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Stellenbosch University Co-curriculum

Experiential Education Prospectus

Compiled by Pule Mochichane

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Message from the Senior Director of Student Affairs



Dear Student and Prospective Student,

Welcome to Stellenbosch University's living and learning communities.

Stellenbosch University offers you an opportunity to receive a world-class degree, as well as a world-class educational experience. Stimulating learning and exciting development in areas beyond the classroom is what sets SU apart. This prospectus outlines activities and opportunities which will assist you in developing competencies, skills and self-awareness that will equip you to successfully navigate the 21st century, contribute towards it, and make a difference.

The co-curricular opportunities outlined in this prospectus will enable you to develop the four SU graduate attributes: an enquiring mind; an engaged citizen; a dynamic professional and a well-rounded individual. These are the attributes we believe are crucial for being a successful student and graduate.

We encourage you to make good use of the opportunities in this prospectus and engage with our co-curricular environment so that you can benefit from these to secure a successful future.

Dr Birgit Schreiber (PhD)
Senior Director
Division Student Affairs

Message from the Director of Centre for Student Leadership and Structures



Dear Students

Welcome to a wealth of co-curricular opportunities offered by Stellenbosch University. Look on this prospectus as a resource to customise your co-curricular learning journey. With so many quality options to choose from, you can craft your path to suit your individual passion, needs and interests. Each option represents an invitation to be stretched, to be called to service, to connect, to learn and grow through experiential learning.

On successful completion, those courses that are accredited will not only have an indelible mark on your development, but will also be recorded on your academic transcript. What a wonderful investment into your future and ours!

Tonia Ovenmeyer
Director : Centre for Student Leadership and Structures
Division Student Affairs

Stellenbosch University Graduate Attributes

An enquiring mind

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

An engaged citizen

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

An enquiring mind

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

An engaged citizen

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

A dynamic professional

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

A well-rounded individual

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



A well-rounded individual

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

A dynamic professional

- Problem solver
- Uses sustainable and effective technology
- Innovative

Co-curriculum Experiential Learning



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

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

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

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

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

Ruth Andrews
Co-Curriculum Office

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

Co-Curriculum Experiential Learning Categories

Academic Leadership



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

Student Leadership



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

Personal Leadership



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

Social Impact



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

Intercultural Engagement



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

Sport & Wellbeing



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

Scholarships Awards and Service Recognition



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

Frequently Asked Questions

Q.What is the Co-curricular educational experience?

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

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

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

Q.What is a Co-curricular activity?

Any activity whereby learning is happening through an experiential education.

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

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

Q.What are the categories for Co-curriculum Accreditation?

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

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

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

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

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

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

CENTRE FOR STUDENT LEADERSHIP AND STRUCTURES



The Centre for Student Leadership and Structures comprises the Frederik van Zyl Slabbert Student Leadership Institute, Student Governance Office and the Co-curriculum Office. The aim with establishing this Centre is to ensure that the University provides comprehensive and coherent leadership experiences for its students, focussing on positional leadership as well as meritorious leadership. These experiences contribute significantly to the development of Graduate Attributes and future employability of our students.

**For more information: 09 Bosman Street, Stellenbosch
Telephone 021 808 2312**



Frederick Van Zyl Slabbert Institute for Student Leadership Development

THE ELIZE BOTHA WOMEN IN LEADERSHIP		
Admission Requirements: Female Students Division/Faculty: Division of Student Affairs Duration: First and Second Semester 8 -10 sessions Credit Bearing: NQF6 Delivery mode: Face to Face Location: Centre for Student leadership and Structures Contact person: Mr Spugeon Wilson(FVZS)		
OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To inspire female students to engage in the field of leadership unique to women's experiences. It combines a three-tier theoretical overview of feminist literature and movements with practical engagement in leadership in their contextual environments. Participants will develop fundamental leadership skills and insight into the field of women in leadership. 	<ul style="list-style-type: none"> Feminism and Rape Culture in South Africa Pan African Feminism Intersectionality and Decolonisation Socio - political and Economic Climate for Women in South Africa Women's Well-Being in Activism and Leadership Media and Personal Branding 	<ul style="list-style-type: none"> Understanding of feminist literature Fundamental leadership skills

LEADERSHIP BEYOND BORDERS		
Admission Requirements:All Students Division/Faculty: Division of Student Affairs Year: 2018 Duration: First and Second Semester 8 -10 sessions Credit Bearing: NQF 6 Course Facilitator: Mr Spugeon Wilson(FVZS) Delivery mode: Face to Face and online Costs: Location: Centre for Student leadership and Structures Contact person: Mr Spugeon Wilson(FVZS)		
OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> With a strong focus on student activism and social change in South Africa, this course provides participants with rich insights into a variety of global and local contexts. The course addresses the historical South African context and current challenges, such as patriarchy, decolonization and change. Using this knowledge, participants are encouraged to engage critically with their communities and broader South African society. 	<ul style="list-style-type: none"> Authentic and Transformative Leadership Social Justice History, Colonization & Apartheid Democracy: Constitution, Framework (Socio-Economic Justice) Identities: Charter for Transformation Land and Economy Education Media 	<ul style="list-style-type: none"> Young leaders' agency Critical societal issues Case studies of community actions for change Collectively developing and commenting on policy Constitution as a framework for socio and economic justice Public policy in the broad sense

JUST LEAD		
Admission Requirements:All Students Division/Faculty: Division of Student Affairs Year: 2018 Duration: First and Second Semester 8 -10 sessions Credit Bearing: NQF6 Course Facilitator: Mr Spugeon Wilson(FVZS) Delivery mode: Face to Face and online Costs: Location: Centre for Student leadership and Structures Contact person: Mr Spugeon Wilson(FVZS)		
OBJECTIVES	TOPICS	OUTCOMES
This course is aimed at students who are interested in expanding their understanding of multiculturalism and the role of leadership in South Africa and globally. Participants engage in conversations with a number of experts on themes such as institutional culture, universal design and disabilities, classism and racism as well as white privilege.	<ul style="list-style-type: none"> Multiculturalism Institutional Culture Power and Privilege (P's in H.E.) Racism vs Classism Black Consciousness Mind-shift African identities through innovation and global citizenry Courage and Vulnerability Enacting diversity: Intergroup Relations, Conflict and Contact How do we become bridge builders? 	<ul style="list-style-type: none"> Multiculturalism Leadership roles, Power and privilege

GRADUATE PROGRAMME		
Admission Requirements: Final year Students, Graduates Division/Faculty: Division of Student Affairs Year: 2018 Duration: First Semester 10 sessions Credit Bearing: NQF6 Course Facilitator: Mr Spugeon Wilson(FVZS) Delivery mode: Face to Face and online Costs: Location: Centre for Student leadership and Structures Contact person: Mr Spugeon Wilson(FVZS)		
OBJECTIVES	TOPICS	OUTCOMES
Focuses on the leadership development of final-year and postgraduate students. It brings a unique approach to preparing students for a new phase in their life after university. A job shadowing opportunity forms the basis of the programme. Upon completion of this course students will have the tools and skills to enter the workplace with confidence giving successful participants a distinct advantage over other graduates.	<ul style="list-style-type: none"> Leadership styles Ethical leadership 	<ul style="list-style-type: none"> Reflection: GAs and self-analysis Participants will understand their role as leaders

GLOBAL CITIZENSHIP		
Admission Requirements:All Students Division/Faculty: Division of Student Affairs Year: 2018 Duration: First Semester 10 sessions Credit Bearing: NQF6 Course Facilitator: Mr Spugeon Wilson(FVZS) Delivery mode: Face to Face and online Costs: Location: Centre for Student leadership and Structures Contact person: Mr Spugeon Wilson(FVZS)		
OBJECTIVES	TOPICS	OUTCOMES
The aim of this course is to develop a better understanding amongst students of what global citizenship entails and to help create a global social awareness. The course covers aspects of being a global citizen and engaging with various societal role players while developing critical thinking related to, among others, global cultural and religious matters, public reasoning ability and an understanding of doing business in a global context.	<ul style="list-style-type: none"> Global citizenship Intercultural Competence Community engagement Foreign language acquisition 	<ul style="list-style-type: none"> Gaining insight into global citizenship and social awareness. Intercultural Competence

FACILITATIVE LEADERSHIP		
Admission Requirements:All Students Division/Faculty: Division of Student Affairs Year: 2018 Duration: First Semester 10 sessions Credit Bearing: NQF6 Course Facilitator: Mr Spugeon Wilson(FVZS) Delivery mode: Face to Face and online Costs: Location: Centre for Student leadership and Structures Contact person: Mr Spugeon Wilson(FVZS)		
OBJECTIVES	TOPICS	OUTCOMES
The aim of this course is to develop a better understanding amongst students of what global citizenship entails and to help create a global social awareness. The course covers aspects of being a global citizen and engaging with various societal role players while developing critical thinking related to, among others, global cultural and religious matters, public reasoning ability and an understanding of doing business in a global context.	<ul style="list-style-type: none"> Multicultural education Facilitation Public Speaking Vulnerability Intersubjective Dialogue Identity Understanding social inequalities Perceptions of class and power 	<ul style="list-style-type: none"> Basic facilitation skills and competencies in order to facilitate Multiculturalism Critical Engagement skills Public speaking skills To develop confidence in understanding group dynamics

AFRICAN LEADERSHIP DEVELOPMENT PROGRAMME

Admission Requirements: Students from the African Continent
 Division/Faculty: Division of Student Affairs
 Year: 2018
 Duration: First and Second Semester Online
 Credit Bearing: **NQF6**
 Course Facilitator: **Mr Spugeon Wilson(FVZS)**
 Delivery mode: Face to Face and online
 Costs:
 Location: Centre for Student leadership and Structures
 Contact person: **Mr Spugeon Wilson(FVZS)**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Developing leaders for a more democratic, free-thinking & sustainable continent. Additionally the course attentions the context of African leadership and help participants to better understand the continent and the role that they play in the future of Africa. This short course is run in collaboration with Africa Matters 	<ul style="list-style-type: none"> The African Identity African Leadership Transforming the African continent 	<ul style="list-style-type: none"> Participants will have an understanding of: African Identities, leadership styles in the context of Africa, what it means to be African, beyond postcolonial Africa, role models in Africa – lessons to be learned, democracy on the African continent, multicultural contexts and harnessing the power of diversity, Africa's uniqueness in the regional and global – What African philosophy brings to business, management and leadership, the role Africa does and can play in a global context, strengthening change agency in Africa; and the role of young Africans in developing the continent.

DEMOCRACY & CITIZENSHIP

Admission Requirements: Students and Youth
 Division/Faculty: Division of Student Affairs
 Year: 2018
 Duration: First Semester 03 July - 06 July
 Credit Bearing: **NQF6**
 Course Facilitator: **Mr Spugeon Wilson(FVZS)**
 Delivery mode: Face to Face and online
 Costs:
 Location: Centre for Student leadership and Structures
 Contact person: **Mr Spugeon Wilson(FVZS)**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> The target group is students and youth who question their role as citizens and what active citizenship entails. Participants explore critical questions relating to democracy, accountability and citizenship while addressing the South African and African context. The theoretical element of the course is complemented by practical experiences. This course takes place in collaboration with Inkulufreeheid, University of Cape Town and The University of the Western Cape. 	<ul style="list-style-type: none"> South African History Political Philosophy and Democracy Public Policy Branches of Government Active Citizenship 	<ul style="list-style-type: none"> Questioning your role as an active citizen Democracy and its impact on citizenship.

LEADERSHIP IN EDUCATION

Admission Requirements: Students enrolled at the Faculty of Education
 Division/Faculty: Division of Student Affairs
 Year: 2018
 Duration: First Semester
 8-10 sessions
 Credit Bearing: **NQF6**
 Course Facilitator: **Mr Spugeon Wilson(FVZS)**
 Delivery mode: Face to Face and online
 Costs:
 Location: Centre for Student leadership and Structures
 Contact person: **Mr Spugeon Wilson(FVZS)**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Gain insight into the leading and transformative role that prospective and in-service educators can play in improving various aspects of South African education. Observe and reflect upon a range of theme-related aspects of the South African schooling system during their work-integrated learning (practice teaching) period. Critically reflect on the reading material provided to them prior to their work-integrated learning period. Upon reflection, participants will be required to engage with a range of questions, which integrate both the theoretical and practical perspectives on the South African schooling system. Participate in practical activities and facilitated discussions on their theme-related observations and more – prior to and upon return from their work-integrated learning period. Compile and submit a course portfolio that will display the integration of the course-related themes into their practical lesson preparation, presentation and observation in their school-specific context and the South African schooling system at large. 	<ul style="list-style-type: none"> Teachers as Agents of Social Change South African Education through a Constitutional Lens Social Impact and the Economics of Education Language in Education Decolonising the South African curriculum 	<ul style="list-style-type: none"> Gain insight into the leading and transformative role that educators can play in schools, classrooms and the communities in which they work. Discover their role as agents of social change in the South African educational context. Engage in meaningful discussion with facilitators and fellow participants. Engage with school staff and learners in their observation and critical-analysis of a range of theme-related aspects of the South African schooling system. Participate in and make a meaningful contribution to facilitated group discussions and practical activities during course sessions. Reflect individually and collectively on each of the course themes. Compile and present a work-integrated learning course portfolio.

LEADERSHIP IN LAW

Admission Requirements: Students enrolled at the Law Faculty
 Division/Faculty: Division of Student Affairs
 Year: 2018
 Duration: First Semester 10 sessions
 Credit Bearing: **NQF6**
 Course Facilitator: **Mr Spugeon Wilson(FVZS)**
 Delivery mode: Face to Face and online
 Costs:
 Location: Centre for Student leadership and Structures
 Contact person: **Mr Spugeon Wilson(FVZS)**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Empower law students with leadership skills that will enable them to move their communities and South Africa forward. Empowerment through a curriculum that imparts certain skills and abilities and encourages critical engagement about different views and ideas about leadership relating to the law and legal world. Encourage critical dialogue and debate between participants from different backgrounds in order to inspire the exchange of ideas and experiences about leadership between law students. Show participants how to align their law degree with their greatest passion, imparting skills required for career management and introducing them to the wide range of employment possibilities open to students with a law degree. Increasing awareness about the social responsibility that law students have, as young jurists, to uphold the values of the Constitution and the Bill of Rights through looking at topics such as transformation, social activism and the role of law. 	<ul style="list-style-type: none"> Social Justice Activism Legal Education Constitution Decolonization 	<ul style="list-style-type: none"> Leadership skills Career management Social responsibility

LEADERSHIP FOR CHANGE

Admission Requirements: Students enrolled at the Health Sciences Faculty (Tygerberg).
 Division/Faculty: Division of Student Affairs
 Year: 2018
 Duration: First Semester 8 - 10 sessions
 Credit Bearing: **NQF6**
 Course Facilitator: **Mr Spugeon Wilson(FVZS)**
 Delivery mode: Face to Face and online
 Costs:
 Location: Centre for Student leadership and Structures
 Contact person: **Mr Spugeon Wilson(FVZS)**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To empower Stellenbosch law students, by developing their leadership skills, in order to equip them to use their legal knowledge to assist fellow South Africans in moving the country forward; To bridge the gap between the skillset that a law graduate obtains in law school and the necessary skills and abilities that the professional world requires; To promote the necessary conversations and the sharing of ideas between participants with regards to leadership in the context of law and South Africa as a whole. 	<ul style="list-style-type: none"> Critical Engagement: Race Class and Language A ten step plan to dealing with management/ hierarchy issues Financial management and conflict management Planning of Change project 	<ul style="list-style-type: none"> Critical dialogue skills Manage, 'power plays' and manage important aspects of their own personal lives effectively

METANOIA LEADERSHIP COURSE

Admission Requirements: Students residing at the Metanoia
 Division/Faculty: Division of Student Affairs
 Year: 2018
 Duration: First Semester 10 sessions
 Credit Bearing: **NQF6**
 Course Facilitator: **Mr Spugeon Wilson(FVZS)**
 Delivery mode: Face to Face and online
 Costs:
 Location: Centre for Student leadership and Structures
 Contact person: **Mr Spugeon Wilson(FVZS)**

OBJECTIVES	TOPICS	OUTCOMES
To equip the participants to understand the complexities of our society and how to re-imagine the possibilities which exists in these complexities.	<ul style="list-style-type: none"> Active Citizenship Social, Economic, and Political Climate Tools of Engagement Black Consciousness Feminism Decolonization and Transformation 	<ul style="list-style-type: none"> Fundamental leadership skills Critical engagement skills Conflict management skills.

Student Governance

Student Societies

- Academics for Development
- Adam Tas
- AFM Campus Ministries
- Association of Ghanaian Students in Stellenbosch University (AGSSU)
- All People's Church
- Association of Nigerian Students Stellenbosch University (ANSSU)
- Black Management Forum Student Chapter (BMFsc)
- Berg- en Toerklub
- Canticum Novum
- Christ Church Stellenbosch
- Creative Photographic Society
- DASO
- DASUS
- Deeper Life Campus Ministries
- Destiny Campus Ministry
- Die Voortrekkers
- DisMaties
- DLCF
- EcoMaties
- Every Nation
- Engineers Without Borders SA
- Funda Fundisa
- Golden Key
- Grace Life Centre
- Grace Life Campus Ministries
- Guild
- Hillsong
- Lesotho Student Association of Stellenbosch University (LESA-SU)
- LesBiGay
- Matie Acts
- Maties PAW
- Maties Beer Appreciation Society (MBAS)
- Maties Ballroom and Latin Dance Society
- Muslim Students Association (MSA)
- Musicultus
- NACSS
- Namibian Society of Stellenbosch University (NAMSSU)
- NewGen Students Society
- Operation Smile
- Pulp Film Society
- RCCG
- South African Student Congress (SASCO)
- SDASM
- SHIELD
- Shekinah Student Fellowship
- Shofar
- SLSJ
- SPYS
- Thuthuka Group
- TH Childrens Foundation
- UNASA
- University of Stellenbosch Consulting Society(USCS)
- University of Stellenbosch Debating Society (USDV)
- University of Stellenbosch Investment Society (USIS)
- University of Stellenbosch Wine Culture Society (USWCS)
- ZimSoc

STUDENTS' REPRESENTATIVE COUNCIL

Admission Requirements: Registered SU student with minimum residence HEMIS per academic year.
 Additional Criteria: Student must be elected to serve on the SRC through the annual SU SRC election process.
 Division/Faculty: Division of Student Affairs - Centre for Student Leadership & Structures
 Year: Annually
 Duration: 12 months - September to August the following year.
 Location: Student Governance Office – Neelsie Student Centre.
 Contact person: **Anele Mdepa**

AIMS	DESCRIPTIONS	OUTCOMES
The aim of the body is to ensure that the interests of the students are met by management and other bodies in the Higher Education landscape. This promotes students success and access.	<ul style="list-style-type: none"> The SRC represents the interests of the student community at- (a) Council; (b) other institutional structures of the University; and (c) national and international student bodies. The SRC is a representative body that takes decisions regarding (a) the interests of the student community; and (b) the administrative activities required to serve these interests. 	<ul style="list-style-type: none"> Providing leadership and guidance that is accessible, transparent, and accountable to the student body as enshrined in the Student Constitution.

TYGERBERG STUDENT REPRESENTATIVE

Admission Requirements: Registered SU Medicine & Health Sciences student, minimum residence HEMIS per academic year.
 Additional Criteria: Student must be elected to serve on the SRC through the annual Tygerberg SRC election process.
 Division/Faculty: Division of Student Affairs - Centre for Student Leadership & Structures
 Year: Annually
 Duration: 12 months - September to August the following year.
 Location: Student Governance Office – Neelsie Student Centre.
 Contact person: **Anele Mdepa**

AIMS	DESCRIPTIONS	OUTCOMES
<ul style="list-style-type: none"> To make sure that there is continuous communication of factual information between all relevant parties; To prioritize student needs and to create a community where students will have the opportunity for multi-faceted growth. To be future focused and innovative To be ambassadors for mental health on Tygerberg Campus To establish sustainable projects and to make sure the foundation for future leaders is well-established and to be transparent in nature 	<ul style="list-style-type: none"> It is the highest form of student governance on the Tygerberg Campus. The TSR consists of 9 elected members and 4 ex-officio members. The ex-officio positions are Chairpersons elected by their communities and mandated to serve on the TSR. 	<ul style="list-style-type: none"> Providing leadership and guidance that is accessible, transparent, and accountable to the student body as enshrined in the Student Constitution.

MILITARY STUDENT COUNCIL

Admission Requirements: Registered SU Military Academy student.
 Additional Criteria: Student must be elected to serve on the MASC through the annual Military Academy Student Council election process.
 Division/Faculty: Division of Student Affairs - Centre for Student Leadership and Structures
 Year: Annually
 Duration: 12 months - September to August the following year.
 Location: Student Governance Office – Neelsie Student Centre.
 Contact person: **Anele Mdepa**

AIMS	DESCRIPTIONS	OUTCOMES
<ul style="list-style-type: none"> Promote and protect the interests of all students and represent students at all levels and on all committees where required. Ensuring effective execution of duties/exercises and orders in the day to day activities of the students' routine in conjunction with the Faculty and Department Professional Military Development (DPM).) Provide feedback on all appropriate aspects to the student body when possible and promote student interaction with other tertiary institutions in cooperation with their Student Representative Councils (SRCs). 	<ul style="list-style-type: none"> It is a body consisting of different students elected from different year groups by the Student Body. This Council is elected to create an environment that is conducive and best supports the students to succeed in their academics as well as the development of professional military standards. 	<ul style="list-style-type: none"> Ensuring that members of the student body are informed of matters pertaining to the daily routine, activities of the student body and any other information relevant when required.

STUDENT COURT

Admission Requirements: Registered SU Law student with minimum residence HEMIS per academic year.
 Additional Requirements: As determined by the Law Faculty
 Division/Faculty: Division of Student Affairs - Centre for Student Leadership and Structures
 Year: Annually
 Duration: 12 months - September to August the following year.
 Location: Student Governance Office – Neelsie Student Centre.
 Contact person: **Anele Mdepa**

AIMS	DESCRIPTIONS	OUTCOMES
<ul style="list-style-type: none"> The justice system is the mechanism that upholds the rule of law. The Student Court provide a forum to resolve disputes and to test and enforce laws in a fair and rational manner as per the mandate of the Student Constitution in SU. 	<ul style="list-style-type: none"> The Student Court is responsible for the resolution of student disputes, inter-society disputes and SRC constitutional matters. Student Court judges are well trained law students with a passion and respect for students' rights and justice. The Student Court is an independent, impartial and objective body, which exists to ensure that the rights of the student population are upheld and protected. 	<ul style="list-style-type: none"> Give fair judgements impartially Promote a healthy student government community that upholds to Constitutionalism.

STUDENT PARLIAMENT

Admission Requirements: Registered SU student with minimum residence HEMIS per academic year.
 Additional Requirements: Must have attended student parliament in the year of election and be at minimum a second year student.
 Division/Faculty: Division of Student Affairs: Centre for Student Leadership and Structures
 Year: Annually
 Duration: 12 months - September to August the following year.
 Location: Student Governance Office – Neelsie Student Centre.
 Contact person: **Anele Mdepa**

AIMS	DESCRIPTIONS	OUTCOMES
<ul style="list-style-type: none"> The justice system is the mechanism that upholds the rule of law. The Student Court provide a forum to resolve disputes and to test and enforce laws in a fair and rational manner as per the mandate of the Student Constitution in SU. 	<ul style="list-style-type: none"> The Student Court is responsible for the resolution of student disputes, inter-society disputes and SRC constitutional matters. Student Court judges are well trained law students with a passion and respect for students' rights and justice. The Student Court is an independent, impartial and objective body, which exists to ensure that the rights of the student population are upheld and protected. 	<ul style="list-style-type: none"> Give fair judgements impartially Promote a healthy student government community that upholds to Constitutionalism

TYGERBERG STUDENT PARLIAMENT

Admission Requirements: Registered SU Medicine & Health Sciences student with minimum residence HEMIS per academic year.
 Additional Requirements: Must have attended Tygerberg student parliament before.
 Division/Faculty: Division of Student Affairs - Centre for Student Leadership and Structures
 Year: Annually
 Duration: 12 months - September to August the following year.
 Location: Student Governance Office – Neelsie Student Centre.
 Contact person: **Anele Mdepa**

AIMS	DESCRIPTIONS	OUTCOMES
<ul style="list-style-type: none"> Actively promote robust dialogue and make policy recommendations that prevents or prohibits unfair discrimination. It also holds members of the Executive accountable collectively and individually. Parliament can by a resolution request TSR members to give an account for their actions to Addendum E of Student Parliament Constitution. It can also institute a vote of no confidence in a TSR member, a number of TSR members or the TSR collectively. Parliament also makes use of a number of committees (standing, ad hoc, portfolio and joint) in order to effectively fulfil its mandate. 	<ul style="list-style-type: none"> Tygerberg Student Parliament is an independent quarterly forum for all students. The Student Constitution mandates this organ of student governance with the responsibility of transparency and accountability within our University spheres of student governance. 	<ul style="list-style-type: none"> Tygerberg Student Parliament is the platform whereby any Matie can be heard and ensures that the focus of the Executive's mandate remains student-centred with a special focus on student success. Tygerberg Student Parliament's role and ultimate outcome is to represent all Maties and to ensure governance by the people under the Tygerberg Student Constitution.

EX-OFFICIO PORTFOLIOS (PRIM COMMITTEE)

Admission Requirements: Registered SU student serving on the house committee as a Prim with a minimum residence HEMIS per academic year.
 Additional Requirements: Must have served as a Prim before. Division /Faculty: Division of Student Affairs - Centre for Student Leadership and Structures
 Year: Annually
 Duration: 12 months - September to August the following year.
 Location: Student Governance Office – Neelsie Student Centre.
 Contact person: **Anele Mdepa**

AIMS	DESCRIPTIONS	OUTCOMES
<ul style="list-style-type: none"> To have a voice in the Student Representative Councils so that concerns and interests in student communities are represented. Promote a transparent and accountable leadership to the student community. 	<ul style="list-style-type: none"> Serves as a central body for all house committees. Prims and Vice-Prims for undergraduate residences and PSOs serve in the committee. 	<ul style="list-style-type: none"> Inspire student leadership in residences and PSOs through critical engagement and promoting a diversified community.

EX-OFFICIO PORTFOLIOS (SOCIETIES COUNCIL)

Admission Requirements: Registered SU student serving in the executive of a registered student society with a minimum residence HEMIS per academic year.
 Division/Faculty: Division of Student Affairs - Centre for Student Leadership and Structures
 Year: Annually
 Duration: 12 months - September to August the following year.
 Location: Student Governance Office – Neelsie Student Centre.
 Contact person: **Anele Mdepa**

AIMS	DESCRIPTIONS	OUTCOMES
<ul style="list-style-type: none"> To create an environment where students can meet new people that share similar interests or ideas and provide a "home away from home". Societies are a place to make friends for life and help create a balanced student lifestyle. 	<ul style="list-style-type: none"> The Societies Council consists of the chairpersons of all registered societies on campus, and together form a body of support and shared ideals. Societies play a hugely important role on campus and make a great contribution to the student's lives on campus. 	<ul style="list-style-type: none"> Student Success. Student Development. Creating a sense of belonging.

EX-OFFICIO PORTFOLIOS (ACADEMIC AFFAIRS COUNCIL)

Admission Requirements: Registered SU student serving in the faculty student committee with a minimum residence HEMIS per academic year.
 Division/Faculty: Division of Student Affairs - Centre for Student Leadership and Structures
 Year: Annually
 Duration: 12 months - September to August the following year
 Location: Student Governance Office – Neelsie Student Centre.
 Contact person: **Anele Mdepa**

AIMS	DESCRIPTIONS	OUTCOMES
<ul style="list-style-type: none"> Representing students and promoting academic interests. Facilitating the participation and development of students in the academic domain. Serving as a key link between the faculty committees. 	<ul style="list-style-type: none"> The Academic Affairs Council (AAC) of Stellenbosch University is the representative student body that takes care of the academic affairs of students in an environment that is devoted to excellence. It forms part of the Students' Representative Council (SRC) as ex-officio portfolio. 	<ul style="list-style-type: none"> The AAC, in cooperation with faculty committees, serves as a support structure to undergraduate students. To assist students who encounter problems within the academic domain, this includes: academic complaints, language issues, problems with lecturers, mentors, tutors or classes

DIE MATIE NEWS PAPER

Admission Requirements: Registered SU student with a minimum residence HEMIS per academic year
 Division/Faculty: Division of Student Affairs - Centre for Student Leadership and Structures
 Year: Annually
 Duration: 12 months - September to August the following year
 Location: Student Governance Office – Neelsie Student Centre.
 Contact person: **Anele Mdepa**

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

ELECTORAL COMMISSION – ELECTION CONVENORS

Admission Requirements: Registered SU student with a minimum residence HEMIS per academic year
 Additional requirements: To be determined by the SRC executive as per student's constitution.
 Division/Faculty: Division of Student Affairs - Centre for Student Leadership and Structures
 Year: Annually
 Duration: 12 months - September to August the following year
 Location: Student Governance Office – Neelsie Student Centre.
 Contact person: **Anele Mdepa**

AIMS	DESCRIPTIONS	OUTCOMES
<ul style="list-style-type: none"> To facilitate and conduct free and fair elections. 	<ul style="list-style-type: none"> The aim of the body is to ensure that it runs free and fair election and act according to the Student Constitution to show the appreciation of law and governance. 	<ul style="list-style-type: none"> Promoting transparency, accountability and providing principled leadership on campus.

CENTRE FOR STUDENT COMMUNITIES



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

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

**For more information: 11 Bosman Street, Stellenbosch
Telephone 021 808 3064**



WELCOMING TRAINING

Admission Requirements: Prims, vice prims, welcoming leader/s, head mentor/s of each environment, convenors of each cluster
 Division/Faculty: Division of Student Affairs - Centre for Student Communities
 Year: 2018
 Duration: Newly Elected Leaders Conference (5 hours) 3 Conversations in each environment Welcoming program presentation
 Free-standing
 Delivery mode: Face to Face and Online
 Location: Centre for Student Communities
 Contact person: **Riana Engelbrecht & Benita Van Zyl**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To align SU welcoming culture with SU vision and values Apply the listen, learn and live principles in building relationships through your role as student leader Identify the role in developing healthy relationships amongst newcomers, student leaders and newcomers as well as newcomers and seniors Have a broad understanding of how conflict, empathy, vulnerability and respect contribute to healthy communities Identify activities which contribute to the development of relationships which add to the development of students. 	<ul style="list-style-type: none"> Human dignity Friendliness Hospitality 	<ul style="list-style-type: none"> Relational Leadership Skills Application of knowledge (Implementation of programme) Communication Skills

POPS CAMP

Admission Requirements: Prims, vice-prims, cluster convenors
 Division/Faculty: Division of Student Affairs - Centre for Student Communities
 Year: 2018
 Duration: 22-hour weekend
 Free-standing
 Delivery mode: Face to Face and Online
 Costs:
 Location: Centre for Student Communities
 Contact person: **Pieter Klopers**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Building community Understanding University Systems Value Interconnectedness 	<ul style="list-style-type: none"> Responsible citizenship 	<ul style="list-style-type: none"> Relational Leadership skills Knowledge of environment and role

PRIM DEVELOPMENT PROGRAMME

Admission Requirements: Prims
 Division/Faculty: Division of Student Affairs - Centre for Student Communities
 Year: 2018
 Duration: Approx. 12 sessions of 2 hours each. Other Activities as well: Writing tests, tours, team building etc. From August to August each year
 Free-standing
 Delivery mode: Face to Face and Online
 Location: Centre for Student Communities
 Contact person: **Mr.Yeki Mosomothane**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Create a platform where prims can receive the needed training, information and support. Ensure that the broader communities on campus benefit from their term as prim by equipping them with the right skills and needed knowledge. Develop strategic and open-minded thinking within prim leadership. Provide guidance and coaching in the areas needed. Equip prims with the skills to transfer the knowledge and skills they acquired. Create a platform for skill and information transference. Support the Prim Committee and leadership development on campus on a collaborative level. Provide responsive collaborative mechanisms within a challenging environment. Equip as well as prepare prims to handle a wide variety of scenarios. Put into place processes and practices supporting the program in an annual review program. 	<ul style="list-style-type: none"> Leadership in context outside of Stellenbosch University Disciplinary Code Mental Health ,Team building National water crisis Reformation of constitutions and motions Mediation skills in diverse settings Leadership in the context of Africa Life after being prim Team management skills 1. Self-Knowledge 2. Successful handover (how to achieve your goals) 3. Life after PK (preparing the Prims for the life after University - practical skills and principles) 	<ul style="list-style-type: none"> Motivate and build their communities. Apply and follow the disciplinary code of Stellenbosch University. Understand the importance of mental health and where to find support as well as be able to refer students in their community to the correct area of support. Revise the constitution of a student community and reform a motion. Identify the governing and financial structures of Stellenbosch University. Develop their own, as well as their team's communication skills. Possess over the necessary skills to mediate groups of various sizes as well as diverse settings. Critically engage around current topics, specifically higher education needs, student learning and university structures. Successfully mentor the new prim within the handover process. Make use of a technological interactive learning spaces via SunLearn. Transfer the knowledge and skills gained onto others via facilitating sessions in their own communities. Identify the student governing structures of Stellenbosch University. Reflect on their own work and progress inside and outside of their communities as well as identify challenges.



*CLUSTER CONVENOR DEVELOPMENT PROGRAMME (CO-CURRICULUM RECOGNITION OPPORTUNITY FOR STUDENTS COMPLETING ALL REQUIREMENTS)

Admission Requirements: Prims
 Division/Faculty: Division of Student Affairs - Centre for Student Communities
 Year: 2018
 Duration: 160 hours (Sep - Aug of next year)
 Free-standing
 Delivery mode: Face to Face and Online
 Location: Centre for Student Communities
 Contact person: **Delecia Davids**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Building Community through personal development and leadership competency development 	<ul style="list-style-type: none"> Centred around Graduate attributes and values of Engaging Equipping, Empowereing and Establishing of Community 	Competencies: <ul style="list-style-type: none"> Self-Awareness Communication Interpersonal Engagement Understanding of SU Context Ethical and Moral Reasoning

HK CAMPS

Admission Requirements: HK of each Environment
Division/Faculty: Division of Student Affairs - Centre for Student Communities
Year: 2018
Duration: 2-3 days
Free-standing
Delivery mode: Face to Face and Online
Location: Centre for Student Communities
Contact person: Riana Engelbrecht & Benita Van Zyl

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Building community Understanding University Systems Value Interconnectedness 	<ul style="list-style-type: none"> Responsible citizenship 	<ul style="list-style-type: none"> Relational Leadership skills Knowledge of environment and role Team development

MENTOR TRAINING

Admission Requirements: all mentors
Division/Faculty: Division of Student Affairs - Centre for Student Communities
Year: 2018
Duration: 6 hours
Free-standing
Delivery mode: Face to Face and Online
Location: Centre for Student Communities
Contact person: Joy Pietersen

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To assist new students with their transition from school to university. 	<ul style="list-style-type: none"> Facilitation "Be Well" Communication Team collaboration Mentoring skills 	<ul style="list-style-type: none"> Application of knowledge in mentoring



*HEAD MENTOR TRAINING (CO-CURRICULUM RECOGNITION OPPORTUNITY FOR STUDENTS COMPLETING ALL REQUIREMENTS)

Admission Requirements: all mentors
Division/Faculty: Division of Student Affairs - Centre for Student Communities
Year: 2018
Duration: 6 HM Forums, ongoing training during year
Free-standing
Delivery mode: Face to Face and Online
Location: Centre for Student Communities
Contact person: Joy Pietersen

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To train mentors in range of skills. 	<ul style="list-style-type: none"> Emotional Intelligence Communication Collaboration Mentoring Wellness dimensions (six) 	<ul style="list-style-type: none"> Leadership Mentoring skills

CRITICAL DISCUSSIONS IN CLUSTERS

Admission Requirements: all mentors
Division/Faculty: Division of Student Affairs - Centre for Student Communities
Year: 2018
Duration: differ
Free-standing
Delivery mode: Face to Face and Online
Location: Centre for Student Communities
Contact person: Res-Ed Coordinators of respective clusters

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Students are given an opportunity to discuss relevant matters with each other's in order get insight in different viewpoints. 	<ul style="list-style-type: none"> Issues on campus e.g. #Feesmustfall, blackfacing etc. 	<ul style="list-style-type: none"> Listen learn and live objective



*TRAINING DEVELOPMENT PROGRAMME FOR FINANCIAL MANAGERS (CO-CURRICULUM RECOGNITION OPPORTUNITY FOR STUDENTS COMPLETING ALL REQUIREMENTS)

Admission Requirements: All prospective leaders who want to participate
Division/Faculty: Division of Student Affairs - Centre for Student Communities
Year: 2018
Duration: ongoing
Free-standing
Location: Centre for Student Communities
Contact person: Res-Ed Coordinators of respective clusters

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To create learning opportunities for students (financial managers of residences), developing strategic thinking, providing training in key financial principles, guiding and coaching students through the Stellenbosch Universities financial system. Development of Financial Managers ability to produce Financial Strategy. Development of financial planning and management skills. Getting students up to speed as quickly as possible regarding the SU financial system and Policies. Creating Learning opportunities for student development. Transferring of knowledge and skills through a coaching programme. Developing the ability to manage a budgeting process that is aligned to the specific environments strategic intent. Integration of budgets to the central financial system (Tera Term) Understanding and development of internal control mechanism. Developing student financial manager's reporting and budgeting skills. 	<ul style="list-style-type: none"> Budgeting Principles: Financial Strategy: Internal Control – Guide Operational Themes: SU Financial Policy; SU Financial System 	<p>Student Development:</p> <ul style="list-style-type: none"> Financial planning and management skills strategic thinking budgeting and internal control skills financial system experience and skills, understanding and integrating financial system financial system practical experience (Tera Term) <p>Strengthening of Financial Systems:</p> <ul style="list-style-type: none"> Improved knowledge on the SU Financial Policy Greater financial knowledge and skills built into the student environment improvement in budget control and cost <p>Centre management:</p> <ul style="list-style-type: none"> Spending money towards strategic goals Reducing wasteful expenditure, pressure on Assistant Accountant (Financial Services) and administration work Double processing and refer backs.

BREAKING BARRIERS FOR COMMUNITY BUILDING

Admission Requirements: First Years in each community (normally second years or welcoming committees)
Division/Faculty: Division of Student Affairs - Centre for Student Communities
Year: 2018
Duration: 4 Sessions of 1h30 minutes
Free-standing
Delivery mode: Face to Face and Online
Location: Centre for Student Communities
Contact person: Res-Ed Coordinators of respective clusters

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Provide opportunities for the integrating of newcomers to student communities within Stellenbosch University Engage participants in creating a welcoming culture for new students at Stellenbosch University Encourage participants to become designers of the co-curricular activities within their living and learning communities 	<ul style="list-style-type: none"> Responsible citizenship Human dignity Friendliness Hospitality 	<ul style="list-style-type: none"> Have a broad understanding of how social connections impact individuals and your community Apply the listen, learn and live principles in building relationships as members of the community Identify their role in developing healthy relationships amongst newcomers, as well as newcomers and seniors Have a broad understanding of how conflict, empathy, vulnerability and respect contribute to healthy communities Identify enabling and disabling structures and environments within the student community Understand the multicultural context of Stellenbosch University Develop a proposal for an activity which contribute to the development of relationships within their living and learning community.

PROSPECTIVE LEADERSHIP TRAINING

Admission Requirements: All prospective leaders who want to participate
Division/Faculty: Division of Student Affairs - Centre for Student Communities
Year: 2018
Duration: differ
Free-standing
Delivery mode: Face to Face and Online
Location: Centre for Student Communities
Contact person: Res-Ed Coordinators of respective clusters

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Preparing prospective leaders for leadership positions. Inspirational and Informative. 	<ul style="list-style-type: none"> Responsible citizenship 	<ul style="list-style-type: none"> Leadership skills



*LISTEN, LIVE AND LEARN PROGRAMME (CO-CURRICULUM RECOGNITION OPPORTUNITY FOR STUDENTS COMPLETING ALL REQUIREMENTS)

Admission Requirements: First Years in each community (normally second years or welcoming committees)
Division/Faculty: Division of Student Affairs - Centre for Student Communities
Year: 2018
Duration: 1 year, 3 self-assessments, 1 path mapping opportunity, 1 final reflection
Free-standing
Course Facilitator: Res-Ed Coordinators of respective clusters
Delivery mode: Face to Face and Online
Costs:
Location: Centre for Student Communities
Contact person: Res-Ed Coordinators of respective clusters

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Establish & enhance graduate attributes Promote diversity in all forms Foster a spirit of participation & engagement Promote discussion of issues Strengthen the University community 	<ul style="list-style-type: none"> Each house determines key themes. Transformative themes embedded in LLL approach to creating various LLL spaces. 	<ul style="list-style-type: none"> Problemsolving, Complex thinking, interdisciplinary Thought; Interpersonal skills (cultural literacy, conflict resolution, active listening, navigational ability); Hard skills (project management, reflective learning abilities); Intrapersonal skills (self-awareness, metacognition, sense of identity, value-driven); Socially engaged individual (critical thinking, constructive thinking, social responsibility); Social Entrepreneur (proactive collaborative thinker, innovative, invitational ability), can do approach; Active participant (takes ownership, is a contributor).



*DEMPERS MEYERS MENTORING PROGRAMME (CO-CURRICULUM RECOGNITION OPPORTUNITY FOR STUDENTS COMPLETING ALL REQUIREMENTS)

Admission Requirements: Must be appointed by the residence as a Dempers Meyers mentors and an inhabitant of one of the participating residences
Division/Faculty: Division of Student Affairs - Centre for Student Communities
Year: 2018
Duration: Newly Elected Leaders Conference (5 hours), 3 Conversations in each environment, Welcoming Programme presentation
Credit bearing: Free-standing (included in pilot of HK Co-Curricular Programme)
Delivery mode: Face to Face and Online
Location: Centre for Student Communities
Contact person: Joy Petersen

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> The purpose of this programme is to facilitate a student's entry into a surrounding community of Stellenbosch with the aim of fostering relationships between the student body and the pupils of a particular school (Lückhoff High School, in the case of the Dempers Meyers Programme). The programme introduces the student to some aspects of social integration and mentoring skills and an individual mentoring situation, which s/he must manage meaningfully. 	<ul style="list-style-type: none"> Contextualization and history of programme Socio-economic and historic context of school Mentoring skills training Opening braai Introductory meeting with mentee Campus tour Mentoring skills as post-university tool Refresher session on mentoring skills: reflection and demotivation Cross-boundary communication Bi-weekly (at least 16) one-on-one contact sessions with mentee 	<ul style="list-style-type: none"> Demonstrate knowledge on relevant socio-history of Stellenbosch (School, University, and Die Vlakte) that our project aims to correct. Articulate - in five sentences – how she has gone about involving external role-players (parents, guardians, friends) in the mentoring process. Identify two key interests in her/his mentee and organize appropriate activities to do together to foster bonding. Identify three academic and developmental needs and aspirations and orchestrate appropriate interventions. Expound on at least two aspects of the utility of mentorship as a life skill. Articulate one lesson on forming relationships across socio-economic, cultural, and/or age gaps.



*EENDRAG LEADERSHIP COURSE (CO-CURRICULUM RECOGNITION OPPORTUNITY FOR STUDENTS COMPLETING ALL REQUIREMENTS)

Admission Requirements: Must be a resident at Eendrag Men's Residence
Division/Faculty: Division of Student Affairs - Centre for Student Communities
Year: 2018
Duration: Year
Free-standing
Delivery mode: Face to Face
Location: Centre for Student Communities
Contact person: Pierre Viviers

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Align SU welcoming culture with SU vision and values. Apply the listen, learn and live principles in building relationships through your role as student leader. Identify your role in developing healthy relationships amongst newcomers, student leaders and newcomers as well as newcomers and seniors. Have a broad understanding of how conflict, empathy, vulnerability and respect contribute to healthy communities. Identify activities which contribute to the development of relationships which add to the development of students. 	<ul style="list-style-type: none"> Read 7 <i>Habits of Highly Effective People</i>, Chapters 1-3 Habits of Highly Effective People Principles and Values Personal Mission Statement Introduce course buddy Personal mission statement Management vs Leadership Personal leadership and management (includes video) Relationship building 21st Century Leadership Individual influence, Personal leadership style Understanding the context - a look at Stellenbosch, South Africa and the importance of leadership Public leadership and management 	<ul style="list-style-type: none"> DE glorify leadership as a title, and to redefine it as a model of influence. Instil the importance of relationship-building. Help participants identify their individual leadership style- based on their principles, values and talents. Provide understanding of importance of leadership in our space- offer insight on the current Stellenbosch community environment and broader South Africa, and the desperate need for leadership Clarify the difference between leadership and management. Introduce and distinguish between personal and public leadership. Teach and develop personal leadership and management skills. Impart public leadership and management skills.

CENTRE FOR STUDENT COUNSELLING AND DEVELOPMENT



The CSCD at Stellenbosch University offers a variety of personal development work sessions. These work sessions consist of group sessions where the learning process is facilitated by an experienced facilitator and interaction with fellow students. For 2018 personal development workshops will include academic work sessions, CV and Interview skills workshops (career development) as well as beginner Sign Language classes and Contact sessions.

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

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

**For more Information: 37 Victoria Street
021 808 4704**



Academic Unit

WORKSHOP/WORK SESSION	TARGET GROUP	DESCRIPTION	CONTACT PERSON
Academic Unit First Semester Venue: Den Bosch Cost: Free			
1. Be on time	All students	The goal of this work session is to guide students to plan their time optimally and how to implement that plan.	021 808 4707 or send email to workshops@sun.ac.za
2. Be stress free	All students	Learn how to deal with stress during tests and exams in a healthy way.	021 808 4707 or send email to workshops@sun.ac.za
3. Be study smart	All students	These sessions introduce the students to basic study principles and techniques.	021 808 4707 or send email to workshops@sun.ac.za
4. Reading	All students	This workshops aims to establish a fundamental understanding of metacognition and its role in reading and to further equip you with the necessary read.	021 808 4707 or send an email to workshops@sun.ac.za
Academic Unit Second Semester Venue: Den Bosch Cost: Free			
1. Reading	All students	This workshops aims to establish a fundamental understanding of metacognition and its role in reading and to further equip you with the necessary read.	dvanneel@sun.ac.za or 43 Victoria Street
2. Be on time	All students	The goal of this work session is to guide students to plan their time optimally and how to implement that plan.	021 808 4707 or send email to workshops@sun.ac.za
3. Be stress free	All students	Learn how to deal with stress during tests and exams in a healthy way.	021 808 4707 or send email to workshops@sun.ac.za
4. Be study smart	All students	These sessions introduce the students to basic study principles and techniques.	021 808 4707 or send email to workshops@sun.ac.za

Career Development

WORKSHOP/WORK SESSION	TARGET GROUP	DESCRIPTION	CONTACT PERSON
Career Development First Semester Cost: Free <ul style="list-style-type: none"> • Contact Delisha van Neel at 021 808-3568, dvanneel@sun.ac.za or 43 Victoria Street to reserve your place. • To register online, please click on MatiesCareers and follow our Career Management System's registration process. Registering on the platform has more benefits than just registering for sessions. You can view job-opportunities and apply too, among other things. 			
1. Job-seeking skills	All students		Contact Delisha van Neel at 021 808-3568, dvanneel@sun.ac.za or 43 Victoria Street to reserve your place.
2. Personal Branding and LinkedIn	All students		Contact Delisha van Neel at 021 808-3568, dvanneel@sun.ac.za or 43 Victoria Street to reserve your place.
3. CV Writing work sessions	All students		Contact Delisha van Neel at 021 808-3568, dvanneel@sun.ac.za or 43 Victoria Street to reserve your place.
4. Cover Letter writing	All students		Contact Delisha van Neel at 021 808-3568, dvanneel@sun.ac.za or 43 Victoria Street to reserve your place.
Career Development Second Semester Cost: Free			
5. Job-seeking skills	All students		Contact Delisha van Neel at 021 808-3568, dvanneel@sun.ac.za or 43 Victoria Street to reserve your place.
6. Personal Branding and LinkedIn	All students		Contact Delisha van Neel at 021 808-3568, dvanneel@sun.ac.za or 43 Victoria Street to reserve your place.
7. CV Writing work session	All students		Contact Delisha van Neel at 021 808-3568, dvanneel@sun.ac.za or 43 Victoria Street to reserve your place.
8. Cover Letter Writitng	All students		Contact Delisha van Neel at 021 808-3568, dvanneel@sun.ac.za or 43 Victoria Street to reserve your place
9. Interview Skills			Contact Delisha van Neel at 021 808-3568, dvanneel@sun.ac.za or 43 Victoria Street to reserve your place

Special Learning Needs

WORKSHOP/WORK SESSION	TARGET GROUP	DESCRIPTION	CONTACT PERSON
Office of students with special learning needs First Semester			
Cost: R120			
Beginners Sign language classes	All students	Session 1	
		Session 2	
		Session 3	
		Session 4	
		Session 5	
		Session 6	
Office of students with special learning needs Second Semester			
Cost: R120			
Beginners Sign language classes	All students	Session 1	
		Session 2	
		Session 3	
		Session 4	
		Session 5	
		Session 6	
WORKSHOP/WORK SESSION	TARGET GROUP	THEMES COVERED	
Office of students with special learning needs Second Semester			
No cost involved			
Disability Awareness for Students (Second Semester)	All students Capacity of attendees: Minimum: 10 Maximum: 30 How to Book: Log on to http://www.sun.ac.za/workshops Select Work sessions directory. 1. Select Disability Awareness (Second Semester). 2. Go to Sign up for Disability Awareness (Second Semester). 3. Complete the application and sign up. 4. Your application will be sent to the workshop coordinator for acceptance (Registered) For more information, contact disability@sun.ac.za	1. Able-ism 2. Engaging with disability 3. Progressive Realisation 4. Reasonable Accommodation & Universal design	

Psychotherapeutic and Support Services (UPSS)

WORKSHOP/WORK SESSION	TARGET GROUP	DESCRIPTION	CONTACT PERSON
<ul style="list-style-type: none">• No psycho-social workshops / work sessions have been scheduled for 2018, but the UPSS offers individual psychotherapy and support to students with welfare needs free of charge. There is also a crisis service available after hours.• Available to all registered students. <p>For more information on therapy services contact UPSS at 021 808 4994 or terapie@sun.ac.za. The crisis service number is 010 205 3032 / 082 557 0880 (a/h).</p>			



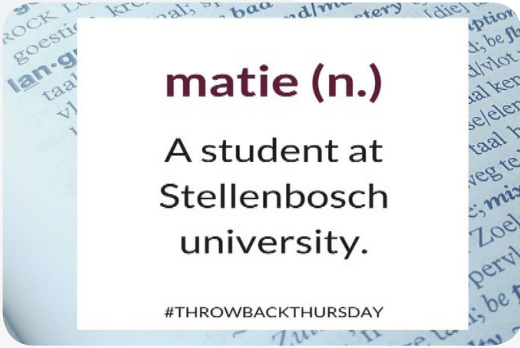
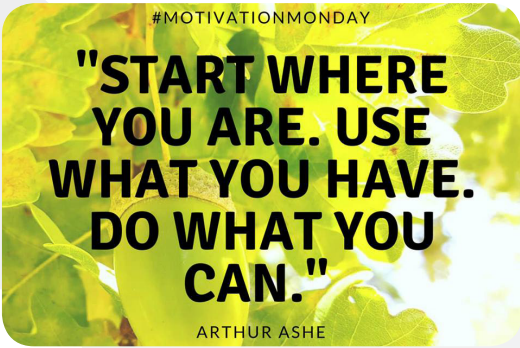
LANGUAGE CENTRE



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

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

For more Information: Jeanene Olivier
Tel: +27 21 808 2167





*STELLENBOSCH TOASTMASTERS PUBLIC SPEAKING CLUB (CO-CURRICULUM RECOGNITION OPPORTUNITY FOR STUDENTS COMPLETING ALL REQUIREMENTS)

Admission Requirements: All prospective leaders who want to participate plus membership fees
Division/Faculty: Learning & Teaching Enhancement: Language Centre
Year: 2018
Duration: ongoing
Credit Bearing: Free-standing
Delivery mode: Face to Face and Online
Contact person: Dr Kim Wallmach

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none">Develop and practice communication and leadership skills in the safe, supportive environment of the club by working through projects and assignments that enables the participant to build real-world skills in a variety of disciplines.Teach in a curriculum that was built on four guiding principles:<ol style="list-style-type: none">Experiential learning by giving speeches and fulfilling leadership roles. The participant practices and improves with each role.Peer feedback - Grow and improve through honest and supportive peer evaluation.Mentoring - Experienced mentors who have been through the programme encourage, guide and support participants in their goals and help them achieve more than they thought possible.Self-paced programme - Develop skills at your own pace and comfort level.Participants will challenge themselves to build and refine certain competencies and skills by taking on different roles as required and available in the club or other clubs.To create well-rounded individuals based on competencies of interest by completing a series of projects that include persuasive speaking, motivating others, creating a podcast and leading a group in a difficult situation.Enhance leadership skills by participating in the different leadership roles as well as organising contests, trainings, etc.	<ul style="list-style-type: none">How to use Pathways and BaseCampWriting and delivering a speechBody languageVocal varietyUsing visual aidsListening skillsCritical thinking (within Toastmasters context)Receiving and giving feedbackTime managementPlanning and implementationFacilitation (Toastmaster, Evaluation Chair and Topicsmaster)Team building and motivationSelf-reflection and evaluation	<ul style="list-style-type: none">Use the basecamp system for accessing projects on the pathways system from the website.Understand how to compile a speech and deliver a speech.Organize a speech in a manner that best achieves the purpose of the speech within the given time frame.Apply body language-use during speeches by using different gestures, body movement and facial expressions.Use voice volume, pitch, rate and quality to reflect and add meaning and interest to the message by demonstrating different use of vocal variety.Use visual aids with easy and confidence when presenting speeches.Apply effective listening skills by executing roles as an evaluator, ah-counter, Table topics speaker and speech evaluator.Identify abilities and areas of improvement of speakers and participant fulfilling roles during a meeting by executing the roles as speech evaluator, grammarian and general evaluator.Evaluate and share constructive and encouraging feedback by executing roles as an evaluator and grammarian.Accept and apply feedback from evaluators.Use time given to fulfill given role within the time frame.Run meeting within the given time frame by planning effectively and realistically as a Toastmaster or Topics master.Execute skill of setting goals and objectives and prepare plans and schedules to accomplish them by executing roles as toastmaster and topics master.Execute the roles as toastmaster, evaluation chair and topicsmaster to manage the structure the team needs to function effectively.Execute the roles of Toastmaster and General Evaluator to build teams and apply team-building practices.Recognize improved personal skills.Compare initial skills before program and after completion of program.Share methods and ideas in which learnt skills have been used in other areas of personal life.

BEGINNER AFRIKAANS VLAK I

Admission Requirements: No previous knowledge of Afrikaans required
Division/Faculty: Learning & Teaching Enhancement: Language Centre
Year: 2018
Duration: One semester
Delivery mode: Small workshop style classes
Costs: R3097 for students R6574 for members of the public
Location: SU main campus: Arts building
Contact person: Dr Vernita Beukes (vernita@sun.ac.za)

OBJECTIVES	TOPICS		OUTCOMES
<ul style="list-style-type: none">Develop and practice communication and leadership skills in the safe, supportive environment of the club by working through projects and assignments that enables the participant to build real-world skills in a variety of disciplines.To learn at own pace in a curriculum that was built on four guiding principles:<ol style="list-style-type: none">Experiential learning by giving speeches and fulfilling leadership roles. The participant practice and improve with each role.Peer feedback-Grow and improve through honest and supportive peer evaluation.Mentoring-Experienced mentors in the club who has been through the program encourage, guide and support participants in their goals and help them to achieve more than they thought possible by guiding them and helping them with their knowledge and experiences.Self-paced program-Develop skills at your own pace and comfort level.Participants will challenge themselves to build and refine certain competencies and skills by taking on different roles as required and available in the club or other clubs.To create well-rounded individuals based on competencies of interest by completing a series of projects that include persuasive speaking, motivating others, creating a podcast and leading a group in a difficult situation.Enhance leadership skills by participating in the different leadership roles as well as organising contests, trainings, etc.	TERM 1		<p>On completion of this course, non-mother tongue speakers of Afrikaans should be able to:</p> <ol style="list-style-type: none">create and negotiate meaning and understanding,show critical awareness of language use,apply elementary knowledge of specific language structures and conventions in context,gather, process and use information from different sources and situations,work effectively as a member of different groups; anduse appropriate communication strategies for specific goals and situations.
	THEMES/TOPICS	LANGUAGE	
	<ol style="list-style-type: none">Origin of AfrikaansAfrikaans cultureGet to know each otherPersonal information	<ol style="list-style-type: none">Sounds and pronunciationParts of speech (nouns, verbs, adjectives, adverbs)Syntax (single sentence, tenses, negation, interrogative sentence, infinitive)	
	TERM 2		
	THEMES/TOPICS	LANGUAGE	
	<ol style="list-style-type: none">Experience of StellenboschExperience of South Africa/ Southern AfricaCultures	<ol style="list-style-type: none">Revision of term 1Parts of speech (prepositions, conjunctions)Syntax (combined and complex sentences)	

ENGLISH FOR ACADEMIC PURPOSES: SPEAKING AND LISTENING ENGLISH FOR ACADEMIC PURPOSES: READING AND WRITING

Admission Requirements: Competency in English - must have passed advanced level in English as a Foreign Language (EFL)

Division/Faculty: Learning & Teaching Enhancement: Language Centre

Year: 2018

Duration: Semester course for both the above subsections of EAP (presented throughout the year if student numbers are sufficient)

Delivery mode: Lectures

Costs: R2,365.00 per semester per course

Location: SU main campus

Contact person: Karlien Cillie (kcillie@sun.ac.za/ 021 808 4464); Deena Raghavjee (Deena@sun.ac.za./ 021 808 4464)

OBJECTIVES	TOPICS	OUTCOMES
To improve English language skills in an academic context. To demonstrate consistent understanding and accurate production of academic vocabulary and grammatical structures.	<p>Reading and writing: Effective reading strategies, note-taking in lectures and academic writing skills, including referencing.</p> <p>Speaking and Listening: Effective oral communication and listening practice: so as to understand, and participate meaningfully and accurately in extended oral communications covering a wide range of both general and specialised topics.</p>	<ol style="list-style-type: none"> Interactively take part in meaningful discourse (aimed at different fields of study); Gather, evaluate and use information from a variety of sources; and Display a ready knowledge and understanding of language structures and language conventions and also be able to apply these in context. Communicate effectively by using language skills in a variety of ways To apply a ready knowledge of contextual language structure both meaningfully and effectively To work effectively in a group in preparation for future cooperation in the broader community Use critical and creative thinking to identify and solve problems and to make decisions To gather, analyse and organise information and evaluate it critically.

ISIXHOSA PROFICIENCY FOR BEGINNERS: INTERNATIONAL STUDENTS

Admission Requirements: No prior knowledge is required.

Division/Faculty: Learning & Teaching Enhancement: Language Centre

Year: 2018

Duration: Semester

Delivery mode: Lectures

Costs: R1750.00

Location: Stellenbosch University main campus

Contact person: Gina Humphries <gina@sun.ac.za>

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Introduce non-isiXhosa speakers to the isiXhosa language and culture. Empower staff members by developing their multilingual skills. Enable non-isiXhosa speakers to engage in meaningful conversation at beginner level. 	<ul style="list-style-type: none"> Greeting someone and introducing yourself Asking about someone's health and feelings Inviting someone for drinks and food Ordering drinks and food at a restaurant Identifying kitchen contents Making and answering telephone calls Describing weather conditions Naming the days of the week and the months of the year Setting up both informal and formal appointments Giving directions both on and off campus Asking for help at a filling station 	<p>The students will be able to demonstrate their speaking and listening skills at a lower beginner level, from the selected communication themes concerning (i) health, (ii) the shop: buying and selling, (iii) direction and road signs, (iv) the restaurants and bookings, and (v) clothes and the description of appearances.</p> <p>Listening skills</p> <ul style="list-style-type: none"> Understand a sequence of two or three instructions/descriptions. Listen and understand simple descriptions, actions and scenes. Be able to identify and describe persons and objects. Understand oral suggestions given. <p>Speaking and oral interaction</p> <ul style="list-style-type: none"> Name general objects. Take part in short dialogues. Ask for goods, services and objects. Comment on opinions and preferences. Answer questions and give details or simple explanations emerging from listening contents. Write short familiar sentences that are dictated. Write essays about familiar subjects/themes. <p>Reading</p> <ul style="list-style-type: none"> Read sentences that have been mastered orally about a variety of subjects. Read short and longer, more familiar texts and understand the central contents of the paragraphs.

LANGUAGE AND THINKING STRATEGIES FOR EMS I I4 / TAAL- EN DENKSTRATEGIEË VIR EBW I I4

Admission Requirements: Any student registered to study at SU

Division/Faculty: Learning & Teaching Enhancement: Language Centre

Year: 2018

Duration: Semester I

Delivery mode: 3 contact lectures per week and 2 periods of self-study

Costs: R3523.00

Location: Stellenbosch University main campus

Contact person: Fiona Stanford

OBJECTIVES	TOPICS	OUTCOMES
The focus of this module is on the development of reading, writing and critical thinking skills necessary in an academic environment in general, and more specifically for students enrolled in the Faculty of Economic and Management Sciences. Researching, finding and using good sources, referencing, building an academic argument and writing appropriate scientific texts are among the skills that are taught in this module.	<ul style="list-style-type: none"> Academic research methodology Logical and coherent presentation of scientific information Accountability of scientific research A process approach to academic writing Argumentation and logical presentation of ideas Critical analysis of information Clear, objective and concise formulation of scientific ideas 	The empowerment of students, both cognitively and language-wise. With the aid of relevant texts, students will be in a position to become strategic thinkers who communicate with one another, the lecturers and themselves in a critical (reasoned) manner. Students are encouraged to identify and solve problems as well as gather, analyse, order and evaluate information in read and written texts.

MASABELANE

Admission Requirements: No prior knowledge is required.

Division/Faculty: Learning & Teaching Enhancement: Language Centre

Year: 2018

Duration: 6 weeks

Course Facilitator: Sibula PM

Delivery mode: Lecture

Costs: R1750.00

Location: Stellenbosch campus

Contact person: Grant Ngidi

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Introduce non-isiXhosa speakers to the isiXhosa language and culture. Empower staff members by developing their multilingual skills. Enable non-isiXhosa speakers to engage in meaningful conversation at a beginner level. 	<ul style="list-style-type: none"> Greeting someone and introducing yourself Asking about someone's health and feelings Inviting someone for drinks and food Ordering drinks and food at a restaurant Identifying kitchen contents Making and answering telephone calls Describing weather conditions Naming the days of the week and the months of the year Setting up both informal and formal appointments Giving directions both on and off campus Asking for help at a filling station 	<p>At the end of this course, participants will be able to use a basic isiXhosa vocabulary for social communication in a variety of contexts. The students will be able to demonstrate the following skills at a lower beginner level:</p> <p>Listening skills: Listen to and understand simple descriptions, actions and scenes. Show understanding of the identification and description of people and objects. Show understanding of oral suggestions given.</p> <p>Speaking and oral interaction: Take part in short dialogues. Ask for goods, services and objects. Answer questions and give details of simple explanations emerging from listening content. Write short familiar sentences dictated.</p> <p>Reading: Read sentences mastered orally about a variety of subjects. Read both short and longer, more familiar texts and understand the central content of paragraphs</p>

BUSINESS COMMUNICATION

Contact person: Fiona Stanford Admission Requirements:

Registered international SU students ranging in proficiency from absolute beginners to those fairly proficient. All applicants are required to write a placement test to assess their level of English proficiency before admission. Students who should take the proficiency test are those who have an IELTS score of LESS than 6.5; those who are unable to submit IELTS or TOEFL results dated within two years prior to application; and those referred by Stellenbosch University International (SUI), the Postgraduate Office and/or academic departments.

Division/Faculty: Stellenbosch University Language Centre

Year: 2018

Duration: 160 hours, 8 weeks (20 hours per week). Delivery mode: Small workshop style classes

Costs: Each course or level is R9 139.00. The cost of tuition includes course materials. The following additional levies, which are administered by SUI, are payable upon course registration:

1. International registration fee: R3 905.00 (payable per academic year)

2. Student card fee: R90.00

*Students are expected to pay the full academic fees (as stipulated in the letter of admission) prior to final registration.

Location: Stellenbosch University main campus

Contact persons: Coordinator IEP: Deena Raghavjee (Deena@sun.ac.za/021 808 4464); Assistant coordinator: IEP Karlien Cillie (kcillie@sun.ac.za/021 808 4464)

OBJECTIVES	TOPICS	OUTCOMES
<p>The course is intended to accomplish its goal through developing students' ability to:</p> <ul style="list-style-type: none"> • read and understand a variety of academic texts (dealing with a range of general and specialist topics) at C1 level; • listen to, understand, and participate meaningfully and accurately in extended oral communications covering a wide range of both general and specialist topics; • construct a range of coherent and cohesive academic texts with appropriate discourse in a fully developed response; and • demonstrate consistent understanding and accurate production of academic vocabulary and grammatical structures. 	General	<p>After attending all levels, learners must be able to:</p> <ul style="list-style-type: none"> • produce coherent, informative and linguistically accurate reports, summaries, reviews, articles, written correspondence and discursive writing; • write in a formal academic style, supporting ideas with organised information; • put forward opinions, hypotheses or arguments which are rich in content; • give a detailed description of diagrams, charts, graphs or figures as integrated part of a text; • edit written work, correcting common language errors and ensuring appropriate punctuation; • understand the gist and details of a variety of extended factual and literary texts; • understand the gist and details of complex talk or conversations, even at native speed; • understand specialised and technical academic information or instructions; • efficiently take structured and organised notes in order to keep a record of the contents of a text; • use appropriate language to ask questions, request clarification and express concerns; • participate appropriately in academic discussion giving appropriate, persuasive and linguistically accurate responses; • research and present information in a clear, structured and interesting manner; • respond appropriately and accurately to follow-up questions, conversations or prompts; and • have easily understandable pronunciation and intonation which enhance meaning and engagement in conversation.

SURVIVAL ISIXHOSA

Admission Requirements: This course is aimed at Stellenbosch university students only who are non-mother tongue speakers of isiXhosa who would like to converse in basic isiXhosa.

Division/Faculty: Learning & Teaching Enhancement: Language Centre

Year: 2018

Duration: 6 weeks

Delivery mode: We present this course over a period of 6 weeks. There is a weekly face-to-face contact time of 2 hours which is supplemented by 1 hour of online support and activities per week. The face-to-face time includes authentic and interactive language use activities where participants get the opportunity to practise the target language in real life situations.

Costs: R3523.00

Location: Stellenbosch University main campus

Contact person: **Helga Sykstus or Arné Binneman at languagelearninghub@sun.ac.za or 021 808 4004**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> • Participants will be able to use IsiXhosa in a functional manner on campus. They will gain a basic Afrikaans vocabulary for use in campus-related communication and specific emphasis will be placed on speaking, listening and reading. As part of the larger university context, they will also gain an understanding of the cultural value of multilingualism. This course is practical and interactive, and campus-related scenarios will be applied to encourage the use of authentic language. 	<ul style="list-style-type: none"> • Greetings and common courtesies • Questions and necessities • Activities and interests • Directions • Academic scenarios • Social scenarios 	<ul style="list-style-type: none"> • Greet and introduce yourself • Provide basic personal information such as name, age, address and telephone number • Ask and respond to basic questions • Ask for and follow basic directions • Have a basic conversation with other students and lecturers • Communicate socially on a basic level • Use basic vocabulary related to campus life.

INTENSIVE ENGLISH PROGRAMME (IEP)

Admission Requirements: Proficiency in English is a requirement – this is not a language acquisition course

Division/Faculty: Learning & Teaching Enhancement: Language Centre

Year: First year level (NQF 6)

Duration: one semester (second semester (July to December))

Course Facilitator: SU Language Centre (Erina Basson (bassoncs@sun.ac.za))

Delivery mode: Lecture and workshops (tutorials)

Costs: SU Class fees

Location: On campus

Contact person: **Erina Basson (bassoncs@sun.ac.za)**

OBJECTIVES	TOPICS	OUTCOMES
<p>The focus of this module is on the creation of effective written communication in a professional business environment with a focus on the target readers and the communication objectives of these documents. Specific focus is placed on the document types typical for a business environment, such as reports, proposals and correspondence, as well as the skills necessary to create effective texts, such as coherent writing, and using an appropriate style and an effective text structure. The use of appropriate referencing techniques is also included. The module is custom made for the professional environment of the Faculty's students by developing assignments and using examples that are relevant in this field.</p>	<ul style="list-style-type: none"> • Writing for a specific audience and a specific objective in mind • Writing in an appropriate style • Writing coherently • Using external structure of a text effectively • Using graphics to clarify information • The report as a document type • The proposal as a document type • Powerpoint as an effective tool for presentations • Correspondence in a professional environment • Crediting sources appropriately and ethically 	<ul style="list-style-type: none"> • Explain the role of communication in the image of a company or organisation • Identify the target reader for a specific business text and create a text with that audience in mind • Identify the various possible communication objectives of business texts and create a text with a specific objective in mind • Apply the necessary internal and external structures when creating a business text • Apply the principles for creating a coherent text in an appropriate professional style for a specific audience • Identify and create effective business texts such as reports, proposals and correspondence.

SURVIVAL AFRIKAANS

Admission Requirements: This course is aimed at Stellenbosch university students only who are non-mother tongue speakers of Afrikaans who would like to converse in basic Afrikaans.

Division/Faculty: Learning & Teaching Enhancement: Language Centre

Year: 2018

Duration: 6 weeks

Delivery mode: We present this course over a period of 6 weeks. There is a weekly face-to-face contact time of 2 hours which is supplemented by 1 hour of online support and activities per week. The face-to-face time includes authentic and interactive language use activities where participants get the opportunity to practise the target language in real life situations.

Costs: R3523.00

Location: Stellenbosch University main campus

Contact person: **Helga Sykstus or Arné Binneman at languagelearninghub@sun.ac.za or 021 808 4004**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> • Participants will be able to use Afrikaans in a functional manner on campus. They will gain a basic Afrikaans vocabulary for use in campus-related communication and specific emphasis will be placed on speaking, listening and reading. As part of the larger university context, they will also gain an understanding of the cultural value of multilingualism. This course is practical and interactive, and campus-related scenarios will be applied to encourage the use of authentic language. 	<ul style="list-style-type: none"> • Greetings and common courtesies • Questions and necessities • Activities and interests • Directions • Academic scenarios • Social scenarios 	<ul style="list-style-type: none"> • Greet and introduce yourself • Provide basic personal information such as name, age, address and telephone number • Ask and respond to basic questions • Ask for and follow basic directions • Have a basic conversation with other students and lecturers • Communicate socially on a basic level • Use basic vocabulary related to campus life.

SOCIAL IMPACT



VALUES

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

Excellence

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

Accountability and integrity

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

Human dignity and respect

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

Innovation and criticality

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

Ownership and leadership

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



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

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

MGD – Matie Gemeenskap Diens/ Matie Community Service



*ACTIVATING ENGAGED CITIZENSHIP (CO-CURRICULUM RECOGNITION OPPORTUNITY FOR STUDENTS COMPLETING ALL REQUIREMENTS)

Admission Requirements: Must be a registered student
Division/Faculty: Social impact
Duration: Year
Free-standing
Delivery mode: Face to Face
Contact person: **Mitchelle Pietersen**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To address the needs of communities through service and development programmes. To utilise the students, co-workers and expertise available at Stellenbosch University, as well as the resources outside the University. To provide an organisational framework for participation in community service and development on the campus of Stellenbosch University. 	<ul style="list-style-type: none"> Training sessions: To give HK's a better understanding of what "community" is and to introduce them to the programme. Compile Budgets; project plan and resource requirement for the year ahead. Innovation and generation of creative ideas. Fundraising for social impact projects; Vensters; project sustainability. Planning & prep for Community Interaction Morning; House Committee meetings. Conduct Community Interaction morning – accompany first years to the projects; project launch roll-out a. Promotional activities & recruitment Training module: Engaged citizenship. Project engagement with community. 	<ul style="list-style-type: none"> Develop self-awareness and interpersonal skills Understand the concepts and principles of community engagement. Understand and engage in community partnership formation. Write and present a project proposal. Prepare a project plan; project scope and budget. Manage and lead a project within a community context. Understanding and apply innovation and entrepreneurial thinking and principles. Develop intercultural communication capability: written; verbal and listening skills within an intercultural context. Promote a cause and enrol others in a vision. Write project reports for community based initiatives. Develop practice of reflection as a tool for life-long learning and self-directed improvement.



*PRIMARY HEALTH CARE VOLUNTEER PROGRAMME (CO-CURRICULUM RECOGNITION OPPORTUNITY FOR STUDENTS COMPLETING ALL REQUIREMENTS)

Admission Requirements: All participants must be a registered student within the Faculty of Medicine and Health Science at SU.
Division/Faculty: Social impact
Year: 2018
Duration: Year
Free-standing
Delivery mode: Face to Face
Contact person: **Avril Whate**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To provide a holistic primary health care service through interacting contextually with our communities, identify the needs of the community and give hope to these communities by promoting their empowerment to support their sustainability. The Matie Community Service Primary Health Care Programme promotes the health and wellness of those we interact with, both at individual and community level. <ul style="list-style-type: none"> Develop the community through offering access to primary health care. Promote community interaction. Promote an integrative network approach Promote health and prevent disease Improve child health and wellness Promote holistic patient care Promote student participation and development Promote student leadership development Promote the MATIE COMMUNITY SERVICE PRIMARY HEALTH CARE PROGRAMME as an entity of change in the community, on campus and in the University of Stellenbosch. 	<ul style="list-style-type: none"> Training and orientation for clinical visits. Student committee meetings. CV workshops. Serepta old age home – home books physios and occupational therapy. Clinic handover. 	<ul style="list-style-type: none"> Apply sound administrative practices in a medical environment; indexing methods to mobile clinic set-up. Students must be able to recognize advantages and disadvantages of the filing system used by the MGD Primary Health Care Programme. Describe the logistics of running a mobile clinic. Understand and apply the basic principles of setting up a triage system. The importance of creating a triage system in terms of creating a medical queue and for escalating of "urgent" problems that may need to bypass the general medical queue. Describe and have experience of the logistics of running a mobile VWork in a multi-disciplinary team under time constraint. Practice the principles of holistic care. Reflect on the importance of health promotion and education. Educate patients on risk factors for hypertension, dyslipidaemia, diabetes, heart attacks and stroke. Counsel patients regarding a balanced diet and smoking cessation. Counsel patients about alcoholism and provide information about where to seek help if it is deemed a problem. Counsel and provide advice regarding appropriate family planning and options available for that. Develop a professional attitude towards client servicing.

ONE STOP – MATIES COMMUNITY SERVICE

Admission Requirements: Must be a registered student.
Division/Faculty: Social Impact
Year: 2018
Duration: Year
Free-standing
Delivery mode: Face to Face
Location: Social Impact
Contact person: **Mitchelle Pietersen - mpieters@sun.ac.za**

RESIDENCE/ PSO/SOCIETY	COMMUNITY PARTNER	DESCRIPTION OF PROJECT	TIME	CONTACT
Irene	TBC			
ISA	Various organisations	During the year our request to all the ISA ladies is to assist monthly by buying one extra item when you do your toiletries shopping and donate that to the cause.		
Dagbreek	The Ark Christian School (Somerset West)	The idea of this project is to create a support structure for the learners from Luckhoff High School that might empower them to seek further education or to find a suitable career; and on a more personal level to facilitate personal growth and to bridge gaps between communities separated by race, class, age and level of education.	tri-weekly visits (Saturdays)	Gerhard Krause, Aubrey Muller, Fikile Tijane
Erica				
Dempers Meyer Mentoring Programme	Luckhoff High School	Dempers Meyer Mentoring Programme aims to facilitate a holistic relationship building exercise between 20 students (five from Wilgenhof, Dagbreek, Minerva and Heemstede, respectively) and 10 male and 10 female learners from Luckhoff High School. These learners will be mentored both individually and in a group. The individual mentoring will be done by means of a logging system, where the mentors take responsibility for individually meeting up with their mentees and building a trust relationship with their individual mentees. The group mentoring will consist of information sessions and group discussions on matters of further study and future prospects, but also identity and heritage. Informal contact sessions will also be held with the aim of easing the relationship building process. Wilgenhof and Heemstede are running an academic programme for the grade 11 learners as an MGD project. We are teaching them Math, Physical science and Biology. This can change depending on their need.	weekly	Heinrich Portwig Track changes: Wilgenhof will mainly focus on the Dempers Meyer Academic program and will not be that involved with the Victoria cluster at Kayamandi Primary.
Aristea PSO	ACVV (Aftercare)	Help the learners at the ACVV aftercare (Grade 1 to 3), throughout the year, with educational support (i.e. homework, Languages, reading and mathematics)		
Vesta PSO				
Huis Visser	Huis Visser Men's Residence	The aim of the project is to support as many financially needy students in the Huis Visser residence as possible by helping them to purchase items such as stationary, blankets, washing powder, toothpaste and other basic necessities to be able to successfully complete their studies.		
	Kayamandi Secondary School	Work with the top 5 grade 11 scholars at the end of 2016 (i.e. the grade 12 scholars of 2017). Link each student to a volunteer mentor from Monica Dameskoshuis to provide emotional support through grade 12. Answer any of their questions regarding university and life after high school. Help students apply to university for bursaries and register for NBT's. Pay for application fees to Stellenbosch University and one other university. Build strong, long lasting relations between Monica Dameskoshuis and Kayamandi Secondary School.		

RESIDENCE/ PSO/SOCIETY	COMMUNITY PARTNER	DESCRIPTION OF PROJECT	TIME	CONTACT
MSA	Dorothea Special School	The aim of this project is to provide a source of food for the school, and in the future- the general community. We want to use the garden and the development of the garden as a base of any projects and drives that are developed later, as well as a base from which we can grow closer to our community partner. The garden also offers many lessons to the students, besides a soothing natural beauty to the students and staff- promoting a healthy environment.		
Aurora PSO	Various organisations	The project aims to assist in accumulating goods and necessities for the various institutes and facilities that we are planning on reaching out to; to provide part-time relief for them. The awareness project aims at tackling social issues that are not often spoken about and also looks at the effects of some of these issues on students. It will use dialogue to combat these issues.		
Huis Marais	Youth Outreach Centre	The primary goals are to teach life skills. The enhancement of the children's cognitive function with physical activity (Sports). Enhance academic performance with tutoring. The secondary goals are: (i) to show the children that there are people who care about them and to improve their self-worth; (ii) to enhance the child's concentration, memory and behaviour through physical activity; (iii) To identify children with exceptional sport talent and (iv) to collect stationery and school supplies.		
Lydia	St Vincents Primary School	Primary goal: To run a physical education program to improve all the learners' sports skills, this will be for both boy and girl learners. The physical education class will enable all the learners to be encouraged to lead a healthy lifestyle of sport and physical activity. We would also like to improve their sports teams so that they can compete against other schools. The secondary goal is to encourage students from Simonsberg and Lydia to make a difference in their community and to show them how easy it can be to make a difference in the lives of others. This program will hopefully create an attitude of life-long civic duty. Another aim is to develop members of the community's leadership skills by letting the committee take some responsibility for the program.		
Simonsberg				
Lydia				
Eendrag	Rietenbosch Primary School	Primary goal: To provide an intellectually stimulating, creative after-school activity, as well as a fun sports program, for the grade 1 learners at Rietenbosch Primary school on a Friday Afternoon in order to encourage development on intellectual, creative, emotional and physical levels. We aim to teach the learners appropriate life and educational skills as well as to develop their fine and gross motor skills. We hope to leave a good impression on the school and the community. The secondary goal is to create an attitude of life-long service amongst the students in Lydia and Eendrag, as well as provide an opportunity for yje students to develop their leadership skills by giving them some responsibility for the project.	every Friday afternoon 13:00 - 14:30	Tristan Lewis, Danika du Toit
Victoria Cluster	Kayamandi Primary	The primary goal of the Kayamandi Primary School Development Programme at Kayamandi Primary School is to improve the reading, comprehension and spelling skills of the learners who participate in the programme. It has been identified by the Kayamandi Primary School's personnel that learners need additional assistance with comprehension and spelling skills as well as maths.	Bi-weekly, Mondays and Wednesdays, 3pm-5pm	
Silene				
Oude Molen				
Monica				
Wilgenhof				
Harmonie				

RESIDENCE/ PSO/SOCIETY	COMMUNITY PARTNER	DESCRIPTION OF PROJECT	TIME	CONTACT
Academia				
Pieke PSO	Sustainability Institute	Support in soccer program from Lynedoch United Soccer Club. To be positive role models from the players by supporting matches and help with purchasing soccer gear for the team.		
Industrial Psychology	Kuyasa horizon Empowerment	Tutoring maths, science, technology and languages		
AmaMaties Cluster				
Olympus PSO	AF Louw Primary school (Stellenbosch)	Promote well-being of primary school learners (provide them with lunch, do educational activities and art lessons with them) Recycling Project (litter pick-up) Beach clean up Women of Stellenbosch (providing whistles and pepper spray as well as self-defence lessons)	every Friday afternoon	Megan Turley
Huis Ten Bosch				
Serruria				
Goldfields	Kuyasa horizon Empowerment	The aims of the project include further developing school children in preparation for their respective exams and understanding that there is more to education than just academics. There is also a leadership development programme that Kuyasa provides and we will be partaking in that project.	2 Saturdays a month	
BMF	Hector Peterson High School (Kraaifontain)	Hector Peterson Secondary School is situated in Kraaifontein and serves learners from under-developed and underprivileged surrounding communities. The BMF Student Chapter Stellenbosch branch had a chance to interact with the Secondary School learners and have identified a vast gap between the standards of our higher education and that of the school. In accordance with our value of contributing towards community upliftment, it is imperative that this gap is bridged. Tutoring Grade 8-10 Maths (plus additional courses if there are enough volunteers); helping grade 9 learners choosing their subjects; educational excursions, organizing a Career Fair Day, formation of the School Debating Society, HIV/ Pregnancy Awareness Day, Eye Testing Program		
Nerina	Hanna Charity and Empowerment Foundation, Cloetesville	The project is aimed at the growth of the children we are in contact with on various different levels. This includes physical, social, intellectual and emotional. We have seen over the past two years that simply consistency in going each week brings this about irrespective of the experience that people have in intentionally trying to achieve our aims. Through the process, the volunteers also grow through the reciprocity of the project. The goal is to see children develop their physical, social, emotional and intellectual abilities.		Georgina Barker and Neil de Kock
Majuba				
Rubix Cluster	Hanna Charity and Empowerment Foundation	The project focuses on providing personal attention and direct benefits to children, youth, the elderly and their families so that they may live with dignity, achieve their desired potential and participate fully in society. The Hanna Charity supports communities with all the basic service such as playgrounds, soup kitchen, skills development, job creation, clothing banks and libraries to just name a few. The charity aims to empower those in poverty to work towards a better future. As a cluster, we aim to support the organization by running 4 once-off projects/drives, one each term.		
Nerina				
Metanoia				
Heemstede				
Pieke PSO	Various organisations	The need for a sandwich drive such as this arose from the presence of children who are supposed to be in school, out on the streets looking for handouts.		
Venustia PSO				
Metanoia				
Venustia PSO				

RESIDENCE/ PSO/SOCIETY	COMMUNITY PARTNER	DESCRIPTION OF PROJECT	TIME	CONTACT
Wimbeldon Cluster	Residence Staff Members	The aim of the project is to set out a day where we are able to interact with our staff members and their families and start forming a bond which can be continued.We would like to make it a weekly project where we will be able to tutor these children with school work they seem to be struggling with and ensure that they get help where needed without extra costs.		
Helshoogte				
Sonop				
Eendrag				
Aristea PSO				
Vesta PSO				
Cluster Convener				
Tygerberg Outreach Society				
Meerhof	MGD Primary Health Care Clinics	Promote health to patients at the clinics	every second Tuesday or Thursday, 15:30-17:30	
Huis Francie van Zijl	Kalkfontein Primary (Kalkfontain)	To create an environment where the learners are able to learn and appreciate basic life and leadership skills.To empower each child to realize their individual worth and to understand the role that they could play in the upliftment of the community.To create awareness around important current affairs and global issues and the roles that the learners could play in these issues such as Green/Sustainability awareness, Diversity etc.To enhance and nurture the mathematical skills of the learners in a fun and interactive way.To provide positive role models and create a sense of trust amongst the learners for open communication.		
Tygerberg Outreach Society	Webner Street Primary	Fun interactive leadership programs for Grade 6 learners		
Osler (Made with Love)	Tygerberg children's Hospital	To let the students of Tygerberg Campus create an item that can be used and cherished in the development of the children at the hospital, as well as provide them with an artistic and creative outlet which they can build upon.To show gratitude to the hardworking staff of the hospital, and to interact with them to provide a deeper insight into the challenges that these individuals face daily.		
Hippokrates	Northway Primary School	Assist with mathematics teaching at the school, by not being a teacher but rather a tutor and mentor to the learners we will work with. Involvement of mathematics curriculum, to aid the learners with areas they might be struggling in. Building relationships with the learners, to ensure good communication and work ethic at sessions. Basing life skills on each session to bring a fun yet educational aspect to the session.		
Huis Kerkenberg	Isidima	Education: Providing financial, emotional and educational support, training educational staff, assisting with classroom resources and facilities, daily meals etc.Vulnerable women and children: the aim is to restore dignity through assisting families by meeting their social and health needs. Nutrition: the aim is to partner with local schools, clinics and feeding sites to provide nutrition and growth opportunities.		
Wimbledon Cluster - KK Project	Klapmats Primary School	Two groups: Group one will be having a sandwich drive for children at Klapmats Primary School to secure their food security. Group 2 will have an activities day with the children (sandwiches will be handed out during lunch time). Students will help run activities as well as take part in the activities.		
Aristea PSO				
Sonop				
Vesta PSO				
Irene				
Helshoogte				

RESIDENCE/ PSO/SOCIETY	COMMUNITY PARTNER	DESCRIPTION OF PROJECT	TIME	CONTACT
Goldfields / Lydia	NJRD Arts Building (Kayamandi)	assistance to matriculants in Kayamandi Tutoring Maths, Physical Science, Geography, Life Science (mainly)	every Tuesday 5:00-8:00pm	Myra Manganye, Thembi Phiri, Sibusiso Nkambule
Hippokrates	Clinic at Imazamayetu	set up of a pop-up clinic in the community of Imazamayetu; basic screening, advice and education on health	Saturdays	Wilna Coetzee and Rooi Sello
Huis Visser	Kayamandi High School	mentoring and tutoring struggling children		Daniell Dippenaar
Libertas	Stellenbosch Animal Welfare Center	Raising money throughout the year and donating a lump sum towards the Stellenbosch Animal Welfare Center for them to use in their sterilizing project (goal: sterilizing at least 70% of pets in Kayamandi). For that matter, events and fund raisers will be held.		
Meerhoff	Child headed homes (via social workers, sponsors & teachers)	Assisting child headed homes in any regard they require. The goal of the project is to give children their hope back and improve their quality of life.		Mankobetsi Mokoka
Metanoia	Khayamandi Legacy Center	Painting walls in and around Khayamandi to inspire the kids and create a place where they enjoy working.		Callum Deeble and Alexander Brand
Pieke PSO	Franco (Franschhoek)	Volunteering in various projects in Franschhoek. Helping Franco in training and educating the community and being able to identify the problems the community faces. They want to assist people from all walks of life.		
Nemesia				
Simonsberg	St Vincents Primary School	Social Development to strengthen the already existing contact to the school. They want to implement new actions to expand the community involvement. There are weekly visits to the school to build relationships with the kids through sports and academics.	one afternoon a week, 2pm - 4pm	Gerrie Smit, Suzaan Hobson, Thamu
Minerva				
Huis Visser				
VicMeyr Cluster	Dagbreek Men's Residence	Movie night under the stars once or twice a year. Entrance fee is an "item of choice". All the items collected will be redistributed to the community according to need. This movie night is supposed to create social awareness.		
Dagbreek				
Minerva				
Lydia				
Majuba				
Huis Ten Bosch				
Aurora				

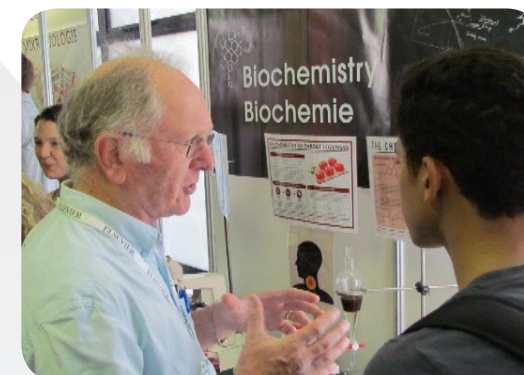
FACULTY OF AGRISCIENCE



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

When SU was officially established in 1918, Agriculture was one of the first four faculties and right from the outset it made an indelible contribution to agricultural education and research in South Africa. In 2006 the Faculties of Agriculture and Forestry merged to become the Faculty of AgriSciences as it is today. The Faculty has about 1500 undergraduate and 661 postgraduate students

**For more Information :Administration B building,Victoria Street, Stellenbosch
Tel: 021 808 3822**



ALLOTMENT GARDEN, WELGEVALLEN

Admission Requirements: All financially needy students
Division/Faculty: Faculty of AgriScience
Duration: Annual
Credit bearing: Free-standing
Delivery mode: Face to Face
Contact person: **Rhoda Malgas**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Students are utilizing a patch of soil at the Welgevallen farm to grow vegetables, to sell or for personal use. 	<ul style="list-style-type: none"> Self-reliance. 	<ul style="list-style-type: none"> Soil health; self-reliance; sustainability.

BWE344: DIVERSITY FOR CHANGE ACTIONS

Admission Requirements: 3rd years (BWE344)
Division/Faculty: Faculty of AgriScience
Year: 2018
Duration: ?
Credit Bearing: embedded in curriculum
Delivery mode: Face to Face and Online
Location: Faculty of Law
Contact person: **Ms. Rhoda Malgas**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Using Vpike technology to "visit" students' home towns/streets/houses as a method to introduce students' various backgrounds/lifestyle/cultures to each other. 	<ul style="list-style-type: none"> Mapping communities 	<ul style="list-style-type: none"> Mapping communities/ demographics.

MSC (SUSTAINABLE AGRICULTURE): BIODIVERSITY AND ECOSYSTEM SERVICES IN AGRILANDSCAPES-ENGAGE SMALL SCALE FARMERS IN GENADENDAL

Admission Requirements: MSc (SustAg) students.
Division/Faculty: Faculty of AgriScience
Year: 2018
Duration: ?
Credit Bearing: embedded in curriculum
Delivery mode: Face to Face and Online
Location: Faculty of AgriScience
Contact person: **Ms. Rhoda Malgas**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To give post graduate students an opportunity to engage with local farmers; experience the relevance of research; gaining knowledge for further research and offer community service. 	<ul style="list-style-type: none"> Community engagement Understanding social context Relevance of research to local communities. 	<ul style="list-style-type: none"> interpersonal skills Understanding local communities & socio-economic factors influencing research

BWE344: INTRODUCTION TO CONSERVATION MANAGEMENT - CONSERVATION ACTION CAMPAIGN (ON FACEBOOK)

Admission Requirements: 3rd years (BWE344)
Division/Faculty: Faculty of AgriScience
Duration: 1 hour per week
Credit bearing: Embedded in Curriculum
Delivery mode: Face to Face/ Social media / online lives
Contact person: Rhoda Malgas

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> The use of multimedia to increase student participation in class. Online communities create an additional platform to discuss topics with class mates and exchange views in a non-threatening way. Lecturer noticed an increase in student participation and student feedback assist in planning course material. 	<ul style="list-style-type: none"> Self-motivated learning Subject related action implementation Informal means of service learning Critical citizenship 	<ul style="list-style-type: none"> Peer learning Personal action Critical citizenship Application of what is learnt in class to lived experience.

1/2 DAY WORKSHOP ON ETHICAL CLEARANCE;

Admission Requirements: Postgraduate ConsEcol students
Division/Faculty: Faculty of AgriScience
Year: 2018
Duration: 1 hour per week
Credit Bearing: embedded in curriculum
Delivery mode: Face to Face and Online
Location: Faculty of AgriScience
Contact person: **Ms. Rhoda Malgas**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Introduce participants to the REC online platform; introduction to the rationale behind the application; online application - how to approach the questions and clarity on the the research implications; technical details about the system. 	<ul style="list-style-type: none"> Research Ethics at Stellenbosch University How to engage with the Research Ethics application procedure. 	<ul style="list-style-type: none"> Research Ethics and Integrity

1/2 DAY WORKSHOP ON INTERVIEWS AND QUALITATIVE DATA COLLECTION FOR ECOLOGICAL RESEARCH

Admission Requirements: Postgraduate ConsEcol students
Division/Faculty: Faculty of AgriScience
Year: 2018
Duration: 3 hours
Free-standing
Delivery mode: Face to Face
Location: Faculty of AgriScience
Contact person: **Rhoda Malgas, Barbara Seele; Brent Abrahams**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Introduce interested students to foundational elements of qualitative research in the natural sciences: research design, interviews, surveys, focus groups and how they differ; methods and methodologies; ethical clearance; sharing of online and resources (e.g. R, Gephi, Atlas TI) 	<ul style="list-style-type: none"> Research design Data collection and analysis for qualitative research in the natural sciences. 	<ul style="list-style-type: none"> Research Ethics and Integrity

WINE TASTING SKILLS

Admission Requirements: 1st year Oenology and PYDA students
Division/Faculty: Faculty of AgriScience
Year: 2018
Duration: 5 days
Credit Bearing: Embedded with 8 credits
Delivery mode: Face to Face
Location: Faculty of AgriScience
Contact person: **Marianne McKay**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Students are encouraged during the "Introduction to tasting", to develop the "SA aroma wheel" by identifying smells which are familiar to their context. i.e. introducing familiar smells to wine tasting. 	<ul style="list-style-type: none"> Social context Decolonisation 	<ul style="list-style-type: none"> Wine tasting skills Applying knowledge Creativity

LABELLING AND LEGISLATION (PART OF MODULE 214)

Admission Requirements: 2nd year Oenology and PYDA students
Division/Faculty: Faculty of AgriScience
Year: 2018
Duration: 4 days
Credit Bearing: Embedded with 16 credits
Delivery mode: Face to Face
Location: Faculty of AgriScience
Contact person: **Marianne McKay**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Students design a wine label for a target group of consumers, Bearing in mind social context, price and legislative requirements. Labels are assessed by peers and wine experts. 	<ul style="list-style-type: none"> Interpersonal skills, I Egislation & compliance, Design 	<ul style="list-style-type: none"> Knowledge application, Teamwork, Creativity, Critical thinking

INTERNSHIP PROGRAMME

Admission Requirements: 4th year students
Division/Faculty: Faculty of AgriScience
Year: 2018
Duration: 6 Months
Credit Bearing: Embedded with 32 credits
Delivery mode: Face to Face
Location: Faculty of AgriScience
Contact person: **DVO academics/ Anne Alessandri**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Internship: To give students a broad overview of the context of the wine industry. 	<ul style="list-style-type: none"> Work-integrated learning, Winery and vineyard embedded skills. 	<ul style="list-style-type: none"> Work experience Interpersonal skills Business and administrative skills Winery and professional skills Graduate attributes

WINE INDUSTRY CONTEXT

Admission Requirements: 2nd year students
Division/Faculty: Faculty of AgriScience
Year: 2018
Duration: 4 weeks
Credit Bearing: Embedded with 16 credits
Delivery mode: Face to Face
Location: Faculty of AgriScience
Contact person: **Marianne McKay**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To give students a broad overview of the wine industry trade and the consumer/sales aspects. 	<ul style="list-style-type: none"> Social and industry context Human rights, social justice and restitution Decolonisation 	<ul style="list-style-type: none"> The compulsory reflective piece encourages the student to not only understand the concept of the broader societal impact of this industry.

SERVICE LEARNING

Admission Requirements: 2nd year Oenology students
Division/Faculty: Faculty of AgriScience
Year: 2018
Duration: 4 days
Credit Bearing: Embedded with 16 credits
Delivery mode: Face to Face
Location: Faculty of AgriScience
Contact person: **Marianne McKay**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To give students a broad overview of the wine industry trade and the consumer/sales aspects. 	<ul style="list-style-type: none"> Work-readiness, Legislation & trade; Winery and vineyard skills, Social context. 	<ul style="list-style-type: none"> Service Learning gives students the experience of dealing with various aspects of wine making: retail; interpersonal skills; business skills etc.

OCCUPATIONAL HEALTH AND SAFETY

Admission Requirements: 2nd year students
Division/Faculty: Faculty of AgriScience
Year: 2018
Duration: 1 day
Credit Bearing: Embedded with 16 credits
Delivery mode: Face to Face
Location: Faculty of AgriScience
Contact person: **Marianne McKay**

OBJECTIVES	TOPICS	OUTCOMES
	<ul style="list-style-type: none"> work-readiness Legislation Cellar skills Industry context . 	<ul style="list-style-type: none"> Service Learning gives students the experience of dealing with various aspects of wine making: retail; interpersonal skills; business skills etc.

FOOD FOR CITY PROJECT

Admission Requirements: Post Graduate Students; youth in Phillipi and Khayalitsha
Division/Faculty: Faculty of AgriScience
Year: 2018
Duration: 1 year
Free-standing
Delivery mode: Face to Face
Costs:
Location: Faculty of AgriScience
Contact person: **Dr. Evodia Setati**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To bring science closer to the people/community. Opportunity for post graduate students to translate their world to the people and to experience the relevance of their research. For students to possibly gain new research themes based on their engagement with the community (e.g. based on needs analysis). 	<ul style="list-style-type: none"> Food security Youth development. 	<ul style="list-style-type: none"> Project management skills Entrepreneurial skills Application of knowledge, e.g. specific knowledge (flower design) etc.

DIGITAL STORIES IN A SCIENCE-BASED PLANT PROPAGATION COURSE (MODULE 214)

Admission Requirements: 2nd years (crop production - 214)
Division/Faculty: Faculty of AgriScience
Year: 2018
Duration: Semester
Credit Bearing: Embedded (25% of classmark)
Course Facilitator: Dr. Michael Schmeisser
Delivery mode: Face to Face
Costs:
Location: Faculty of AgriScience
Contact person: **Dr. Michael Schmeisser**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To teach content in a creative manner. The use of digital stories as a blended learning tool is commonly encountered in the social sciences, but the application thereof in the natural or agricultural sciences is not often seen. Digital stories in this module is effectively used to enhance learning as the creation of a logical, narrated movie clip that involves all levels of learning (Bloom's Taxonomy), the lowest to the highest cognitive processes said to occur during the creation stage. 	<ul style="list-style-type: none"> SA indigenous plants Plant propagation 	<ul style="list-style-type: none"> Teamwork Entrepreneurial skills Business proposal writing skills Interpersonal skills; understanding the value of giving and receiving feedback Understanding code of conducts in teams Conflict management in teamwork. Digital literacy (software application).

CONCEPT MAPPING (CMAPPING) - TO BE IMPLEMENTED IN 2018 (MODULE 164)

Admission Requirements: 1st years (module - 164)
Division/Faculty: Faculty of AgriScience
Year: 2018
Duration: Semester
Credit Bearing: embedded
Delivery mode: Face to Face
Location: Faculty of AgriScience

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To use cmapping as a tool to assist students with their sense of purpose in the horticultural field. 	<ul style="list-style-type: none"> SU competency beyond horticulture 	<ul style="list-style-type: none"> Thinking skills; conceptualising ideas; formulating clear and logical thought patterns to translate ideas. Reflective essays will encourage students' self-assessment re their personal development as well as providing the opportunity for peers to assess each other's cmapping skills...and knowledge application.

POSTHARVEST PHYSIOLOGY AND TECHNOLOGY SHORT COURSE OF FRESH HORTICULTURAL CROPS

Admission Requirements: 3rd year students (module- 314)
Division/Faculty: Faculty of AgriScience
Year: 2018
Credit Bearing: embedded
Delivery mode: Face to Face
Location: Faculty of AgriScience

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To create opportunities for students to engage with various role players in the production cycle (producers, markets, food retailers e.g. Woolies). 	<ul style="list-style-type: none"> Social Issues (BEE), Global G.A.P.(Good Agricultural Practice) Management of commercial orchard 	<ul style="list-style-type: none"> Understanding the impact of social issues on crop production. Gain knowledge regarding international trends incapacity building and farm assurance (Global G.A.P), data analysis, financial skills & management of commercial farm

RESEARCH PROJECT (IN 2018 NEW MODULE)

Admission Requirements: final year students
Division/Faculty: Faculty of AgriScience
Year: 2018
Credit Bearing: embedded
Delivery mode: Face to Face
Location: Faculty of AgriScience

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To introduce students to the research process; critical interpretation and analysis of data; awareness of research ethics; scientific writing skills; presentation skills; research methodology. 		

ORCHARD MANAGEMENT PROJECT (MODULE 314)

Admission Requirements: technical professionals responsible for quality assurance and extension activities related to fresh produce quality, safety and marketability
Division/Faculty: Faculty of AgriScience
Year: 2018
Duration: 3 days
Free-standing
Course Facilitator: Dr Elke Crouch
Delivery mode: Face to Face
Costs:
Location: Faculty of AgriScience
Contact person: **Dr Elke Crouch**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> The aim of the course is for attendees to understand the basic principles that govern postharvest fresh produce quality in order for them to implement this knowledge in practice to maintain product quality and to prevent losses in the postharvest handling chain. 	<ul style="list-style-type: none"> This 3-day course focuses on the underlying principles of postharvest plant physiology and technology applicable for the postharvest handling of a wide range of South African crops, including deciduous fruit, citrus, vegetables, ornamentals and fresh cut flowers. 	<ul style="list-style-type: none"> The aim of the course is for attendees to understand the basic principles that govern postharvest fresh produce quality in order for them to implement this knowledge in practice to maintain product quality and to prevent losses in the postharvest handling chain.

POSTHARVEST PHYSIOLOGY AND TECHNOLOGY SHORT COURSE OF FRESH HORTICULTURAL CROPS

Admission Requirements: technical professionals responsible for quality assurance and extension activities related to fresh produce quality, safety and marketability
Division/Faculty: Faculty of AgriScience
Year: 2018
Duration: 3 days
Free-standing
Course Facilitator: Dr Elke Crouch
Delivery mode: Face to Face
Costs:
Location: Faculty of AgriScience
Contact person: **Dr Elke Crouch**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> The aim of the course is for attendees to understand the basic principles that govern postharvest fresh produce quality in order for them to implement this knowledge in practice to maintain product quality and to prevent losses in the postharvest handling chain. 	<ul style="list-style-type: none"> This 3-day course focuses on the underlying principles of postharvest plant physiology and technology applicable for the postharvest handling of a wide range of South African crops, including deciduous fruit, citrus, vegetables, ornamentals and fresh cut flowers. 	<ul style="list-style-type: none"> The aim of the course is for attendees to understand the basic principles that govern postharvest fresh produce quality in order for them to implement this knowledge in practice to maintain product quality and to prevent losses in the postharvest handling chain.

FACULTY OF AGRISCIENCE (Ellensburg)

SUCCESSFUL STUDYING TECHNIQUES

Admission Requirements: 1st year Higher Certificate ad B.Agric students
Division/Faculty: Faculty of AgriScience
Year: 2018
Duration: 8 contact sessions, 2 sessions per week
Credit Bearing: NQF 5
Course Facilitator: Aatika Valentyn
Delivery mode: Face to Face
Costs:
Location: Faculty of AgriScience
Contact person: **Aatika Valentyn**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To teach students how to integrate different concepts to form a complete picture and how to dissect any material into digestible pieces. Teaching students to responsibly plan study activities to maintain balanced lives. Development of skill to assess and tackle stressful situation during their studying careers which could then be applied to a working. 	<ul style="list-style-type: none"> Study techniques, reading techniques to improve comprehensive understanding of any material. Management of time and handling stressful situations. 	<ul style="list-style-type: none"> Application of knowledge to study field/ career

WELLNESS PROGRAMME

Admission Requirements: All students
Division/Faculty: Faculty of AgriScience
Year: 2018
Duration: Ongoing
Credit Bearing: NQF 6
Course Facilitator: Aatika Valentyn
Delivery mode: Face to Face
Costs:
Location: Faculty of AgriScience
Contact person: **Aatika Valentyn**

LEADERSHIP AND MANAGEMENT OF PEOPLE IN CONTEXT OF FARMS

Admission Requirements: 1st year Higher Certificate ad B.Agric students
Division/Faculty: Faculty of AgriScience
Year: 2018
Duration: 4 days
Credit Bearing: NQF 6
Delivery mode: Face to Face
Location: Faculty of AgriScience
Contact person: **Len Conradie**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Be a leader with a vision, not just a manager. How to approach and handle negotiations Look beyond the leadership stereotypes Understand Situational Leadership Influence with passion and empower others to act Increase the performance of your team by setting objectives, expectations and goals. 	<ul style="list-style-type: none"> Diversity Conflict management, Leadership styles Understanding social context of farm workers 	<ul style="list-style-type: none"> Life skills

INDUSTRY STANDARDS: GLOBAL GAP

Admission Requirements: 3rd year B.Agric students with Pomology as main subject
Division/Faculty: Faculty of AgriScience
Year: 2018
Duration: 1 day introductory workshop
Credit Bearing: Embedded in POM 342.
Delivery mode: Face to Face
Location: Faculty of AgriScience

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To familiarise students with the concept of GlobalGAP certification and how to approach an audit. 	<ul style="list-style-type: none"> Industry standards 	<ul style="list-style-type: none"> Application of knowledge to study field/ career

SALES AND MARKETING

Admission Requirements: 3rd year B.Agric Oenology students
Division/Faculty: Faculty of AgriScience
Year: 2018
Duration: 5 days
Free-standing
Delivery mode: Face to Face
Location: Faculty of AgriScience
Contact person: **Kelly-Marie Jacobs & Marguerite van Niekerk & Lorraine Geldenhuys**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Learners acquire selling skills and techniques which are essential in order to be successful in this field. 	<ul style="list-style-type: none"> Skills development 	<ul style="list-style-type: none"> Application of knowledge to study field/ career

WINE ADMINISTRATION - SARS AND SAWIS

Admission Requirements: 3rd year B.Agric Oenology students
Division/Faculty: Faculty of AgriScience
Year: 2018
Duration: 5 days
Free-standing
Course Facilitator: **Kelly-Marie Jacobs**
Delivery mode: Face to Face
Costs:
Location: Faculty of AgriScience
Contact person: **Kelly-Marie Jacobs**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Understanding the legal documentation involved in the winemaking process and be able to complete it accordingly and understand its significance in the winemaking process 	<ul style="list-style-type: none"> Skills development 	<ul style="list-style-type: none"> Application of knowledge to study field/ career

SCIENTIFIC REPORT WRITING

Admission Requirements: All
Division/Faculty: Faculty of AgriScience
Year: 2018
Duration: 3 days
Free-standing
Course Facilitator: **Francois Marais & O'Brien Perel**
Delivery mode: Face to Face
Costs:
Location: Faculty of AgriScience
Contact person: **Francois Marais & O'Brien Perel**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To equip the student with the necessary writing skills in order to formulate reports that are universally accurate; understand the correct language to be used; grammar and style of writing 	<ul style="list-style-type: none"> Skills and writing development (communication) 	<ul style="list-style-type: none"> Application of knowledge to study field/ career

COMMUNICATION SKILLS

Admission Requirements: All
Division/Faculty: Faculty of AgriScience
Year: 2018
Duration: 3 days
Free-standing
Course Facilitator: **Francois Marais & O'Brien Perel**
Delivery mode: Face to Face
Costs:
Location: Faculty of AgriScience
Contact person: **Francois Marais & O'Brien Perel**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> How to make a PowerPoint presentation; public speaking do's and don'ts; 	<ul style="list-style-type: none"> Skills and personal development 	<ul style="list-style-type: none"> Skills

FORKLIFT DRIVERS LICENCE

Admission Requirements: All 2nd year B.Agric and 2nd year HC students, in plant and wine production. All
Division/Faculty: Faculty of AgriScience
Year: 2018
Duration: 3 days
Free-standing, NQF 3
Course Facilitator: **Francois Marais & O'Brien Perel**
Delivery mode: Face to Face
Costs:
Location: Faculty of AgriScience
Contact person: **Francois Marais & O'Brien Perel**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Identify and classify freight. Handle, load and store freight. Achieve maximum work performance of lifting equipment and attachments. Operate equipment in accordance with organizational and legislative standards and procedures. Access available support systems and emergency services in case of incidents and accidents 	<ul style="list-style-type: none"> Skills development 	<ul style="list-style-type: none"> Skills

TRACTORS DRIVERS COURSE

Admission Requirements: All 3rd year B.Agric and 2nd year plant and/or animal production students.
Division/Faculty: Faculty of AgriScience
Year: 2018
Duration: 1 - 2 days
Free-standing, NQF6 (Agri Seta)
Course Facilitator: **Abraham van Niekerk**
Delivery mode: Face to Face
Costs:
Location: Faculty of AgriScience
Contact person: **Abraham van Niekerk**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Introduction; Tractor Theory: <i>f</i> Mechanical Appreciation, <i>f</i> Hydraulic System, <i>f</i> Lubrication System, <i>f</i> Refueling, Driver Protection. Pre-start Checks. Practical Operation. 	<ul style="list-style-type: none"> Skills development 	<ul style="list-style-type: none"> Skills

SAFE HANDLING AND APPLICATION OF AGROCHEMICALS (AVCASA CERTIFICATION)

Admission Requirements: 3rd year B.Agric and 2nd year HC.
Division/Faculty: Faculty of AgriScience
Year: 2018
Duration: 6 months
Free-standing, NQF 6
Delivery mode: Face to Face
Costs:
Location: Faculty of AgriScience

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Demonstrate a basic understanding of the physiological functioning of the anatomical structures of the plant in relation to its environment. Recognise, control and monitor pests, diseases and weeds on all crops effectively and responsibly. Monitor, collect and collate agricultural data; store and apply crop protection and animal health products effectively and responsibly. Apply effective and responsible integrated pest-, disease- and weed control. 	<ul style="list-style-type: none"> Skills development 	<ul style="list-style-type: none"> Application of knowledge to study field/ career

COMMUNITY UPLIFTMENT

Admission Requirements: Typically 1st year students enrolled for Natural Resource Management Year: 2018
Duration: 21 days
Credit Bearing: Embedded
Course Facilitator: **Aatika Valentyn**
Delivery mode: Face to Face
Costs:
Location: Faculty of AgriScience
Contact person: **Aatika Valentyn**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Participants will be able to design a proposal for a community-based upliftment project. Will be able to identify a community that is in need of and meets the outcome of such a project. 	<ul style="list-style-type: none"> Food Security, Environmental awareness 	<ul style="list-style-type: none"> Participants will be able to implement a proposal. Time management, financial management and appropriate social awareness skills.

STRATEGIC BUSINESS PLAN DEVELOPMENT

Admission Requirements: 2nd year B.Agric student in Entrepreneurship
Duration: 2 Months
Credit Bearing: Embedded
Course Facilitator: **O'Brien Perel**
Delivery mode: Face to Face
Costs:
Location: Faculty of AgriScience
Contact person: **O'Brien Perel**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Students will study the IIS of the US as an example of a Strategic Business Plan (SBP) and look at key elements of an operating farm to structure and develop their on plan. 	<ul style="list-style-type: none"> Draw-up a Strategic Business Plan for an Agribusiness 	<ul style="list-style-type: none"> They will work in groups to enhance their intrapersonal and networking skills as well as to stimulate strategic thinking which is critical for farmers in this global Agricultural environment

AGRICULTURAL MAINTENANCE

Admission Requirements: 1st and 2nd year B.Agric and HC students in Engineering
Duration: 8 contact sessions, 2 sessions per week
Credit Bearing: Embedded
Course Facilitator: **Abraham van Niekerk**
Delivery mode: Face to Face
Costs:
Location: Faculty of AgriScience
Contact person: **Abraham van Niekerk**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> First year: Safety regulations, workshop practice, safe handling of hand tools, electrical hand tools, self confidence in handling arc and gas welders, processes in manufacturing, manufacturing. Second year: Determine water requirement of different commercial crops. Work out irrigation schedule. Calibration of spraying machines. Calculating application volume, water needed, chemicals needed, agitation of tanks and time of spray. Maintenance of spraying machines. 	<ul style="list-style-type: none"> Skills development 	<ul style="list-style-type: none"> Application of knowledge to study field/ career

CONSERVATION AGRICULTURAL PRINCIPLES: FOCUS ON WESTERN CAPE DRYLAND PRODUCTION AREA

Admission Requirements: 3rd year B.Agric and 2nd year HC in Agronomy, farmers, US Dept of Agronomy, Genetics, WC Dept of Agriculture, Research Division.
Duration: 5 hours
Credit Bearing: Embedded
Course Facilitator: **Abraham van Niekerk**
Delivery mode: Face to Face
Costs:
Location: Faculty of AgriScience
Contact person: **Abraham van Niekerk**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To teach students the importance of conserving the land for the next generation. After the programme they will know the 3 basic principles of CA agriculture and what the benefits are when applying the principles. The focus would be for the dryland production area of the Western Cape. Experts in the field would come and talk to the students and students would go to trial sites to see the beneficial effects of CA. 	<ul style="list-style-type: none"> Skills development 	<ul style="list-style-type: none"> Application of knowledge to study field/ career

BASIC BEER BREWING COURSE

Admission Requirements: 3rd year B.Agric students in Agronomy
Duration: 6 hours
Free-standing
Course Facilitator: **Andries Le Roux**
Delivery mode: Face to Face
Costs:
Location: Faculty of AgriScience
Contact person: **Andries Le Roux**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To teach students the basic principles of brewing beer. Barley production is part of their study field and beer is a product of malted barley. 	<ul style="list-style-type: none"> Skills development 	<ul style="list-style-type: none"> Skills and knowledge

ARTIFICIAL INSEMINATION COURSE

Admission Requirements: 3rd year B.Agric and 2nd year HC students in Animal Production
Duration: 10 hours
Credit Bearing: Embedded in curriculum, receive a certificate of competence
Course Facilitator: **Andries Le Roux**
Delivery mode: Face to Face
Costs:
Location: Faculty of AgriScience
Contact person: **Andries Le Roux**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To acquire the skills to successfully and efficiently inseminate bovines. 	<ul style="list-style-type: none"> Skills development 	<ul style="list-style-type: none"> Knowledge and Application of knowledge to field / career

HOLSTEIN (CATTLE BREED) COURSE

Admission Requirements: 3rd year B.Agric and 2nd year HC students in Animal Production
Duration: 8 hours
Credit Bearing: Embedded
Course Facilitator: **Pieter Langenegger**
Delivery mode: Face to Face
Costs:
Location: Faculty of AgriScience
Contact person: **Pieter Langenegger**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> A comparative evaluation of Holsteins in which animals are ranked based on their closeness to "ideal" dairy conformation. 	<ul style="list-style-type: none"> Expanded knowledge of the dairy cattle breed 	<ul style="list-style-type: none"> Knowledge and Application of knowledge to field / career

SIMMENTALER (CATTLE BREED) COURSE

Admission Requirements: 3rd year B.Agric and 2nd year HC students in Animal Production

Duration: 8 hours

Credit Bearing: Embedded

Course Facilitator: **Pieter Langenegger**

Delivery mode: Face to Face

Costs:

Location: Faculty of AgriScience

Contact person: **Pieter Langenegger**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> A comparative evaluation of Simmentaler in which animals are ranked based on their closeness to "ideal" beef breed conformation and standards. 	<ul style="list-style-type: none"> Expanded knowledge of the beef cattle breed 	<ul style="list-style-type: none"> Knowledge and Application of knowledge to field / career

SHEAR COURSE

Admission Requirements: 3rd year B.Agric and 2nd year HC students in Animal Production

Duration: 5 days

Credit Bearing: Embedded

Course Facilitator: **Dr. Jasper cloete**

Delivery mode: Face to Face

Costs:

Location: Faculty of AgriScience

Contact person: **Dr. Jasper cloete**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To promote the art and skill of sheep shearing. 	<ul style="list-style-type: none"> Scarce skills 	<ul style="list-style-type: none"> Skills

WOOL CLASSING COURSE

Admission Requirements: 3rd year B.Agric and 2nd year HC students in Animal Production

Duration: 3 ½ days

Credit Bearing: Embedded

Course Facilitator: **Dr. Jasper cloete**

Delivery mode: Face to Face

Costs:

Location: Faculty of AgriScience

Contact person: **Dr. Jasper cloete**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To promote the art and skill of wool handling 	<ul style="list-style-type: none"> Skills development 	<ul style="list-style-type: none"> Skills

DOHNE MERINO (SHEEP BREED) COURSE

Admission Requirements: 3rd year B.Agric and 2nd year HC students in Animal Production

Duration: 3 days

Credit Bearing: Embedded

Course Facilitator: **Dr. Jasper cloete**

Delivery mode: Face to Face

Costs:

Location: Faculty of AgriScience

Contact person: **Dr. Jasper cloete**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> A comparative evaluation of dohne merino in which animals are ranked based on their closeness to "ideal" breed conformation and standards. 	<ul style="list-style-type: none"> Expanded knowledge of the sheep breed 	<ul style="list-style-type: none"> Knowledge and Application of knowledge to field / career

MUTTON MERINO COURSE

Admission Requirements: 3rd year B.Agric and 2nd year HC students in Animal Production

Duration: 3 days

Credit Bearing: Embedded

Course Facilitator: **Dr. Jasper cloete**

Delivery mode: Face to Face

Costs:

Location: Faculty of AgriScience

Contact person: **Dr. Jasper cloete**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> A comparative evaluation of mutton merino in which animals are ranked based on their closeness to "ideal" breed conformation and standards. 	<ul style="list-style-type: none"> Expanded knowledge of sheep breed 	<ul style="list-style-type: none"> Knowledge and Application of knowledge to field / career



FACULTY OF ARTS AND SOCIAL SCIENCES



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

**For more Information :Arts and Social Sciences Building, Room 492,
Merriman Avenue and Van Ryneveld Street
Tel : 021 808-2138**





**CRITICAL CITIZENSHIP (VISUAL COMMUNICATIONS DESIGN MODULE) /VARIOUS
CRITICAL CITIZENSHIP PROJECTS FOR 1-3RD YEAR VISUAL ARTS STUDENTS**

Admission Requirements:Visual arts students
Division/Faculty: Faculty of Arts and Social Sciences
Duration:Annual
Credit bearing: Embedded in Curriculum
Delivery mode: Face to Face/ Social media / online lives
Contact person: **Prof Elmarie Constandius**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none">• To use the design process to challenge students to reflect on their roles as artists to address transformation, equity, democracy and in this process become critical citizens. Students are involved in various critical citizenship projects e.g. memorialise forced removals, khayamandi (students teaching g11 learners art classes -but moving from "serve and help" to "reciprocity and exchange".	<ul style="list-style-type: none">• Critical citizenship, globalization, risk, family, local knowledge• How globalisation is reshaping our lives as a base for these asymmetrical relations in communities• Social transformation, equity & democracy	<ul style="list-style-type: none">• Students reflect on their stereotyping.• Understanding deep cultural norms and its influence on one's experience and reflection of that experiences.

FACULTY OF ECONOMIC & MANAGEMENT SCIENCES



With 8000 students, the Faculty is the largest at the University. We have an extensive programme in teaching and learning for this large student body, which includes the 1 500 new first-years that arrive at the Faculty annually.

For more Information : Dean's secretary
Tel: 021 808 9564



OPTIMUS

Admission Requirements: 2nd, 3rd year
Division/Faculty: Faculty of Economic & Management Sciences
Year: 2018
Duration: 2 years (cohort of 33 students per annum)
Free-standing
Course Facilitator: **Dr. Suzanne van Aswegen**
Delivery mode: Face to Face and Online
Costs:
Location: Faculty of Law
Contact person: **Dr. Suzanne van Aswegen**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To support the top undergraduate academic achievers in the EMS faculty on their academic journey to ensure sustained distinctive achievement while at SU and beyond. By providing a stimulating environment through carefully planned growth interventions and opportunities, the hope is that the students will develop holistically and be able to optimally position themselves to qualify for prestige bursaries, international exchanges, and opportunities locally and abroad. 	<ul style="list-style-type: none"> Academic enrichment Self-development & leadership Professional & career orientation Social impact Global mindset & innovation 	<ul style="list-style-type: none"> Personal development: "Know thy self" – Personality, Emotional Intelligence, Values, Metacognitive awareness - Assessment and Training Creating a PDP & portfolio Communication skills Public speaking skills training Decision making and dealing with difficult people (metacognition) Leadership for change – leadership styles, contextualizing leadership (theory) Social impact – practically using skills and talents Review PDP & portfolio Personal branding Networking – what, why and how Coaching skills – the basics Cultural Intelligence (Global mindset + Metacognition) Career planning, professional accreditation – post-graduate options Leadership for change & social impact (practical component) Global and innovative perspective – leaving a legacy.

ENTREPRENEURSHIP AND INNOVATION MANAGEMENT 214

Admission Requirements: Second year Entrepreneurship students primarily Bcom registered
Division/Faculty: Faculty of Economic & Management Sciences
Year: 2018
Duration: 4 contact sessions per week
Credit Bearing : Second year level
Course Facilitator: **Dr. Suzanne van Aswegen**
Delivery mode: Face to Face and Online
Costs:
Contact person: **Dr. Suzanne van Aswegen**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Develop writing skills; acquire and develop and entrepreneurial mind; do a feasibility study on an idea addressing a prescribed theme (e.g. green technology/solutions; alignment with Launchlab challenges); some social entrepreneurship - students can base their project (One per course) on addressing a social need/benefit. Previously included service learning but withdrawn due to capacity and assessment challenges 		<ul style="list-style-type: none"> Writing skills are addressed in this module. Two writing assignments are given, conceptually based, where the student has to debate or argue a position he/she adopts in relation to the question posed. Analytical skills in feasibility study project Team/group work projects are done in a team not exceeding 5 persons

MODULE-MENTOR PROGRAMME

Admission Requirements: Aprox. 500 first years' students - mentees (50 senior students provide service)
Division/Faculty: Faculty of Economic & Management Sciences
Year: 2018
Duration: 1 one contact session per week for approximately 24 weeks per annum
Free-standing
Course Facilitator: **Ilze Gelderblom**
Delivery mode: Face to Face and Online
Contact person: **Ilze Gelderblom**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> The objective of the programme is to increase academic performance in not only the mentees but the mentors themselves by developing and facilitating professional communication. The programme also strives to create and strengthen a learning culture to enhance personal growth and development. There exists a transfer of knowledge between all parties involved which includes first year students, senior students and lecturers. The programme further aims to equip students to obtain and retain knowledge and skills as well as becoming engaging and empowered students. 	<ul style="list-style-type: none"> We aspire to create a culture of learning and increase academic performance. 	<ul style="list-style-type: none"> Application of knowledge to study field/ career.

THUTHUKA

Admission Requirements: bursaries for previously disadvantaged students
Division/Faculty: Faculty of Economic & Management Sciences
Year: 2018
Free-standing
Course Facilitator: **Prof. Riaan Rudman**
Delivery mode: Face to Face and Online
Costs:
Contact person: **Prof. Riaan Rudman**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Transformation Initiative of the SA Institute of Chartered Accountants (SAIGR) in collaboration with school of accountancy, - funding, and mentoring, academic support to previously disadvantaged students pursuing a career in accountancy. Comprehensive academic and non-academic support to educate well-rounded chartered accountants. 	<ul style="list-style-type: none"> Community engagement (role as accountant) Personal and professional development Peer mentoring & mentoring Teamwork, organising events 	<ul style="list-style-type: none"> Study skills (literacy skills) Financial literacy skills Community engagement Vacation work to gain work experience to apply knowledge Life skills Organizational skills Work-readiness (CV writing, interviewing skills, time management, stress management, business management)

LIVING LEGENDS (CURRENTLY REGISTERED AS A NPO)

Admission Requirements: learners from schools in Stellenbosch, Helderberg/ SU student volunteers
Division/Faculty: Faculty of Economic & Management Sciences
Year: 2018
Free-standing
Course Facilitator: **Prof. Riaan Rudman**
Delivery mode: Face to Face and Online
Costs:
Contact person: **Prof. Riaan Rudman**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Employee volunteering Volunteering opportunities for students Comprehensive development of parent, child, school 	<ul style="list-style-type: none"> Self-management Financial literacy skills Entrepreneurial skills 	<ul style="list-style-type: none"> Life skills for learners Societal engagement for students Financial literacy, entrepreneurship Sport skills

NPO ASSESSMENT (MARKETING & COMMUNICATIONS HONS CLASS)

Admission Requirements: Hons Marketing students
Division/Faculty: Faculty of Economic & Management Sciences
Year: 2018
Credit Bearing: Embedded in the curriculum (25% of predicate)
Course Facilitator: **Prof. Riaan Rudman**
Delivery mode: Face to Face and Online
Costs:
Contact person: **Prof. Riaan Rudman**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Understanding the NPO world from a marketing/branding perspective. To act as branding consultants to selected non-profit clients – students get to apply their brand-related knowledge to contribute to the improvement of an existing non-profit brand by analysing the brand, developing meaningful recommendations and providing feedback to their clients. 	<ul style="list-style-type: none"> Marketing/branding for NPOs 	<ul style="list-style-type: none"> Application of branding knowledge Experiencing the consulting process Contributing to improved branding in the non-profit sector Distinguishing between creativity and creative efficiency, and between potential vs. workable strategies

CAREER COUNSELLING & CAREER WORKSHOPS

Admission Requirements: Industrial Psychology Hons students
Division/Faculty: Faculty of Economic & Management Sciences
Year: 2018
Credit Bearing: Embedded in the curriculum
Course Facilitator: **Prof. Riaan Rudman**
Delivery mode: Face to Face and Online
Costs:
Contact person: **Prof. Riaan Rudman**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To provide career counselling and career workshops at disadvantaged schools in the WC. 	<ul style="list-style-type: none"> career counselling 	<ul style="list-style-type: none"> application of knowledge

FINANCIAL LITERACY PROGRAMME (EMS & LEGAL AID CLINIC)

Admission Requirements: 3rd years (Fin Planning); grade 12 learners, farm workers; 3rd LLB students
Division/Faculty: Faculty of Economic & Management Sciences
Year: 2018
Credit Bearing: Embedded in the curriculum
Course Facilitator: **Mathilda Rosslee**
Delivery mode: Face to Face and Online
Costs:
Contact person: **Mathilda Rosslee**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To provide financial literacy to grade 12 learners, farm workers and to improve their financial skills. Assistance with debt counselling. 	<ul style="list-style-type: none"> career counselling 	<ul style="list-style-type: none"> Financial literacy for grade 12. Application of knowledge for students from EMS & Law faculty)

CAPE TOWN CARNIVAL

Admission Requirements: Unemployed diverse cultural genres.
Division/Faculty: Faculty of Economic & Management Sciences
Year: 2018
Duration: 12 months – this varies for different individuals and groups but takes place over many months.
Free-standing
Course Facilitator: **Prof Rachel Jafta 0218082245, Jay Douwes**
Delivery mode: Face to Face and Online
Costs:
Contact person: **Prof Rachel Jafta 0218082245, Jay Douwes**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> The project aims at building social cohesion, whilst creating economic opportunities, such as jobs, skills transfer, enterprise development and tourism. 	<ul style="list-style-type: none"> Social entrepreneurship African identity Diversity Transformation of power and creativity 	<ul style="list-style-type: none"> Skills (welding/metal work, carpentry, crafting, sewing, painting, admin, computer literacy) Life skills – confidence, self-worth Dancing, performance, organisational development for 43 group leaders and 64 lead performers and 150 job individuals

USB'S SMALL BUSINESS ACADEMY

Admission Requirements: small business owners in Khayalitsha and Mitchell's Plain
Division/Faculty: Faculty of Economic & Management Sciences
Year: 2018
Duration: 9 months
Free-standing
Delivery mode: Face to Face and Online
Costs:
Contact person:

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To assist small business owners to create sustainable businesses. 	<ul style="list-style-type: none"> Social entrepreneurship African identity, diversity Transformation of power and creativity 	

FINANCIAL MANAGEMENT TRAINING & MENTORING PROGRAMME

Admission Requirements: small business owners in the Winelands
Division/Faculty: Faculty of Economic & Management Sciences
Year: 2018
Duration: Course: minimum 16 hours, but can be extended depending on target audience
Mentoring*: minimum 3 hours per entrepreneur, one hour per month, but more if necessary
Credit Bearing: Not part of a curriculum of any course on campus – this a social impact project initiated by SU staff member to support entrepreneur in the community
Course Facilitator: **Corinna Kirsten**
Delivery mode: Face to Face
Costs:
Contact person: **Corinna Kirsten**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To develop the financial management skills of entrepreneurs in order to equip them with the necessary knowledge, skills and values to practice sound financial management to empower them to be self-reliant in making financial decisions in their businesses. 	<ul style="list-style-type: none"> Human Development (Focus primarily on changing attitudes, knowledge and skills with the purpose to empower) 	<ul style="list-style-type: none"> Basic business financial management skills .

FACULTY OF EDUCATION



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

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

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

**For more Information : GG Cillié Building, Ryneveld Street
Tel: 021 808 2258**



LEADERSHIP IN EDUCATION

Admission Requirements: 2nd, 3rd & 4th year Education students PGCE students.

Division/Faculty: Education

Year: 2018

Duration: 8 contact sessions, 2x weeks

Credit Bearing: NQF 6

Delivery mode: Face to Face

Location: Faculty of Education

Contact person: **Renee Hector-Kannemeyer**

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

SUNCOI INITIATIVE

Admission Requirements: PGCE students/ learners

Division/Faculty: Education

Year: 2018

Duration: NA

Credit Bearing: Embedded

Delivery mode: Face to Face

Location: Faculty of Education

Contact person: **Dr. Nazeem Edwards**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Previously disadvantaged schools get the opportunity to use labs for prescribed practica. 	<ul style="list-style-type: none"> Social Justice. 	<ul style="list-style-type: none"> Opportunity for students to work with CAPS at school level..

UKWANDA PROJECT

Admission Requirements: PGCE students; Health Sciences students

Division/Faculty: Education

Year: 2018

Duration: Ad hoc

Credit Bearing: Embedded

Delivery mode: Face to Face

Location: Faculty of Law

Contact person: **Prof. Arend Carl**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> PGCE students are placed for their teaching practice period in a rural school (an average of 13 per year). 		<ul style="list-style-type: none"> Professional preparation/development Lifeskills Acquisition and Application of knowledge

EXCHANGE OPPORTUNITIES

Admission Requirements: BEd Students

Division/Faculty: Education

Year: 2018

Duration: TBC

Credit Bearing: Embedded

Delivery mode: Face to Face

Location: Faculty of Education

Contact person: **Prof. Arend Carl**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To give BEd students the opportunity to review and compare SA schools' curriculum with other countries. 	<ul style="list-style-type: none"> Global citizenship Democracy Comparing international curriculum 	<ul style="list-style-type: none"> Understanding the influence of socio economic factors influencing basic education world wide

IPADS IN UNIVERSITY AND SCHOOLS

Admission Requirements: 3rd & 4th year intermediate phase student; teachers

Division/Faculty: Education

Year: 2018

Duration: 4hrs/week

Credit Bearing: Embedded

Delivery mode: Face to Face and online

Contact person: **Dean, Law Faculty**

Location: Faculty of Education

Contact person: **Renee**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Intergrate mobile technologies into teaching and learning; integrate theory, research and practice; establish partnerships with schools 	<ul style="list-style-type: none"> Addresses future-orientated themes (Bolstad, Gilbert et al, 2012); personalising learning; new views of diversity, equity & inclusivity; different concept of knowledge; rethinking learners' and teachers' roles; lifelong learning; new kinds of partnerships and relationships. 	<ul style="list-style-type: none"> To recognize and encourage skillful thinking (Costa, 2001) e.g. checking for accuracy and percision; questioning and problem-solving; perseverance; listening to others; metacognition; decreasing impulsiveness

COUNT-ME-IN (CMI)

Admission Requirements: Student teachers 4th year Mathematics Education students, Learners: About 800 learners from 22 poor schools

Division/Faculty: Education

Year: 2018

Duration: 3 preparation sessions in class, + eleven 1.5 - 2 hour weekly sessions in the first semester with Foundation Phase learners.

Credit Bearing: Embedded

Delivery mode: Face to Face and online

Location: Faculty of Education

Contact person: **H Wessels**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To provide the opportunity for fourth year mathematics education students in Foundation Phase to implement the theory about the development of flexible number concept in Grades R-3 To create the opportunity for students to experience different school contexts in the Western Cape To create the opportunity for mathematics education staff and students of SU to interact with teachers and circuit subject advisers to strengthen relationships and improve mathematics education courses for Foundation Phase To create the opportunity for mathematics education students to be of service in the community by developing Gr R-3 learners' counting skills and number concept, in the process building learners' confidence and self esteem To develop students' reflection skills 	<ul style="list-style-type: none"> Equity - creating opportunities for learners with deficits to catch up - the project is focused on the development of young learners in poor schools' mathematical skills and understanding to create hope for the future. 	<ul style="list-style-type: none"> Application of knowledge in practice, strengthening students' beginning teaching repertoire, refined reflection skills"

INTERNATIONAL MATHEMATICS ENRICHMENT PROJECT (IMEP) IN COLLABORATION WITH THE STATE UNIVERSITY OF NEW YORK (SUNY)

Admission Requirements: Student teachers: 4th year Mathematics Education students from SU, fourth year and Masters students in Mathematics Education from SUNY, Learners: 40 9 to 12year olds from 5 underprivileged schools in the Franschhoek area.

Division/Faculty: Education

Year: 2018

Duration: 7 months, which included

- * Four four-hour sessions with group members in New York State (skype),
- * four assignments;
- * four planning sessions,
- * 2 marketing presentations at schools,
- * liaison with principals, teachers and parents
- * cultural immersion through 5 school visits for 4 hours per day
- * presentation of 5 full days holiday programme with reflection and planning sessions every evening (sleep-in for 10 days)

Credit Bearing: Free-standing

Delivery mode: WhatsApp groups and Facebook

Location: Faculty of Education

Contact person: **H Wessels**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Aims for learners focus on mathematics support and enrichment and vary based on the strengths and specialties of student teachers. Specific aims are set by the student teachers as part of their program development. Aims for student teachers focus on leadership in education, curriculum design, school policy design and management; planning and preparation; creative pedagogy; continuous assessment; assessment-informed instruction; classroom management; culturally-responsive teaching; collaboration; critical reflection; self-efficacy. 	<ul style="list-style-type: none"> The project is one the one hand focused on the support and enrichment of 9-12 year-old learners' mathematical knowledge, skills and understanding to create hope for the future The project is on the other hand aimed at developing student teachers' curriculum development and teaching skills. 	<ul style="list-style-type: none"> Application of knowledge in practice, <ul style="list-style-type: none"> Strengthening students' beginning teaching repertoire, Refined reflection skills Formal documented outcomes: <ul style="list-style-type: none"> Observation Journal (with formal reflections) Lesson Plan Portfolio (with formal reflections) Overall Program Reflection: e-book Program Research Outcomes: <ul style="list-style-type: none"> Pupil Reflections Student Teacher Reflections (reflection-in-action and reflection-on-action) Issues in Teacher Education: <ul style="list-style-type: none"> Non-traditional Field Experience; Culturally Responsive Teaching; Service Learning; Teacher Self-Efficacy Community Outreach in Education

MULTIMEDIA MATHEMATICS STORYBOOKS FOR FOUNDATION PHASE LEARNERS

Admission Requirements: 3rd & 4th year intermediate phase student; teachers

Division/Faculty: Education

Year: 2018

Duration: 8 months

Free-standing

Delivery mode: Face to Face and online

Location: Faculty of Education

Contact person: **H Wessels**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Aims for student teachers focus on development of multimedia learning resources, creative pedagogy; leadership in education, critical reflection; self-efficacy 		<ul style="list-style-type: none"> Digital mathematics storybooks for the development of the mathematical thinking of young learners Critical reflection on the use of technology in the development of teaching and learning resources Problem solving



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FACULTY OF ENGINEERING



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

It currently has five Engineering Departments:

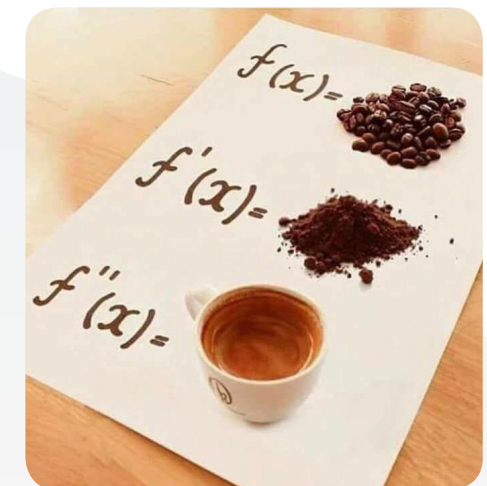
- Civil Engineering • Electrical & Electronic Engineering • Industrial Engineering
- Mechanical & Mechatronic Engineering • Process Engineering

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

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

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

**For more Information : Cnr Banhoek Road &
Joubert Street
Tel : 021 808-4203**





COMPLIMENTARY STUDIES

Admission Requirements: 314,474 students
Division/Faculty: FVZS, Social Impact, Philosophy
Duration: 2 hours per week for planning phase & 8 hours every day for two weeks -execution phase
Credit bearing:
Delivery mode: Face to Face/ Social media / online lives
Contact person: **Dr. Leslie van Rooi/ Prof. Anton Basson**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none">• To understand his/her role in community interaction and leadership development.• Link the world of an engineer with the role engineers can play in society.	<ul style="list-style-type: none">• Leadership• Social Impact	<ul style="list-style-type: none">• Problem Solving, application of scientific & engineering knowledge, engineering design, investigations, experiments & data analysis,• Engineering methods, skills, tools, professional & technical communication• Impact of engineering, individual, team and multidisciplinary working, independent learning ability & engineering professionalism

FACULTY OF LAW



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

**For more Information : Corner Ryneveld- and Victoria Streets
Tel: +27 (0)21 808 4853**



LEADERSHIP IN LAW

Admission Requirements: law students
Division/Faculty: Law Faculty
Year: 2018
Duration: 3 months
Credit Bearing: NQF 6
Course Facilitator: Mr. Bradley Greenhalgh (CSS: Law)
Delivery mode: Face to Face and Online
Costs:
Location: Faculty of Law
Contact person: Juridical Society; Mr. Bradley Greenhalgh (CSS: Law)

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To empower law students with the leadership skills that will enable them to move their communities and South Africa forward with their knowledge of the law. Empowerment will occur through a curriculum that imparts certain skills and abilities and encourages critical engagement about different views and ideas about leadership relating to the law and legal world. Encouraging critical dialogue and debate between participants from different backgrounds in order to inspire the exchange of ideas and experiences from different law students about leadership Showing participants how to align their law degree with their greatest passion, imparting skills required for career management and introducing them to the wide range of employment possibilities open to students with a law degree. Increasing awareness about the social responsibility that law students have, as young jurists, to uphold the values of the Constitution and the Bill of Rights through looking at topics such as transformation, social activism and the role of law. 	<ul style="list-style-type: none"> The value and impact of student leadership Professionalism in the realm of Law Leadership in society Engaging in societal issues as a law professional Social responsibility Finding and managing your career path Social Justice 	<ul style="list-style-type: none"> Critical engagement and dialogue among participants from different backgrounds reviewing experiences about leadership as lawstudents from different backgrounds Career management through legal boot camp. Ability to express ideas in a way one can justify point of view. Awareness of social responsibility as law studentsto uphold the constitution and the Bill of Rights Life skills, application of knowledge, critical thinking, alignment between degree contentsand real world scenarios, public speaking & social engagement Career preparedness - CV creations, interviewskills, networking skills (Legal boot camp)

ALL AFRICAN HUMAN RIGHTS MOOT COURT COMPETITION

Admission Requirements: law students
Division/Faculty: Law Faculty
Year: 2018
Duration: Several weeks - preparation time and competition time.
Credit Bearing: NQF 6
Course Facilitator: Mr. Bradley Greenhalgh (CSS: Law)
Delivery mode: Face to Face and Online
Costs:
Location: Faculty of Law
Contact person: Juridical Society; Mr. Bradley Greenhalgh (CSS: Law)

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Students participate (team of two) in the Annual Human Rights Moot Court competitionthat is held annually at different host Universities across the continent. The topic involves a factual scenarioinvolving human rights abuses within fictitiousAfrican states, and sees the students argue the matter as if they were appearing before the African Union's Human Rights Court. Oral argument and extensive writtendocumentation (Pleadings) are prepared by the students for the purposes of the competition. 	<ul style="list-style-type: none"> Human & Social Justice Rights. 	<ul style="list-style-type: none"> Life skills, professional preparation, writing and oral presentation skills, research skills,team-work skills, improved knowledge andunderstanding of various fields of applicable law & application of knowledge.

FINANCIAL LITERACY PROGRAMME

Admission Requirements: 3rd LLB (Law Faculty) & 3rd year Fin Planning (EMS Faculty)
Division/Faculty: Law Faculty
Year: 2018
Duration: 10 hours
Free-standing
Course Facilitator: Legal aid clinic
Delivery mode: Face to Face
Costs: None
Location: Faculty of Law
Contact: **Legal Aid Clinic**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Presentations and interactions with learners from various local schools; teach learners about their rights in respects of the Consumer Protection Act and the National Credit Act [law students]; drawing up a personal finance budget [EMS students]. 	<ul style="list-style-type: none"> Social Justice. Social Responsibility. Citizenship. Access to Justice. Advocacy. Professional development. 	<ul style="list-style-type: none"> Life skills Professional preparation Application of knowledge.

SLSJ (STUDENTS FOR LAW & SOCIAL JUSTICE)

Admission Requirements: Law Students
Division/Faculty: Law Faculty
Year: 2018
Duration: Year
Free-standing
Course Facilitator: **Bradley Greenhalgh (CSS)**
Delivery mode: Face to Face
Costs: None
Location: Faculty of Law
Contact person: **Bradley Greenhalgh (CSS)**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> SLSJ:Maties (as part of the national SLSJ programme) initiates a variety of projects each year that focuses on the promotion of social justice and the rule of law. Seminars are hosted, along with specific outreach projects that typically target surrounding schools, or form part of larger awareness campaigns (focusing on, for example, sexual harassment). The SLSJ:Maties also services a local Community Service Portfolio, which attempts to provide improved access to justice amongst local communities (and includeds a family law clinic; school workshops and court visits with learners). 	<ul style="list-style-type: none"> Human Rights. Social Justice Rights .Advocacy. 	<ul style="list-style-type: none"> Life skills Professional preparation Application of knowledge.

LAW FACULTY MOOT SOCIETY

Admission Requirements: Law Students
Division/Faculty: Law Faculty
Year: 2018
Duration: Year
Free-standing
Course Facilitator: **Moot Society Chairperson & Bradley Greenhalgh (CSS: Law)**
Delivery mode: Face to Face
Costs: None
Location: Faculty of Law
Contact person: **Moot Society Chairperson & Bradley Greenhalgh (CSS: Law)**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To organise events and internal Moot Court/ Mock Trial competitions, for students to compete against different teams, and ultimately win the various Moot Court competitions. The Committee typically organises both a criminal and civil law Moot Court competition each year - and furthermore assists with the Roman Law Moot Court. The Committee members obviously fulfil leadership and administrative roles, whereas the various participants, obtain Professional preparation skills. 	<ul style="list-style-type: none"> Professional development. 	<ul style="list-style-type: none"> Writing/research/oral skills Life skills Application of knowledge Professional preparation

SOCIETAS XXV

Admission Requirements: Top-performing law students
Division/Faculty: Law Faculty
Year: 2018
Duration: Year
Free-standing
Course Facilitator: **Bradley Greenhalgh (CSS: Law)**
Delivery mode: Face to Face
Costs: None
Location: Faculty of Law
Contact person: **Bradley Greenhalgh (CSS: Law)**

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

CLASI (CONSTITUTIONAL LITERACY & SERVICE INITIATIVE)

Admission Requirements: Top-performing law students
Division/Faculty: Law Faculty
Year: 2018
Duration: Weekly - Year
Free-standing
Course Facilitator: **CLASI chairperson (Matthew Davidse)***
Delivery mode: Face to Face
Costs: None
Location: Faculty of Law
Contact person: **CLASI chairperson (Matthew Davidse)***

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> CLASI arranges a variety of different events and interventions each year, ranging from workshop facilitation, classes on constitutional matters; debates and moot competitions. Approximately 30 students have, for example, been focusing on two local schools, where learners are made aware of their constitutional rights, and the basic elements of constitutional justice. CLASI is also a national programme, with the Stellenbosch Law Faculty students constituting the local branch. 	<ul style="list-style-type: none"> Constitutional Literacy. Citizenship. Social Justice. Professional Development. 	<ul style="list-style-type: none"> Leadership Professional preparation Life skills.

LAW FACULTY STUDENT AMBASSADORS | CLASS REPRESENTATIVES

Admission Requirements: Law Students
Division/Faculty: Law Faculty
Year: 2018
Duration: Weekly - Year
Free-standing
Course Facilitator: **Bradley Greenhalgh (CSS: Law); JV Society Chairperson**
Delivery mode: Face to Face
Costs: None
Location: Faculty of Law
Contact person: **Bradley Greenhalgh (CSS: Law); JV Society Chairperson**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Students are elected by their peers, in each of the main Law modules across the programme, to serve as Class Representatives. They form the link between the broader student body, and the Juridical Society, about academic matters within the various law module classes. The Reps interact with the JV, who in turn engage with the Faculty, about any queries or issues. The Student Ambassadors project, sees a selection of law students being identified to monitor and engage with the new prospective students, by means of a Facebook Group page. The SAs receiving training, and then engage in a more informal manner, with the prospective students on the FB page, in answering any questions/queries they might have regarding their 1st year of law - what to expect; what to bring along with them; questions about registration etc. 	<ul style="list-style-type: none"> Leadership. 	<ul style="list-style-type: none"> Lifeskills Application of knowledge Leadership;

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

Admission Requirements: Final/ Pre-final year Law Students
Division/Faculty: Law Faculty
Year: 2018
Duration: Year
Free-standing
Course Facilitator: **CLASI chairperson (Matthew Davidse)**
Delivery mode: Face to Face
Costs: None
Location: Faculty of Law
Contact person: **CLASI chairperson (Matthew Davidse)**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Promote professional development within field of Labour Law; Promoting access to justice by virtue of the various labour law advice clinics within the Labour Courts. Students can sign up to be part of the SASLAW National Programme, to then get exposure to other Labour Law practitioners, and seminars etc., regarding the field of Labour Law As discussed above, CLASI's agreement care of the SASLAW Young Scholars Association, sees approximately 40 students who are holding internships at the various Labour Courts in Cape Town, Durban and Johannesburg. The latter two (in 2016 >> 2 students for Durban; 8 for Johannesburg) sees students work as interns at the Court's over the academic holidays. The majority in 2016, saw internships being taken every Friday, during the course of the year - on a rotational basis - with most of the participants spending at least two days in total at the Cape Town Labour court. Therefore, they can also participate in the Labour Courts' internship programme, or assist with the manning of the various community-focused labour law advice clinics, that are run from with the various Labour Courts 	<ul style="list-style-type: none"> Professional Development. 	<ul style="list-style-type: none"> Professional preparation/development Life skills Acquisition and application of knowledge

STELLENBOSCH UNIVERSITY STUDENT COURT

Admission Requirements: Senior law students.
 Division/Faculty: Law Faculty
 Year: 2018
 Duration: Ad hoc
 Free-standing
 Course Facilitator: **Dean, Law Faculty**
 Delivery mode: Face to Face
 Costs: None
 Location: Faculty of Law
 Contact person: **Dean, Law Faculty**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> The jurisdiction of the Student Court, comprising 5 senior law students, encompasses all student-related matters on campus. More specifically, the Student Court is responsible for the resolution of student disputes, inter-society disputes and SRC constitutional matters. It functions as an independent, administrative tribunal that applies the Student Constitution impartially, without fear, favour or prejudice. 	<ul style="list-style-type: none"> Leadership. Professional development. Social justice. 	<ul style="list-style-type: none"> Professional preparation/development; Lifeskills; Application of knowledge; Acquisition of knowledge.

STELLENBOSCH UNIVERSITY CENTRAL DISCIPLINARY COMMITTEE

Admission Requirements: LLM/Final-year law students.
 Division/Faculty: Law Faculty
 Year: 2018
 Duration: Ad hoc
 Free-standing
 Course Facilitator: **Dean, Law Faculty**
 Delivery mode: Face to Face
 Costs: None
 Location: Faculty of Law
 Contact person: **Dean, Law Faculty**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> The Stellenbosch University yearbook requires the sitting of two students on the Central Disciplinary Committee [par 7: Disciplinary Code for Students of Stellenbosch University], of which at least one of them must be an LLM or (at least a final-year postgraduate) LLB student. As a result, a panel of students who meet this criteria are nominated to serve as possible CDC members, – given the ad hoc nature of the hearings, to ensure that the requisite number of students are available. All members of this panel get to serve on at least one CDC hearing, and often - this number is far higher - depending on the number of hearings within a particular year. Given the nature of the hearings, and the surrounding process falling squarely into the realm of procedural law, and often involving many related legal fields, the exposure that these students receive given their involvement, does contribute to their growth and potential development of the related Graduate Attributes criteria. 	<ul style="list-style-type: none"> Leadership Professional development Social justice. 	<ul style="list-style-type: none"> Professional preparation/development Life skills Acquisition and application of knowledge

LAW FACULTY JURIDICAL SOCIETY

Admission Requirements: Law Students
 Division/Faculty: Faculty of Law
 Duration: Annual
 Credit bearing: Free-standing
 Delivery mode: Face to Face/ Social media / online lives
 Contact person: JV Chair & Bradley Greenhalgh (CSS: Law)

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Promote social responsibility amongst law students. Representative body of the law students 	<ul style="list-style-type: none"> Leadership Professional development Social Justice. 	<ul style="list-style-type: none"> Leadership Professional preparation Life skills The students who are elected to the Faculty Students' Representative Committee are incredibly active, and fulfil a host of roles during their term. These range from organising the Careers' Day (interacting with law firms; NGOs; Government institutions), to social events, mentorship programmes, court and prison visits, liaison between students and Faculty and ABR responsibilities, etc.

INTERNSHIP PROGRAMME

Admission Requirements: Law Students
 Division/Faculty: Faculty of Law
 Duration: Annual
 Credit bearing: Free standing
 Delivery mode: Face to Face/ Social media / online lives
 Contact person: JV Chair & Bradley Greenhalgh (CSS: Law)

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> A second arrangement, initiated for the first time this year during the July holidays, saw the Juridical Society - in conjunction with the Office of the National Prosecuting Authority, place approximately 15 students in internships at various Magistrate's Courts in the Western Cape, for a period of 1-2 weeks, Court dependent. Whereas the programme was run as a pilot, it is hoped that this too will become an annual feature. 	<ul style="list-style-type: none"> Leadership. 	<ul style="list-style-type: none"> Professional preparation/development Life skills Acquisition and application of knowledge

FACULTY OF MEDICINE & HEALTH SCIENCES

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

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

**For more Information: Francie Van Zijl Drive
Tygerberg 7505
Cape Town**



LEADERSHIP FOR CHANGE (TYGERBERG)

Admission Requirements: 1st year Tygerberg students
Division/Faculty: Medicine and Health Sciences
Year: 2018 Duration: 8 contact sessions, 2x wee
Credit Bearing: NQF 6
Delivery mode: Face to Face
Location: Faculty of Health Sciences
Contact person: **Renee Hector-Kannemeyer**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> The course is aimed specifically at student communities (residences and PSOs) and forms part of a strategy to develop young thought leaders and to aid residents in reaching their full potential. 	<ul style="list-style-type: none"> Personal development with a focus on understanding the self, relationships and creating a personal development plan. Personal development with a focus on understanding the self, relationships and creating a personal development plan. Contextual leadership – participants explore various leadership styles, the realities of leadership in South Africa and leadership lessons from their environment Practical component looking at how participants can use their skills and knowledge to make a difference in their environment. 	<ul style="list-style-type: none"> Leadership skills

WOMEN IN LEADERSHIP (TYGEBERG)

Admission Requirements: Tygerberg students
Division/Faculty: Medicine and Health Sciences
Year: 2018
Duration: NA
Credit Bearing: NQF 6
Delivery mode: Face to Face
Location: Faculty of Health Sciences
Contact person: **Dr. Nazeem Edwards**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> The course aims to inspire participants to engage in the field of leadership unique to womens' experiences. It combines a three tier theoretical overview of feminist literature and movements with practical engagement in leadership in their contextual environments. Participants will develop fundamental leadership skills and insight into the field of women in leadership. 	<ul style="list-style-type: none"> Feminism Intersectionality Rape Culture Student Activism Fostering Meaningful Relationships 	<ul style="list-style-type: none"> Leadership skills

DOCTORS AS CHANGE AGENTS IN THE COMMUNITY

Admission Requirements: MBCHB students
Division/Faculty: Medicine and Health Sciences
Year: 2018
Duration: spread over degree with various forms of assessment (PDP, teamwork, I-I final assessment by Industrial Psychologists)
Credit Bearing: Embedded
Delivery mode: Face to Face and online
Location: Faculty of Health Sciences
Contact person: **Dr. Stefaans Snyman (CHPE)**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> Competency to facilitate change, as a Health Practitioner, in communities 	<ul style="list-style-type: none"> Human Rights World views Indigenous knowledge Health in context Quality improvement Collaborative leadership Self-care Emotional intelligence 	<ul style="list-style-type: none"> Design and implement health advocacy and healthpromotion plans Communication skills Role of collaborative leadership in facilitating change in healthcare to enhance service andoutcomes Develop quality improvement plans Teamwork Conflict management Self-care Financial planning

EDP (INTERPROFESSIONAL PHASE) - SPECIFICALLY THE GENERIC MODULES: INTRODUCTION TO HEALTH SCIENCES + PERSONAL & PROFESSIONAL DEVL

Admission Requirements: EDP Students; Allied disciplines
Division/Faculty: Medicine and Health Sciences
Year: 2018
Duration: NA
Credit Bearing: Embedded
Delivery mode: Face to Face and online
Location: Faculty of Education
Contact person: **Prof. Arend Carl**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To lay a foundation for 1st year students for their professional development by establishing the appropriate knowledge, attitudes and skills. Personal development to optimally and successfully utilize training opportunities to fully stand one's place in the community as a professional person. 	<ul style="list-style-type: none"> Learning styles; diversity; group dynamics Stress management; study methods, interpersonal styles; listening skills; leadership skills; study rhythm Professional identity; academic literacy; language development; successful health scientists, relationship between person/profession/ community; 	<ul style="list-style-type: none"> Academic Literacy Acquire basic xhosa skills required for consultations Apply problem solving skills Stress management Mastered core study skills Understanding your own learning style Effective personal functioning and application as health worker Dealing with diversity and cultural complexities of the health profession Ability to be able to interpret the role history plays in the development of the different professions Reflect the characteristics and responsibilities associated with the profession

MEN-TUT PROGRAMME

Admission Requirements: MBCHB students
Division/Faculty: Medicine and Health Sciences
Year: 2018
Duration: 20-30hrs/per annum Credit Bearing: Free-standing
Delivery mode: Face to Face and online
Location: Faculty of Health Sciences
Contact person: **Khairoonisa Foflonker**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none"> To create an opportunity for peer-to-peer mentoring and academic support. Giving feedback re student challenges to faculty staff. 	<ul style="list-style-type: none"> Academic support (peer-to-peer) 	<ul style="list-style-type: none"> Sharing learning experiences Study methods Stress management Time management skills

FACULTY OF MILITARY SCIENCE

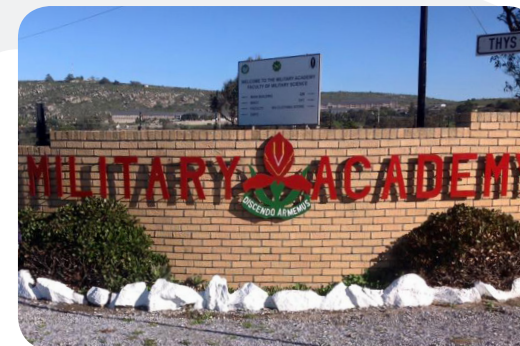
VISION

To be a leader in professional military higher education.

MISSION

An academic-military institution offering world class military higher education through teaching and learning, research, community interaction and professional military development.

**For more Information : Faculty Military Science
Private Bag X2
Saldanha
7395**





MILITARY SCIENCE:TRANS-ENDURO

Admission Requirements: IST and 2nd year Military Science students
Division/Faculty: Military Science
Duration: 2 hours per week for planning phase & 8 hours every day for two weeks -execution phase
Free-standing
Delivery mode: Face to Face/ Social media / online lives
Contact person: **Dr Fankie Monama**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none">Participants plan & organise exercise Trans-Enduro early in the year. Commanders of the exercise as appointed to provide leadership; Different methods are used to raise funds for the exercise;Allocation of resources and lower command responsibilities are finalised; transport arranged; securing sponsorships; execution from Port Elizabeth to Saldanha: cycling, running & sailing; pre-arranged stopovers to engage with communities & town mayors; Social responsibility of SANDF; Diversity of participants & skills; Inter-service (army, navy, airforce, medics) cooperation;participants share & record their activities & experiences every night, which will finally be consolidated in a Trans-Enduro Journal.	<ul style="list-style-type: none">Community ServiceOrganisation and PlanningFinancial ManagementLeadership	<p>Skills</p> <ul style="list-style-type: none">OrganisationPlanningLeadingcontrollingFinancial ManagementLeadership

MILITARY SCIENCE: MASIZA

Admission Requirements: 2nd and 3rd year Military Science students
Division/Faculty: Military Science
Free-satnding
Delivery mode: Face to Face
Contact person: **Dr Fankie Monama**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none">Military Academy participants identify community needs (health, recreation, education, facilities, sport); then develop initiatives for intervention & support; implement projects in identified community areas; reflect on their experiences and compile reports thereafter for lessons learned.	<ul style="list-style-type: none">Community Interaction-Outreach Programme	<ul style="list-style-type: none">Life skills: Civic Action initiatives

MILITARY PROFESSIONAL DEVELOPMENT

Admission Requirements: IST year Military Science students
Division/Faculty: Military Science
Duration: 2 hours per week for 10 weeks
Credit bearing: Embedded in Curriculum
Delivery mode: Face to Face/ Social media / online lives
Contact person: **Dr Fankie Monama**

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none">Holistic development effort for Military Academy students as military professionals. Students attend formal lectures of various aspects dealing with military in a democratic society and to understand their role & responsibilities as individual soldiers. Reading material is given to them and groups participate in discussions every Monday for 2 hours on Civic Education/Civil Military Relations/ Law of Armed Conflict; Financial Literacy. Students are required to integrate education with military responsibilities which are assessed in formal tests, group assignments & reports.	<ul style="list-style-type: none">Military Professional DevelopmentDemocracy	<ul style="list-style-type: none">Knowledge & Specific skills (ethical conduct, budgeting, taxation)

FACULTY OF SCIENCE



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

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

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

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

For more Information :Tel: 021 808 3072





FACULTY OF SCIENCE

Science café
EDP students:Two different projects to make the interconnectedness of different modules more clear to students
Contact person: **Wilna Wagener**

For EDP students embedded in curriculum:
Project on the impact of human activities on rivers
Study skills (only extended degree programmes)

For EDP and mainstream students:
Group work activities•

SUNCOI – postgraduate chemistry students offers practical workshops (on voluntary basis) to grade 11 learners from four disadvantaged schools

- Mathematical Olympiad classes
- Voluntary teaching by postgraduate students - MSc students teaching the Grade 12 class of Bloemhof Girls High School about DNA extractions and the Polymerase Chain Reaction (PCR).

Volunteer tutor for primary school learners at Lynedoch Primary School.The Lynedoch project was established by United Nations Association of South Africa (UNASA) in collaboration with the Lynedoch Primary school, Matie Community Service (MGD) and Stellenbosch University.It strives to meet the Millennium Development Goal of achieving Universal Primary Education

Bright sparks at physics open day by postgraduate students (and lecturers)

Participating schools were: Ixolo High School, Bridge House, New Orleans Secondary, Rhenish School for Girls, Bardale Secondary School), Kylemore High School, Uxolo High School, New Orleans Secondary, and Aloe High School.

Postgraduate student society (PPSS) were involved in the Siyaphambili Orphanage in Kayalitsha.They collected clothes and educational tools to donate to the house, painted the houses and played Secret Santa.

Tutor training (issued with an official US certificate)

Ethics of Science:
Scientific reading and writing skills (mainstream and EDP students)

Computer skills:
Mainstream and EDP students

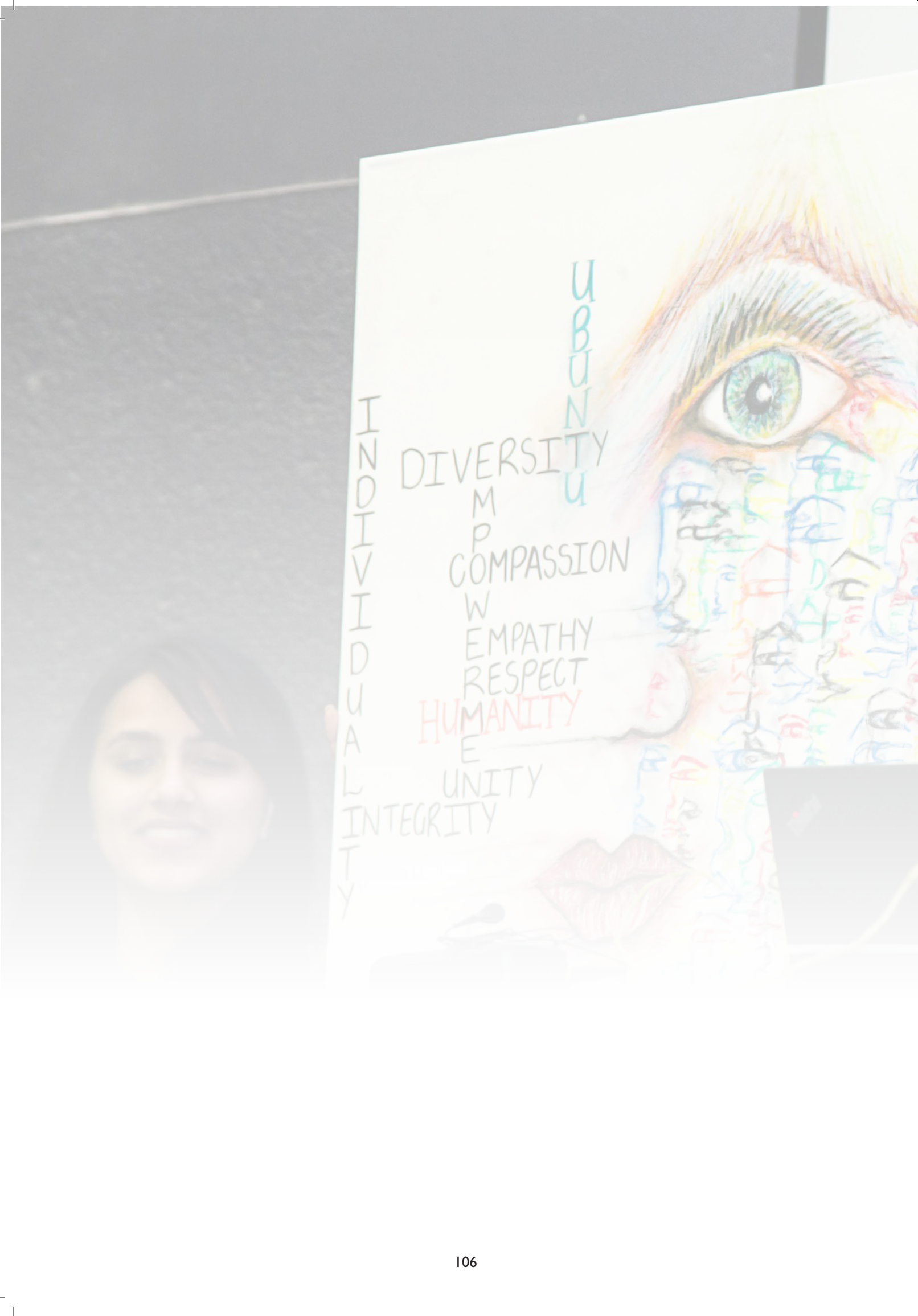
FACULTY OF THEOLOGY



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

For more Information: 171 Dorp Street
Tel: 021 808 3255





MASTER OF DIVINITY (MDIV)		
OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none">The programme makes provision for a module in research methodology, theology as science, and various methods of research. From a hermeneutic-rhetorical meta-theoretical framework the programme develops various practical-theological ministry themes aimed at a theological understanding of ministry and the distinctive nature of church life in different contexts. The main themes are pathos aspects (church in society, the role of the church in society within different contexts and ethical questions), logos aspects (church – history, systematic ecclesiology, Bible and worship (church identity), the nature and functions of the church, historical connections, church confessions and communication within the context of worship and liturgy), ethos aspects (discipleship, spirituality and ministry skills (ministry practice), the connection between Christian spirituality and leadership aimed at developing congregational spirituality within various forms of ministry), and faith maturity and faith formation (the development of ministry and pastoral skills with a view to pastoral care, solace, prevention and enrichment during various life crises and problems in personal relations).	<ul style="list-style-type: none">Church in SocietyMinistry of reconciliation and justiceChurch and public lifeEcumenismChurch in AfricaChurchSociety and MarketGender, culture and the BibleCongregational studies and Community Analysis in African ContextsChild and youth culture	<ul style="list-style-type: none">Leadership skillsMinisterial SkillsConnection between Christian spirituality and leadershipDevelopment of pastoral skillsPrevention and enrichment

PROJECT:TEACHING AND LEARNING STRATEGY		
OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none">Creating a document that can serve as a guideline for the entire faculty	<ul style="list-style-type: none">T&L strategy that underpins all T&L within the faculty, based on the T&L values of the university. This includes addressing plagiarism appropriately, penalisation for late assignments, transformation and decolonization of the curriculum, blended approaches, teaching strategies, and indicate assistance that can be provided to students and lecturers with regard to T&L	<ul style="list-style-type: none">Better faculty communicationConsistency between departmentsTransforming the faculty's approach to T&L (with regards to the use of technology and different teaching and learning approaches).

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

MFM CAMPUS RADIO STATION AND DIE MATIE NEWSPAPER

MFM campus radio station also offered an opportunity for students to volunteer working at the campus radio station as presenter or producer; students will be given a three months training programme which enable to move on to bigger and commercial radio station.



INTERNATIONAL OFFICE



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

SU International:

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

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

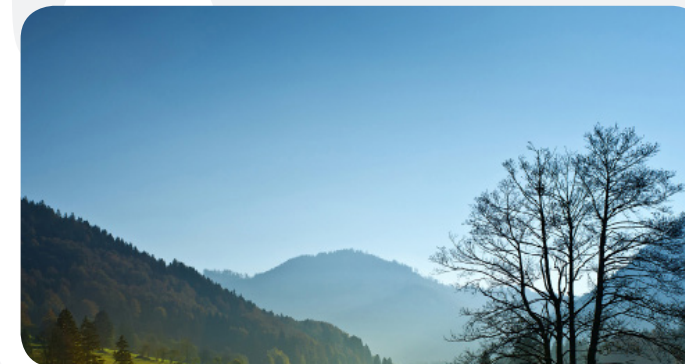
Enhances the existing dedicated support service platform to promote SU's global engagement activities on campus, in the local community, within the region and in Africa and beyond;

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

Facilitates the development of scholarship in Africa.

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

For more Information: Tel: +2721 808 2565
Fax: +2721 808 3799
E-mail: info@sun.ac.za



Global Education Programmes (GEP)

First Semester 2018

TERM	DATES:
1st Term:	Monday: 5 February – Friday, 23 March
Recess:	Friday: 30 March – Sunday 8 April
2nd Term:	Monday: 26 March – Friday 18 May (classes end)
Public Holidays	Wednesday : 21 March – Human Rights Day Friday : 30 March – Good Friday Monday : 02 April – Easter Monday Thursday : 27 April – Freedom Day Tuesday : 01 May – Workers Day
The examination starts:	Tuesday: 22 May (first opportunity)
The examination ends:	Monday: 11 June (first opportunity ends)
The 2nd examination starts:	Tuesday: 12 June (second opportunity)
The 2nd examination ends:	Friday: 29 June (second opportunity ends)
The semester ends:	Friday: 29 June

IMPORTANT INFORMATION:

- Application deadline: Friday, 9th February @ 14:00
- Students who do not complete their Final Course Registration Form by the deadline (9th February), will not be registered for any GE courses and will not be allowed to attend the courses.
- The SU International may cancel a course if there are not at least five (5) participants registered. Afrikaans (all levels) ten (10) participants.
- Nobody, arriving after 9th February-deadline, will be registered for any language course, or practical course (Photography)
- Important notices are often sent to students via e-mail. PLEASE write your e-mail address very clearly! Note that lecturers ONLY use your Stellenbosch University e-mail address.
- *TBC – venues and lecture times – please check updates on this link:
<https://www0.sun.ac.za/international/pgio-announcements-1/ipsu-announcements-1.html>

LANGUAGES

AFRIKAANS FOR BEGINNERS

IPSU Course Code: 59048 - 124 (Exchange Students, Degree-seeking Students)
59048 - 114 (Freemovers students, AIFS)

This course targets new foreign students with no knowledge of Afrikaans. This is a fun-filled course offering you a linguistic and cultural taste of Afrikaans as a language in a wider cultural context. It aims to develop students' ability:

- To speak social Afrikaans with confidence
- To understand the gist of social conversations; and
- To understand the gist of short texts (newspaper articles, notices, etc.)

Basic grammar; vocabulary and idiomatic structures are taught in a defocused manner.

Duration:	Full semester
Coordinators:	Ms. Helga Sykustus and Vernita Beukes (hbuys@sun.ac.za; vernita@sun.ac.za)
Lectures:	Students may select one of the following groups:
Lectures:	Mondays AND Wednesdays - 09:00 - 11:00 Mondays AND Wednesdays - 12:00 - 14:00
Venue:	Room 602, Arts and Social building, Ryneveld Street
Lectures:	Mondays AND Wednesdays - 15:00 - 17:00
Venue:	Room 1017, JS Marais building, Victoria Street AND Room 602, Arts and Social Sciences building, Ryneveld Street
Credits:	3 US credits; 6 ECTS credits

Students with no previous knowledge of Afrikaans can attend this meeting. Dutch and Flemish students are not accommodated in this course due to different language needs.

AFRIKAANS FOR BEGINNERS INTERMEDIATE (LEVEL 2)

IPSU Course Code: 59056 - 124 (Exchange Students, Degree-seeking Students)
59056 - 114 (Freemovers students, AIFS,)

We focus on the following skills:

- To speak Afrikaans fluently; appropriately; coherently; and with confidence
- To read longer Afrikaans texts in order to understand the gist of the content
- To listen to and understand the gist of social conversation at a normal speed

Prerequisites for Admission

- Afrikaans for Beginners or an appropriate level of proficiency as determined by the regulations of the Unit for Afrikaans and English
- Basic speaking; reading; and listening skills.

Duration:	Full semester
Lecturer:	Vernita Beukes (vernita@sun.ac.za)
Lectures:	Mondays AND Tuesdays - 12:00 – 14:00
Venue:	
Credits:	3 US credits; 6 ECTS credits
Please note:	Dutch and Flemish students are not accommodated in this course due to different language needs.

AFRIKAANS LANGUAGE AND CULTURE FOR DUTCH AND BELGIUM STUDENTS

IPSU Course Code: 59064 - I 14

The main objective of the course is an understanding of and appreciation for the Afrikaans culture. The themes Identity, Landscape and Ubuntu are covered by means of the four communicative skills:

- Speaking Skills: Afrikaans is used strategically to communicate in specific contexts.
- Listening Skills: Contact with Afrikaans is stimulated through varied activities such as outings, informal lectures, discussions, music and other forms of listening texts.
- Reading Skills: Authentic material, for example newspaper and magazine articles, short stories, poetry and more prose are used for reading tasks.
- Writing Skills: Participants produce short texts, for example journal entries, reviews and responses based on the themes:

Prerequisites for Admission

Only students from the Netherlands and Belgium may attend this course

Duration:	Full semester
Lecturer:	Miss Karlien Cillié, Helga Sykstus (hbuys@sun.ac.za)
Lectures:	Mondays 13:00 – 14:00
Venue:	Room 4003, GG Cillie building, Ryneveld Street
Lectures:	Wednesdays 08:00 – 10:00
Venue:	Room 693, Arts and Social building, Ryneveld Street
Lectures:	Wednesdays 13:00 – 14:00
Venue:	Room 693, Arts and Social building, Ryneveld Street
Lectures:	Thursdays 13:00 – 14:00
Venue:	Room 602, Arts and Social building, Ryneveld Street
Credits:	3 US credits; 6 ECTS credits

Only students from the Netherlands and Belgium can attend this meeting

FRENCH FOR BEGINNERS

IPSU Course Code: 60593 - I 14

Admission requirements: This course is offered for beginners; no prior knowledge of French is required. They are not credit bearing for Stellenbosch students and do not lead to a qualification.

Generic Outcomes: Students that have completed the course are able to understand; speak; read; and (to a lesser extent) write basic French in certain everyday situations with a basic knowledge of contemporary French society.

Specific Outcomes: After completing the French evening course, a student should be able to:

- Talk about himself, his life and surroundings, the weather, his likes and dislikes and other basic conversational topics
- Understand basic texts
- Write a friendly letter
- Understand and react to a basic conversation in French and
- Listen to French songs as well as other basic recordings

Duration:	Full semester Lecturer: Jaco du Plooy (ra@sun.ac.za)
Lectures:	Mondays AND Wednesdays; 17:30 – 19:00
Venue:	Room 545; Arts & Social Sciences building; Ryneveld Street
Credits:	3 US credits; 6 ECTS credits
First Lecture:	Monday, 12 February @ 17:30

GERMAN FOR BEGINNERS

IPSU Course Code: 60666 – I 14

Admission requirements: This course is offered for beginners; no prior knowledge of German is required. They are not credit bearing for South African students and do not lead to a qualification.

Generic Outcomes: Students who complete the course will be able to understand; speak; read; and (to a lesser extent) write basic German in everyday situations and have a basic knowledge of contemporary German society.

Specific Outcomes: After completing the German evening course, a student should be able to:

- talk about himself/herself, his/her life and surroundings, the weather, likes and dislikes and other basic conversational topics
- understand simple basic texts
- understand and react to a basic conversation in German
- listen to basic recordings in German (songs, news, weather report etc.) and
- write a short letter or e-mail

Duration:	Full semester
Lecturer:	Anna Gadermaier (ra@sun.ac.za)
Lectures:	Tuesdays AND Thursdays; 17:30 – 19:00
Venue:	Room 545; Arts & Social Sciences building; Ryneveld Street
Credits:	3 US credits; 6 ECTS credits
First Lecture:	Tuesday, 13 February @ 17:30

SPANISH FOR BEGINNERS

IPSU Course Code: 57894 - I 14

Admission Requirements: This course is offered for beginners; no prior knowledge of Spanish is required. They are not credit bearing for South African students and do not lead to a qualification.

Generic Outcomes: Students who complete the course will be able to understand, speak, read and (to a lesser extent) write basic Spanish in everyday situations and have a basic knowledge of contemporary Spanish society.

Specific Outcomes: After completing the Spanish evening course, a student should be able to:

- Talk about himself/herself; his/her life and surroundings; the weather; likes and dislikes; and other basic conversational topics
- Understand simple basic texts • Understand and react to a basic conversation in Spanish
- Listen to basic recordings in Spanish (songs, news, weather report etc.)
- Write a short letter or e-mail

Duration:	Full semester Lecturer: Mr Gonzalo Garrido Bañuelos (ra@sun.ac.za)
Lectures:	Tuesdays AND Thursdays 18:30 – 20:00
Venue:	Room 545; Arts and Social Sciences building; Ryneveld Street
Credits:	3 US credits; 6 ECTS credits
First Lecture:	Tuesday, 13 February @ 18:30

ISIXHOSA LANGUAGE & CULTURE (BEGINNER LEVEL)

IPSU Course Code: 57886 - 114

Course description Goal of the course: the acquisition of basic isiXhosa language proficiency

Outcomes of the course: the students will be able to demonstrate their speaking, and listening skills, at a lower beginner level, from the selected communication themes concerning (i) health, (ii) the shop: buying and selling, (iii) direction and road signs, (iv) the restaurants and bookings, and (v) clothes and the description of appearances.

Listening skills

- Show understanding of a sequence of two or three instructions/descriptions.
- Listen and understand simple descriptions, actions and scenes
- Show understanding relating to the identification and description of persons and objects.
- Show understanding of oral suggestions given.

Speaking and oral interaction

- Name general objects.
- Take part in short dialogues.
- Ask for goods, services and objects.
- Comment on opinions and preferences.
- Answer questions and give details of simple explanations emerging from listening contents.
- Write short familiar sentences that are dictated.
- Write essays about familiar subjects/themes

Reading

- Read sentences that have been mastered orally about a variety of subjects.
- Read short and longer, more familiar texts and understand the central contents of the paragraphs

Assessment system and methods: This will be achieved through oral and speaking tasks, at lower beginner level, and the students will have group work interaction with the teacher.

They will be receiving a continuous assessment through their presence and participation.

The students will be evaluated in the following manner:

- (a) They will require writing a short test excerpted from isiXhosa comprehension. The duration will be 1 hour for 40%. This exercise will test their reading skills.
- (b) They will be divided into groups of two people and will be given tasks to present in front of the class. This will also take 1 hour at a total mark of 60%. This will test their speaking skills.

Assessment criterion: Learners will perform listening and speaking skills at a lower level, from the selected communication topics, as listed above under: outcomes.

Frequency of presentation: 1.5 hours (90 minutes) twice per week.

Oral: 40% - Test: 60 %

Topics

Greetings	Questions on Reader
Greetings continue	Feelings
Pronouns	Help at the Garage
Days of the week	Mock presentation on Garage
Pronouns	Kitchen contents
Personal details & Months	Kitchen contents continue
Repetition on Personal details	Mock presentation on kitchen contents
Possessives in Weak Noun	How to order something to drink
Mock presentation in 1st person	How to order something to eat
The Weather	Mock Oral Presentation
Reader; any paragraph from the children's book	

Duration:	Full Semester
Lecturer:	Mr. Pumlan Sibula (pmsibula@sun.ac.za)
Lectures:	Wednesdays 08:30 – 10:00 AND Fridays 12:00 – 13:30
Venue:	Room 1006, PO Sauer building, Forestry Department (# 45 on campus map)
Credits:	3 American credits; 6 ECTS credits

PHOTOGRAPHY: A SHORT COURSE IN DIGITAL PHOTOGRAPHY AND FRAMING (SA 1ST YEAR LEVEL)

IPSU Course Code: 13011-114

NB: *TOTAL OF 35 STUDENTS. EXCHANGE STUDENTS: PRE-APPROVED ONLY

Aim

That the student gains good knowledge of digital Photography and basic framing, while exploring the Cape Town area (practical tasks).

Course is split in 2 components

Class lectures and Practical sessions.

Theory testing will be on going, with the portfolio of the student making up the practical result.

Time allocated

3-4 hours per week / with a possible weekend on a practical shoot.

Course Requirements

- Digital camera which has a manual mode setting.
- Basic tri- pod. If you do not have a camera (SLR), we have a few for hire. (Please book early to avoid disappointment)

Evaluation

The course is split theory 50% (2 written tests) and practical 50%.

THEORY	PRACTICAL COMPONENT
<ul style="list-style-type: none">• History of Photography• Types of Cameras• Introduction to digital Photography (Video on digital Photography)• Composition• Terminology• Basics of Photography.• Features of Camera (Student cameras)• Camera Menus• Shooting Modes (Program, aperture, shutter speed, Manual) ISO• Exposure Modes• Focus Modes (S,C and M)• Exposure Triangle• ISO • Aperture• Shutter Speed• Histogram and exposure latitude	<ul style="list-style-type: none">• Practical outings. Will be weather dependent. (3 of these will be done)• Colour photography• Architectural Landscape• Night photography• Close up photography• Portraits• Using colour• Black and white• Sunset/sunrise• Depth of field• Plus one framing practical at framing workshop• Students will have an exhibition of their work at the end of the course

Duration:	Full semester
Lecturer:	Hennie Rudman (pacj@sun.ac.za); hennierudman04@gmail.com
Venue:	Hall E, Sport Sciences (# 84 on campus map)
Lectures:	Thursdays; 14:00 – 17:00
Credits:	4 US credits; 8 ECTS credits

Please Note: 35 students can be accommodated on this course. The above schedule is adhered to where possible, but some adjustments may need to accommodate the interaction and pace of each class as well as the weather conditions.

POLITICAL SCIENCE

CHINA - AFRICA RELATIONS (SA 3RD YEAR LEVEL)

IPSU Course code: 13216-314

China is now Africa's largest trading partner, outpacing more traditional partners in Europe and the United States. Increasingly, African voices, from ministers, academics and laymen asking whether this relationship is in Africa's interest, especially in light of neo-colonial claims leveraged at China. The question thus emerges as to what degree "mutual benefit" exists in the China-Africa partnership. This course offers a comprehensive overview of the China-Africa relationship, covering political, economic, historic aspects, as well as examining environmental and sustainable impacts of the relationship in the era of climate change.

This course highlights the many challenges faced by the current China-Africa engagement, but also stresses the possible benefits that both African states and China can gain from the relationship. The course emphasizes that "risk" to Africa is not necessarily posed by China or the "west", but rather the ability of African governments to steer their countries to a place of benefit for their citizens.

Program Schedule

Week	Lecturer	Seminar Topic
1	Yejo Kim	Introduction
2	Ross Anthony	Political and Historical Relations with Africa
3	Ross Anthony	Security Challenges
4	Yejo Kim	Economic Relations : a General Overview
5	Yejo Kim	Global Groupings/Multilateral Cooperation
6	Yejo Kim	Small Traders (Chinese in Africa/Africans in China)
7	Meryl Burgess	China's Economic Challenges
8	Meryl Burgess	The Rise and Role of Environment NGOs in China
9	Meryl Burgess	Sustainable Issues in China-Africa Relations
10	Yejo Kim	Infrastructure/Mega Projects
11	Yejo Kim	African Agency
12	Yejo Kim	Wrap-up: Film

Course Outcomes

Upon completion of the China-Africa course, students will have acquired the following:

1. A better understanding of China's role in the world, but also in Africa (bilateral ties, multilateral organisations).
2. Improved understanding of the drivers behind China's foreign policy towards African states.
3. Expand on their knowledge of the most important sectors of Chinese engagement in Africa (manufacturing, infrastructure, energy, natural resources).
4. Gain better historical and cultural understanding of China.
5. Students will develop a deeper understanding of the challenges and the potential that exist in China-Africa relations (governance, security, investments, renewable energy, and conservation).
6. Develop a grasp of policy challenges facing China domestically.
7. Develop an understanding of African regional challenges (intra-regional trade, security).
8. Students should develop the capacity of critically assessing China in the African (and global) context.

Mark Allocation

- Mid-term essay - 40%
- Final exam (a 2 hour exam, each student must pick 2 out of 4 offered questions) - 55%
- Attendance and participation - 5%

Evaluation: Attendance (5%), Mid-term essay (40%) and Final Exam (55%)

Mid-term essay hand in date: 16 March (see details below)

Exam 1st opportunity: 18 May 2018 @ 14:00-16:00

Exam 2nd opportunity: 15 June 2018 @ 14:00-16:00

Duration:	Full semester
Lecturer:	Dr Ross Anthony (ranthony@sun.ac.za); Dr Yejo Kim (yejookim@sun.ac.za); Dr Meryl Burgess (mburgess@sun.ac.za)
Lectures:	Wednesdays; 14:00 – 17:00
Venue:	Room 1006, PO Sauer building, Forestry Department (# 45 on campus map)
Credits:	3 US credits; 6 ECTS credits

THE ROLE OF GENDER, CULTURE, AND THE STATE IN SOUTH AFRICA (SA 3RD YEAR LEVEL)

IPSU Course Code: 11256-314

Course description

Among the many challenges facing contemporary African societies emerging out of war and violent conflicts is how to address the burden of past violations of human rights. There are examples of societies that chose to ignore past atrocities and are then haunted by this through new cycles of violence and unreformed institutions. Those societies that do choose to confront the past are in turn confronted with a variety of dilemmas: Who do you prosecute – foot soldiers, generals, politicians, ideologues or beneficiaries? How do you prosecute?

When the legal infrastructure has been destroyed by war? What are the risks of prosecution in an unstable society? What alternatives are there to formal approaches which can more effectively promote reconciliation?

In response to such dilemmas, a variety of innovative justice mechanisms have been established in post-conflict situations around the world over the past century and more emphatically over the past twenty years. Together making up a field broadly known as "transitional justice", these mechanisms include international military and criminal tribunals, domestic prosecutions, truth commissions, traditional community courts, conditional amnesty, material and symbolic reparations, and a range of alternative truth seeking mechanisms.

The course introduces students to the dilemmas of seeking justice in post-conflict situations in Africa, develops a comparative analysis of transitional justice options pursued in a variety of African contexts, and invites students to engage critically and strategically with a number of contemporary challenges. Areas to be examined include, among others:

- Introduction to transitional justice and its mechanisms: accountability/ trials; truth-telling/truth seeking; reconciliation; reparations; memorialisation; institutional reform (vetting/ lustration/ DDR); traditional forms of justice.
- Types of post-conflict justice: retributive justice; restorative justice; and redistributive justice.
- Case studies:
 - Rwanda: An international tribunal (ICTR) & traditional forms of justice (Gacaca)
 - DRC: The International Criminal Court (ICC) & DDR
 - Sierra Leone: A "hybrid" court (Special Court for Sierra Leone)
 - South Africa: A truth commission and no prosecutions (SATRC, post-SATRC)
 - Zimbabwe: What options? Student deliverables: Mid-term research paper, an individual class presentation, end of semester quiz.

Duration:	Full semester
Lecturer:	Ms Meiskine Driesens (tjinafrica@gmail.com)
Lectures:	Tuesdays; 09:00 – 12:00
Venue:	Room 1006, PO Sauer building, Forestry Department (# 45 on campus map)
Credits:	3 US credits; 6 ECTS credits

SOCIAL SCIENCE

SOCIOLOGY: POLITICS AND CULTURAL CHANGE IN CONTEMPORARY SOUTH AFRICA (SA 2ND YEAR LEVEL)

IPSU Course Code: 59021-214

Purpose and outcomes of the module

The purpose of this module is to introduce students to political and cultural changes that are taking place in South Africa. This will be done by brainstorming a number of pertinent ideas (drawn from political studies, sociology and anthropology) and subsequently applying these ideas to a number of themes.

Seminars

Meetings will comprise two 90 minute seminars per week, over twelve weeks. Each week will address one theme and the first seminar will be led by a lecturer whilst the second seminar will comprise (two, three or four) student presentations and discussion, coordinated by the same lecturer. Reading material will be available on Sun-Learn. Contact details for the course coordinator and administrator Course coordinator: Mr Jantjie Xaba – xaba@sun.ac.za

Topics covered (Please note the topics might be adapted)

Date	Topic	Lecturer presenting
6/7 February	Introduction	Prof. Bekker, Mr Xaba,
13/14 February	Race	Dr. Bernard Dubbeld and Fernanda Pinto de Almeida
20/21 February	Identity and Xenophobia	Prof Simon Bekker
27/28 February	State, Government and Constitution	Prof Simon Bekker
6/7 March	Migration	Prof Simon Bekker
12/13 March	Religion	Prof Simon Bekker
20/21 March	From Revolution to Rights in South Africa: Social Movements, Citizenship and Struggles for Social Justice	Pro Steven Robbins
27/ 28 March	Housing in South Africa and beyond	Dr Sylvia Croese
Recess	30 March – 8 April	
10/11 April	Language in South Africa	Prof. Desmond Painter
17/18 April	Youth and transformation	Prof Rob Pattman
24/25 April	Broad-Based Black Economic Empowerment and Social Change	Mr. Jantjie Xaba
1 / 2 May	Labour Issues in South Africa: Continuity and Change	Mr. Jantjie Xaba
8/9 May	Land and environment in South Africa	Ms. Emma Vink
15/16 May	South African military and Youth	Neil Kramm
22 May	Exam	Neil Kramm

Duration:	Full semester
Lecturers:	Simon Bekker, Jantjie Xaba, Desmond Painter, Marius Tredoux and Steven Robins, Mandisa Mbali
Course Admin:	Neil Kramm, (nkramm@sun.ac.za)
Lectures:	Tuesdays AND Wednesdays; 17:05 – 18:35
Venue:	Room 223; Fourth Floor, Arts and Social Sciences building
Credits:	3 US credits; 6 ECTS credits

PLEASE NOTE: *TOTAL OF 50 STUDENTS FOR THIS COURSE. PRE-APPROVED ONLY. INFORM YOUR STELLENBOSCH COORDINATOR IF THIS COURSE IS APPROVED BY YOUR HOME INSTITUTION.

OTHER

OVERVIEW OF SA HISTORY (SA 1ST YEAR LEVEL)

IPSU Course Code: 57851 - 214

This course provides a general overview of the first five hundred years of South African history since the beginnings of European interest. Beginning with the navigations around the Southernmost tip of Africa by Portuguese explorers such as Vasco da Gama and Bartholomew Diaz, the first term looks at how the Union of South Africa came into being in 1910. Here it is examined how the Cape Colony expanded, how settlers came to move into the interior and found new Boer republics, and, finally, how these disparate areas came to be united under one flag and government. The second term builds on this study to examine the roots of one of the most (in) famous parts of South Africa's history. Here the roots of Afrikaner Nationalism are discussed and how the system of apartheid developed.

This semester long course aims to give international students a basic understanding of the formation of the country today known as South Africa. The historical investigation into the origins of the nation begins with the arrival of Portuguese explorers in the 15th century and concludes with the birth of apartheid. Through this course, students will be able to gain a greater understanding of the events that shaped South Africa and, by the end, will be able to answer the core question: "How did modern South Africa come to be?" The course also aims to provide students with the basic skills needed for further historical study.

By the end of the course, students will be able to:

- Understand that the creation of modern South Africa was not inevitable, but the result of a long series of historical factors,
- Outline the reasons behind the birth of apartheid and the impact that Afrikaner Nationalism had on this,
- independently research secondary historical sources and examine them for bias,
- Write a short historical essay.

Duration:	Full semester Lecturer: Este Kotze (15505375@sun.ac.za)
Lectures:	Fridays; 08:30 – 11:30
Venue:	Room 1006, PO Sauer building, Forestry Department (# 45 on campus map)
Credits:	3 US credits; 6 ECTS credits

**EQUITY, LEADERSHIP & TRANSFORMATION IN THE GLOBAL CLASSROOM
(SA 2ND YEAR LEVEL)**

IPSU Course Code: 13816 - 214

About the module

This module aims to develop leadership and thought skills on the importance and challenges of a social justice approach with a focus on equity, discrimination and transformation in the global classroom. We explore modern racism, privilege, discrimination, oppression and structural injustice.

Key questions we will explore throughout this module are:

- How do we exhibit leadership in a transform(ed)(-ing) and divers(ified)(-ing) classroom?
- Why do our own worldviews and thinking on diversity matter?
- What are the challenges of true equality?
- What are the skills we need to enhance equity in our environments?

The ethos behind the module design is that by actively linking thinking and emotion participants will be empowered to take action to achieve greater social equality. This interactive experiential learning module will equip participants to critically reflect and evaluate their contextual/subjective worldview in the milieu of social justice issues in education institutions of the 21st century. We will journey to deepen our understanding of achieving equality in an unequal society through positive equity-based measures. Participants will be required to contribute a significant amount of the secondary content around the principles of transformation and diversity. We encourage students to bring realities from a variety of settings into this learning experience while we concurrently explore major diversity related themes emerging from the Majority World.

By using real world case studies, from universities (with South African universities as foci) and civil society, we will uncover the layered challenges and opportunities faced by institutions still dealing with the vestiges of a colonial past whilst building on new models for inclusivity. Topics will include human rights, social determinants of health, unfair discrimination, various forms of harassment, empathy skills, mediation as alternative dispute resolution and the cycle of socialisation. Along with these topics social media-based bullying, micro-aggressions, power & status, disability, embracing gender expression, queer sexualities and HIV/Aids will be engaged. We will also discover how stigma (internal & external) and discrimination contribute to individual and systemic vulnerability. Keeping these topics in mind, participants will be expected to explore learning/unlearning opportunities within their graduate programmes/organisations with a view to greater equity in the global classroom.

Outcomes of the module include:

After this course you are able to:

- Understand a health and social justice model.
- Define and engage with equality, equity, structural injustice and oppression.
- Analyse challenges and opportunities transformation present to the global classroom.
- Develop interventions/recommendations based on topical case studies.
- Exhibit reflective thinking with regard to the impact inequalities and social vulnerability has on society.

Modes of delivery include:

- Lectures and power point presentations.
- Facilitated interactive discussions.
- Case study analysis.
- Demonstrating and encouraging experiential learning methods.
- The use of multimedia platforms.
- Critical and reflective thinking.
- Personal reflections and debriefing.

Assessment

Students will be assessed both in small groups as well as individually:

Group assessments (10%): Group presentation - Group project

Individual assessments: Write a formal test (45%). - Submit a written assignment (40%).

The final mark will be compiled as follow:

Test (45%) + Assignment (40%) + group assessments (10%) +

Class participation (5%) = 100%

(Further information and guidelines regarding the assessments will be provided in class.)

Duration:	Full semester
Lecturers:	Jaco Brink, (jbrink@sun.ac.za); Qaqamba Mdaka, (qmdaka@sun.ac.za) Quinton Appolis, (qapollis@sun.ac.za)
Lectures:	Wednesdays; 10:00 – 13:00
Venue:	Room 2042, Mike de Vries building (# 55 on campus map)
Credits:	3 US credits; 6 ECTS credits

**UNDERSTANDING HIV IN SA: A HEALTH AND SOCIAL JUSTICE PERSPECTIVE
(SA 2ND YEAR LEVEL)**

IPSU Course Code: 12309-214

About the Equality Unit

The Equality Unit at the Centre for Student Counselling and Development (CSCD) promotes collective action towards social justice and discourse regarding social asymmetries at Stellenbosch University, as well as implementing a comprehensive HIV response. The Unit coordinates, educates and raises awareness around sexualities, gender, HIV/Aids and anti-discrimination through various interventions and programmes in partnership with relevant campus structures. The Unit oversees the implementation of SU's policies on Unfair Discrimination and Harassment and HIV/Aids. It also serves as a centralised service for students and staff who wish to report accounts of unfair discrimination and various forms of harassment.

The HIV Portfolio at the Equality Unit

The HIV Portfolio is situated within the Equality Unit. As the former Institutional HIV Office at Stellenbosch University the HIV Portfolio is responsible for coordinating a comprehensive institutional response to HIV across faculties and institutional units. Our priority objectives are: prevention, treatment and care strategies for students and staff, HIV counseling and testing (HTS), and excellence through teaching and training. The HIV Portfolio is also responsible for the revision and dissemination of the University HIV policy, and regards the integration of HIV training into mainstream education and research as a key contributor to prevention and management of the epidemic in South Africa and the African continent.

Aims of the module

This module aims to nurture and develop the necessary knowledge, skills and attitudes in students as leaders and future professionals to manage HIV prevention and care in the workplace, both locally and abroad. This module will aim to develop a global understanding of HIV and AIDS through a health and social justice perspective.

The module will aim to provide students with an understanding of:

- A health and social justice framework
- The political history regarding HIV in South Africa
- The impact, statistical overview and biomedical facts of HIV
- The influence of personal worldview, values and beliefs on an educational approach to HIV
- Understanding IEC appropriateness and effectiveness
- The role, context and function of treatment for HIV with reference to the influence of stigma and discrimination in SA
- Most at risk populations (MARPs): Men who have sex with men (MSM), Commercial sex workers (CSW), Intravenous drug users (IDU)
- Classroom procedures
- Lectures & power point presentations
- Documentaries and video clips
- Class and group discussions
- Visits to/from NGOs/research organisations or guest lecturers appropriate to the course topics
- Selfstudy and additional reading
- SUNLearn will be used to upload power point presentations and additional reading Assessment
- Students will be required to individually submit written assignments. Information and deadlines will be provided during introduction lecture.
- Students will be required to develop a health communication product (group work) and to present this product to the class. Information and deadlines will be provided during community learning orientation lecture.

Students will write a formal exam based on the basic facts surrounding HIV.

Duration:	Full semester Lecturer: Michelle Munro (michellem@sun.ac.za)
Lectures:	Thursdays; 10:00 – 13:00
Venue:	Den Bosch, 37 Victoria Street
Credits:	3 US credits; 6 ECTS credits

LSCE: LEARNING FOR SUSTAINABLE COMMUNITY ENGAGEMENT (SA 2ND YEAR LEVEL)

IPSU Course Code: 12308 – 214

PLEASE NOTE: This course required students to apply and submit an application and essay for selection. The closing date 31st October 2017. NO NEW APPLICANTS will be considered

Introduction and Outcome

LSCE is an experiential learning, reading and writing-intensive, academic credit bearing, community engagement and social impact programme, offered by the Stellenbosch University International.

- The programme includes theoretical and practical work.
- It is presented in collaboration with Ikhaya primary school, a western cape education department school which located in Kayamandi township, in Stellenbosch.
- The overarching long-term objective of the programme is eradicating “poverties” and transforming lives through collaborative learning within knowledge partnerships.
- The programme enables participants to develop their global citizenship through community engagement and to broaden Their understanding of South African history and contemporary life.
- The LSCE programme promotes cognitive justice and constructive development at a grassroots level, combined with intellectual defence at an expert level.
 - It aims to go beyond post-colonial theorizations to transformative interventions in knowledge production and graduate training.
 - Programme participants engage in fundamental reflections on knowledge, methodology and speculations that lie outside mainstream areas via collaboration, practical methodologies for social changes are enabled (hoppers 2011)

Week	Theme
1	Orientation
2	<ul style="list-style-type: none">• The rules of engagement• Bio ecological Systems theory• Organizational Profiling• Activity proposals and articles
3	AN EXCURSION
4	Facilitator and assessor <ul style="list-style-type: none">• Introducing colonialism and decolonisation• Apartheid• Poverty and Violence
5	Facilitator and assessor <ul style="list-style-type: none">• Identities• Social justice• Diversity and inclusivity
6	Facilitator and assessor <ul style="list-style-type: none">• Globalization and global citizenship• Constructivism• Forms of discrimination “The isms”
7	Facilitator and assessor <ul style="list-style-type: none">• Peace, Justice and Security• Restorative Justice• Social Innovation and Entrepreneurship
8	Facilitator and assessor <ul style="list-style-type: none">• Exploring the ideas of Akala• Exploring the ideas of Foucault and Hoppers• Exploring the ideas of Gramsci
9	AN EXCURSION
10	Facilitator and assessor <ul style="list-style-type: none">• Food Security• Global Warming• Sustainable development
11	Facilitator and assessor <ul style="list-style-type: none">• Critical citizenship• Leadership and Ethics• Social impact and Transformation
12	Facilitator <ul style="list-style-type: none">• Reconstructing discourse• Life beyond LSCE• Check-out
13	Celebration of work

Duration:	Full semester
Lecturer:	Mr Joe Warren (lsce@sun.ac.za)
Lectures:	Mondays: 08:00 – 14:00 (theory)
Venue:	Hall E, Sport Sciences (# 84 on campus map)
Lectures:	Fridays: 08:00 – 12:00 (practical)
Venue:	Kayamandi Primary School
Credits:	9 US credits; 18 ECTS cred

LAUNCH LAB



We believe we can make a positive impact in the lives of Africans. To build a thriving ecosystem for entrepreneurs in Africa where the members learn, share and grow to achieve excellence through focus.

**For more Information: Hammanshad Road
021 808 9494**



LAUNCH LAB FELLOWSHIP PROGRAMME

AdmissionRequirements: All Students
Year: 2018
Duration: Creation Year Free-standing
Delivery mode: Face to face and online Location: Launch lab
Contact person: Mr Pius Illah

OBJECTIVES	TOPICS	OUTCOMES
<ul style="list-style-type: none">• Skills Development for Stellenbosch University Students• Integration between LaunchLab and the Student community• Add value to LaunchLab programmes• Success of LaunchLab Companies	<ul style="list-style-type: none">• Commercialization of product or technology• Interaction with Stellenbosch University technologies• Access to the LaunchLab network of partners and service providers• Develop your own new and interesting solutions, and showcase to relevant members of our community• Participation in LaunchLab programmes• Assist at LaunchLab events• Provide support to resident startups	