEMIC TRANSCRIPT RECOGNITION OPPORTUNITY FOR STUDENTS MEETING ALL REQUIREMENTS

Admission requirements: Senior Extended Curriculum Programme (ECP) students
Division/Faculty: Extended Curriculum 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

APPROVED FOR ACADEMIC APPROVED TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- To equip senior ECP students (mentors)to act as facilitators of learning and agents of change in assisting ECP first years (mentees)in bridging the gap between high school and HE.
- To provide mentees with a unique support system delivered by fellow senior ECP students (mentors) to assist them with their integration into the institutional community at SU which will eventually encourage and lead to positive behavioral 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.

CONTENTS (What will you cover in the learning opportunity?)

- Completing a personal profile
- The 7 crucial conversations for student success
- The M-E-N-T-O-R acronym
- Referring students (introduction to support offered by CSCD)
- Empathy
- Social support and Academic support (from the *The student's guide to mentoring* – Palgrave)

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

The mentors will be able to:

- Define /describe their role as an ECP mentor & reflect on their motivation for being a mentor.
- Apply and practice 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 mentoring sessions, conduct mentoring sessions and summarise weekly mentor sessions.
- Reflect on their own/personal development as a mentor.

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?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- Script writing
- Casting and producing
- Directing
- Set, costume, sound, and lighting design
- Marketing and photography
- Production management

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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.

Faculty of Economic and 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: Mr Juan Ontong, Ms Sher-Lee Arendse and Ms Ilse Frans, School of Accountancy
Contact details: ontongj@sun.ac.za, sher@sun.ac.za, ilfrans@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- High unemployment amongst the youth in South Africa makes finding employment for previously incarcerated individuals extremely difficult. This workshop, presented by the School of Accountancy staff, aims to teach business understanding and skills to approximately 20 incarcerated youth. The workshop focuses on developing a business plan to allow participants to start businesses and potentially find employment.

CONTENTS (What will you cover in the learning opportunity?)

To develop business acumen and skills, covering the following topics:

- 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.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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: Face to face and Online
Contact person: Miss Josie Parks, SU Law Clinic
Contact details: jparks@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- 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 training aims to equip the above persons to better respond to socio-economic issues and access to justice.

CONTENTS (What will you cover in the learning opportunity?)

- Budgeting and spending tips.
- The importance of saving and the distinction between wants and needs.
- The application of the Consumer Protection Act.
- The application of the National Credit Act.
- The importance of credit.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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 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 and non-contact-based materials
Contact person: Dr. Michelle Visser, Department of Industrial Psychology, and Prof. Tony Naidoo, Department of Psychology
Contact details: mvis@sun.ac.za/avnaidoo@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- 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 which may result in personal and career-related challenges.

CONTENTS (What will you cover in the learning opportunity?)

Vocational support to high school learners, with a specific focus on the following topics:

- Self and environmental assessment.
- Exploring different career interests.
- Learning about personality.
- Making wise subject choices.
- Formal options available after school.
- Developing study skills and goal setting.
- The role of motivation in accomplishing career goals.
- Financial or bursary support for funding further studies.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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
- Generate awareness of study institutions and possible career paths, job opportunities, and 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, Department of Business Management
Contact details: dhuman@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- To broaden the horizons of participants
- Job creation
- To implement sport (abled and disabled participants), life skills and art development projects

CONTENTS (What will you cover in the learning opportunity?)

- Self-management
- Financial literacy skills
- Entrepreneurial skills
- Various topics, such as belonging, identity, creativity, financial literacy, entrepreneurship, problem-solving, art, culture, mindfulness, life-long learning, etc

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

For learners:

- Life skills
- Sport and movement skills
- Art knowledge and skills

For instructors:

- Employment experience
- A transformative societal experience

For society:

- More informed, participative and prepared citizens

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?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- Academic enrichment
- Self-development (Grit and Hardiness)
- Professional & vocational orientation
- Leadership skills
- Global mindset & innovation

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Taking care of their overall wellness (Live Well be Well)
- Developing grit and hardiness
- Live out their purpose by living beyond themselves
- Discover their Personality styles and explore more of themselves
- Setting up Personal Development Plans by aligning future goals with their values
- Personal branding and networking
- Explore their metacognitive abilities
- Leadership 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 interview
- Global and innovative perspective – leaving a legacy.

PAYING IT FORWARD

Admission requirements: 35 senior ECP & mainstream (3rd year) students to act as companions for approximately 100 1st year (ECP 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: Dane Odendaal (EBSK) & Dr. Sharon Malan (ECP programme leader, Dean's Office, Economic & Management Sciences)
Contact details: sbmalan@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- 35 Senior students (preferably ECP students) act as companions to the new co-hort of 1st year ECP 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 ECP 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 ECP 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.).

CONTENTS (What will you cover in the learning opportunity?)

- The EBSK coordinates and manages all project avenues for advertising and administration.
- The companions are trained by an educational psychologist to effectively listen, communicate, identify, and refer to psychosocial, academic, and other needs.
- The companion training programme is designed to help companions act as supportive and empathetic friends to the EDP 1st years and raise awareness of issues of importance for 1st generation students that may be brought forward.
- Participation is entirely voluntary.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

Overall, this initiative has reciprocal benefits:

Outcomes for companions:

- 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 ECP 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.

Outcomes for 1st year ECP students

- 1st year (ECP) students will be provided a companion to talk to and to share their hopes and dreams, experiences, fears, and uncertainties.
- 1st year ECP 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: 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?)

- The online training course aims to strengthen the teaching of EMS in Grade 9 by providing EMS teachers currently teaching the subject with the required knowledge and skills.

CONTENTS (What will you cover in the learning opportunity?)

- The debtors and creditors financial cycle will be explained and illustrated by virtue of comprehensive examples.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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?)

- Transformation Initiative of the SA Institute of Chartered Accountants (SAIGR) in collaboration with School of Accountancy: funding, mentoring, and academic support to previously disadvantages students pursuing a career in accountancy. Comprehensive academic and non-academic support to educate well-rounded chartered accountants.

CONTENTS (What will you cover in the learning opportunity?)

- Community engagement (role as accountant)
- Personal and professional development
- Peer mentoring & mentoring
- Teamwork, organising events

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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 learning
Contact person: Dr. Armand Bam and Leslie Jubelin, Tel 021-918 4483
Contact details: armandb@sun.ac.za/lesliej@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- To assist small business owners in low-income areas to grow their businesses

CONTENTS (What will you cover in the learning opportunity?)

- Business Essentials (management, HR, operations)
- Financial Management
- Marketing
- Business Plan development, writing and presentation
- Receive mentorship from USB alumni
- Workshops with role models

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Students can apply and pitch for funding (financial institution, funder, or investor)
- Manage and grow your own business.
- They will have a broader understanding of how to manage their finances and other aspects of their businesses.

Faculty of Education

The Faculty of Education 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 Cillié Building, Ryneveld Street,
Stellenbosch,
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: 3rd or 4th 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?)

- Mathematics Education Students learn to design and install interactive posters and charts in primary schools.

CONTENTS (What will you cover in the learning opportunity?)

- Meaningful incidental learning aids

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- 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.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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: English (ed) Foundation Phase students.
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?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- 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).

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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.

LEADERSHIP IN EDUCATION

Admission requirements: Education students
Division/Faculty: Education
Duration: 8 contact sessions, 2x weeks
Delivery mode: Face to face
Contact person: Mr Spugeon Wilson (FVZS), Education Student Committee
Contact details: spurgeon@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- 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.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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 change.
- Engage 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?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- 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.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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.

Links:

https://read.bookcreator.com LGmlBslitcNDg22r0cgDCkuxXvx1 WvLRueyyRae0j7VjOPPLfg
https://read.bookcreator.com/mR8O4qMe9AaBUnVc58dzBY8n8qX2/cIl0faDTR062d8Dt-_USoA

SUNCOI INITIATIVE

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

LEARNING OBJECTIVES (What are your intentions?)

- Previously disadvantaged schools get the opportunity to use labs for prescribed practical.

CONTENTS (What will you cover in the learning opportunity?)

- Social Justice

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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 and 2nd year Mathematics or Engineering students.
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?)

- Mathematics Education students and Mathematics students learn to engage with learners on problem solving tasks and enter them for the AMESA Mathematics Competition.

CONTENTS (What will you cover in the learning opportunity?)

- Polya's problem-solving heuristics.
- Schoenfeld's problem-solving strategies.
- Mathematics Challenge problems at primary school level.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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?)

- 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).

CONTENTS (What will you cover in the learning opportunity?)

- University-school relations
- The mentor-mentee relationship

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Professional preparation/development
- Life skills
- Acquisition 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
- Chemical 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 Banghoek Road & Joubert Street,
Stellenbosch,
Telephone: 021 808-4203,
Get to know us:
https://www.eng.sun.ac.za/

ENGINEERING SOLUTIONS THROUGH COMMUNITY COLLABORATION

Admission requirements: The student must be registered to Stellenbosch University, and registered as a member of Engineers Without Borders Maties society in the year of the application.
Division/Faculty: Faculty of Engineering
Duration: 5 months (April-August)
Delivery mode: Online
Contact person: Prof. Thinus Booysen
Contact details: mjbooysen@sun.ac.za

APPROVED FOR ACADEMIC APPROVED TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- Project outline meeting
- Project training meeting
- Investigating topic (self-directed learning)
- Training session (personal development or Human Centered Design)

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

By the end of this course participants will be able to:

- Partner with communities to find solutions to community problems.
- The ability to 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 the appropriate solutions.
- Critically review and interpret information, using different types of reasoning. To present this logic in an efficient manner to teammates and the community members.

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?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- Contextual leadership
- Social impact

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Problem solving, application of scientific and engineering knowledge, engineering design, investigations, experiments and data analysis.
- Engineering methods, skills, tools, professional & technical communication.
- Impact of engineering, individual, team and multidisciplinary working, independent learning ability & engineering professionalism.

GLOBAL ENGINEERS: THE ROLE OF CULTURE IN THE GLOBAL ENGINEERING WORKPLACE

Admission requirements: TBEng final year undergraduate or postgraduate engineering students
Division/Faculty: Faculty of Engineering
Duration: Semester (12 x 2 h workshops + group project work)
Delivery mode: hybrid (mixed online and in-person)
Contact person: Prof Deborah Blaine
Contact details: dcblaine@sun.ac.za

APPROVED FOR ACADEMIC APPROVED TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- To expose students to the realities of and expectations from a global engineering work environment, including identifying the skills and competencies that are required to work in these spaces, what they mean and how to develop in these areas.
- To provide facilitated opportunities to learn about different cultures, their world views and communication styles, through engaging with theories relating to these topics and creating opportunities for the students to explore these theories within the context of the classroom and learning activities.
- To provide experiential learning opportunities relating to actively engaging in communication and learning activities within the multicultural and cross-institutional classroom space, as well as engaging in a group research project that will require them to work across cultures and environments.
- To provide experiential learning opportunities for students to listen to and ask questions of experts from industry and academia in the fields of engineering practice and intercultural communication.

CONTENTS (What will you cover in the learning opportunity?)

- Culture: definitions, theories and models
- Intercultural communication
- The global workplace
- Networking
- Subcultures at work
- Women in Engineering
- Global engineering competencies

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

By the end of this course participants will be able to:

- Identify, understand and communicate cultural similarities and differences
- Understand and develop attributes and competencies expected from global engineers
- Communicate effectively and professionally with people from diverse environments and cultures
- Collaborate and work effectively in a diverse team, leveraging diversity for the benefit of the team
- Engage productively and professionally in a cross-cultural and diverse environment
- Conduct independent research and work in order to contribute in a responsible, ethical and respectful manner in a collaborative work environment
- Research and evaluate information relating to the engineering profession and industry globally

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

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?)

- 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 the students argue the matter as if 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 competition.

CONTENTS (What will you cover in the learning opportunity?)

- Human and social justice rights.
- Court/civil procedure.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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.

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?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- Constitutional literacy.
- Citizenship and social justice.
- Professional development.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Leadership
- Professional preparation
- Life skills

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?)

- 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].

CONTENTS (What will you cover in the learning opportunity?)

- Social justice.
- Social responsibility.
- Citizenship.
- Access to justice.
- Advocacy.
- Professional development.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Life skills
- Professional preparation
- Application of knowledge

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?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- Leadership

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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:

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.

APPROVED FOR ACADEMIC APPROVED TRANSCRIPT RECOGNITION

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?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- Strategic conferences
- Student leadership camp/courses
- Juridical Society project Initiatives
- Weekly meetings

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

By the end of this course participants will be able to:

- 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.

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?)

- Students are elected by their peers in each of the main Law modules across the programme to serve as class representatives.
- They link 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 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 using 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.

CONTENTS (What will you cover in the learning opportunity?)

- Leadership.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Life skills
- Application of knowledge
- Leadership

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?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- The value and impact of student leadership
- Professionalism in the realm of law
- Leadership in society
- Engaging in societal issues as a law professional
- Social responsibility
- Finding and managing your career path
- Social justice

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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.

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?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- Professional development

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Professional development/preparation
- Life skills
- Acquisition and application 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?)

- 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).

CONTENTS (What will you cover in the learning opportunity?)

- Human rights
- Social justice rights
- Advocacy

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Life skills
- Professional preparation
- 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?)

- 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.
- Due to the nature of the hearings and the surrounding process, the focus is on procedural law, often involving many related legal fields. The exposure students receive through their involvement contributes to their growth and potential development of the related graduate attributes.

CONTENTS (What will you cover in the learning opportunity?)

- Leadership
- Professional development
- Social justice

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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

APPROVED FOR ACADEMIC
APPROVED
TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- 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

CONTENTS (What will you cover in the learning opportunity?)

- Leadership
- Professional development
- Social justice

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Professional preparation/development
- Life skills
- Application and acquisition 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?)

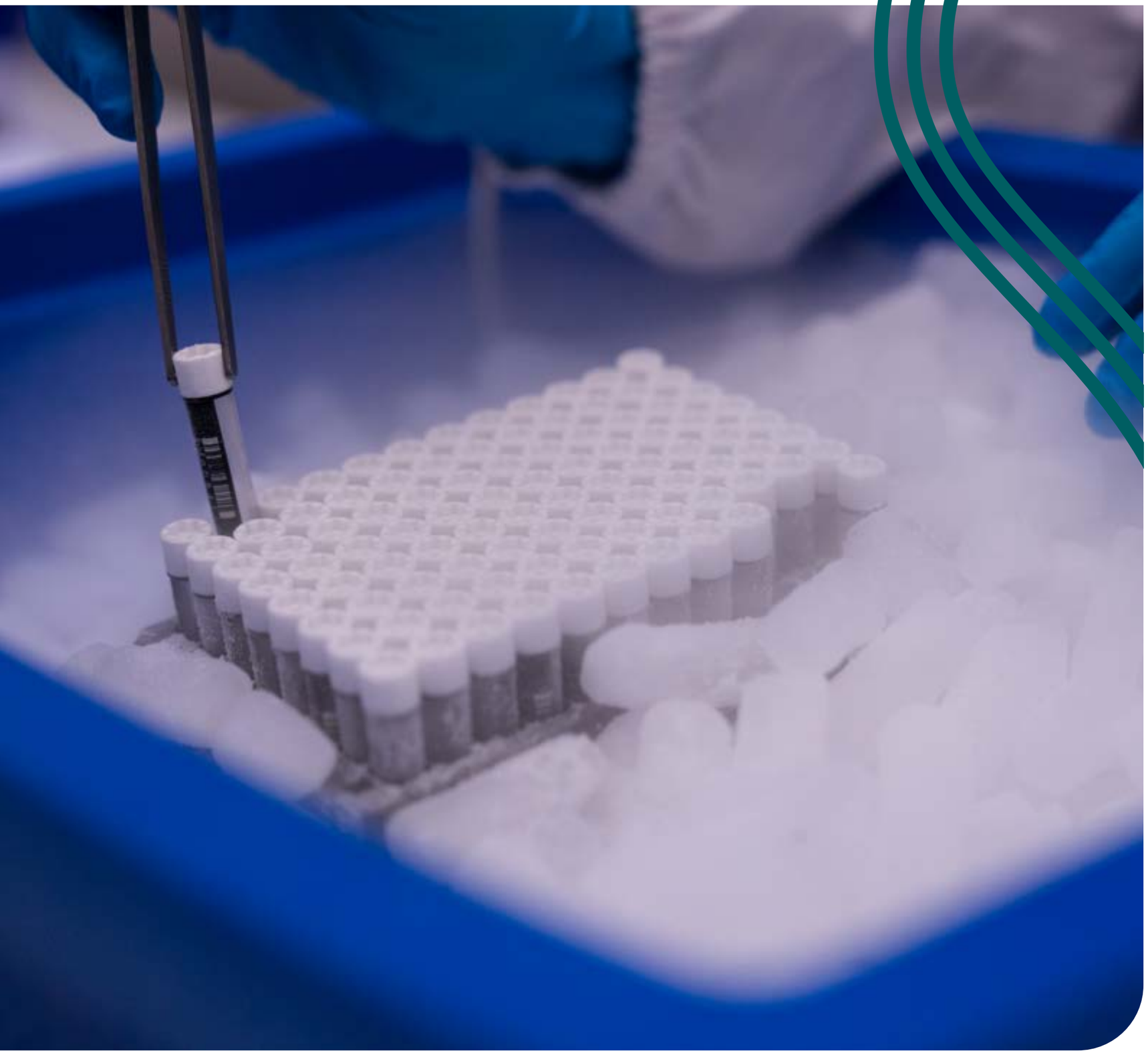
- To organise events and internal Moot Court/Mock Trial competitions for students to compete against different teams.
- The committee typically organises a criminal and civil law Moot Court competition each year and assists with the Roman Law Moot Court.
- The committee members fulfil leadership and administrative roles, whereas the various participants obtain professional preparation skills.

CONTENTS (What will you cover in the learning opportunity?)

- Professional development

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Writing/research/oral skills
- Life skills
- Teamwork skills
- Application of knowledge
- Professional preparation



Faculty of Medicine and 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 diverse students and staff. It also fosters an inclusive environment characterised by mutual respect, where everyone can learn and work without 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 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/

ANNUAL GENERAL PRACTITIONERS CONFERENCE

Admission requirements: General Practitioners
Division/Faculty: StellMed, Faculty of Medicine and Sciences
Duration: 3 Days
Dates: 29-31 May 2024
Delivery mode: Face to face (didactic)
Contact person: Shirley Maart
Contact details: smaart@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- To update General Practioners on the latest developments and treatment on the various fields as indicated on the programme in order to promote safe practice.
- The overall aim is to equip them with the required basic knowledge of the fundamentals in the various fields.

CONTENTS (What will you cover in the learning opportunity?)

- Dermatology for GPs
- Women's Health for GPs
- Pediatrics and Child Health
- Family Medicine
- Infectious diseases
- Ethics

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- At the end of this 3-day course the delegates will be able to apply the new knowledge that they have obtained in their practices.

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
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Get to know us: http://www.sun.ac.za/english/faculty/milscience

Faculty of Science

The Faculty of Science is respected in South Africa, Africa and the international academic arena as an important knowledge partner that plays an active role in developing the South African society.

The Faculty of Science has eight departments, as well as several world-renowned centres with excellent facilities and established research groups. We offer training in the fundamental sciences: degree programmes in the physical, biological and mathematical sciences.

Approximately 30% of our students are postgraduates, and we confer a large number of research master's and doctoral degrees each year. We focus strongly on publishing our research outputs in international journals of high standing and make use of National Research Foundation (NRF) ratings as a guide to the recognition of our staff in their respective fields.

The Faculty of Science works with the Department of Science and Technology and numerous other institutions to promote and encourage awareness of the importance of science and technology among society and in our schools. We also contribute to social capacity and the development of people by establishing partnerships with schools and science teachers.

For more information:
Telephone: 021 808 3072
Get to know us: http://www.sun.ac.za/english/faculty/science/

ePHYS

Admission requirements: Provisionally accepted and Enrolled First-year BSc students who are registered for any first year Physics module. Students registered for Physics 114 and 144, Physics 176, Physics (Bio) 134 and 154, Engineering Physics 113 and 152 are welcome to use the resource.
Division/Faculty: Faculty of Science
Duration: N/A
Delivery mode: Self-paced online
Credit bearing: N/A
Contact person: Dr. Christine Steenkamp
Contact details: csteenkamp@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- Introductory physics and mathematical concepts, including mathematical functions, graphs, manipulating algebraic equations, working with vectors, vector products, differentiation, and integration.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Understand the mathematical language that is used to write down physics principles.
- Be able and confident when applying mathematical operations as expected of first year physics students.
- Take the first steps to solve problems by building mathematical models.

LEARNING FACILITATION TRAINING (LFT) LEVEL 1

Admission requirements: BSc Undergraduate or Post graduate 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 and ilser@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- This first level of a three-level course has the aim of introducing current and prospective Science peer facilitators to basic principles of tutoring to facilitate learning during tutorial and practical sessions in various Science disciplines.

CONTENTS (What will you cover in the learning opportunity?)

- Attributes of a professional tutoring
- Conceptions of tutoring
- Learning Styles
- Self Determination Theory (motivation)
- Facilitating learning in science disciplines

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Interrogate their own view and understanding of tutoring against knowledge from the field of teaching and learning.
- Explain the role of the peer facilitator as it is conceptualized by the Science Faculty apply the theoretical concepts of learning facilitation. addressed in the course to their own context.
- Communicate effectively with students.
- Guide students to become independent problem solvers.
- Display efficient and professional work practices as part of a module tutoring team.
- Demonstrate first steps towards developing reflective practice (the ability to learn from experience and improve their own practice).

LEARNING FACILITATION TRAINING (LFT) LEVEL 2

Admission requirements: BSc Undergraduate or Post graduate 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 and ilser@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- This second level of a three-level course has the aim of equipping Science peer facilitators 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.

CONTENTS (What will you cover in the learning opportunity?)

- Legitimation Code Theory: Semantics
- Teaching Perspectives Inventory
- Teaching Perspectives Profiles

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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 Legitimation Code Theory's Semantics dimension.
- Advise ways to improve tutoring with the use of Legitimation Code Theory's Semantics dimension.
- 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 Post graduate 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 and ilser@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- This third level of a three-level course has the aim of :
  1. Introducing current and prospective Science peer facilitators to facilitation of learning in an online environment
  2. Understanding and critiquing assessment of student learning

CONTENTS (What will you cover in the learning opportunity?)

- Online facilitation of learning
- Assessment of student learning Understanding
- Attributes of a professional online tutoring

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Differentiate between different purposes of student assessment e.g. formative and summative
- Explain the different criteria for valid assessment
- Understand how the above criteria plays 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

MATHEMATICS UPSKILLING LEARNING UNITS

Admission requirements: Provisionally accepted and Enrolled First-year BSc students, all firs-year EMS students with NSC mathematics between 60% and 70%, all ECP 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: Dr. Washiela Fish (Faculty of Science), Prof. Ingrid Rewitzky (Faculty of Science) and Mr Rodney Randall (Faculty of Economic and Management Sciences)
Contact details: wfish@sun.ac.za, rewitzky@sun.ac.za, rwr@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- To support prospective and current students with bridging the gap to university level mathematics.
- To support first year and ECP students struggling with mathematics to master the foundational principals.

CONTENTS (What will you cover in the learning opportunity?)

- Foundational mathematical concepts and procedures, including algebraic processing, functions and equations, number sense, timelines, counting techniques and probability.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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.

NATURAL SCIENCES STUDENT COMMITTEE (NSC)

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: Faculty of Science
Duration: 9 Months
Contact person: Dr. Marnel Mouton
Contact details: marnel@sun.ac.za

APPROVED FOR ACADEMIC APPROVED TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- Equipping participants with institutional and civic knowledge such 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 with managerial structures of the Science Faculty.

CONTENTS (What will you cover in the learning opportunity?)

- Peer-to-peer assessments
- Mental health analysis, in weekly meetings
- Event Reflections in Weekly Meetings
- Class Representative Surveys
- Portfolio Report

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

By the end of this course participants will be able to:

- 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 partake. The participants will interact and engage with student from the science student community of Stellenbosch University. This promotes cohesion amongst 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 that partake 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.

READTHEORY

Admission requirements: 1st year BSc and ECP students
Division/Faculty: Faculty of Science
Duration: Embedded
Delivery mode: ARTLA
Contact person: Mrs Marisca Coetzee (Reading lab)
Contact details: taalsentrum@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- The purpose and goal of ReadTheory 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.

CONTENTS (What will you cover in the learning opportunity?)

- 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 NBT's)

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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.

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

Admission requirements: 1st year BSc and ECP 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?)

- These focused activities intend to equip students with the necessary skills to effectively and strategically participate in group projects and assignments.

CONTENTS (What will you cover in the learning opportunity?)

- Communication styles and communication model
- Stages of Group formation and Group roles
- Conflict Management

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Assign appropriate responsibilities to individual team members during group assignments based on communication styles.
- Identify their own strengths and weaknesses within group environments.
- Display limited conflict management skills.
- Identify their own preferred communication style.

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

Admission requirements: 1st year BSc and ECP 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 (ECP)
Contact details: ilser@sun.ac.za and marnel@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

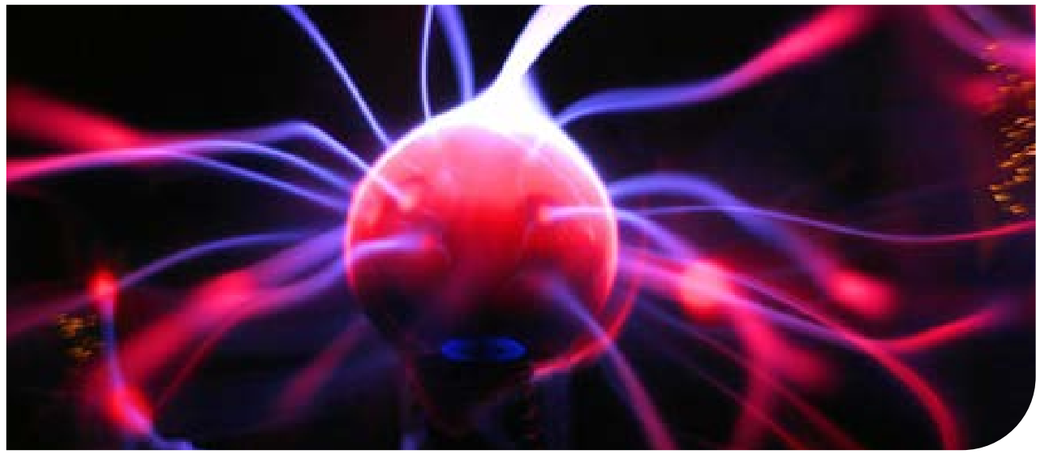
- These focused activities intend to equip students with the necessary skills to effectively and strategically manage their studies and personal time to become successful graduates.

CONTENTS (What will you cover in the learning opportunity?)

- Understanding and calculation of notional hours
- Identification of and distinction between responsibilities, necessary activities, and other non-compulsory activities
- Creation of a balanced timetable that considers study and social life

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Students will be able to determine the average time required to spend on various modules.
- Students will be able to identify their personal freedoms, necessities, and responsibilities.
- Students will be able to create a useable and realistic timetable.



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

Admission requirements: 1st year BSc and ECP 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 (ECP)
Contact details: ilser@sun.ac.za and marnel@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- These focused activities intend 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.

CONTENTS (What will you cover in the learning opportunity?)

- Learning styles survey
- Descriptions of various learning styles
- Discussions of various study methods

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Able to identify their own, and in some cases other's, learning styles.
- Able to identify which study methods are more and less suited to the various learning styles.

SU SCIENCE AMBASSADORS

Admission requirements: Science students
Division/Faculty: Faculty of Science
Duration: 6 Months
Contact person: Maambele Khosa
Contact details: maambele@sun.ac.za
Delivery mode: Face to face

APPROVED FOR ACADEMIC
APPROVED
TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- To offer personal development opportunities and resources, equipping Science students to make a meaningful impact and get ready for the world of work.

CONTENTS (What will you cover in the learning opportunity?)

- The programme offers workshops and training sessions on science communication, business development, design thinking, innovation and entrepreneurship, CV writing, interviews, personal branding.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Know and understand the Science faculty, SU, and its offerings.
- Critically make use of communication channels and skills to communicate science to society and in public.
- Identify solutions to problems that can be commercialised, Create, and present a basic/introductory business plan and pitch a business idea for funding.
- Design a professional resume, cover letter and online professional profile on LinkedIn.
- Engage constructively and with self-confidence in mock interviews and networking events in the Science faculty.
- Plan and outline the ultimate career map with steps to reach it.

SUNCOI (STELLENBOSCH UNIVERSITY CHEMISTRY OUTREACH INITIATIVE)

Admission requirements: Senior or post graduate 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. Ebrahiem Botha (Faculty of Science) and Dr. Nazeem Edwards (Faculty of Education)
Contact details: rehana@sun.ac.za and nedwards@sun.ac.za

LEARNING OBJECTIVES (What are your intentions?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- 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.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Engage with high school students and teachers along the science curriculum.
- Facilitate laboratory experiments with high school learners.

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

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

LEARNING OBJECTIVES (What are your intentions?)

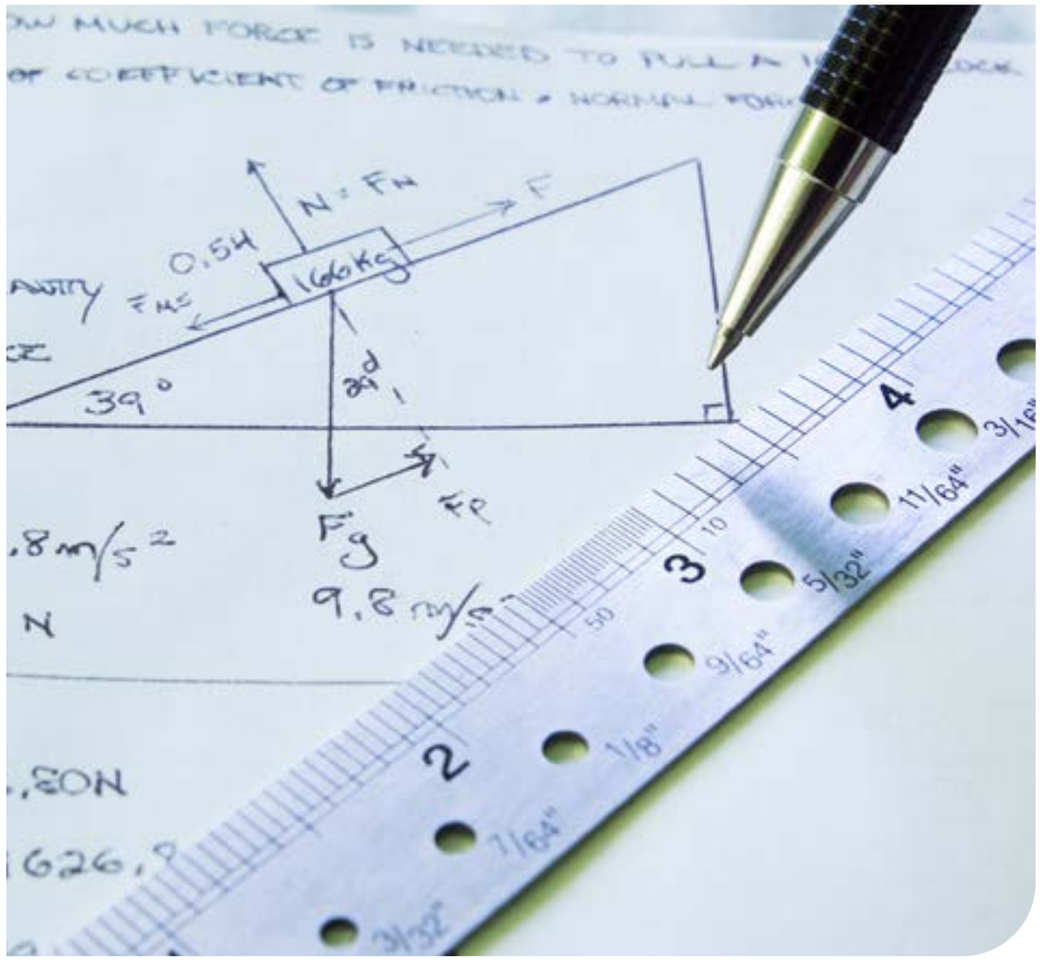
- These focused activities intend to equip students with the necessary skills to effectively and strategically participate in group projects and assignments.
- To develop the soft skills to become successful participants in learning in higher education.
- To teach students how science applies to real life environmental challenges.

CONTENTS (What will you cover in the learning opportunity?)

- How to function effectively in groups.
- Students are led to perform their own research and communication about the water sources and treatment facilities in Stellenbosch.
- Students are taught to formulate scientific arguments, to communicate science content.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Assign appropriate responsibilities to individual team members during group assignments.
- Formulate scientific arguments.
- Communicate scientific information to both scientists and general public.
- Understand the importance and role of water resources.
- Become participants in global environmental challenges.



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, Stellenbosch
Telephone: 021 808 3255
Get to know us: http://www.sun.ac.za/english/faculty/theology

Faculty administrator:
Doctoral Programmes
Mr Shirle Cornelissen
+27 21 808 9111
shirle@sun.ac.za

Faculty officer:
Postgraduate Diploma and Master's programmes
Shivvon Ruiters
+27 21 808 9111
shivvon@sun.ac.za

MASTER OF DIVINITY (MDIV)

LEARNING OBJECTIVES (What are your intentions?)

- 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).

CONTENTS (What will you cover in the learning opportunity?)

- 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

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Leadership skills
- Ministerial skills
- Connection between Christian spirituality and leadership
- Development of pastoral skills
- Prevention and enrichment

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?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

- 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

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

The learning experience will include:

- 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

We offer research-based, language-related products and services to people with diverse educational backgrounds, so that they can enhance their communication skills – such as reading, writing, speaking and listening – and in so doing, be more successful in their studies, careers and personal lives.

As part of a leading African university, we believe multilingualism matters. We believe that multilingualism is about more than just being able to use multiple languages. It's about giving people a voice, regardless of the language they use. It's about recognising the value of what is said, whether it's said in English, Afrikaans, isiXhosa or South African Sign Language. It talks to our diversity as a country, and allows us to connect in ways we otherwise couldn't.

Partner with us to cultivate a multilingual mindset and expand your linguistic repertoire!

For more information:
Jeanene Olivier
Telphone: +27 21 808 2167
Email: taalsentrum@sun.ac.za
Get to know us: https://languagecentre.sun.ac.za/

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 of 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? E-mail Helga Sykstus at hbuys@sun.ac.za

SHORT INTRODUCTION AND OVERVIEW

- 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.

WE COVER THE FOLLOWING TOPICS

- The course's main objective is to develop an understanding of and appreciation for the Afrikaans' culture and language. You will gain strategic and linguistic competency in Afrikaans, which means you will know when to say what and how to say it when conversing. You will also learn about the soul of Afrikaans – the diverse Afrikaans-speaking communities in South Africa and the various cultures within the different communities. We follow an eclectic approach that includes aspects of literature, history, politics, and arts and culture. Be ready for anything from rap to recipes!

BENEFIT TO YOU

- After having completed the course successfully, you will have a critical understanding of the Afrikaans language and culture within the broader South African context. You will have insight into issues that mean something for South Africans, particularly Afrikaans speakers.

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? E-mail Dr. Vernita Beukes at vernita@sun.ac.za

SHORT INTRODUCTION AND OVERVIEW

- 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.

WE COVER THE FOLLOWING TOPICS

Themes and topics:

- Origin of Afrikaans
- Afrikaans culture
- Get to know each other
- Personal information
- Experience of Stellenbosch
- Experience of South Africa/ Southern Africa Cultures

Language:

- Sounds and pronunciation
- Parts of speech (nouns, verbs, adjectives, adverbs)
- Syntax (single sentence, tenses, negation, interrogative sentence, infinitive)
- Revision of term 1
- Parts of speech (prepositions, conjunctions)
- Syntax (combined and complex sentences)

BENEFIT TO YOU

At the end of this course, you will –

- Speak social Afrikaans;
- Listen to and understand the gist of social conversations;
- Read and understand the gist of short stories, advertisements and notices; and
- Use basic grammar; vocabulary and idiomatic structures, which are taught in a defocused manner.

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.

ENGLISH FOR ACADEMIC PURPOSES (EAP)

Division/Faculty: Learning & Teaching Enhancement: Language Centre

Who can attend? Our EAP course is aimed at local students, staff and members of the public who do not speak English as a first language, but who are required to do an extensive amount of writing, reading and speaking in English for their academic courses. A minimum English language B2, Upper Intermediate, CEFR (Common European Framework) level is required.

What will our sessions look like? The EAP Programme consists of two modules. Participants can register for both or for one module only. Each EAP module is presented online for 2 hours, once a week over 10 weeks (2 hours per week; 20 hours per module). Both modules run every term with a final session at the end of the year.

Any questions? E-mail Fatima Halday at fhalday@sun.ac.za

SHORT INTRODUCTION AND OVERVIEW

- The **Speaking and Language** module aim to provide participants with the necessary public speaking and presentation skills that will enable them to participate confidently in lectures, peer and group work activities, and academic tasks where presentations are involved. Those wanting to improve their public speaking skills, to create and present appropriate academic presentations including academic information, will find this course useful.
- The Reading and Writing module will provide participants transferable skills such as writing skills, critical thinking skills, research skills and problem-solving skills. Students who find reading comprehension challenging, or who find it difficult to write essays and assignments in an academic way will find this course useful.

WE COVER THE FOLLOWING TOPICS

Speaking and Language module:

- How to improve your public speaking skills
- How to plan, organise and write a speech for a presentation
- Create visual presentations to enhance your speech
- Acquire effective and appropriate speaking presentations techniques
- Evaluate speeches
- Listening to presentations for understanding
- Expanding your vocabulary and grammar to use language appropriately in context

Reading and Writing module:

- Using English in an academic context
- Strategies to read and summarise a variety of academic texts
- Identifying different essay types
- How to build arguments and how to structure academic writing
- How to write, revise and edit a variety of academic texts

BENEFIT TO YOU

After having completed the course successfully, you will be able to do the following in English:

- Identify main ideas and supporting details in reading texts on familiar topics;
- Demonstrate an understanding of essential and underlying points when engaged in controlled conversation on familiar topics;
- Use appropriate expressions and participate in impromptu discussions related to social, study, and work-related settings; and
- Demonstrate consistent and appropriate use of grammar structures and vocabulary items in writing, conversations, and discussions.

GENERAL ENGLISH

Division/Faculty: Learning & Teaching Enhancement: Language Centre

Who can attend? This course is aimed at anyone who wants to learn English. This course can be tailor-made to suit your needs whether it is to improve your English conversation skills, functional skills, or to enhance your English for work, travel or study.

What will our sessions look like? This course is presented over two weeks with two weekly face-to-face contact time sessions of 2.5 hours each. You will be expected to complete an additional hour per week of self-paced activities. Lessons are fun and engaging and you will have the opportunity to practise and improve your speaking skills.

Any questions? E-mail Fatima Halday at fhalday@sun.ac.za

SHORT INTRODUCTION AND OVERVIEW

- The General English course is for anyone who wants to improve their English reading, writing, listening, and speaking.
- If you want to improve your English at a leading university and join an international community of international students, then this course is for you. This is a short course which gives you the flexibility to enjoy Stellenbosch and Cape Town while learning English.

WE COVER THE FOLLOWING TOPICS

We will focus on all four skills, reading, writing, listening, and speaking. Some of the topics will include:

- Recognising the main ideas of reading and listening texts related to social, study, and work-related settings.
- Communicating with a degree of spontaneity and exchanging information about familiar topics;
- Producing clear texts on a range of familiar subjects and explain a viewpoint on topics related to social, study, and work-related activities; and
- Using a range of grammatical structures and vocabulary appropriately.

BENEFIT TO YOU

After having completed the course successfully, you will be able to do the following in English:

- Identify main ideas and supporting details in reading texts on familiar topics;
- Demonstrate an understanding of essential and underlying points when engaged in controlled conversation on familiar topics;
- Use appropriate expressions and participate in impromptu discussions related to social, study, and work-related settings; and
- Demonstrate consistent and appropriate use of grammar structures and vocabulary items in writing, conversations, and discussions.

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, and anyone else who would like to learn or improve their English.

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 13:00 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? E-mail Fatima Halday at fhalday@sun.ac.za

SHORT INTRODUCTION AND OVERVIEW

- **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.

WE COVER THE FOLLOWING TOPICS

- 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 will help you to decide where you fit in. Teaching is interactive and fun, and classes are small for a great learning experience.

BENEFIT TO YOU

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 –

- 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; and
- Improve your English vocabulary and grammar so that you are comfortable communicating what you want to say.

INTERNATIONAL ENGLISH LANGUAGE TESTING (IELTS) EXAM 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 will 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 25-hour, intensive blended learning course offered two times a week for five weeks. The course requires 6 hours per week, which consists of two 2,5 (two and a half) hour group video calls with the IELTS presenter per week, and an equivalent of 1 hour of self-study 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? E-mail Fatima Halday at fhalday@sun.ac.za

SHORT INTRODUCTION AND OVERVIEW

- 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.

WE COVER THE FOLLOWING TOPICS

The IELTS short course is intended to accomplish its goal in 60 blended learning hours by developing your ability to –

- 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 within an academic context, to gain entry into your chosen academic programmes; and
- Recognise the scoring procedures for the exam, so that you may interpret your own test scores.

BENEFIT TO YOU

On completion of the course, you will be able to –

- 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; and
- Use academic vocabulary related to common topics such as the environment, science and technology, health, energy, transport, education, the arts and media.

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 will 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? E-mail Stembele Johnson at ssjohnson@sun.ac.za

SHORT INTRODUCTION AND OVERVIEW

- **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).

WE COVER THE FOLLOWING TOPICS

- 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.

BENEFIT TO YOU

We will focus on the following themes to enhance your ability to communicate in isiXhosa:

- Greeting people and making introductions;
- Asking about someone's health and feelings;
- Inviting someone for a drink or something to eat;
- Ordering something to drink and eat at a restaurant;
- Making and answering telephone calls
- Speaking about the weather;
- Naming the months and days of the week;
- Setting up formal and informal appointments;
- Giving directions on and off campus;
- Asking for help at a filling station; and
- At the end of the course, you will be able to take part in conversations about the above topics at beginner level.

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 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 and face to face, depending on the needs of the group. The twelve hours are divided into eight 1,5-hour sessions spread over four mornings.

Any questions? E-mail Selene Delport at selene@sun.ac.za

SHORT INTRODUCTION AND OVERVIEW

- This twelve-hour workshop is aimed at postgraduate students and researchers in the process of writing an academic article.

WE COVER THE FOLLOWING TOPICS

- We will 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 will 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.

BENEFIT TO YOU

- 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 effectively convey information, data and arguments.

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

Any questions? E-mail Fatima Halday at fhalday@sun.ac.za

SHORT INTRODUCTION AND OVERVIEW

- 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?
- 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.
- You will receive a certificate of competence for this TEFL short course once you have successfully completed both the theoretical and practical components.

WE COVER THE FOLLOWING TOPICS

- Introduction to the world of TEFL
- Lesson planning
- Teaching methodologies
- Receptive and productive skills
- Pronunciation and phonology
- Activities and resources
- Facilitating learning and communication
- Classroom management
- Language awareness
- Developing and using teaching aids
- Error correction
- Proficiency and placement testing
- Teaching English online

BENEFIT TO YOU

At the end of this course, you will –

- 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 effectively plan, prepare and teach communicative, learner-centred language lessons; and
- Be able to reflect on planning and teaching decisions, and be able to evaluate the effect of those decisions on student learning.

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 or your own home and work flexible hours.

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 writing a proposal or protocol, thesis or 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 come and spend the day with us online or face to face (depending on the needs of the group) 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? E-mail Selene Delport at selene@sun.ac.za

SHORT INTRODUCTION AND OVERVIEW

- It is often difficult to find a sufficient block of time in which to write, and writers easily lose momentum with their writing. The writing marathon is intended to help you carve out some writing time and to use it productively.

WE COVER THE FOLLOWING TOPICS

- We will work on ways of regaining your writing momentum, overcoming writing block, looking at your work with new eyes.

BENEFIT TO YOU

- 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 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 and face to face, depending on the needs of the group. The nine hours are divided into six 1,5-hour sessions spread over three mornings.

Any questions? E-mail Selene Delport at selene@sun.ac.za

SHORT INTRODUCTION AND OVERVIEW

- This nine-hour workshop is aimed at postgraduate students working on their research proposals or protocols.

WE COVER THE FOLLOWING TOPICS

- We will 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 will discuss various topics relating to writing research proposals, such as the purpose and planning of a proposal. We will also discuss the components and structure of a research proposal.

BENEFIT TO YOU

- The workshop will help you develop your academic writing skills so you can 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 effectively convey information, data and arguments.

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 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 and face to face, depending on the needs of the group. The twelve hours are divided into eight 1,5-hour sessions spread over four mornings.

Any questions? E-mail Selene Delport at selene@sun.ac.za

SHORT INTRODUCTION AND OVERVIEW

- This twelve-hour workshop is aimed at postgraduate students working on their theses or dissertations.

WE COVER THE FOLLOWING TOPICS

- We will 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 will 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 will also discuss how to write specific sections of a thesis and dissertation.

BENEFIT TO YOU

- The workshop will help you develop your academic writing skills so you can 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 effectively convey information, data, and arguments.

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 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 and face to face, depending on the needs of the group. The twelve hours are divided into eight 1,5-hour sessions spread over four mornings.

Any questions? E-mail Selene Delport at selene@sun.ac.za

SHORT INTRODUCTION AND OVERVIEW

- 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.

WE COVER THE FOLLOWING TOPICS

- We will 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 will tackle various issues surrounding writing a literature review, such as the different types of literature reviews and ways of organising information in literature reviews. We will also discuss how to integrate information effectively in a literature review while touching on issues regarding plagiarism and referencing.

BENEFIT TO YOU

- You will have an opportunity to refine your literature reviews in an interactive and practical way. In addition, you will learn how to integrate sources appropriately and develop your academic voice.

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 online and face to face, depending on the needs of the group. The nine hours are divided into six 1,5-hour sessions spread over three mornings.

Any questions? E-mail Selene Delport at selene@sun.ac.za

LEARNING OBJECTIVES

- This nine-hour workshop is aimed at postgraduate students working on their research proposals or protocols, theses, dissertations or academic articles.

CONTENTS

- We will 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 will also consider different argument structures and discuss how to use them effectively.

STUDENT LEARNING OUTCOMES

- 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 effectively convey information.

STELLENBOSCH TOASTMASTER SPEECHART

Division/Faculty: Learning & Teaching Enhancement: Language Centre

Who can attend? Any Stellenbosch University registered student who wishes to improve their public speaking and presentation skills can attend.

What will our sessions look like? Sessions are in a form of Toastmasters International Speechcraft programme meetings, with educational sessions in the evenings tailored towards students' needs of 20 to 40 minutes. Currently offered in blended learning format, with some attending online (MS Teams), and others attending in person. Meetings are about two and a half hours long and take place once a week over ten weeks in the first semester only.

Any questions? E-mail Zimbili Sibiya at zimbilis@sun.ac.za

LEARNING OBJECTIVES

- Stellenbosch Toastmaster SpeechArt is aimed at any student willing to invest time in developing and improving their public speaking skills.

CONTENTS

The SpeechArt sessions will assist you in developing the skills to –

- 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;
- Practice 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 deliver 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 practice engagement with audience; and
- Become aware of and apply tools for inclusive speech delivery for diverse and differently-abled audiences.

STUDENT LEARNING OUTCOMES

- 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.

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 that participants get the opportunity to practise Afrikaans in real-life situations. This is supplemented with four hours of online support and activities.

Any questions? E-mail Helga Sykstus at languagelearninghub@sun.ac.za

LEARNING OBJECTIVES

- 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.

CONTENTS

- We will 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.

STUDENT LEARNING OUTCOMES

After having completed the course successfully, you will be able to do the following in Afrikaans:

- Greet and introduce yourself;
- Provide basic personal information such as your name, age, address and telephone number;
- Ask and respond to basic questions;
- Have a basic conversation with other students;
- Communicate socially on a basic level; and
- Use basic vocabulary related to campus life

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? E-mail Helga Sykstus at languagelearninghub@sun.ac.za

LEARNING OBJECTIVES

- What if there's a fun and quick way to learn some isiXhosa 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.

CONTENTS

- We will 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 an understanding of the cultural value of multilingualism.

STUDENT LEARNING OUTCOMES

After having completed the course successfully, you will be able to do the following in isiXhosa:

- Greet and introduce yourself;
- Provide basic personal information such as your name, age, address and telephone number;
- Ask and respond to basic questions;
- Have a basic conversation with other students;
- Communicate socially on a basic level; and
- Use basic vocabulary related to campus life

LaunchLab

The Stellenbosch University community produces world class entrepreneurs and world shaping businesses.

The SU LaunchLab supports the Stellenbosch University entrepreneurial community to grow impactful, sustainable, and profitable businesses, and curates' access to market and funding opportunities.

For more information:
Visit or our offices at Hammanshand Road, Stellenbosch
Get to know us: www.launchlab.co.za

CO-WORKING SPACE

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

LEARNING OBJECTIVES (What are your intentions?)

- Provide students with space to work alongside local entrepreneurs.

CONTENTS (What will you cover in the learning opportunity?)

- Offices and hot desks available with SU LL space.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Understand the startup incubation ecosystem in Africa.
- Navigate business networking.

EDHE ENTREPRENEURSHIP INTERVARSITY

Admission Requirements: All students
Division/Faculty: n/a
Duration: Entries open March - April/Intervarsity internal, provincial, and national rounds take place June - November
Delivery mode: In person
Contact person: sulaunchlab@sun.ac.za/www.launchlab.co.za/https://edhe.co.za/intervarsity/

LEARNING OBJECTIVES (What are your intentions?)

- Develop entrepreneurial skills in and inspire SU students.
- Provide SU students with opportunity to secure funding for their existing business or idea.

CONTENTS (What will you cover in the learning opportunity?)

- National entrepreneurship competition to win prizes and title.
- One-on-one and cohort pitch presentation and preparation.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Prepare and present pitches.
- Help others prepare and present pitches.
- Navigate business networking.
- Represent SU at regional & national competitions.

IDEATION WORKSHOPS

Admission Requirements: All students
Division/Faculty: n/a
Duration: Ongoing; 1 - 3 hours
Delivery mode: Appr. 8 per year
Contact person: sulaunchlab@sun.ac.za/www.launchlab.co.za

LEARNING OBJECTIVES (What are your intentions?)

- Develop entrepreneurial skills in and inspire SU students, staff, alumni, local community
- Expose SU community to entrepreneurship.
- Enable students to reflect on and develop entrepreneurial mindset.

CONTENTS (What will you cover in the learning opportunity?)

- Business model canvas (various segmentations and variations).
- Mission, vision, and values.
- Market mapping and customer discovery.
- Ideation, low-res prototype to scale.
- Testing and iterating requirements to close a sale.
- Pitch presentation and preparation.
- Entrepreneurial grit.
- LEAN startup roles.
- Board and investor quarterly business review.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Prepare a business model canvas.
- Build out business aspiration and identity.
- Determine and validate market.
- Ideate solutions and construct a prototype.
- Test market and close sales.
- Find product market fit.
- Prepare and present pitches.
- Reflect on and grow entrepreneurial grit.
- Delineate roles and responsibilities in small teams.
- Deliver monitor key drivers and deliver reports and feedback to key stakeholders.

INCUBATION PROGRAMS

Admission requirements: All students
Division/Faculty: N/A
Duration: 5 - 12 week incubation programs
Delivery mode: Virtual; in person when possible
Contact person: info@launchlab.co.za/www.launchlab.co.za

LEARNING OBJECTIVES (What are your intentions?)

- Technology transfer and innovation.
- Building and developing high impact, sustainable, and globally competitive startups that contribute towards the accelerated growth of the African economy.
- Supporting and scaling startups in climate, food, agriculture, and health.
- Networking opportunities.

CONTENTS (What will you cover in the learning opportunity?)

We take teams through several programmes and provide precision incubation services through our team, mentors and curated services providers.

- Countdown-Validate your business idea
  - 6 weeks
  - Outcome: Value Proposition and Business Model to execute and test with Partners, Customers, and Teams
- Lift-Off-Create your venture
  - 12 weeks
  - Outcome: Completed seed-stage dataroom and business acumen crashcourse
- Cruise-Continue to grow through our network
  - Ad-hoc advisory and mentorship
- Orbit-Give back
  - No longer actively advising
  - Offers mentorship and speaks at events

All programs include one-on-one mentorship for entrepreneurs by relevant industry experts during and after programs

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Business building using design thinking and lean startup techniques.
- Understand and determine product market fit.
- Build customer discovery through empathy.
- Conduct market validation.
- Prototyping.
- Close sales.
- Find product market fit.
- Understand and navigate investments in startups.
- Prepare and present pitches.
- Understand and apply key startup financial models and strategy.
- Navigate business networking.

LAUNCHLAB BOOTCAMPS AND HACKATHON

Admission Requirements: Open to all
Division/Faculty: n/a
Duration: Bootcamps x 8 p.a and Hackathon x 1 p.a (2 day worskshops)
Delivery mode: In person
Contact person: sulaunchlab@sun.ac.za/www.launchlab.co.za

LEARNING OBJECTIVES (What are your intentions?)

- Equip students with technical skills, soft skills and development them as entrepreneurs.
- 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.

CONTENTS (What will you cover in the learning opportunity?)

- Bootcamps
  - Grow entrepreneurship and innovation across campus.
- Hackathons
  - Application of programming and Machine Learning skills.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Direct access to internship opportunities with LL partners.
- Develop a broad understanding of current trends in African startup ecosystem.
- Prepare and present pitches.
- Help others prepare and present pitches.
- Navigate business networking Navigate business networking.

LAUNCHLAB INTERNSHIPS AND MATIEPRENEUR PROGRAMS

Admission Requirements: All students
Division/Faculty: n/a
Duration: Ongoing - applications always open
Delivery mode: Delivery mode: Virtual; in person
Contact person: sulaunchlab@sun.ac.za/www.launchlab.co.za

LEARNING OBJECTIVES (What are your intentions?)

- Develop entrepreneurial skills in and inspire students.
- Expose SU community to entrepreneurship.
- Develop students' project management, team-working, workshopping, and networking skills.

CONTENTS (What will you cover in the learning opportunity?)

- Work directly with SU LL staff and other SU LL projects.
- Host workshops.
- Represent SU LL on campus and at events.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Understand the startup incubation ecosystem.
- Develop and present entrepreneurial workshops.
- Apply project management skills.
- Work together in a team.
- Navigate business networking.

OFFICE HOURS

Admission Requirements: All students
Division/Faculty: n/a
Duration: Bi-weekly/1hr
Delivery mode: Virtual or in person
Contact person: sulaunchlab@sun.ac.za/www.launchlab.co.za

LEARNING OBJECTIVES (What are your intentions?)

- Provide students with one-on-one mentoring for new ideas or questions related to entrepreneurism.

CONTENTS (What will you cover in the learning opportunity?)

- Bi-weekly hour-long slots that can be booked by students.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Develop a better understanding of how to proceed with their business idea.

STARTUP AND IDEA SHOWCASES

Admission Requirements: All students
Division/Faculty: N/A
Duration: 3 - 4 events per 3 hours
Delivery mode: In person
Contact person: info@launchlab.co.za/www.launchlab.co.za

LEARNING OBJECTIVES (What are your intentions?)

- Expose SU community to entrepreneurship.
- Connect SU community to entrepreneurs.
- Provide students with the opportunity to network with like-minded entrepreneurs and or businesses.
- Work with aspiring entrepreneurs to develop entrepreneurial mindsets and launch their ventures.
- We curate networks to help our community of entrepreneurs gain access to market, funding and opportunities.

CONTENTS (What will you cover in the learning opportunity?)

- Showcase their products or ideas to fellow students and business in the greater area.
- Pitch ideas and existing businesses to investors, SU LL partners, and SU community.
- Cohort pitch presentation and preparation.
- Networking.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Develop a broad understanding of current trends.
- Prepare and present pitches.
- Showcase products/services and ideas.
- Help others prepare and present pitches.
- Navigate business networking.

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:
Get to know us: https://mfm.co.za/

Stellenbosch University International Office

Stellenbosch University International (SU International) is a support service division within the responsibility area of the Deputy Vice-Chancellor: Strategy, Global and Corporate Affairs. 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

CROSS-CULTURAL INTELLIGENCE TRAINING

The Cross-cultural Intelligence Training, also more informally known as the Matie Buddy programme is a cultural buddy programme. The 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 behavior and communication that are deemed both effective and appropriate in a globalised world.

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

APPROVED FOR ACADEMIC
APPROVED
TRANSCRIPT RECOGNITION

LEARNING OBJECTIVES (What are your intentions?)

- To facilitate collaboration and cross-cultural interaction of both 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, knowledges and skills that will lead to visible behaviour and communicative changes so that the student, will be able to engage in an effective and appropriate manner in any cross-cultural setting.
- To provide students with an experiential learning experience that will transform their student experience during their time at SU.

CONTENTS (What will you cover in the learning opportunity?)

- During the cross-cultural intelligence training the students will learn experientially by engage in a variety of intercultural engagements that are designed to refine and develop the cross-cultural intelligence of the participations.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Students will demonstrate the ability to value diversity by showing respect and understanding for people with diverse point of views by examining their own bias behaviors in order avoid stereotypes and prejudiced response through the transformative cultural journal.
- Students will demonstrate cultural awareness by adjusting their attitudes and beliefs within diverse communities by self-evaluating the impact 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 perspective when working with others this will be evaluated using the transformative cultural journal and peer-to-peer evaluation forms that will be given to international students to examine.

GLOBAL CITIZENSHIP SHORT COURSE

Global Citizenship is a short course offered by Stellenbosch University International (SUI) in collaboration with the Frederik van Zyl Slabbert Institute for Student Leadership Development (FVZSI). This course is one of several global learning initiatives that aims to prepare students for a global world. During this course, participants will explore concepts relating to global citizenship, such as intercultural competence, global leadership, global education, gender and social and environmental justice within a global and local context. The course offers participants the opportunity to engage with international students and participate in activities coordinated by SU International.

Admission requirements: Open to All Students
Division/Faculty: Stellenbosch University International and Frederick Van Zyl Slabbert Insitute for Leadership
Duration: Full Semester
Delivery mode: Hybrid Blended learning
Contact person: Spurgeon Wilson (spurgeon@sun.ac.za)

LEARNING OBJECTIVES (What are your intentions?)

- 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.

CONTENTS (What will you cover in the learning opportunity?)

In the Global Citizenship Short course, participants will explore concepts relating to global citizenship such as;

- Intercultural competence
- Identity
- Global education,
- Gender inequality and
- Social and environmental justice
- Sustainable Development Goals

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Students will gain increased knowledge about global issues.
- Students will begin to understand how their actions impact communities locally and globally.
- Students will be able to demonstrate a values-based approach to creating positive change.

GLOBAL SERVICE LEARNING

Global Service Learning (GSL) is an experiential learning programme presented in collaboration with Ikaya Primary School in Kayamandi. It is comprised of 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 into the school. This work at a local school is the ideal way to learn about major socio-political issues in South Africa and to practice principles of participatory community development. Despite the fact that students teach, this is not a teaching program and no prior experience is required. Participants are, however, 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: acj@sun.ac.za/Angelo Jephtha

CONTENTS (What will you cover in the learning opportunity?)

- 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 into the school

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- 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.

INTERCULTURAL COMPETENCY SHORT COURSE

The ICC program is a experiential learning 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 of various themes that will be unpacked and discussed.

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

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 (acj@sun.ac.za)

LEARNING OBJECTIVES (What are your intentions?)

- 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 is deemed interculturally effective and appropriate in a globalised and diverse world.

CONTENTS (What will you cover in the learning opportunity?)

During this course, participants will explore concepts relating intercultural competence. The concepts include;

- Contextualisation of Culture
- Understanding cultural values
- Understanding cultural identity
- Contextualisation of Intercultural Competence
- Developing Intercultural Competence

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- Students will gain increased knowledge about global issues.
- Students will begin to understand how their actions impact communities locally and globally.
- Students will be able to demonstrate a values-based approach to creating positive change.

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 will cover a range of topics like intercultural communication, social justice, and personal and emotionally intelligent leadership.

This experiential learning opportunity covers the entire study abroad life cycle from pre-departure to reintegration back in Stellenbosch. Throughout ten sessions, you will scaffold personal experience to theory to create new knowledge for yourself. You are expected to be highly selfdirected and to take responsibility for your learning.

Admission requirements: A registered student at Stellenbosch University currently going 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 (wdv@sun.ac.za)

LEARNING OBJECTIVES (What are your intentions?)

- 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 will cover a range of topics like intercultural communication, social justice, and personal and emotionally intelligent leadership.

CONTENTS (What will you cover in the learning opportunity?)

- 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 knowledges for yourself. You are expected to be highly self-directed and to take responsibility for your own learning.

STUDENT LEARNING OUTCOMES (What the student will be able to know and do.)

- You will have gained increased knowledge about complex issues in your host country
- You will critically reflect on your own cultural background in order 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.

Frequently Asked Questions: Unit for Experiential Learning

1. What is the Experiential Educational experience?

Many have referred to out-of-classroom experience as "extra" outside the curriculum. Today, it is widely recognised 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, sports, and other areas. These opportunities help students get hands-on experience and develop important skills and competencies for postgraduate success.

2. How important is Experiential Learning 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 experiential learning.

3. What is an Experiential Learning activity?

Experiential learning is any developmental activity developing skills and capabilities that occurs through formal or informal learning occurring inside or outside of the classroom.

4. By participating in Experiential Learning activities will I 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 Experiential Learning Accreditation?

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

5. What is the criteria for recognising Experiential Learning activities?

Opportunities recorded on the Experiential Learning must be verified by the Experiential Learning Recognition Committee, using the following criteria:

- Must have a clear connection to the university and be aligned to the SU Vision 2040 to be validated by a permanent faculty member or staff member.
- It must be aligned with the SU graduate attributes and develop identified competencies and transferable skills.
- It 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 evaluated duties will not be listed.

6. Why does one club or activity count as Experiential Learning, but another activity does not?

It may be the case that the activity does not meet the required standards for inclusion on the academic transcript. Certain societies, for example, may meet the requirements because they are more academic or professional than others that may be more social or recreational. Experiential Learning opportunities.

Shared Humanity: Lessons in Critical Thinking

1. What are the requirements do I need to meet to be able to participate in the Shared Humanity learning opportunity?

You must a registered student or staff member of Stellenbosch University.

2. Will it cost me to participate in the Shared Humanity: Lessons in Critical Thinking

There is no financial cost to participate. However please ensure that you factor in sufficient time in your schedule to fully engage and participate in Shared Humanity.

3. Should I be unable to complete Shared Humanity, will it affect my academic transcript?

Your Your academic transcript will not be affected as no participation record will be displayed on your academic record. Should you be attending Shared Humanity as part of your academic coursework, please consult your lecturer and check the Shared Humanity Assessment Handbook for guidance as to the completion requirements.

4. If I am unable to complete the learning opportunity in the current year, may I come back and complete it in the next year?

Yes, provided you are a registered SU student or staff member. If you are participating for academic transcript recognition, it will only reflect on your academic transcript once you have you have returned and successfully completed the Shared Humanity learning opportunity.

5. Do the activities I must complete count for marks?

Yes, as your participation will be graded, and you will receive a semesterly participation report by way of evaluating your own progress.

6. How do I become a Shared Humanity Learning Coach?

You must have successfully completed the Shared Humanity: Lessons in Critical Thinking.

Engaged Citizenship Hub

1. What volunteering opportunities are available and who can I contact for more information on volunteerism?

We offer a wide variety of volunteerism opportunities in and around the Stellenbosch/Tygerberg community. These opportunities allow students to gain valuable experience in community engagement, which they can use to enhance their CVs. Psychology students regularly contact us to find out about opportunities, and volunteerism experience may assist with bursary and job applications. The Division: Social Impact and the Engaged Citizenship Hub (formerly Matie Community Service) are the go-to places to find out about volunteerism opportunities. We are located in the Old Lückhoff Building in Banghoek Road. Students can also contact Mrs. Michelle Pietersen (mpieters@sun.ac.za) for more information.

2. Can I link my academic work to my volunteerism work?

Volunteering is an excellent opportunity to link your academic work to community needs. Instead of merely focusing on the theoretical side of your scholarly work, it enables you to contextualise your work and understand how you, as a future young professional, may contribute to creating a better world.

3. What are the requirements for experiential learning recognition on my university transcript?

The first requirement to qualify for the Activating Engaged Citizenship Course is to be an elected leader holding the Social Impact portfolio. Leaders may be elected in university residences, PSOs, societies and faculty committees. The second requirement is a year-long training programme. The training comprises of training sessions, which require output, such as Social Impact Morning plans, year and budget plans, report-writing and completing three modules of the Advancing Engaged Citizenship online course. If you fulfil these requirements, you will receive experiential learning recognition on your university transcript at the end of your degree programme.

4. What guides the work that Social Impact does?

The work that Social Impact does is guided by the United Nations' Sustainable Development Goals (SDGs) and the seven themes that Stellenbosch University has grouped accordingly. These themes are a global guide for the work that we do locally, and it also guides the municipalities that we work with. Here are the number of projects we run per theme and some examples of each:

- Food security and health (18) – various pantry projects across both campuses and activities orientated toward mental health awareness.
- Education for all (16) – stationery drives, assisting primary/high school students with career planning, informative talks on menstrual health within residences.
- Environment and sustainability (9) – eco-route walks, sustainability fashion shows, visits and assistance to animal welfare Stellenbosch, solar panel making.
- Employment and inclusive economic development (2) – donations of formal clothes for the shelter to help people prepare for job interviews, social impact night market to promote student entrepreneurs.
- Resources and infrastructure (3) – building a bookshelf for a school library, fixing playground at Jessé Keet creche, an innovation competition to build a water pump that can provide clean water to communities.
- Social and gender justice (21) – sanitary pad drives, self-defence workshops, providing donations to a foundation for victims of gender violence, assisting the women's shelter.

Index of Recognised Programmes

Name of Experiential Education Opportuni ty	Category	Faculty/Division/Centre	Page no
Global Classroom Democracy Innovation	Intercultural engagement	Arts & Social Science	Pg 66
Mentor on the Extended Curriculum Programme (FASS)	Student Leadership	Arts & Social Science	Pg 67
Collaborative Online International Collaboration Course	Intercultural engagement	Economic and Management Sciences	
Engineering Solutions through Community Collaboration	Social Impact	Engineering	Pg 82
Global Engineers	Intercultural Engagement	Engineering	Pg 83
Juridical Society Student Representative Committee	Student Leadership	Law	Pg 87
Undergraduate Ultrasound Peer Tutoring	Academic Leadership	Medicine & Health Sciences: Emerging Medicine	
Natural Science Committee	Student Leadership	Science	Pg 100
Science Ambassadors	Personal Leadership	Science	Pg 102
Connecting to Industry through Peer Leadership	Student Leadership	Centre for Student Counselling and Development	Pg 42
Lead with Disability	Social Impact	Centre for Student Counselling and Development	Pg 41
Academic Affairs Council	Student Leadership	Centre for Student Life and Learning	Pg 23
Cluster Convenor Development Programme	Student Leadership	Centre for Student Life and Learning	Pg 31
Designing for Transformative Experiential Learning	Academic Leadership	Centre for Student Life and Learning	Pg 13
House Committee Development Programme	Student Leadership	Centre for Student Life and Learning	Pg 33
Prim Development Programme	Student Leadership	Centre for Student Life and Learning	Pg 23 & Pg 35
Shared Humanity: Learning Coach Training	Academic Leadership	Centre for Student Life and Learning	Pg 14
Shared Humanity: Lessons in Critical Thinking	Academic Leadership	Centre for Student Life and Learning	Pg 12
Societies Council Leadership Development Programme	Student Leadership	Centre for Student Life and Learning	Pg 26
SRC Executive Leadership Training	Student Leadership	Centre for Student Life and Learning	Pg 28
SRC Student Leadership Election Management	Student Leadership	Centre for Student Life and Learning	Pg 26
Stellenbosch Student Parliament	Student Leadership	Centre for Student Life and Learning	Pg 27
Student Court	Student Leadership	Centre for Student Life and Learning	Pg 27 & Pg 90
SU BeWell Mentors	Student Leadership	Centre for Student Life and Learning	Pg 32
SU Head Mentor Programme	Student Leadership	Centre for Student Life and Learning	Pg 32
TSRC Leadership Training	Student Leadership	Centre for Student Life and Learning	Pg 29
Tygerberg Academic Affairs Council	Student Leadership	Centre for Student Life and Learning	Pg 28
Tygerberg Postgraduate Student Leadership Initiative	Student Leadership	Centre for Student Life and Learning	Pg 24
Tygerberg Societies Council Leadership Programme	Student Leadership	Centre for Student Life and Learning	Pg 25
Tygerberg Student Leadership Election Management	Student Leadership	Centre for Student Life and Learning	Pg 22
Tygerberg Student Parliament	Student Leadership	Centre for Student Life and Learning	Pg 29
Peer-to-Peer Facilitation of Learning: Training	Academic Leadership	Centre for Teaching and Learning	Pg 46
Cross-cultural Intelligence Training	Intercultural engagement	International Office	Pg 124
SU Toastmasters Speech Art	Personal Leadership	Language Centre	Pg 114
Activating Engaged Citizenship	Social Impact	Social Impact	Pg 48

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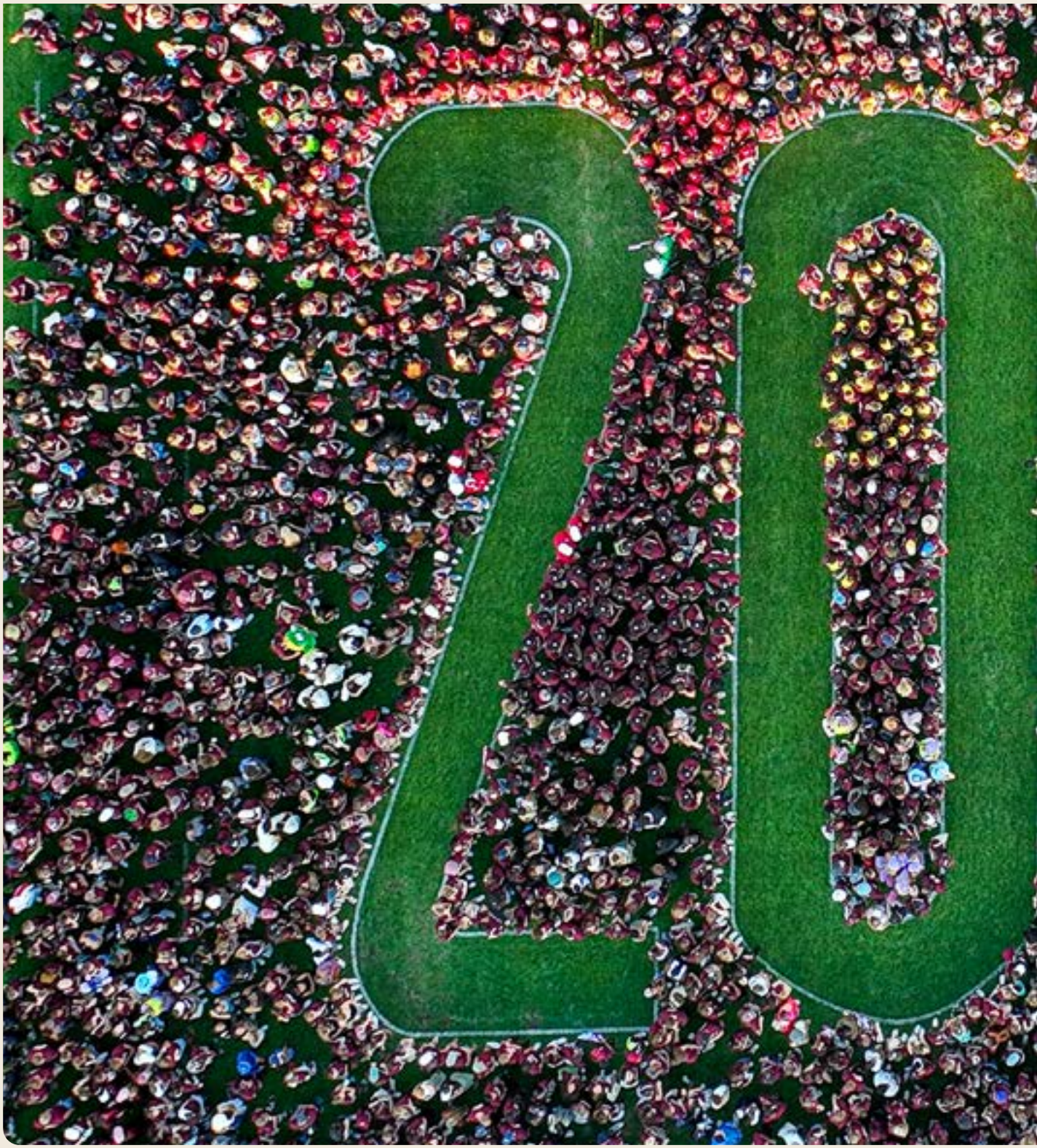

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