

Master's Programme in Sustainable Development

PROSPECTUS 2016

SPECIALISATIONS:

Sustainable Development
Sustainable Development Planning
Sustainable Food Systems
Renewable and Sustainable Energy
Political Economy of Development

A multi-disciplinary global programme in the planning, management and practice of sustainable development aimed at early and mid-career specialists and generalist professionals in the public, private and non-profit sectors

Delivered by the School of Public Leadership in partnership with
Sustainability Institute
Centre for Renewable and Sustainable Energy Studies
Stellenbosch Centre for Complex Systems in Transition
Stellenbosch University

Learning for Sustainable African Futures



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OVERVIEW: MASTER'S PROGRAMME IN SUSTAINABLE DEVELOPMENT

AIMS

This structured transdisciplinary programme, with five available specialisations (streams), has been jointly designed and developed by the *School of Public Leadership* (www.schoolofpublicleadership.co.za) in collaboration with the *Sustainability Institute* (www.sustainabilityinstitute.net).

The main aim of this programme is to provide participants with an understanding and practical experience of the wide ranging contextual, conceptual and thematic issues involved in the planning, management and practice of sustainable development throughout the world. As the various global social and environmental crises deepen, a new generation is rising up into leadership positions in the public, private and non-profit sectors that are required to possess a broad transdisciplinary understanding of the various dimensions of these crises and related solutions. This integrated Master's Programme (which comprises two connected formal degrees at the Honours and Masters level) aims to equip these people with the knowledge, experience and skills they will need if they are to grow and develop within this new field of career development. This will be done by combining the following:

- a Postgraduate Diploma in Sustainable Development (PGD) comprising a set of 8 core modules that will be taught from an international perspective by leading experts in their fields, followed by
- an Mphil in Sustainable Development comprising either an Integrated Thesis (with optional variations) plus two or four electives;
- a teaching methodology that combines formal teaching, case methods, facilitated discussion learning, and self-managed learning in a way that allows each participant to shape their own study focus;
- a residential living and learning context that is rooted in a functioning sustainably built and operated community that provides participants with opportunities for direct experiences of sustainable development work in the farming, construction, landscape, infrastructure and educational fields that will complement their respective learning programmes.

COMPOSITION OF PROGRAMME

Postgraduate Diploma (Sustainable Development) (one year full-time* or two years part-time**)

A 120 credit Honours-level qualification (NQF level 8) comprising a compulsory Orientation and eight modules that will be selected from the modules that are available. PGD graduates will have an automatic right to apply for registration for the MPhil if they obtain an average of at least 65% for each of the 8 modules.

***Full-time:** This means a student has to complete all 8 modules within 1 year.

****Part-time:** This means that a student may complete 8 modules over two-years (e.g. 4 modules in the first year of registration and 4 modules in the second year of registration).

NB: Full-time and part-time students must attend the full week (Monday–Saturday) of classes at the Sustainability Institute in Lynedoch, for each of the modules they choose. **Anyone who misses a half day or more for any reason will be asked to leave the course.**

The PGD is ideal for students who are only interested in the modules and have no interest in research. Students who complete the modules but want to complete the research component a few years later can exit with an Honours-level qualification (i.e. PGD) and then register for the MPhil whenever it suits them.

MPhil (Sustainable Development) (one year full-time or two years part-time)

A 180 credit Master's level qualification (NQF level 9) which comprises the following:

- A research component (an academic thesis or various options including a Project Proposal or Academic Journal articles – more details below);
- Research Methodology Course (5 days) (which takes place towards the end of the previous year).
- Two or four electives. Students who receive/d a bursary from the Centre for Renewable & Sustainable Energy may be required to choose energy related electives.

The MPhil (Sustainable Development) programme is defined as a research-based MPhil and is more highly rated in the national higher education system than a two year course work MPhil. Students thus graduate with a highly rated research-based Master's degree from the University of Stellenbosch which is one of South Africa's leading research Universities.

IMPORTANT

All students (no matter what prior qualifications they may have at any level or with any other institution) are required to complete the PGD (Sustainable Development) before starting the MPhil (Sustainable Development). Under no circumstances will any student be allowed direct entry into the MPhil (Sustainable Development) without having completed the PGD (Sustainable Development); and no other degree will be recognized as an entry requirement to the MPhil. The reason for this seemingly harsh policy is because the course work curriculum of the PGD equips students with a strong academic foundation of knowledge and skills to tackle the thesis-based MPhil with confidence and with the best chance of success.

DISTANCE EDUCATION

- The PGD (Sustainable Development) is not offered as distance learning. Students must attend block sessions for each of the modules for which they are registered (see below) on Stellenbosch University's Linedoch Campus.
- The MPhil (Sustainable Development) has two events which are compulsory to attend, i.e. (i) Research Workshop prior to registration (in November of the year prior to registration); and (ii) MPhil Colloquium at the end of their studies (in November prior to graduation). For the remainder of the time students are not required to be on campus unless they are registered for a module.

TEACHING METHODOLOGY

Approach and Methods of Tuition

All classes are presented at the Sustainability Institute, Linedoch. Students attend during the time period allocated for each of their registered modules (refer to dates list) and are not required to be on campus during the time between their modules.

During formal block sessions, an interactive teaching method will be used that will consist of formal lecturing, facilitated discussion learning, case method learning (in small group discussion and in plenary) and various kinds of structured group work. The main aim of this teaching approach is to ensure that members of the group learn from each other and establish strong working relationships. The facilitated discussion learning and case learning is designed to ensure that participants complement reading and listening with experiential learning that builds the capacity for sound judgement and practical wisdom. In addition, course participants will be required to undertake certain daily practical tasks related to the general upkeep of the Institute and the development of the surrounding projects. These shared experiences of practical work will feed directly into the overall learning experience during the block sessions.

The normal teaching day (Tuesdays to Fridays) will start at 08:15 with an hour of community work, followed by a formal teaching session until lunch time. Mondays will start at 08:30. Between 14:00 and 16:00, group work takes place, normally in preparation for group presentations on Saturday morning. There is normally a late afternoon session from 16:00 to 17:30. Overnight reading preparation is expected. All these components of the day, including the community work session, are accredited elements of the course and therefore attendance is mandatory.

Between block sessions, course participants who return to their places of work will need to work largely on their own and connected to others via email and SUNLearn where this is practically possible. However, others may choose to stay on at the Institute where they may work in groups or work with Institute staff on various projects. In both cases, however, it should be assumed that approximately 100 hours of self-managed work time will be needed between blocks for reading and writing up of assignments.

Language of Instruction

The language of instruction during tuition, discussions and presentations will be in English.

Examination Requirements and Evaluation

This structured study programme consists of separate modules. Written theoretical, practical and oral examinations may be required in the respective modules. The final mark for each module will be based on an assessment of classroom performance and written work.

MODULE DESCRIPTIONS*

*PGD/Honours level indicated by module code starting with 7; Master's level indicated by module code starting with 8)

Advanced Project Management (MPhil elective only)*

*Students register for the *Advanced Project Management* short course at Bellville Park Campus; *Intermediate Project Management* at BPC is a pre-requisite

The overarching objective is to equip participants with selected programme and project management applications and skills in such a manner that they can apply them to a real work situation, and understand the benefit, and have the ability to utilize the applications in the interest of their particular beneficiaries and society as a whole towards the achievement of immediate outputs and to support sustainable outcomes. The following topics and outcomes are to be achieved by the module:

- From policy to programme design: knowledge and understanding of how long-term sustainable strategic and tactical integrity, rather than narrower, more short-term quick gain-seeking interests affect programme and project design;
- Programme design and institutional set-up: the ability to develop an integrated framework reconciling programmes and organizational set-up and organizational culture;

- Programme-environment interface: the ability to manage impact assessment and define, schedule and integrate projects and operations;
- Programme resource management: the ability to holistically manage human interdependence, project and programme risks, the supply-chain and programme finance to ensure sustainable project and programme delivery;
- Programme control, monitoring and evaluation: the ability to define and measure outcome and output performance indicators and to monitor and evaluate programme performance;
- Computer applications: the ability to use computer software in the above processes (optional).

Advanced Studies in Sustainable Development 871 (MPhil elective only)*

*A 'basket' module for a mark scored in an elective outside our module offering

*This module carries full module fees as set out elsewhere in this document; as well as course fees at the institution offering the elective

At the Mphil level students are encouraged to specialise by making sure their literature review and empirical research has a specific focus. To support this effort, they are encouraged to register for this module which provides a framework for structured course work in a specialist area. It will be the responsibility of the student's supervisor to make sure than an appropriate mix of course work and written outputs are compiled that support the overall focus of the thesis work. It follows, therefore, that this module may vary for each student. However, in all cases the core content will comprise a combination of the following learning activities:

- Course work that relates directly to the research focus of the thesis – typically this could include participation in course work offered with the School of Public Leadership or other departments at Stellenbosch University, courses offered by other Universities, Winter/Summer Schools, etc. with an assignment based on this course work;
- Related field research and/or applied research (e.g. modeling work or ethnographic research) – here the student will be required to complete an assignment that relates the course work to a relevant practical problem that tests and deepens the student's grasp of the concepts covered in the course work;
- Translation of the course work and field research into an appropriate section in the thesis that needs to be compiled for the degree as a whole.

Advanced System Dynamics Modelling (MPhil elective)

This is an advanced course in system dynamics, a sequel to System Dynamics Modelling 771/871. It is intended for system dynamicists or students with prior knowledge in system dynamics who want to take advanced topics in system dynamics. Students will conduct a project for a real-world problem facing a society or an organisation using the method of system dynamics. Students will learn advanced topics in system dynamics modelling and they will apply these in the group project where they will conceptualize and build a system dynamics model "from scratch," following the system dynamics modelling process. The course will emphasize on developing insights with the use of the system dynamics method and communicating model outputs in a real world problem situation.

The topics that will be covered in the course include:

- Building models with subscripting (arrays)
- Modelling with molecules
- Interactive models
- Imports and export data to spreadsheet
- Optimization to fit a model to historical data and select effective policies
- Testing robustness of policies with Monte Carlo sensitivity techniques
- Building games and learning labs
- Input-output interface

Upon completion of this course the student will have:

- Enhanced skills in model building, validation and communicating models in a real world problem situation
- Hands on experience in the selected advanced modelling topics
- An understanding of advancement in the field of system dynamics modelling

Applied Economics 775/874

Aim: This module aims to introduce participants to the basic concepts of and insights into the crafty art and artistic craft of the orthodoxies and heterodoxies of economics in the theoretical and practical realms. The grain and texture of the course is admittedly coarse, connected to the breath/width of the module and its orientation towards the paradigms and practices of economic planning, generally, and development planning, more specifically. The elaboration – at different and linked spatial and institutional scales – of theories, policies, programmes, plans and other interventions to further the objectives and installation of pro-poor economic growth and distributional paths/trajectories/regimes constitutes the foundation/anchor of this module. Given these parameters and scope, the module grapples with a multiplicity of development planning problematic spanning the role of the state (national, provincial and local) in and the interconnections between economic and human development, refracted through the lenses of poverty eradication, redistribution and socio-economic empowerment in and beyond market-conditioned/mediated formats. Hence, the module hones in on the developmental state in its national, regional and local manifestations and the form and materiality of its interventions/activities related to macroeconomic management, employment generation and industrial development, income and asset transfer programmes, human capability enhancement, regional and local economic and infrastructure development (and more). The following broad themes are dealt with in the module:

- Introduction to Economics: Orthodoxies and Heterodoxies
- The Role of the State in Economic Development: Historical Overview
- Macro-economic Policy and Reform: Evolution, International (Dis)/Consensus and the National Trajectory
- Economy, Employment and (In)Equality: Trade and Industrial Policy, Economy and Poverty
- Geography, Economy and Planning: National and Regional Planning, Local Economic Development
- Land, Property and Financial Markets
- The Economy and the Fiscus
- Growth Paths, the State and the Future

Biodiversity and Ecosystem Services 772/872

This course will focus on the global dynamics of biodiversity and ecosystem resilience. Whereas climate change and resource depletion are two of the well-known concerns within the sustainability field, the scientific focus on biodiversity and ecosystems constitutes the third leg of sustainability science research. This module will help students understand critical ecosystem services such as freshwater, crop production, grazing, climate regulation that underpin the well-being of different societal groups in South Africa, and how these ecosystem services can be managed or restored to build resilience and support transitions in complex, interconnected social-ecological systems (SES). This will entail an analysis of which parameters influence feasible investments in restoration of ecosystems and their services, and the potential for green infrastructure to act as an alternative for physical man-made infrastructure. Particular attention will be paid to identifying possible tipping points that could trigger large, abrupt, nonlinear changes that threaten critical ecosystem services and hence the potential for structurally transforming the economy and alleviating poverty. Using the Inclusive Wealth framework students will be introduced to assessment methods that value key ecosystem services and the potential economic consequences of transgressing possible tipping

points. The major types of SES in South Africa will be described and their ecological, social and economic sustainability assessed in order to identify key leverage points for transitioning to more sustainable SES. To balance out this economic perspective, students will also be introduced to deep ecology perspectives that value the non-quantifiable benefits of a reconnection to nature.

Bio-energy 744/874 (Engineering module)

The course will consider the practical and commercial application of the various technologies for biomass conversion into bio-energy. The production of first and second generation bio-fuels as well as other forms of renewable energy, such as electricity, will be covered, with an emphasis on the critical issues of thermal efficiency, sustainability and commercial feasibility. The following technologies for biomass conversion will be included:

- Bio-ethanol production, including substrate preparation, microbial conversion and separations
- Thermo-chemical conversions, including combustion, gasification and pyrolysis, and the use of these for green electricity production
- Biogas production, both from landfill sites, animal dung and waste water treatment
- Biodiesel production, including process basics, product purification and waste treatment

The selection of the most appropriate technology from the demand side perspective will be a central thread through the course.

Comparative Studies in Regenerative Food Systems*

*This module is presented in India

The module will be run outside of the Stellenbosch region and focus on providing students with a direct and hands-on experience of sustainable management practices in food systems which are vastly different from their own. The course location plays a key role in the learning outcomes and in each case the venue will be carefully selected based on the comparative perspective it provides to the challenges faced by the dominant South African food system. High external input, globalised food value chains will be compared with localised low-external-input systems in order to better understand the strengths and weaknesses of each. This comparison will include site visits which track the 'farm to fork' journey of a number of key crops which are produced and consumed in under different management paradigms. A range of sustainability interventions and perspectives are presented at various points within the food system which students are encouraged to critically evaluate and contrast to their own contexts. In order to allow space for students' own context and complex stories to inform the lessons they take away from this module, heavy emphasis is placed on allowing students to co-create the lines of inquiry over the course of the module. Course participants will be able to describe, analyse and critically evaluate the different options for promoting regenerative food systems. These options contribute to the broader sustainability objectives of restoring degraded ecosystems while improving social cohesion, wellbeing and justice. In addition students will leave with a suite of practical technologies and interventions for enabling the regeneration of food systems in their home contexts. Central themes will include:

- Introduction and overview of globalised food systems;
- Introduction to issues of food and nutritional security, as well as food sovereignty;
- The global status of these issues, as well as their varying policy responses and debates;
- A review of the green revolution, both in terms of what it has meant for countries such as India and what it could mean for Southern Africa;
- An exploration of the power dynamics within emerging economy food systems including, but not limited to, the role of big business, peasant movements, and urbanising populations;
- A consideration of the food system tensions arising from rapid urbanisation in emerging economies;
- A critical evaluation of various sustainability interventions along the food value chain from agricultural inputs through production, processing and retail to the consumer;

- Exploring various responses and alternatives to globalised food systems including agroecology and the localisation of food value chains.

Comparative Studies in Sustainable Living*

* This module is presented in Nepal

The module is structured over a 20 day journey from an emerging economy city to a remote and highly traditional rural region (only accessible by foot) in order to provide a lived understanding of the transition between traditional, localised economies and the modern globalised economy. Over this period students will apply various ecological design philosophies to their experience of this transition, in order to understand in practical terms how globalisation and the spread of consumer cultures affects both personal and global sustainability outcomes in the global South. Strong emphasis is placed on the comparison of students' home contexts with the contexts they encounter on the module, with a core question being: "In trying to solve the sustainability challenges we face, what lessons can my community and I take from remote communities and traditional knowledge systems?" In order to allow space for students' own context and complex stories to inform the lessons they take away from this module, heavy emphasis is placed on allowing students to co-create their personal lines of inquiry over the course of the module. Through the lived experience of different ways of being and living, students are expected to have acquired an alternative platform from which to critically reflect on their own lives and social patterns within their communities - with particular reference to the (un)sustainability thereof. A range of ecological design philosophies are introduced which serve as a conceptual framework to underpin the learning experience. This conceptual grounding is combined with a lived experience of an ancient socio-ecological system in a state of rapid transition, so as to provoke fresh insights and creativity for solving specific sustainability challenges students face in their own communities and careers. On completion, students will be able to explain, in practical terms, some of the benefits, as well as major challenges and drawbacks of globalisation and the spread of consumer capitalism. Included in this will be how the connection of traditional societies to globalised systems influences social norms and values, changes the design of built environments, and shifts the way in which societies perceive their relationship with their supporting ecosystems.

Complexity Theory and Systems Thinking 772/871

Aim: to provide students with a general introduction to a theoretical field that has emerged in recent decades from the natural sciences and which has since penetrated both the management sciences and more recently certain sections of the social sciences. As the new paradigm for rethinking the connection between natural and social systems within the wider context of sustainability, it is essential that course participants have mastered the basic concepts of this approach. Central themes will include:

- history of systems thinking, with special reference to the emergence of conceptions of complexity, chaos and dynamic self-organising systems;
- complexity, post-structuralism and the rethinking of science;
- the organising principles of all life forms;
- complexity and post-modernism;
- implications of complexity theory for an understanding of the relationship between natural and human systems;
- applications within the management and social sciences;
- complexity and sustainability.

Development Planning and Environmental Analysis 771/873

Aim: this module will provide participants with an understanding of the links between science, knowledge, evidence-based policy and action for sustainability and the role of planning and

environmental techniques, assessments and analyses in this process. An overview will be given on extracting, processing and presenting data; demographic and socio-economic, poverty and inequality assessments, environmental impact analysis (EIA), strategic environmental assessment (SEA), sustainability assessments and sustainability indicators. Cost-benefit analysis, multi-criteria decision analysis, transport, infrastructure, regional and urban economic analyses will also be addressed. The focus of the module will be on exploring new techniques for sustainability, of which the main themes are:

- knowledge- policy-action for sustainability;
- socio-economic analysis and profiling of communities for integrated development planning;
- social, poverty and inequality analyses, including participatory and action research;
- “pre-design” environmental analysis, “post-design” environmental impact assessment (EIA); strategic environmental analysis (SEA) and sustainability assessments;
- sustainability and ecological indicators, including the ecological footprint of a city, material flow analysis and alternative economic assessments.

Development Planning Systems, Law and Policy 772/872

Aim: this module will provide participants with an understanding of the constitutional, legislative, policy and procedural dimensions of the South African planning system, linking to what is happening in the rest of Africa and the world. The module will focus on how to promote justice, human rights (Bill of Rights), equity and sustainability through law. This will include an understanding of the concepts of the developmental state, co-operative governance, the distribution of planning powers and obligations across the different spheres of government, environmental, land use, land reform, rural, urban and regional development legislation and policy, in order to analyse, critique and apply these frameworks. Central themes will include:

- planning, development and environmental management systems, both informal and formal, and their links to social systems
- making institutions, legislation and policy more responsive to poor people and the application of human rights and other normative approaches, such as environmental justice, the just city, deliberative democracy, and what constitutes citizenship
- the role of a developmental government and local authority and criteria to assess the success of their integrated development planning in promoting sustainability (both the products and the process)
- planning systems for sustainable development, linking land use, transport, squatting, housing and environmental law
- criteria for analysing constitutional, legislative and policy frameworks

Development Theory & Practice

This course will provide a brief introduction to mainstream and heterodox economics; the complex relationship between ideology, money and social power; the politics, economics and sociology of policy reform, state-building and developmental statecraft. To unpack this, this course introduces students to mainstream theories of development; crisis of/in development thinking; poverty-inequality-power nexus (refracted through race, class, gender, food, knowledge, culture); state and development (centrality of class in critical development studies, politics of Empire, politics of development); compressed development and different pathways to growth (orthodox and heterodox explanations of development in diverse countries (including China, India, Brazil, Botswana, Mauritius, S-E Asia); Africa and the World Economy (aid, trade, debt, growth). On conclusion of the module, participants will have understood and critically engaged with the complex and diverse universe of 'development'. To achieve this, key learning outcomes include:

- Demonstrated understanding of development with particular appreciation of its historical, theoretical and philosophical underpinnings

- Capacity to critically analyse and deconstruct development-speak (devspeak) referenced to imperatives of ameliorating poverty, inequality and unemployment
- Awareness to and knowledge of the complexities of designing, charting and sustaining pro-poor and inclusive growth and development paths
- Ability to frame development problematic/s and proffer suggestions and remedies that are anchored in historical record, empirics, and experience

Ecological Design for Community Building* 776/876

*Exploring Transdisciplinary Design for Transformation

This course focuses on the role of design in all its disciplinary manifestations, in the complex terrain of history, industrialisation, urbanisation, urbanism, political economics, power relationships, globalisation, the quest for a sustainable future, ethics and leadership. Through its function of object-making, communication-making, space-making, experience-making and systems-making, design plays a powerful role in the forming of values, identities, lifestyles, aspirations, expectations, choices and behaviour. These choices determine our relationship with 'stuff', with 'other' groups, with our environment, with the planet, with the future, with reality. The course will question whether design is Master of, Slave to, or Collaborator with, the socio-political-economic-technical system.

Economics of Sustainability Transitions*

*This module is presented in Nepal

The world economy has reached a tipping point and a paradigm shift is taking place in the understanding of what works in economic policy. The last century has been characterised by US hegemony, free markets, economies of scale, centralisation of corporate power and increasing globalization and specialisation across country economies. While huge gains have been made in terms of poverty, growth in absolute wealth, and variety of products and services available the 21st century opened with great concern on the sustainability of such success and was soon followed but the greatest global recession since the 1930s. Inequality is at its highest level in history. Europe is stumbling to post positive growth and the US is doing so only due to colossal stimulus packages that will need to be reined in in the near future. The world is asking - "What now?" The module is structured over the course of a 20 day journey from an emerging economy city to a remote, rural region. It explores this macroeconomic question of "What now?", through an immersion into a microcosm on the frontier of the global economic transition. The module seeks, in very practical terms, to investigate what macro-economic trade policies and neo-liberal developmental economic theory mean for traditional societies, the environment, the human psyche, and emerging economies in general. Through a journey from the rapidly modernising capital of Kathmandu into the ancient mountain communities of the Himalayas and back again the module provides a critical but unromanticized perspective on globalized economic policies and developmental paradigms. The module will also present various counterpoints to the dominant global economic landscape, including the economics of localisation and the rise of alternative economic indicators such as the Genuine Progress Indicator and Gross National Happiness. In order to allow space for students' own context and complex stories to inform the lessons they take away from this module, heavy emphasis is placed on allowing students to co-create their personal lines of inquiry over the course of the module. After completion of the module the student will be able to:

- Convey an experiential understanding of the macro-economic transition between traditional localised economies and the modern globalised economy;
- Examine some of the underlying economic landscape and global drivers behind economic transitions in emerging economies;
- Assess the impact and sustainability of the increasing expansion of globalised economies into emerging economies;
- Propose alternative systems in the transition towards sustainable development;

- Value the contribution which traditional knowledge systems have to make in solving global sustainability challenges.

Facilitation for Sustainability Transitions 772/872

During this course, we will explore the possibilities inherent in having, and facilitating, conversations that matter to us. We will look at facilitation as the conscious use of process, substance, and space. From a process perspective, we will look at some theories of dialogue and facilitation, some ways of thinking about group process and different kinds of dialogue. Participants will have opportunities to engage in facilitated group conversation, and to experience themselves more consciously in this process. The substance of the conversations will be evoked, in part, by living case studies that speak of some of the complex socio-ecological realities we live in. Participants will also bring to the course the issues that they are grappling with and about which they want to initiate conversation in their own contexts. Lastly, we will look at the question of space; choices about the physical places in which to host dialogue and how those relate to nature and the outdoors, spatial arrangements in those spaces, as well as more metaphorical aspects of internal spaciousness in the facilitation role and the idea of boundaries. How can we support a group to find both its yes and its no, in ways that will generate more clarity and potentially galvanize action? How can we as facilitators find both our yes and our no and use these skilfully in the groups we work with?

Food Security and Globalised Agriculture 774/874

Course participants will be required to describe, analyse and critically evaluate the different options for ensuring food security from a sustainable development perspective, within a globalised food system.

Central themes will include:

- Overview of Globalised Food Systems
- South African Agriculture within Global Food Systems
- Food Security – global status, varying policy responses and debates
- Nutritional Security
- Responses to Globalised Food Systems – effect on the poor and marginalised, including groups responding (Via Campesino, Slow Food, Fair Trade, Landless People's Movements)
- Debate on the Impact of Genetically Modified Crops on Food Security
- Urban Food Security in South Africa and Africa
- The Alliance for a Green Revolution in Africa: undermining food security?

Food System Transitions

The aim of this course is to equip participants with knowledge of the various responses to unsustainability in the food system and critical thinking skills to contextualize and assess these responses. This will enable participants to engage with and critique food system transitions (including governance, policy and ideological positions) within the context of food security and food system sustainability. After completion of the module the student will then be able to:

- Identify the intersection between food system transitions and broader global transitions;
- Apply food systems thinking;
- Identify various ideological positions in food debates;
- Analyse food policy and governance practices;

Governance, Globalisation and Civil Society 773/873

Aim: to provide module participants with an understanding of the changing modes of governance at the local, national and international levels within a context characterised by globalised economic dynamics, the rise of civil society and the systemic challenges of sustainable development. The main themes will be:

- different conceptions of globalisation and its key drivers in historical context;

- an exploration of the causes and consequences of the global economic crisis, and how governments have responded;
- the rise of social movements and role of civil society at the local and global levels;
- the implications of resource depletion for globalisation and economic re-localisation;
- changing conceptions of governance over the last century (social democracy, liberal, statist, corporatist); and
- the emergence of the 'green economy' discourse as a response to sustainable development challenges.

Introduction to Development Planning 771/871

Aim: this introductory planning module provides participants with an introductory overview of the developing field of trans-disciplinary and integrated development planning to promote sustainability. This includes an examination of the international, African and South African planning context, and the introduction of new planning language, procedures, techniques and tools that are being used in the management of the built environment, environment, social, economic and institutional development. The course will also give an overview of substantive, procedural and normative theoretical planning models, and ethical dilemmas in professional practice. Main themes are:

- An introduction to sustainable development and planning concepts and language, concepts such as social capital, social-ecological systems and resilience, sustainable livelihoods, capabilities, right-based development and planning
- planning within a globalised world and the role of markets versus the role of states, as well as the limits of planning
- planning as 'the official story' versus 'insurgent planning' and an overview of various models and typologies of planning (rational, comprehensive, incremental, mixed scanning, implementation-orientated, strategic, advocacy, transactive/ social learning, equity, critical pragmatist, Marxist, radical, communicative/ collaborative)
- the role of informality and participation in planning and development, processes; social learning, and conflict transformation
- the role of spatial planning within an integrated planning process, regional and rural planning and the planning of sustainable human settlements
- planning tools and instruments for dealing with complex and 'wicked' problems such as urbanisation, migration, poverty, social exclusion, inequity, inequitable and inefficient urban form and degradation of the built and natural environment (such as the South African Integrated Development Planning concept, Local Agenda 21 planning and City Development Strategies).

Introduction to Solar Energy 747/847 (Engineering module)

The course consists of a study of both Photovoltaics (PV) and Solar-thermal technologies for generating electricity or for producing heat from sunlight. The course starts with the relevant principles of sunlight including:

- The position and quality of energy from the sun at any time of day and location;
- Measurement and modelling of solar irradiation;
- The importance of knowing the solar resource.

The principles, manufacturing technologies, efficiencies, advantages and limitations of various PV cells will be considered. The students should be able to design a manufacturing plant as well as practical installations of various PV components and systems in a cost effective way.

The main themes will include:

- principles of operation of PV cells;
- manufacturing technologies of crystalline and thin film PV cells;
- balance of system (BOS): regulators, inverters and storage;
- design of stand-alone PV systems;

- design of roof mounted grid connected PV systems;
- design of large MW PV systems;
- concentrators: combined heat and power generation (CHP).

The various solar-thermal technologies will be introduced with the basic heat transfer and thermodynamics principles that apply. Both bulk electricity generation and smaller stand-alone systems will be covered. The main themes will include:

- theory of mirror reflection and concentration of sunlight;
- absorption of concentrated sunlight: selective absorbers;
- generation of electricity: Stirling, Rankine and Brayton heat cycles;
- combined heat and power generation (CHP);
- energy storage: heat and other technologies.

Leadership and Environmental Ethics 773/873

Aim: to enable module participants to develop leadership capabilities that are premised on the capacity to recognise, describe, analyse and apply the different ethical models and value systems that underpin socioecological action. Central themes will include:

- the underlying ethical value systems of different leadership approaches;
- philosophical models for conceptualising environmental problems and the related approaches to environmental ethics – and why understanding these enables pragmatic action in conflicts in and around sustainable solutions
- relationship between environmental and social ethics, e.g. economic efficiency, freedom, equality and justice;
- models of, and approaches to, leadership within society and human organisations;
- the ethics of sustainability and process-oriented leadership;
- complexity, ethics and leadership;
- creativity, spirituality and personal unfolding;
- case studies and exercises.

Project Management (MPhil elective)*

*Students register for the *Intermediate Project Management* short course at Bellville Park Campus

The overarching course objective is to equip participants with relevant project management knowledge and skills that will enable them to apply the project management approach to a real complex work situation and have the ability to utilise the project management applications in the interest of their particular beneficiaries and society as a whole by producing appropriate outputs that are contributing to sustainable outcomes. The following outcomes are to be achieved by the module:

- Knowledge of project management theory and an understanding of how project management techniques are used to establish the strategic integrity of a set of strategic objectives and identified outcomes with a particular project or work setting;
- The ability to develop an integrated and concise project business case from an identified need or opportunity and integrate that baseline case with other activities in the task environment in order to be reconcilable with strategic objectives;
- The ability to implement and manage the process of delivery encapsulated in the business case and ensure that deliverables as well as final output are integrated with outcomes;
- The ability to invest human capital in projects and invest in human capital through projects;
- The ability to plan resource utilisation and do project costing and management and monitor time, cost, the supply-chain and project risks during all phases of the project cycle and evaluate project output and outcomes;
- The ability to use computer software in the management of projects.

Renewable Energy Finance 771/871

The global drivers of decoupling economic growth and addressing climate change have seen much emphasis placed on the development of renewable energy projects. This module enables participants to understand the parameters that influence the financial aspects and project design of renewable energy initiatives in Africa. The participant will get to be familiar with a range of instruments, the financial structuring tools needed to attract investors, and how to use alternative financial sources, like carbon finance, outside of the commercial financial institutions to ensure the financial viability of renewable energy projects. The module therefore aims to empower professionals to incorporate appropriate financing into their decision-making pertaining to renewable energy projects. This includes:

- The basic financial metrics such as IRR, NPV and DSCR,
- Understanding the economic justification and impact of renewable energy projects,
- Understanding of what sustainability drivers have an effect on the renewable energy business,
- Understanding what barriers exist to renewable energy project implementation from a financial perspective, and
- Understanding what opportunities exist to facilitate renewable energy implementation.

The module is mainly aimed at sensitising participants to qualitative issues in renewable energy projects, but also enables participants to deal with quantitative measures.

Renewable Energy Policy 771/871

Aim: To provide participants with an overview of the policy context, which must be understood as the regulatory, institutional and market setting for renewable energy technologies (RETs). To understand the policy context the sustainability of RETs, from the perspectives of policy-makers and other stakeholders, must be understood. The module is subsequently designed to address the following questions:

- What do sustainable RETs mean?
- How can sustainable RETs be assessed, identified and prioritised?
- How may appropriate RETs be managed as sustainable energy value chains in Africa?
- What tools can be used to promote appropriate and sustainable RETs?

Renewable Energy Systems 714/814 (Engineering module)

The course will give the students a thorough understanding of the basic concepts of energy, power, mechanical work and heat. They will be able to evaluate the practical possibilities and limitations of renewable energies and compare it with conventional carbon based energy systems. The present energy resources and demands of the world will be analysed and renewable energy scenarios that are technologically feasible and economically viable for the future will be investigated. The main themes will include:

- concepts of energy, power, work and heat;
- efficient conversions of different forms of energy into other useful forms;
- basic principles of thermodynamics and electricity as applied in the use of energy;
- resources, technology and viability of renewable energies: Geothermal, Hydro, Waves, Oceanic, Wind and Biomass;
- Solar Energy: solar water heating, principles and technologies of photovoltaic cells (PV) and solar-thermal generation of electricity;
- future technologies: hydrogen economy, fuel cells;
- energy statistics: resources and demands of energy in the world; future renewable energy scenarios.

Research Dissemination 871 (MPhil elective)

This module provides the student with the means to effectively communicate the research results contained in their respective masters' theses to an intended academic and/or non-academic audience. Students will be required to convert their completed masters' theses into a conference paper for presentation at an end-of-year colloquium, followed by preparation of the conference paper for submission to an academic journal for publication.

After completion of the module the student will be able to adequately disseminate research in oral and written formats. Specifically, each student will be able to transform their respective completed master's theses into a conference paper, and thereafter into a journal paper for submission to a relevant journal.

Research Methodology 871 (MPhil elective)

The challenges and problems that are posed by sustainable development are complex and mean that innovative approaches are required to investigate these challenges and problems. This module equips students that have already obtained the Postgraduate Diploma in Sustainable Development to undertake a comprehensive, transdisciplinary investigation of an identified challenge or problem that cannot be solved with conventional research approaches and mono-disciplinary theories.

After completion of the module the student will be able to adequately formulate:

- A literature review;
- The rationale to undertake research;
- A research problem and associated questions;
- Research objectives; and
- A research approach and strategy, including appropriate methods, to undertake a Master's-level investigation.

Sustainable Development I 771/871*

*Compulsory Foundation Module for PGD (Sustainable Development) students

Aim: This module will be the foundation stone of the entire programme. It will provide course participants with an overview of the most significant global environmental, social and economic challenges that face humankind, and an insight into the solutions suggested by the universal commitment to sustainable development. Course participants will be able to recognise, understand and apply the divergent interpretations of sustainable development that currently exist. The main themes will include:

- review of the most important environmental problems, such as climate change, waste and pollution, biodiversity destruction, and the general contradiction between resource use and carrying capacity;
- review of the most significant social challenges, including demographic change and expansion, pandemics, poverty, endemic violence, migration and urbanisation;
- review of the key global economic trends that currently determine and shape the dynamics of national and local economies;
- introduction to the history of, and different approaches to, the notion of sustainable development;
- case studies of sustainable development in practice at the policy and project levels.

Sustainable Enterprise 774/874

Under the rubric of Sustainable Enterprise or related terms, such as corporate social responsibility (CSR), corporations are facing increasing pressures to contribute to sustainable development, and many of them are trying to respond. This module will investigate the motives and manifestations of Sustainable Enterprise, with special emphasis on developing country contexts, particularly South Africa. An overarching question is whether Sustainable Enterprise reflects a genuine shift in attitudes and behaviour, or is it a veil for business as usual? Key themes include the following:

- Defining Sustainable Enterprise
- Drivers for Sustainable Enterprise and the corporate response

- The challenge and complexity of implementing Sustainable Enterprise
- Sustainable Enterprise as discourse and controversy
- Partnerships and critical collaboration
- Social entrepreneurship
- Is Sustainable Enterprise making a difference?
- The future of Sustainable Enterprise

Sustainable Cities 775/875

Aim: to provide module participants with a general and comparative understanding of the combined economic, social and environmental impact of the following three trends: the expansion of the world population to at least 9 billion people over the next 20 years, the transition to a predominantly urban world by 2005, and the negative environmental impact of urban systems that have yet to be re-designed in line with the principles of sustainable development. Given that the majority of the world's largest cities will be in the developing world, it is these cities that will be the core focus of this course. Course participants will be required to critically evaluate and analyse current trends, and test and apply a range of policy alternatives. Central themes will include:

- comparative history of the city across the developed and developing world;
- current urban trends, including urbanisation, urban poverty, urban economic trends and local governance;
- the challenge of unsustainable urban systems for food supplies, waste, energy, water and CO₂ emissions;
- the social dynamics of cities, with special reference to African cities;
- globalisation and the changing role of cities in the global economy;
- policy prescriptions for urban problems from the main international institutions (World Bank Group, IMF and United Nations);
- case studies of sustainable development in practice.

System Dynamics Modelling 771/871

Aim: to provide participants with an appropriate way of visualising the complex interrelationships between various parts of real-world problems; problems that continually change over time and are resistant to corrective action. The module is an introductory one aimed at developing basic and some intermediate system dynamics modelling and simulation skills, and does not endeavour in advanced modelling. Essentially, the learning goals of the introductory course are:

- To acquire basic knowledge in, and understanding on system dynamics field / paradigm/ method;
- To demonstrate understanding in defining real-world problems using system dynamics
- To gain basic hands-on practice and experience in qualitative and quantitative system dynamics modelling; and
- To apply system dynamics method using VENSIM software in evaluating the dynamics underlying a specific real-world problem.

Therefore, this module introduces the concepts of system dynamics modelling, including the modelling process, fundamental modes of dynamic behaviour, and the stock-flow-feedback structures that generate them, system mapping tools, and modelling human behaviour. System dynamics has been applied in various fields such as energy transitions, resource scarcity, health policy, social and organizational dynamics, economics and finance, environmental and ecological management, education, safety and security among others. Examples will be drawn from some of these fields, as well as on 'real-world' problems contributed by the participants of the course. Computer simulation models will be produced using the VENSIM software package.

Systems & Technologies for Sustainable Agriculture 774/874

Aim: Participants will understand the principles of these alternative farming systems and be able to apply them to different crop and animal production systems through case study teaching. Students will learn about crop and animal production using the inputs of soil, water, energy, labour and capital (assets) in a sustainable way that includes local environmental conditions, economic considerations and social networks. Systems and Technologies for Sustainable Agriculture II will deepen the understanding developed in Systems and Technologies I by way of a course that gets delivered in India in partnership with an NGO called Dharmitra. Led by Professor Tarak Kate, this course will provide students with a direct and hands-on experience of sustainable agriculture practices in Maharashtra State, India.

DATES AND DEADLINES

Application closing date: Refer to information on page

PGD (Sustainable Development) students register either for 8 modules (full-time or 4 modules (part-time). It is compulsory for all new students to attend *Orientation* and *Sustainable Development*. Thereafter students are free to return to their place of work; i.e. leave the campus, and to return for the next module for which they are registered. Students choose modules according to the Stream for which they are registered. The dates during which modules will be presented, are listed on the last page of this prospectus.

It is compulsory for MPhil (Sustainable Development) students to attend the Research Workshop in November before embarking on their studies.

Excluding Research Methodology and Research Dissemination, which have a slightly different assessment method, all modules have a deliverable in the form of an individual assignment of approx 7000 words, to be submitted 6 weeks after the last day of class.

POSTGRADUATE DIPLOMA IN SUSTAINABLE DEVELOPMENT (NQF LEVEL 8)

ENTRY REQUIREMENTS

Candidates may apply to enter this taught PGD Programme if they are in possession of one of the following qualifications:

- Any Bachelor's or BTech degree or a relevant four-year diploma with a 60% pass mark in one of the following major subjects: Town and Regional Planning, Housing, Geography and Environmental Studies, Social Sciences (sociology, politics, etc), Psychology, Economics, Public and Development Management, Geology, Botany, Zoology, Forestry, Ecology/Nature Conservation, Mathematics, Statistics, Agricultural Economics, Transport Economics, Forestry, Civil Engineering, Architecture, Land Surveying or any other degree approved by the Programme Committee. Relevant work experience will be considered for admission.
- Any three year diploma with at least five years relevant work experience and conformity with the University's RPL (Recognition of Prior Learning) policy. According to this policy, the equivalent of 120 credits at NQF level 7 (Bachelor's degree) must be offered in one or more of the following ways, subject to the decision of the Programme Committee, which consists of the Director of the School of Public Leadership, the Programme Coordinator and other relevant persons:
 - Completion with a total 65% mark of at least three modules from the PGD curriculum
 - Recognition of all the professional short , in-service training courses and completed subjects for another degree or diploma programme
 - Submission of a learning portfolio, with copies of written work
 - Passing of an entrance examination if so required by the Programme Coordinator

If a candidate has obtained a Merit Certificate for one or more individual modules that were completed for non-degree purposes, the candidate may apply for the certificate(s) to be converted into credits towards the degree. The Programme Coordinator has sole discretion over whether or not to grant this request. S/he will take into account the performance of the candidate and the time that may have lapsed between the completion of the Certificate and the application to register for the degree.

APPLICATION

- Closing date for PGD application: 31 August of the year prior to the year during which the programme commences. (Please note that all the supporting documents of your application must have reached Stellenbosch University by this date; i.e. you need to do the actual online application at least one week prior to 31 August.)
- A detailed explanation of the application procedure can be found on page 25 of this Prospectus.
- Any other entry requirements for postgraduate study prescribed by the University of Stellenbosch in its various public documents will apply.

SELECTION

- Selection will take place in October/November after which successful candidates will be informed. **Selected PGD students will be eligible to pay a non-refundable deposit fee of R2000 by 15 November of the year prior to the year in which they are taking up studies to confirm and secure their position on the programme.** This amount will be deducted from the registration fee payable in January of the year in which you are taking up studies. Failure to adhere to this will forfeit your position on this programme. If you do not arrive at registration for whatever reason or if you decide not to participate in the programme for whatever reason, this deposit fee will also be forfeited.
- The **criteria for selection** include academic excellence, work experience, an appropriate mix of disciplines, career commitment in the broad field of sustainable development and a well-written motivation.

STRUCTURE

The PGD has a foundation module (Sustainable Development) that all new students must complete, plus five clusters of modules known as Specialisations. These Specialisations are as follows:

- Sustainable Development: Foundation Module + 7 modules selected from any of the specialisations;
- Sustainable Development Planning: Foundation Module + 5 Core Modules from the DP specialisation + 2 modules selected from any of the specialisations;
- Renewable & Sustainable Energy: Foundation Module + 4 Core Modules from the R&SE specialisation (some which are delivered by the Engineering Faculty) + 3 modules from any of the specialisations;
- Sustainable Food Systems: Foundation Module + 4 Core Modules from the SFS specialisation + 3 modules selected from any of the specialisations;
- Political Economy of Development: Foundation Module + 3 Core Modules from the PED stream + 4 modules selected from any of the specialisations.

The programme is presented formally during the scheduled contact sessions, with assignments completed during the interim periods between blocks. The Orientation, which commences with registration, is compulsory for all new PGD students. Students who do not participate in all three days of the Orientation will not be permitted to register for any module.

The Renewable and Sustainable Energy modules (delivered in partnership with the *Centre for Renewable and Sustainable Energy Studies*) are Core Modules for the RSE programme option but can be selected by any student on condition the rules for each specialisation/stream specified below are adhered to.

Each module will as far as possible be delivered at fixed times (refer to dates list at back of prospectus). This means that a course participant can mix and match his/her participation to suit his/her interests and practical circumstances. For example, it will be possible for someone to complete the entire course work programme for the PGD in one year (full-time) by attending eight core modules and completing the assignments **or** over 2 years (part-time) by attending 4 core modules per year and completing the assignments (or, for that matter, 5 modules one year and 3 modules the other year). **Completing the PGD over three years will only be permitted under exceptional circumstances.**

As far as sequencing is concerned, the only course requirement is that all participants must do the Foundation Module (Sustainable Development I) before they enrol for any other module. No

sequencing is applicable to any of the other sustainable development core modules (although we do make recommendations for certain combinations). This will allow for the maximum possible flexibility for course participants.

It is recommended that participants who want to enrol for all the planning core modules follow the Foundation Module: *Sustainable Development I* with the planning modules in the following order: namely first *Introduction to Planning*, then followed consecutively by *Development Planning Theory and Practice*; *Development Planning Systems, Policy and Law*; *Development Planning and Environmental Analysis*; and *Applied Economics*. However, it is not compulsory to follow this order.

For the programme to be financially viable, a minimum number of 15 participants are required for each module. The preferred class size is 30 participants, but this may expand to as much as 55 for certain modules.

Each module requires at least 150 hours of your time i.e. 50 hours class/contact time, 50 hours reading time, and 50 hours spent writing up the assignments.

Module Completion

All candidates must attend and complete the Foundation Module: *Sustainable Development I* before proceeding to register for any other module. Candidates wanting to follow the 'Development Planning Theory and Practice' and 'Development Planning Systems, Law and Policy' modules are highly recommended to only do it after completion of the 'Introduction to Development Planning' module. Otherwise, candidates can structure the sequencing of their Module selections to suit their own practical circumstances and intellectual preferences. Students will be required at the start of the programme to commit to participating in certain modules at certain times. If a student changes his/her plans by deciding to register for a Module that s/he did not sign up for at the start, and if the Module s/he has applied for is full, then s/he will be put onto a waiting list. Non-attendance of modules for which students have registered will result in failure of a module. A student will then have to re-register and pay for the module in the subsequent year.

Candidates who fall into arrears with their payments for modules will be not be allowed to register the following year nor will they receive their graduation certificate; and their final marks will be withheld until payment has been received.

CURRICULUM

The PGD curriculum comprises eight (8) Core Modules each worth fifteen (15) credits. The eight Core Modules must be selected as follows:

The Foundation Module, *Sustainable Development I*, and Orientation is compulsory and must be attended before participation in any of the other modules will be authorised.

Sustainable Development Stream

Students who require a general transdisciplinary understanding of global trends in sustainability thinking and sustainable development in particular are encouraged to select this stream. These students must select 8 modules from the following options as specified.

Compulsory – 1 module	Sustainable Development I
Select – 7 modules from the Core Modules and Energy-related Modules A maximum of 2 Energy-related Modules may be	Core Modules: Applied Economics; Biodiversity & Ecosystem Services; Comparative Studies in Regenerative Food Systems; Comparative Studies in Sustainable Living; Complexity Theory & Systems Thinking; Development Planning & Environmental Analysis; Development Planning Systems, Policy & Law; Development Theory & Practice; Ecological Design for Community Building; Economics of Sustainability

<p>selected</p> <p>It is recommended that <i>Complexity Theory & Systems Thinking</i> is completed before <i>Leadership & Env Ethics</i>, and that <i>Sustainable Cities</i> is completed before <i>Ecological Design</i></p> <p><i>Systems & Technologies for Sustainable Agriculture</i> is a pre-requisite for <i>Comparative Studies in Regenerative Food Systems</i></p>	<p>Transitions; Facilitation for Sustainability Transitions; Food Security & Globalised Agriculture; Food System Transitions; Governance, Globalisation & Civil Society; Introduction to Development Planning; Leadership & Environmental Ethics; Renewable Energy Finance; Renewable Energy Policy; Sustainable Cities; Sustainable Enterprise; Systems & Technologies for Sustainable Agriculture; System Dynamics Modelling.</p> <p>Energy-related Modules: Renewable Energy Systems; Bio-energy; Introduction to Solar Energy</p>
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Sustainable Development Planning Stream

Students who intend practicing in the applied disciplinary field of development planning and the allied built environment sphere in South Africa are advised to select this programme option. students must select 8 modules from the following options as specified.

Important Note:

After completion of the PGD, students intending to eventually work as planners in SA are also advised to select the 120 credit option for the MPhil with 4 additional modules, as listed under the MPhil degree. The research component for the MPhil will also need to have a "Sustainable Development Planning" focus.

<p>Compulsory – 6 modules</p> <p>It is recommended (though not compulsory) that students first complete <i>Introduction to Development Planning</i> before attending <i>Dev Theory & Practice</i> or <i>DP Systems, Law and Policy</i></p>	<p>Sustainable Development I; Introduction to Development Planning; Development Theory & Practice; Development Systems, Law & Policy; Development Planning & Environmental Analysis; Applied Economics</p>
<p>Select – 2 modules from the Core Modules and Energy-related Modules</p> <p>Recommended: <i>Ecological Design for Community Building</i>; <i>Complexity Theory & Systems Thinking</i>; <i>Sustainable Cities</i></p>	<p>Core Modules: Biodiversity & Ecosystem Services; Comparative Studies in Regenerative Food Systems; Comparative Studies in Sustainable Living; Complexity Theory & Systems Thinking; Ecological Design for Community Building; Economics of Sustainability Transitions; Facilitation for Sustainability Transitions; Food Security & Globalised Agriculture; Food System Transitions; Governance, Globalisation & Civil Society; Leadership & Environmental Ethics; Renewable Energy Finance; Renewable Energy Policy; Sustainable Cities; Sustainable Enterprise; Systems & Technologies for Sustainable Agriculture; System Dynamics Modelling.</p> <p>Energy-related Modules: Renewable Energy Systems; Bio-energy; Introduction to Solar Energy</p>

Sustainable Food Systems Stream

Students interested in the entire food chain stretching from primary production, to the consumption of food, through to food waste are encouraged to select this option. Students must select 8 modules from the following options as specified.

<p>Compulsory – 5 modules</p>	<p>Sustainable Development I; Food Security & Globalised Agriculture; Food System Transitions; Leadership & Environmental Ethics; Systems & Technologies for Sustainable Agriculture</p>
<p>Select – 3 modules from the Core Modules and Energy-related Modules</p> <p>Recommended: <i>Complexity Theory & Systems Thinking</i></p> <p><i>Systems & Technologies for Sustainable Agriculture</i> is a pre-requisite for <i>Comparative Studies in Regenerative Food Systems</i></p> <p>A maximum of 2 Energy-related Modules may be selected</p>	<p>Core Modules: Applied Economics; Biodiversity & Ecosystem Services; Comparative Studies in Regenerative Food Systems; Comparative Studies in Sustainable Living; Complexity Theory & Systems Thinking; Development Planning & Environmental Analysis; Development Planning Systems, Policy & Law; Development Theory & Practice; Ecological Design for Community Building; Economics of Sustainability Transitions; Facilitation for Sustainability Transitions; Governance, Globalisation & Civil Society; Introduction to Development Planning; Renewable Energy Finance; Renewable Energy Policy; Sustainable Cities; Sustainable Enterprise; System Dynamics Modelling.</p> <p>Energy-related Modules: Renewable Energy Systems; Bio-energy; Introduction to Solar Energy</p>

Renewable and Sustainable Energy Stream

This specialisation is offered in partnership with the Centre for Renewable and Sustainable Energy Studies at Stellenbosch University (www.sun.ac.za/crses). This Centre is a joint initiative by four Faculties of the University plus the Sustainability Institute, and the South African National Energy Research Institute (which is a subsidiary of the Government's Central Energy Fund). The teaching programme is jointly managed by the Department of Mechanical Engineering, School of Public Leadership and the Sustainability Institute. All modules will take place at the Sustainability Institute or at the Engineering Faculty in the event that access to laboratories or experimental units is required. It is important to note that the Foundation Module plus the four modules from the Renewable and Sustainable Energy Specialisation (see below) are also the component modules of the Master's in Engineering specialising in Renewable and Sustainable Energy delivered by the Department of Mechanical Engineering. This means that students who enrol for the Renewable and Sustainable Energy Specialisation in the PGD/MPhil programme will be studying together with engineering students registered for the MEng degree. This will create a challenging learning environment that will prepare people for working across disciplines which is what will be required for those who pursue careers in the sustainable energy field. After completing the PGD, the research component for the MPhil will need to have a renewable and sustainable energy focus. Students must select 8 modules from the following options as specified.

<p>Compulsory – 5 modules</p>	<p>Sustainable Development I; Ecological Design for Community Building; Renewable Energy Finance; Renewable Energy Policy; Renewable Energy Systems</p>
<p>Select – 3 modules from the Core Modules and Energy-related Modules.</p> <p>The normal combination for the Renewable and Sustainable Energy programme is the 5 Compulsory Modules, 1 or 2 Energy-related Modules plus 1 or 2 modules selected from the list of Core Modules.</p> <p>Recommended: <i>Complexity Theory & Systems Thinking</i> <i>System Dynamics Modelling</i></p> <p><i>Systems & Technologies for Sustainable Agriculture</i> is a pre-requisite for <i>Comparative Studies in Regenerative Food Systems</i></p>	<p>Core Modules: Applied Economics; Biodiversity & Ecosystem Services; Comparative Studies in Regenerative Food Systems; Comparative Studies in Sustainable Living; Complexity Theory & Systems Thinking; Development Planning & Environmental Analysis; Development Planning Systems, Policy & Law; Development Theory & Practice; Economics of Sustainability Transitions; Facilitation for Sustainability Transitions; Food Security & Globalised Agriculture; Food System Transitions; Governance, Globalisation & Civil Society; Introduction to Development Planning; Leadership & Environmental Ethics; Sustainable Cities; Sustainable Enterprise; Systems & Technologies for Sustainable Agriculture; System Dynamics Modelling.</p> <p>Energy-related Modules: Bio-energy; Introduction to Solar Energy</p>

Political Economy of Development Stream

Students interested in global trends in sustainability thinking with a particular focus on the political economy of economic development are encouraged to select this stream. Students must select 8 modules from the following options as specified.

<p>Compulsory – 4 modules</p>	<p>Sustainable Development I; Applied Economics; Development Theory & Practice; Governance, Globalisation & Civil Society</p>
<p>Select – 4 modules from the Core Modules and Energy-related Modules</p> <p>Recommended: <i>Complexity Theory & Systems Thinking</i></p> <p><i>Systems & Technologies for Sustainable Agriculture</i> is a pre-requisite for <i>Comparative Studies in Regenerative Food Systems</i></p> <p>A maximum of 2 Energy-related Modules may be selected</p>	<p>Core Modules: Biodiversity & Ecosystem Services; Comparative Studies in Regenerative Food Systems; Comparative Studies in Sustainable Living; Complexity Theory & Systems Thinking; Development Planning & Environmental Analysis; Development Planning Systems, Policy & Law; Ecological Design for Community Building; Economics of Sustainability Transitions; Facilitation for Sustainability Transitions; Food Security & Globalised Agriculture; Food System Transitions; Introduction to Development Planning; Leadership & Environmental Ethics; Renewable Energy Finance; Renewable Energy Policy; Sustainable Cities; Sustainable Enterprise; Systems & Technologies for Sustainable Agriculture; System Dynamics Modelling.</p> <p>Energy-related Modules: Renewable Energy Systems; Bio-energy; Introduction to Solar Energy</p>

FEE STRUCTURE

Deposit

Students who have been accepted on the programme pay a non-refundable deposit of R2000 by 15 November.

Registration fee

The estimated registration fee for 2016 will be R8000.00. Deducting the R2000.00 deposit, this means that R6000.00 is payable by 23 January 2016. This is the first installment on tuition fees.

Course fees (all prescribed learning material is included in this fee)

R5100.00 per module (School of Public Leadership) (fees for modules offered by the Dept. of Engineering may be higher/lower than those offered by the School of Public Leadership)

- Full-time study (all eight modules in 2016): $R5100.00 \times 8 = R40800.00$
- Part-time study (four modules per year over two years):
 2016: $R5100.00 \times 4 = R20400.00$
 2017: $R5610.00 \times 4 = R22440.00$

These course fees are provisional amounts for budgeting purposes only and not binding on Stellenbosch University or any of its employees/representatives. Accommodation and meals are not included in the course fees.

International fees

All international students who are in South Africa on a study permit pay the following additional fees which may increase in 2016:

- **SADC students including Namibian:** International registration fee (R3170.00) + service fee (R5900.00)
- **Non-SADC students:** International registration fee (R6070.00) + service fee (R5900.00)

Please refer to <http://www0.sun.ac.za/pgstudies/fees.html> for more information.

Fees payable by registration date:

- South African students are required to pay the registration fee (first instalment on class fees) by 23 January 2016. The deposit amount (R2000.00) will be deducted from the registration fee.
- International students are required to pay all academic fees, international registration fees and service fees upfront before registration. The deposit amount (R2000.00) will be deducted from these fees.

Students will be charged for (i) modules that they repeat; (ii) additional modules over and above the 8 core modules; and (iii) any additional fees that their electives may entail.

The University, as represented by the duly authorised decision-making body, reserves the right to amend all fees payable to the University. As a result, the above quoted fees may change by the time that registration takes place in January 2016. The School of Public Leadership and the staff

associated with the management of this programme cannot be held accountable if for any reason the above quoted fees are changed by a duly authorised University decision-making body.

MPHIL IN SUSTAINABLE DEVELOPMENT (NQF LEVEL 9)

ENTRY REQUIREMENTS

Application and selection

Candidates may submit a written application to enter this Programme if they comply with the following:

- A PGD in Sustainable Development qualification or have passed 8 core modules from the above mentioned PGD programme, but have not yet graduated.
- Preference will be given to applicants who have obtained an average of 65% or higher for each of the 8 modules of the PGD; **AND**
- A completed Research Concept Note and attendance of the compulsory Research Workshop.
- Closing date for MPhil application: 30 September of the year prior to the year during which the programme commences.
- A detailed explanation of the application procedure can be found on page 25 of this Prospectus.
- Any other entry requirements for postgraduate study prescribed by the University of Stellenbosch in its various public documents will apply.

STRUCTURE & CURRICULUM

After completing the eight Core Modules and graduating with a PGD qualification, the student must apply to register for the MPhil, and also submit a research concept note. Registration will only be possible after attending the Research Workshop in November and if an adequate Research Proposal has been completed and accepted. The Research Proposal must comply with the prescribed format and must also define which of the options below will be selected.

Both options 1 and 2 below make provision for electives. An elective is any module delivered as part of the PGD programme, or any module delivered by other degree programmes in the School of Public Leadership, or any other module delivered by any other Departments at Stellenbosch University, or a module delivered by another institution (subject to approval by the Programme Coordinator). If a student selects a module that is not part of the PGD programme, to facilitate the participation by the student in this module the student will be registered for a general module called *Advanced Studies in Sustainable Development*. (For example, if a student wants to do a module in Land Studies or Physics at Stellenbosch University or elsewhere, the student will be registered for a module called *Advanced Studies in Sustainable Development*.)

Two further electives are offered as part of the Master's Programme in Sustainable Development, i.e. *Research Methodology* and *Research Dissemination*. Research Methodology is a module that takes place in November where students seeking admission to the MPhil submit and present proposals. These are formally evaluated and marked. The Research Dissemination module takes place at the end of the MPhil and is an opportunity for MPhil students to convert their research into a publishable paper.

After completion of the PGD, students wishing to complete the Sustainable Development Planning specialisation (in order to work as planners in SA, are advised to select the 120 credit thesis plus 4

electives option. It is recommended that these 4 additional modules are selected from the Sustainable Development Planning Stream of the PGD; or from the MPhil Environmental Management or HonsPA or MPA programmes delivered by SPL; or from the Masters of Urban and Regional Planning (MURP) or the MPhil in Urban and Regional Science offered by the Centre of Regional and Urban Innovation and Statistical Exploration (CRUISE) which is part of the Geography and Environmental Studies Department in the Faculty of Arts. Besides the PGD modules listed earlier, other specific electives that are recommended are *Geographical Information Systems in Environmental Analysis and Management (or a similar GIS module)*, *Project Management (SPL)* and *Urban Management Processes (CRUISE)*. The research component for the MPhil will also need to have a "Sustainable Development Planning" focus.

The School of Public Leadership offers two project management courses: a basic course called *Project Management* and an advanced course called *Advanced Project Management*. Both of these courses can be selected as electives and will be accredited under these titles.

Note: the page numbers below are based on a letter size of 12 and line spacing of 1½ (with about 375 words per page). Double line spacing (about 250 words per page) will lead to a longer thesis.

Option 1

Research component plus Two Electives Programme: a 150 credit research component (see options below) plus two electives worth 15 credits each selected from the modules on offer in the PGD programme or from any other Programme at the University of Stellenbosch or other learning institution on condition these have been approved by the Programme Coordinator. The Programme will consist of the following:

- o Research Methodology Course, **plus**
- o Two Electives: 15 Credits each plus
- o Research Component: 150 Credits with the following options:
 - i. Two academic journal articles in the format and style of the School of Public Leadership template and in accordance with the requirements of the University, the School and the supervisor (±8000 words [±24 pages] per journal article).
OR
 - ii. A project proposal for a given development project that must define the goal, objectives, implementation plan, budget, and monitoring and evaluation mechanism in accordance with the Logical Framework Analysis project management approach (±40 000 words [±120 pages]).
OR
 - iii. A traditional thesis in accordance with the normal academic format and requirements of the University, the School and the supervisor (±40 000 words [±120 pages]).

NOTE: Appendices are not included in word count.

Option 2

Research component plus Four Electives Programme: a 120 credit research component (see options below) plus four electives worth 15 credits each selected from the modules on offer in the PGD programme or from any other Programme at the University of Stellenbosch or other learning institution on condition these have been approved by the Programme Coordinator. The Programme will consist of the following:

- o Research Methodology Course, **plus**
- o Four Electives: 15 Credits each plus
- o Research Component: 120 Credits with the following options:

- i. Two academic journal articles in the format and style as prescribed by the School of Public Leadership template and in accordance with the requirements of the University, the School and the supervisor (± 8000 words [± 24 pages]).

OR

- ii. A Project Proposal for a given development project that must define the goal, objectives, implementation plan, budget, and monitoring and evaluation mechanism in accordance with the Local Framework Analysis project management approach (± 30000 words [± 90 pages]).

OR

- iii. A traditional thesis in accordance with the normal academic format and requirements of the University, the School and the supervisor ($\pm 30\,000$ words [± 90 pages]).

NOTE: Appendices are not included in word count.

- **Scheduling:** Candidates must submit a research proposal, written in accordance with the Departmental Guidelines for Research Proposals and acceptable to the Programme Coordinator and the Research Committee, by mid-January; for registration by 31 March.
- **Supervision:** The Research Committee will assign a Supervisor for each candidate in accordance with available expertise and equitable distribution of the supervision load, plus two Examiners.

FEE STRUCTURE

Registration fee

The estimated registration fee for 2016 will be R8000.00.

Course fees

- **Option 1:** 150 credit thesis R19390.00 + 2 modules @ R5100.00/module = R29590.00
- **Option 2:** 120 credit thesis R15510.00 + 4 modules @R5100.00/module = R35910.00

Note: 30% of thesis fees will be charged for the second year of study; and full thesis fees will be charged for every year of study after the second year. However, continuation after two years is not a given fact but is a privilege that is only granted under exceptional circumstances.

Editing fees

MPhil students must also take into account that their thesis document must be edited before final submission. Depending on the type of editing needed, fees vary from R2000.00 (form edit) to \pm R12000.00 (content edit). Editing fees are not included in the course fees.

These course fees are provisional amounts for budgeting purposes only and not binding on Stellenbosch University or any of its employees/representatives. Accommodation and meals are not included in the course fees.

International fees

All international students who are in South Africa on a study permit pay the following additional fees which may increase in 2016:

- **SADC students including Namibian:** International registration fee (R3170.00) + service fee (R5900.00)

- **Non-SADC students:** International registration fee (R6070.00) + service fee (R5900.00)

Please refer to <http://www0.sun.ac.za/pgstudies/fees.html> for more information.

Fees payable by registration date:

- South African students are required to pay the registration fee (first instalment on tuition fees) before registration. This date differs for new and second year students.
- International students are required to pay all academic fees, international registration fees and service fees upfront before registration.

The University, as represented by the duly authorised decision-making body, reserves the right to amend all fees payable to the University. As a result, the above quoted fees may change by the time that registration takes place in January 2015. The School of Public Leadership and the staff associated with the management of this programme cannot be held accountable if for any reason the above quoted fees are changed by a duly authorised University decision-making body.

GENERAL INFORMATION

PAYMENT OPTIONS

Refer to the information at the following link: http://www.maties.com/what-will-it-cost/payment-options.html#direct_into_bank_account

BURSARIES AND SCHOLARSHIPS

Information on financial aid can be found on the web page of the Postgraduate & International Office: <http://www0.sun.ac.za/pgstudies/scholarships-and-opportunities.html>

INTERNATIONAL STUDENTS

Information on visas, fees, language requirements and long term accommodation can be found on the website of the Postgraduate & International Office: <http://www0.sun.ac.za/pgstudies/living-in-stellenbosch/accommodaton.html>

ACCOMMODATION OPTIONS

Accommodation depends on individual circumstances:

- longterm University accommodation in Stellenbosch;
- longterm private rented accommodation in Stellenbosch or surrounds (room/flat/house):
 - <http://www0.sun.ac.za/pgstudies/living-in-stellenbosch/accommodaton.html>
- shortterm – guesthouses near the SI:
 - Drie Gewels Guesthouse in the Lynedoch EcoVillage: Contact Tania Klink, tel. +27 21 8813196 ext 200; tania@sustainabilityinstitute.net;
 - Onze Rust Guesthouse; www.stellenboschstay.com
 - Soverby Guesthouse; www.soverby.co.za
- guesthouses in Stellenbosch - <http://www.stellenbosch.travel/stay>

Students are responsible for their own accommodation arrangements.

COMMUTING OPTIONS

All modules are delivered on the premises of the Sustainability Institute. These premises are located within the emerging Lynedoch EcoVillage Development which is located on the R310 (turnoff into Lynedoch Road) diagonally opposite the Spier Wine Estate, 12 km outside Stellenbosch. Students are responsible for their own transport arrangements. Most students, if they aren't staying in the Drie Gewels Guesthouse on site, travel by car and often arrange lift shares amongst themselves. The only public transport available is a train service and the journey between Stellenbosch and Lynedoch takes 9 minutes. The Lynedoch train station is 3 minutes' walk from the SI.

DAILY ROUTINE*

* Meals are available on request

Mondays:

07:00 – 08:00	<i>breakfast</i>
08:30 – 13:00	main teaching session
13:00 – 14:00	<i>lunch</i>
14:00 – 15:30	group work
15:30 – 16:00	<i>tea</i>
16:00 – 17:30	teaching session
18:00	<i>dinner</i>

Tuesdays – Fridays

07:00 – 8:00	<i>breakfast</i>
08:15 – 08:25	gather in the hall for morning briefing, notices, messages and task assignments
08:25 – 09:15	community work
09:15 – 09:30	freshen up and proceed to classroom
09:30 – 13:00	main teaching session
13:00 – 14:00	<i>lunch</i>
14:00 – 15:30	group work
15:30 – 16:00	<i>tea</i>
16:00 – 17:30	teaching session
18:00	<i>dinner</i>

Saturdays

07:00 – 08:00	<i>breakfast</i>
09:00 – 13:00	group presentations

APPLICATION PROCEDURE

CLOSING DATES FOR APPLICATIONS:

31 AUGUST (Postgraduate Diploma in Sustainable Development)

30 SEPTEMBER (MPhil in Sustainable Development)

The University must be in possession of ALL your supporting documents by these dates

Please familiarise yourself with the entry requirements before applying for either of the two programmes.

PGD IN SUSTAINABLE DEVELOPMENT

CLOSING DATE FOR APPLICATIONS:

31 AUGUST OF THE YEAR PRIOR TO THE YEAR FOR WHICH YOU ARE APPLYING

The application process for the PGD (Sustainable Development) programme is two-fold, namely:

- firstly, by applying to Stellenbosch University; and
- secondly, if accepted by the University, by applying to the Department, namely the School of Public Leadership.

The complete process is described below.

1. STELLENBOSCH UNIVERSITY APPLICATION

1.1 External applicants (not enrolled at SU at the time of application)

Step 1

- Information you will need for your application:
 - Faculty: Economic and Management Sciences
 - Department: School of Public Leadership
 - Programme: Postgraduate Diploma in Sustainable Development
- From 1 May in the year preceding the year that you wish to study, apply online at: <http://www0.sun.ac.za/pgstudies/>
- If it is impossible to apply online, an application form may be requested from the Programme Administrator (see below for contact details).
- All external applicants receive a student number via email or sms (text message). This is not an indication that you have been accepted by the University.
- If you have applied online, you need to mail proof of payment of admission fees (not applicable to international students), certificates and a signed agreement to the University at info@sun.ac.za.
- Your application will not be processed further unless the University receives all the documents described above.
- If you submit a paper application form please include all documents described above and post them to the address on the application form; or scan & email them to info@sun.ac.za ..

Please ensure that the scanned copies are clear and easy to read. The application forms do not fax well and you are advised not to fax your applications.

- All the documents mentioned above need to be submitted to the University by 31 August, in other words the University must be in possession of your complete application by 31 August, otherwise your application may miss the selection process.
- It is your responsibility to follow up with the University Call Centre to confirm that your application is on the system and that all supporting documents have been received. Once your application has been successfully processed by University Admissions you will receive an email or sms (text message) with your University password. Please note that this is not an indication that you have been accepted for the PGD in Sustainable Development.

1.2 Internal applicants (enrolled at SU at the time of application)

- Apply via My.Sun.ac.za: Click on *Undergrad*, click on *Studies*, click on *Postgraduate*, log in, select programme from drop down menu.

Step 2

Applications of external applicants are reviewed by the Faculty Secretary (and International Office if you are an international student) to ensure that you comply with the entry requirements for the PGD (Sustainable Development) programme.

Step 3

The names of applicants accepted by Faculty are sent to the Department.

2. DEPARTMENTAL APPLICATION

Step 4

The Programme Administrator will email a departmental application form to you if you have been accepted by Faculty. There may be a substantial time lapse between your University application submission and contact by the Programme Administrator – most often this is due to university applications being incomplete, but also because the Faculty review process may not commence until June/July. It is the applicant's responsibility to follow up on applications submitted. The completed departmental application form plus a motivation (1000 words) of why you wish to study the PGD in Sustainable Development must be emailed back to the Programme Administrator within 10 days of receiving the email and departmental application form.

Step 5

Your departmental application will be reviewed and you will be notified whether your application was successful or not by the end of the second week in November. If your application has been successful, you will be required to pay a **non-refundable deposit** of R2000.00 by **15 November** to secure your place on the programme.

MPHIL IN SUSTAINABLE DEVELOPMENT

CLOSING DATE FOR APPLICATIONS:

30 SEPTEMBER OF THE YEAR PRIOR TO THE YEAR FOR WHICH YOU ARE APPLYING

Preference will be given to students who obtained 65% or higher for each of their respective modules in the BPhil/PGD programme. Students who are conditionally accepted for MPhil studies are required to attend the following two compulsory events:

- a **Colloquium** (where current students present their research) on 9 and 10 November 2015; and
- a **Research Workshop** from 11-13 November 2015.

The application process is twofold, namely:

1. RESEARCH CONCEPT NOTE

All applicants must submit an electronic copy of a 1000 word research concept note to the Programme Administrator by 30 September of the year prior to the year for which you are applying. The concept note template is available from the Programme Administrator.

2. STELLENBOSCH UNIVERSITY APPLICATION

2.1 External applicants (not enrolled at SU at the time of application)

- Complete an online application form at: <http://www0.sun.ac.za/pgstudies/>. This link will be active from 1 May.

Information you will need for your application:

- Faculty: Economic and Management Sciences
- Department: School of Public Leadership
- Programme: MPhil in Sustainable Development

- See Steps 1-3 above.

2.2 Internal applicants (enrolled at SU at the time of application)

Apply via My.Sun.ac.za: Click on *Undergrad*, click on *Studies*, click on *Postgraduate*, log in, select programme from drop-down menu.

CONTACT THE CORRECT DIVISION FOR ENQUIRIES RELATING TO YOUR APPLICATION

- Enquiries relating to your *online university application*: University Call Centre, tel. +27 21 808 9111; info@sun.ac.za.
- Enquiries relating to your *PGD departmental application* or *MPhil research concept note*: Beatrix Steenkamp (Programme Administrator), tel. +27 21 881 3952; email Beatrix.steenkamp@spl.sun.ac.za.
- Enquiries relating to *funding, visas, language proficiency, etc.*: Postgraduate & International Office, tel. +27 21 808 2565; <http://www0.sun.ac.za/pgstudies/>; email interoff@sun.ac.za;

USEFUL CONTACT INFORMATION

Programme Administrator Beatrix Steenkamp; beatrix.steenkamp@spl.sun.ac.za	+27 (0)21 881 3952
Stellenbosch University Call Centre	+27 (0)21 808 9111
Accommodation: University (long-term) http://www0.sun.ac.za/pgstudies/living-in-stellenbosch/accommodaton.html	+27 (0)21 808 3892
Accommodation: Sustainability Institute (short-term) Tania Klink; tania@sustainabilityinstitute.net	+27 (0)21 881 3196
Bursaries: Postgraduate http://www0.sun.ac.za/pgstudies/scholarships-and-opportunities.html beursnavrae_nagraads@sun.ac.za)	+27 (0)21 808 4208
Bursaries & Loans: General	+27 (0)21 808 4627
Bursaries: Centre for Renewable Energy Studies (Renewable & Sustainable Energy Students only) http://www.crses.sun.ac.za/studies-bursaries.php	+27 (0)21 808 4069
Division Student Fees	+27 (0)21 808 4913/ /4519/4521
Division Student Records	+27 (0)21 808 4575
Faculty Secretary: Ms Nazli Daniels, naniels@sun.ac.za	+27 (0)21 808 4837
Postgraduate & International Office http://www0.sun.ac.za/pgstudies/ ; interoff@sun.ac.za)	+27 (0)21 808 2565

DIRECTIONS TO THE SUSTAINABILITY INSTITUTE

GOOGLE MAPS

Sustainability Institute, Stellenbosch

(<https://www.google.co.za/maps/place/The+Sustainability+Institute/@-33.9823139,18.7698932,17z/data=!4m2!3m1!1s0x1dcc4cf1015a2725:0x43caa201822c1fc7>)

GPS COORDINATES

S 33° 58' 54.84"

E 18° 46' 17.76"

DESCRIPTION OF ROUTE

From Stellenbosch

There are two routes, i.e.

- via the R310/Baden Powell Drive: Turn right into Vlottenburg Road at Vlottenburg Station/Stellenbosch Hills Winery; at Lynedoch Station sign turn left and continue to Lynedoch;
- via the M12/Polkadraai Road: Turn left into Vlottenburg Road; at Lynedoch Station sign turn right and continue to Lynedoch. From a safety perspective this is a better option because you don't have to cross the oncoming traffic on the R310.

From Somerset West/Strand

Turn right at the intersection with Baden Powell R310, drive past Spier and reach Vlottenburg Station. Turn left onto Vlottenburg Road; at Lynedoch Station sign turn left and drive back to Lynedoch.

From Cape Town

From N2, take the Baden Powell R310 exit. Turn left at traffic lights into new road, go over the bridge, turn right at Lynedoch Station sign and continue to Lynedoch.

DATES AND DEADLINES 2016*

*These dates are subject to change

Updated 24 July 2015

Module	Module codes			Date presented	Indiv assignm due date	MPhil journal article due date
Compulsory Orientation/Induction		PGD	MPhil	27-29 January	N/A	
Sustainable Development I (PGD Sust Dev students)	58718	771		01 – 12 Feb		
Intro to Development Planning	12230	771	871	22 – 27 Feb		
Complexity Theory & Syst Think	11190	772	871	07 – 12 Mar		
Food Security & Glob Agricult.	12232	774	874	14 – 19 Mar		
Leadership & Env Ethics	11491	773	873	04 – 09 Apr		
DP Systems, Policy & Law	11182	772	872	11 – 16 Apri		
Development Theory & Practice	11194	772	871	18 – 23 Apr		
System Dynamics Modelling	12530	771	871	03 - 13 May		
Systems & Techn for SA	12231	774	874	09 – 14 May		
Eco Design for Comm. Build.	11188	776	876	16 – 21 May		
Renewable Energy Policy	11651	771	871	23 – 28 May		
Facilitation for Sustainability Transitions	11489	772	872	30 May–04 Jun		
Adv System Dynamics Modelling (MPhil elective)				06 – 11 June		
Biodiversity & Ecosystem Services	11490	772	872	06 – 11 June		
Food System Transitions	11181	772	871	20 – 25 June		
Applied Economics	11198	775	874	18 – 23 July		
DP & Environmental Analysis	55492	771	873	25 – 30 July		
Governance, Globalis & Civ Soc	11195	773	873	01 – 06 Aug		
Renewable Energy Finance	12531	771	871	01 – 06 Aug		
Sustainable Cities	11199	775	875	15 – 20 Aug		
Sustainable Enterprise	60763	774	874	22 - 27 Aug		
Comparative Studies in Regenerative Food Systems (INDIA)				22 Aug– 3 Sept		
Economics of Sustainability Transitions (NEPAL)				12 – 30 Sept		
Comparative Studies in Sust Living (NEPAL)				12 – 30 Sept		
MPhil 2016 concept note				N/A	30 Sept	
MPhil research colloquium / Research Dissemination	11273		871	07 – 08 Nov		
MPhil research workshop / Research Methodology	51764		871	09 – 11 Novr		
MPhil 2017 research proposal				N/A	16 Jan 2017	
<i>Renewable Energy Systems</i>	64890	714	814			
<i>Introduction to Solar Energy</i>	11294	747	847			
<i>Bio-Energy</i>	64904	744	844			

