

PROSPECTUS

MASTER'S PROGRAMME
IN SUSTAINABLE DEVELOPMENT

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



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LEARNING FOR SUSTAINABLE AFRICAN FUTURES

This programme has been jointly designed and developed by the [School of Public Leadership](#) in collaboration with the [Sustainability Institute](#), the [Centre for Renewable and Sustainable Energy Studies](#) and [Stellenbosch Centre for Complex Systems in Transition](#).



The Master's Programme in Sustainable Development is designed to provide you with an understanding and practical experience of the wide-ranging contextual, conceptual and thematic issues involved in the planning, management and practice of sustainable development throughout the world.

As the various global social and environmental crises deepen, a new generation is rising into leadership positions in the public, private and non-profit sectors that are required to possess a broad transdisciplinary understanding of the various dimensions of these challenges and related solutions.

This Programme is ideal if you have an interest in shaping the future by addressing problems relating to the environment, society and sustainability. The Programme is interdisciplinary and you will graduate with a broad understanding of theoretical ideas underpinning sustainable development plus the ability to apply complexity theory and systems thinking in the work environment and effectively analyse and manage environmental and developmental issues with an emphasis on the South African context.



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AN INTEGRATED MASTER'S PROGRAMME



The Master's Programme in Sustainable Development is made up of two formal degrees, the first at an honours level and the second at a master's level. You may choose to conclude your studies once you have completed the Post Graduate Diploma in Sustainable Development (PGDip) but to achieve your Master's of Philosophy Degree in Sustainable Development (MPhil), you need to complete both the PGDip and the MPhil.

It is important to note that regardless of your prior qualifications or experience, **no student is eligible to apply to the MPhil if they have not completed the PGDip.** This is because the postgraduate diploma equips students with a strong academic foundation of knowledge and skill necessary to complete the thesis-based MPhil.



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This qualification is an ideal choice if you are interested in the course modules but have no interest in research. Once you have completed the required number of modules, you will exit the programme with an honours-level qualification. Continuing into the MPhil Programme in Sustainable Development is optional.

AT A GLANCE

INTAKE:	One intake in January of each year
DURATION:	1 year full-time*, 2 years part-time**
AVAILABILITY:	Classes are presented at the Sustainability Institute (Stellenbosch University's 'Lynedoch Campus')
ACCREDITATION:	120 credits Honours-level qualification (NQF level 8)
MODULES:	A compulsory Orientation, compulsory Foundation Module (Sustainable Development I) + 7 electives (selected from the available modules)
DISTANCE LEARNING:	Not available
LANGUAGE OF INSTRUCTION:	English (tuition, discussions, presentations)
NEXT STEPS:	PGDip graduates will have an automatic right to apply for the MPhil (Sustainable Development) programme if they obtain an average of at least 65% for each of the 8 modules.
APPLICATION CLOSING DATE:	31 August of the year prior to the year that the programme commences.

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

**Part-time: This means that a student must complete 8 modules over 2 years (e.g. 4 modules in the first year of registration and 4 modules in the second year of registration).





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The Postgraduate Diploma in Sustainable Development curriculum is made up of **8 core modules** worth 15 credits each.

It is compulsory to attend Orientation and the Sustainable Development I module, after which you can choose any 7 modules from the range of module offerings according to your interests and schedule. This means that you can mix and match your participation to suit your circumstances.

For example:

- You can complete the entire course work programme for the PGDip in 1 year (full-time) by attending 8 core modules and completing the assignments.
- Alternatively, you can complete the programme over 2 years (part-time) by completing 4 core modules per year; or even complete 5 modules in 1 year and 3 modules the following year.
- Completing the PGDip over 3 years is only permitted under exceptional circumstances.

As far as sequencing is concerned, the only course requirement is that you must do the Foundation Module (Sustainable Development I) before you can enrol for any other module. This allows for maximum possible flexibility for course participants.

You must pass at least two modules in your first year of study to be allowed to continue into a second year of study.





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TIME COMMITMENT

Each module requires at least 150 hours i.e. 50 hours class/contact time, 50 hours reading time, and 50 hours spent writing up the assignments. The programme is presented formally during the scheduled contact sessions, with assignments completed during the interim periods between blocks. As far as possible, each module will be delivered at fixed times.

INTAKE

We aim to register 60 new students each year. On average our modules have 30 participants, but this may expand to as much as 55 for certain modules. For the programme to be financially viable, a minimum number of 15 participants are required for each module.

ATTENDANCE

Students must attend the full week (Monday – Saturday) of classes at the Sustainability Institute in Lynedoch, for each of their chosen modules. Anyone who misses a half-day or more for any reason will be asked to leave the module. In between modules, students are free to return to their place of work; i.e. leave the campus, and return for the next module for which they are registered.





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OPTION 1

OR

OPTION 2

Any Bachelor's or BTech degree or a relevant four-year diploma with a 60% pass mark in certain major subjects.

Any tertiary three-year programme of formal studies and five years' working experience. Your qualifications and experience must comply with the recognition of prior learning (RPL) regulations of the University, the Faculty and the School of Public Leadership, respectively.



[CLICK HERE FOR A LIST OF MAJOR SUBJECTS](#)



[CLICK HERE FOR MORE INFO ABOUT THE RPL](#)





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TEACHING METHODOLOGY

All classes are presented at the Sustainability Institute, Lynedoch. Students attend during the time period allocated for each of their registered modules and are not required to be on campus during the time between their modules. The module dates will be available on the SPL and Sustainability Institute web pages.

TYPICAL WEEK

MONDAY	08:30	On Mondays – the first day of every module – class starts in the classroom with the main teaching session
TUESDAY – FRIDAY	08:15 – 08:30	Gather in the outside classroom for morning briefing, notices, messages and task assignments
	08:30 – 09:15	Ilima
	09:15 – 09:30	Freshen up and proceed to classroom
	09:30 – 11:00	Teaching session
	11:00 – 11:30	Tea break
	11:30 – 13:00	Teaching session
	13:00 – 14:00	Lunch break
	14:00 – 15:30	Group work
	15:30 – 16:00	Tea break
	16:00 – 17:30	Teaching session, followed by overnight reading
SATURDAY	09:00 – 13:00	Group presentations (lecturers may change these times)

All these components of the day, including Ilima*, are accredited elements of the course and therefore attendance is mandatory.

** In the Xhosa culture, Ilima is an important community based initiative that happens in the villages when someone needs help in their home. This calling on community members to come together and help each other, builds on the values of Ubuntu. Morning gathering and work at the SI has always been about bringing the wider community of students and staff together, and giving back to the space and the emphasis is placed on helping each other as a community, and not the task at hand. Ilima can thus be defined as a collective action taken by a group of people whose goal is to achieve a common objective.*



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FORMAL BLOCK SESSIONS

We use an interactive teaching method that consists of formal lecturing, facilitated discussion learning, case method learning (in small group discussion and in plenary) and structured group work discussions.

The main aim of this teaching approach is to ensure that members of the group learn from each other and establish strong working relationships. The facilitated discussion learning and case learning is designed to ensure that participants complement reading and listening with experiential learning that builds the capacity for sound judgement and practical wisdom. In addition, course participants will be required to participate in Ilima. These shared experiences of practical work will feed directly into the overall learning experience during the block sessions.

Between block sessions, course participants who return to their places of work will need to work largely on their own and connect to others via email, social media and SUNLearn, our web-based learning portal, where this is practically possible. However, others that are studying full time and live close to the Institute are welcome to book working spaces at the Institute or use the public spaces available here (i.e. Green Cafe and outdoor areas) to work with their peers. The Institute always has volunteering opportunities as well, in which students can get involved. Approximately 100 hours of self-managed work time will be needed between blocks for reading and writing up of the assignments required for each module.

EXAMINATION REQUIREMENTS AND EVALUATION

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





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DEPOSIT

If you have been conditionally admitted to the programme, pay a non-refundable deposit of R2 000 by 2 December to secure your place. This amount will be deducted from your registration fees.

REGISTRATION FEE

The registration fees will be approximately R10 500. Deducting the R2 000 deposit, the balance will be payable before registration. This is the first instalment on tuition fees.

COURSE FEES (INCLUDING ALL PRESCRIBED LEARNING MATERIAL)

- R6 800 per module*

To calculate your course fees for the year, multiply the number of modules for which you plan to register in a particular year by the module fee above.

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

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

**Fees for Engineering modules may be higher/lower*

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INTERNATIONAL FEES

All international students pay additional fees. Please refer to www.sun.ac.za/pgstudies for more information.

International students are required to make a minimum compulsory initial payment towards the tuition fees, international registration fee (IRF), academic services fee, residence fees (where applicable) and meal quota (where applicable), prior or on registration. International Tuition fee (ITF) (where applicable) is payable in full before registration.

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





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NEW TO THE
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Apply online to
Stellenbosch University
www.sun.ac.za/pgstudies

This link will be active
from 1 April.

STEP **01**

You will need the
following information
for your application:

FACULTY

Economics and
Management Sciences

DEPARTMENT

School of Public
Leadership

PROGRAMME

Postgraduate Diploma
in Sustainable
Development

UPLOAD OR EMAIL



Upload all required documents or email them to info@sun.ac.za citing your student number.

★ NOTE: It's your responsibility to follow up with the University to confirm that your application is on the system and that all supporting documents have been received.



Your application will not be processed further unless the University receives all the required documents. If the University does not have your complete application by 31 August, your application may miss the selection process.

ALREADY ENROLLED
AT STELLENBOSCH
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Then apply via
[MySUN](#)



CLICK ON ...

Studies

Application
Postgraduate Studies

... THEN SELECT PROGRAMME FROM THE DROPDOWN MENU



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If you have been provisionally admitted, you will be emailed a departmental application form.

STEP 02

Application to the Department
(School of Public Leadership)

EMAIL ...



Completed departmental application form



1 000 word motivation of why you wish to study the Postgraduate Diploma in sustainable development

... TO THE PROGRAMME ADMINISTRATOR WITHIN 10 DAYS

If you have not heard from the department by June/July it is your responsibility to follow up on applications submitted.

STEP 03

Review by
the Selection
Committee



Your application will be reviewed by the selection committee and you will be notified whether your application is successful or not by the end of the second week in November.



IF YOUR APPLICATION IS SUCCESSFUL ...

Pay a non-refundable deposit of R2 000 by 2 December to secure your place on the programme.

This amount will be deducted from the registration fee payable in January of the year in which you are taking up studies. Failure to adhere to this will forfeit your position on the programme. If you do not arrive at registration or decide not to participate in the programme for whatever reason, this deposit fee will also be forfeited.

CRITERIA
FOR SELECTION

Academic
excellence

Relevant
work
experience

An appropriate
mix of disciplines

Career commitment in
the broad field of sustainable
development

A well-
written
motivation



Any other entry requirements for postgraduate study prescribed by the University of Stellenbosch in its various public documents will apply.



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The MPhil (Sustainable Development) programme is defined as a research-based MPhil and is more highly rated in the national higher education system than a 2-year course work MPhil. Students thus graduate with a highly rated research-based Master's degree from the University of Stellenbosch, which is one of South Africa's leading research Universities.

AT A GLANCE

INTAKE:	One intake in January of each year
DURATION:	1 year full-time*, 2 years part-time**
ACCREDITATION:	A 180 credit Master's level qualification (NQF level 9)
COMPOSITION:	Prescribed preparatory online tests Compulsory Research Workshop in November prior to the year of registration (5 days) A research component focussing on the planning, management and practice of sustainable development A minimum of two electives
LANGUAGE OF INSTRUCTION:	English (tuition, discussions, presentations)
SUPERVISION AND EXAMINATION:	The Research Committee will assign a supervisor to each candidate in accordance with available expertise and equitable distribution of the supervision load, plus two examiners.
APPLICATION CLOSING DATE:	30 September of the year before your intended studies.

***Full-time: This means that you will submit your thesis for examination by end October in the first year of your MPhil studies*

***Part-time: This means that you will submit your thesis for examination by end October in the second year of your MPhil studies*



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There are 2 different ways in which you can approach your MPhil according to your interests and desired outcomes.

RESEARCH COMPONENT (150 credits)



2 x ELECTIVE MODULES

of (15 credits each – 30 credits in total)

OR

RESEARCH COMPONENT (120 credits)



4 x ELECTIVE MODULES

of (15 credits each – 60 credits in total)

The research component consists of one of the following:

A traditional thesis

OR

Two academic articles in accordance with the requirements of the University, the School and the supervisor

OR

A business plan for a complex capital works project or sustainable development project



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ELECTIVES

You may select a module presented by any university or tertiary learning institution, including modules offered by the School of Public Leadership, as part of the MPhil in Environmental Management, or the Honours and Master's programmes in Public and Development Management (such as Project Management or GIS), on condition that the elective entails five or six teaching days, entails written work, and is equivalent to approximately 15 credits. If this module meets with the approval of the Programme Coordinator, you may enrol as long as the conditions pertaining to admission to the programme have been met. If this enrolment entails the payment of additional fees, this will be your responsibility. The criteria used to approve an elective will be whether the elective is broadly consistent with the overall goal of building an understanding of sustainable development, also taking into account the requirements that the same modules cannot be offered for two degrees. A student who selects electives offered by the School of Public Leadership that do not appear on the list of modules below or from other departments at Stellenbosch University or at any other university or institution will be registered for one or two Capita Selecta modules.



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OPTION 1

OR

OPTION 2

A Postgraduate Diploma
in Sustainable Development
from Stellenbosch University.

You must be a full-time student who
holds an appropriate qualification
equivalent to an honours degree and
have been awarded a competitive
master's bursary linked to ongoing
research projects at the Centre for
Complex Systems in Transition (CST).

[CLICK HERE FOR MORE ABOUT
ADMISSION REQUIREMENTS](#)

[CLICK HERE FOR MORE ABOUT
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REGISTRATION FEE

The estimated registration fees will be R10 500.

COURSE FEES

OPTION 1 150 credit thesis R25 000 + 2 electives @ R6 800 each = R38 600

OPTION 2 120 credit thesis R20 300 + 4 electives @R6 800 each = R47 500

Note: 33% of thesis fees will be charged for the second year of study; and full thesis fees will be charged for every year of study after the second year. However, continuation after two years is not a given fact but is a privilege that is only granted under exceptional circumstances.

EDITING FEES

You must also take into account that your thesis document must be professionally edited before final submission. Depending on the type of editing needed, fees vary from R2000 (form edit) to ± R12 000 (content edit). Editing fees are not included in the course fees.

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



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INTERNATIONAL FEES

All international students pay additional fees. Please refer to www.sun.ac.za/pgstudies for more information.

FEES PAYABLE BEFORE REGISTRATION

- South African students are required to pay the registration fee (first instalment on tuition fees) before registration.
- International students are required to make a minimum compulsory initial payment towards the tuition fees, international registration fee (IRF), academic services fee, residence fees (where applicable) and meal quota (where applicable), prior or on registration. International Tuition fee (ITF) (where applicable) is payable in full before registration.

REGISTRATION DATES

- First registration: by 31 March
- Second and further registrations: by mid-February

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





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**NEW TO THE
UNIVERSITY?**

Complete an online application form at www.sun.ac.za/pgstudies

This link will be active from 1 April.

STEP 01

Students that are already enrolled in the PGDip (Sustainable Development) programme at the time of application can apply via [MySUN](#):

CLICK ON ...

Studies » Application postgraduate studies

... and select programme from dropdown menu



HOW TO APPLY

Students who are conditionally admitted to MPhil studies are required to attend a Research Workshop in November of the year prior to registration.

You will need the following information to apply:

FACULTY

Economics and Management Sciences

DEPARTMENT

School of Public Leadership

PROGRAMME

MPhil in Sustainable Development

**ALREADY ENROLLED
AT STELLENBOSCH
UNIVERSITY?**

STEP 02



Research
Concept
Note and
online tests

You must submit an electronic copy of a 700-word research concept note to the Programme Administrator by 30 September of the year prior to the year for which you are applying.

The Concept Note template is available from the Programme Administrator. It is strongly recommended that applicants choose a research topic that falls within the research interests of the available pool of supervisors. Contact the Programme Administrator for access to the online Research Methodology course which you are required to complete by 31 October.

STEP 03

Research
Workshop

You must attend a Research Workshop in November



STEP 04

Submit a Research
Proposal

Registration will be possible if your Research Proposal* meets the minimum requirement of a 60% score.



*Written in accordance with the Departmental Guidelines for Research Proposals that is acceptable to the Programme Coordinator and the Research Committee, by mid-January for registration by 31 March.

- You must also define which of the thesis options
- (150 credits or 120 credits) you will be selecting.



Any other entry requirements for postgraduate study prescribed by the University of Stellenbosch in its various public documents will apply.

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Bio-energy 744

Capita Selecta: Comparative Studies in Sustainable and Regenerative Social-Ecological Systems 771

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System Dynamics Modelling 771

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MPHIL

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SPECIAL NOTES

Engineering module

Engineering module

Compulsory Foundation Module for PGDip

MPhil elective

MPhil elective



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MODULES

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

APPLIED ECONOMICS 775

South Africa's political economy is the focus of this course.

The transition to a post-Zuma government under the leadership of Cyril Ramaphosa has refocused attention on South Africa's economic challenges, in particular persistent poverty, inequality and unemployment. This course will trace the historical evolution of South Africa's political economy, the implications of the policy choices made after 1994, and the consequences of 'state capture' during the Zuma years. This provides the basis for examining the challenges facing the Ramaphosa government, with reference in particular to the role of investment-led inclusive and sustainable growth. The core question that will be addressed during the course of the week from many different angles is the following: What would a socially cohesive South Africa look like? And to what degree is this attainable by 2030? This is the question at the centre of the Indlulamithi Scenarios. This question also raises more critical questions, such as the following: On whose terms will this social cohesiveness be achieved? Who is making this call and why? Is social cohesion possible if over 90% of all assets are owned by less than 10% of the population? Can social cohesion be achieved if black entrepreneurs cannot access investment finance?



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BIODIVERSITY 772

In the face of global change and natural resource depletion, it is imperative to understand the links between biodiversity and ecosystem services such as freshwater, crop production, grazing, and climate regulation, which underpin the economy and well-being of society. However, biodiversity, ecosystem services and human well-being are all multidimensional issues characterized by complexity, making it challenging to make these links. This module will introduce a variety of biodiversity and ecosystem service frameworks and discuss them in terms of how they help us understand our connection with and dependence on nature. The module will also showcase empirical work from southern Africa and illustrate how biodiversity, ecosystem services and human well-being can be mapped and analyzed, and how these analyses can feed into governance and decision-making processes at the local, national and international level. This will include a discussion of specific threats to biodiversity and ecosystem services, such as land cover change, fragmentation and invasive alien species. Furthermore, we explore trade-offs in ecosystem services and factors that influence investments in ecosystem restoration, as well as the potential for green infrastructure to act as an alternative to physical man-made infrastructure. The module will also discuss possible tipping points that could trigger large, abrupt, nonlinear changes in ecosystems and society which might threaten critical ecosystem services that support human well-being, especially amongst vulnerable groups in society. In summary, during this module students will learn about the vital ecosystem services that underpin human societies and how these services can be managed or restored to build resilience and improve human well-being outcomes within complex, interconnected social-ecological systems.



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BIO-ENERGY 744

ENGINEERING MODULE

The course will consider the technical issues, economic feasibility and sustainability of bio-energy production in the African context. The focus of the course is the integration of technical, economic and sustainability considerations into project development, to find practical, innovative, sustainable solutions for bio-energy production. The course will involve the development of a conceptual understanding of the conversion technologies for bio-energy and biofuels production, including biodiesel, biogas, ethanol, combustion, pyrolysis, gasification and electricity generation. Both first and second generation technologies will be considered, with an update on the commercial status of second generation technologies. The selection of the most appropriate technology from the demand side perspective will be a central thread through the course. Participants will perform a critical analysis of the sustainability of bio-energy production, including aspects of life cycle assessment. The course will emphasise the use of project-based groupwork by the participants to develop integrated, practical, innovative, sustainable opportunities for commercial implementation of bio-energy production. The course program will include site visits to familiarize participants with different conversion technologies for bio-energy production.



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CAPITA SELECTA: TRANSDISCIPLINARY RESEARCH IN SUSTAINABILITY TRANSITIONS 87 I

CAPITA SELECTA: ADVANCED STUDIES IN SUSTAINABLE DEVELOPMENT 87 I

MPHIL ELECTIVE ONLY*

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

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

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

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



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**CAPITA SELECTA:
COMPARATIVE
STUDIES IN
SUSTAINABLE AND
REGENERATIVE
SOCIAL-
ECOLOGICAL
SYSTEMS 771**

Students who register for this module, must do one of the immersive learning journeys offered by the Sustainability Institute. An immersive learning journey is an exciting and hands-on way to learn, unlearn and discover not only a different country, or part of our own country, but also a different side of yourself. Traditional classrooms are replaced with engaging conversations based both on academic and non-academic readings. Laptops and spreadsheets are replaced with dynamic debates and hand-written realisations made while commuting in the city or camping in the wilderness. Learning journeys carry additional costs over and above standard module fees.



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COMPLEXITY THEORY AND SYSTEMS THINKING 772

In this course we will focus on the theoretical and conceptual underpinning for understanding the dynamics and features of complex adaptive systems. Although there are various approaches to systems thinking in general, the complex adaptive systems approach has evolved into a rigorous framework capable of dealing with both ontological and epistemological complexity. It is this framework that will be used for theory-building and related methods that can illustrate that sustainable transformations to more just Anthropocene futures will only be possible by considering the interdependencies between social and natural systems. Complex adaptive systems thinking offers scholars and practitioners the conceptual principles and a mode of inquiry that offers practical heuristics to engage with uncertainty and change by considering the dynamic nature of the interlinked social and natural systems in which science-policy-practice interventions are to be implemented. In this research theme we will:

- explore how complex adaptive systems thinking can be used to inform and provide a conceptual framework for understanding human-nature interactions and sustainable development;
- consider what principles and heuristics can guide knowledge co-creation, collaborative action and implementing strategic interventions to bring about change that reflect complex adaptive systems thinking approaches;
- discuss what methods and approaches can be employed to better study and understand the systemic nature of human-nature interaction and transformative processes.

Importantly, this course provides the primary conceptual framework that students will require to fully understand sustainability in general and sustainable development in particular. Increasingly across the globe sustainability is being understood via complexity perspectives that seem most capable of handling the transdisciplinary nature of sustainability. The course will try to demonstrate some of these links. Although a week is much too short to do justice to the subject of complexity and systems thinking, this basic introductory course is designed to provide course participants with the key conceptual tools that will be required to fully integrate all the different dimensions of sustainability that are addressed in the other modules.



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CORPORATE GOVERNANCE & SUSTAINABLE ENTERPRISE 774

Global megatrends, from shifting social dynamics and expectations through to increasing resource constraints, are changing the business landscape and the way in which businesses respond to complex, interconnected challenges and opportunities. Under the rubric of corporate sustainability or related terms, such as corporate social responsibility (CSR) and corporate citizenship, corporations are facing increasing pressures to contribute to sustainable development, and many of them are trying to respond. Emerging business models are further challenging some of the traditional business approaches and calling on transformative industry level partnerships and collaborations.

This module investigates business responses to the challenges and opportunities presented by sustainability and the manifestations of social (sustainable) enterprise, with special emphasis on developing country contexts, particularly South Africa. An overarching question is what role, if any, can enterprise play in the transition toward a 'new economy'. Is social enterprise a legitimate 'new economy' trend that imbues a genuine shift in attitudes and behaviour, or is it a veil for business as usual? The course themes are:

- Defining corporate citizenship and social (sustainable) enterprise
- Drivers for corporate citizenship and the business response
- Ad hoc through to strategic organizational level responses
- Social entrepreneurship, and the role of social enterprise in society and business
- Partnerships and critical collaboration
- 'New Economy' trends through a social innovation lens
- Leadership characteristics necessary to lead change, including change agency and the role of storytelling



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DEVELOPMENT PLANNING & ENVIRONMENTAL ANALYSIS 771

This module aims to provide participants with an overview of basic concepts and insights into various types of analyses undertaken by planners and environmental managers, and the application of analysis to development planning and environmental management problems generally, with an emphasis on a sustainability perspective. The background reading for this module include readings on Integrated Environmental Management (IEM), screening, scoping, specialist studies as part of Environmental Impact Assessments (EIAs), Environmental Management Plans (EMPs) and Frameworks (EMFs) and Strategic Environmental Assessments (SEAs); as well as readings on poverty assessments; demographics, social and economic analysis, and on sustainability assessments (SAs) and sustainability indicators. The module will also explore the 'knowledge-policy-action nexus', namely the role that science and other forms of knowledge play in policy-making; in decision-taking and the implementation of plans, policies and projects (contrasted to the role of politics and power). The following broad themes will be dealt with in the module:

- Introduction to Analysis and relevant concepts and its role in the knowledge-policy-action nexus
- Introduction to rational planning and the Logical Framework Approach (LFA)
- Social, demographic, poverty and economic analyses
- Sustainability Assessments or Appraisals and sustainability indicators
- Integrated Environmental Management (IEM), Strategic Environmental Assessment (SEA), Environmental Management Frameworks (EMFs), Environmental Management Programmes/ Plans (EMPs) & Environmental Impact Assessment (EIA)
- Overview of technical skills, such as the extraction and processing of South African census data, population forecasting and socio-economic analysis, relevant in developing a socio-economic profile of a town or region

Although this is not a statistics module, nor is it a requirement to have knowledge of statistics, in order to attend the module; some basic statistical analyses will be referred to during the module. In order to write research reports and for future work as development planners or environmental managers, it is highly recommended that students are computer literate and proficient in the use of Microsoft Word and Microsoft Excel. In addition, knowledge of statistics and statistical programmes (such as Statistica or SPSS) will also be very useful for future research and report writing endeavours. By the end of this module, participants will have been introduced to and grappled with some complex planning challenges arising from the calls for a more sustainable future.



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FOOD SECURITY AND GLOBALISED AGRICULTURE 774

After the massive food price increases of late 2008, much attention was suddenly focussed on food again: its availability, people's access to it and their utilisation of it. In order to deal with issues of food security, it is important to understand the globalised nature of food systems and how this context challenges attempts to address hunger and food security. The module is particularly relevant in terms of the recent international and South African initiatives around food security, which have seen high-level meetings of government departments, food processors, retailers, consumer groups, NGOs and farmers engaging around how to achieve food security in South Africa.

The module provides the historical perspective needed to understand present day conceptualisations of food security, including the development of alternative approaches such as nutritional security or food sovereignty. A discussion of globalised food systems is a key focus of the course: how international food trade works (regulations, subsidies, commodity and futures trading); challenges of globalised food systems (how these have helped or undermined farmers/consumers in different parts of the world); and issues around environmental sustainability (for example, climate change, water use, peak oil, land use change).

The rationale for the structure of this module is that it is essential to understand the history and structure of the food system in order to fully appreciate the complexity of the issues at play when examining food security, nutrition, lifestyle diseases, sustainable agriculture and appropriate government policies around these issues. Determining the 'best' way forward for the food system requires this contextual knowledge, and this module is regarded as the foundation course to be taken before the Food Systems Transitions module that runs later in the year.



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FOOD SYSTEM TRANSITIONS 771

This module is inspired by the “hundreds of thousands of activists worldwide [who] are working tirelessly” to transform the food system. They are all part of the “the growing countertrend that has lately emerged in direct reaction to the clear failures” of the current food system. This “alternative food movement” is not a united force but a grouping encompassing “organic food and vegetarianism, fair trade, slow food, local food, urban agriculture, food justice, food sovereignty, and other efforts”. The module builds on knowledge students have gained in the Food Security and Globalised Agriculture module held earlier in the year. Understanding the structural inequalities in the food system, and its large-scale negative impacts on the environment, are key to exploring existing and proposed alternatives and responses. Such explorations require engagement with theories of food systems, food and agriculture governance and policy, as well as food regimes, transitions and change. Assessing responses also requires an understanding of the converging and mutually reinforcing transitions that are driving deep and long-range changes in the food system. These are the key themes that run through the module. Various frameworks exist that attempt to categorise the emerging responses and help us better understand the initiatives and their potential impacts. One example is the framework proposed by Holt-Gimenez and Shattuck, which sees responses as reforming neoliberalism; or slightly more progressive but still not challenging the underlying system; or radical, where the desire is a complete dismantling of the neoliberal food system. Hoey and Sponseller discuss the political orientation of alternative food movements: prefigurative versus oppositional. Students will engage with these frameworks to determine which are useful in analysing change initiatives. Across the spectrum, these food system alternatives are not without their challenges and critics. The burgeoning local food movement has been criticised for being elitist and unlikely to bring about the systemic changes needed. Many feel that the food sovereignty movement has reached a critical impasse and is being stifled by unresolved conflicts over key issues – like how non-producers fit into the framework. These challenges and tensions will be explored further in the module. South Africa has its own manifestations of food system change initiatives. For example: the organic farming and permaculture movements, Slow Food convivia, and the more recent formation of what seems to be a broader social movement coalescing around food sovereignty. This module will introduce students to some of these alternatives, even visiting a few of them during the week, and encourage critical analysis via the various conceptual frameworks introduced during the week.



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GLOBALISATION, GOVERNANCE & DEVELOPMENT 771

Since 2003 this course has focussed on globalization – what it means, implications for governance and social movements. In 2016 the focus shifted from globalization as a socio-economic and political process, to theories of radical alternatives to the current global economic order. Although quite a wide range of literature and perspectives will be addressed, they all address the key questions of our times: What comes next? What should come next? These two questions look similar, but they are very different: the former is about looking for patterns that can be interpreted in ways that may help to anticipate what may be emerging; while the latter is a more normative endeavour to formulate alternatives usually from paradigmatic starting points (ecological, Marxist or reformist). Unsurprisingly, this is a field of inquiry that is heavily populated with a vast literature written from all sorts of different perspectives. Instead of striving for coverage, this course will focus on a limited number of carefully selected materials. Specific texts will be identified that course participants will be expected to read and discuss in class, possibly with summary presentations by some selected individuals. This is not material that is easily grasped via traditional lectures. The best way is to read certain texts, and to use the classroom for discussion to ensure the concepts are properly understood.



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LEADING TRANSITIONS & ENVIRONMENTAL ETHICS 773

"The Anthropocene is no time to set things straight" – Stacy Alaimo.

This course focuses on the challenge of ethical leadership within a context of creating socio-ecological transitions. Courage, chaos and complexity are an inherent part of attempting to create alternative futures, for all life. How do we act, sure-footed, when we have no idea of what is really at play? The key question to ensure fairer futures, for humans and other-than-humans, must rest within the human species on the ability to create collective leadership facing tough choices. In a world currently characterised by sharp divides – from mind/body within individuals to rich/poor within the international community – the enduring hunt is for places and people who seem to be 'going beyond'. The paradoxes within place, identity, voice and interpretation; indeterminacy and irony; power, policies and personalities form a field of uncertainty that needs to be traversed through minute attention to the patterns and processes continuously emerging. Environmental ethics and values-based leadership creates an approach to the study of human interaction in nature.



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RENEWABLE ENERGY FINANCING 771/871

It is widely recognised that a global energy transition is underway. This is demonstrated in the systematic shift away from an energy system dominated by fossil fuels, to one increasingly comprised of renewable energy technologies. During the second half of the twentieth century, a number of intersecting dynamics ushered in RE technologies which are now the impetus of the global energy transition. Since then, innovation that enabled the development of RE technologies has seen the expansion of the RE sector such that it is now no longer considered a niche. Increasingly, support for this global energy transition is galvanising around decarbonisation and the uptake of low-carbon, RE technologies. This is demonstrated by extensive public and private investments in RE and the fact that renewables are now the lowest-cost source of new power generation. As investments in RE generation capacity grow, equally impressive drops in costs have been witnessed. Renewables are becoming increasingly attractive for investment as they experience rapidly declining costs across all world regions. A number of factors have contributed towards this impressive drop in prices of RE technologies and the rapid uptake of low-carbon investment. As the viability of renewables becomes more apparent, low-carbon technologies have begun to attract investment away from fossil fuel industries. This provides the context for this course and the exploration of the economic aspects of the global energy transition, with a focus on South Africa. The course aims to explain the specifics of climate and energy finance and the various instruments and metrics used to drive the low-carbon energy transition. These will be investigated with reference to the South African energy transition and the various policy frameworks in place to attract investment into utility-scale and small-scale renewable energy technologies.



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RENEWABLE ENERGY POLICY 771/871

It is widely recognised that a global energy transition is underway. This is demonstrated in the systematic shift away from an energy system dominated by fossil fuels, to one increasingly comprised of renewable energy technologies. The rise of renewable energy technologies (RETs) internationally and specifically in Sub-Saharan Africa, must be understood in the context of global climate and development frameworks such as the Sustainable Development Goals and the Paris Agreement. Energy transitions research aims to make sense of this unfolding global energy transition, driven by the dual goals of decarbonisation and development, and draws from a multiplicity of interdisciplinary perspectives, from science and technology studies to political economy, public policy and sustainability transitions. South Africa has set ambitious targets, aligned with other emerging economies, to achieve various outcomes that address, amongst others, energy security, climate change and socio-economic development. Realising these commitments will require significant policy interventions to potentially shift South Africa towards a low-carbon economy that supports inclusive economic growth as prescribed by the National Development Plan (NDP). Given South Africa's historic reliance on fossil fuels, consolidated in the Mineral Energy Complex (MEC), the rise of RETs have the potential to disrupt and transform the country's political economy. Against this backdrop and informed by South Africa's specific energy policy landscape, this course will focus on key renewable energy policies within the power sector and investigate their potential contribution to a just transition towards sustainable and inclusive economic growth. This will include various scales and configurations, from the utility scale Renewable Energy Independent Power Producer Procurement Programme and the municipal scale Small Scale Embedded Generation policies, to off-grid and grid-connected decentralised systems.



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RENEWABLE ENERGY SYSTEMS 714

ENGINEERING MODULE

This course will provide course participants with an overview of the most significant renewable energy resources, concepts, technologies and challenges to overcome climate change and achieve other sustainable development goals and an insight into the possible solutions to sustainable energy usage. Course participants will be able to recognise, understand and evaluate the different renewable energy resources available today and in the future. The main themes will include:

- Basic Energy Concepts;
- Conversion of Energy;
- Renewable Energy Resources:
 - Hydro-Energy
 - Geothermal Energy
 - Tidal, Wave and Ocean Energy
 - Wind Energy
 - Solar Thermal Energy
 - Photovoltaic Systems
- Renewable Energy Scenarios;
- Case studies of renewable energy systems.



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RESEARCH DISSEMINATION 871

This module provides the student with the means to effectively communicate the research results contained in their respective masters' theses to an intended academic and/or non-academic audience. Students will be required to convert their completed masters' theses into a conference paper for presentation at an end-of-year colloquium, followed by preparation of the conference paper for submission to an academic journal for publication. After completion of the module the student will be able to adequately disseminate research in oral and written formats. Specifically, each student will be able to transform their respective completed master's theses into a conference paper, and thereafter into a journal paper for submission to a relevant journal.



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RESEARCH METHODOLOGY 871

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

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



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SUSTAINABLE CITIES 775

This module provides a comprehensive overview of the spectacular transformation of the world as it crosses the threshold of becoming a majority urban world for the first time in human history. The module delves into the differential dynamics of worldwide urbanisation, with particular reference to the global South. It demonstrates that these large scale shifts in human movement, economic development and expansion of the built environment hold deeply troubling implications for sustainability. As part of understanding this phenomenon in a more rigorous manner, the module explores state-of-the-art thinking on how best to respond to the ecological implications of differential urbanisation for resource consumption and use, with a strong focus on the implications for the majority of urban citizens who find themselves in slums and reliant on informalised economic and eco-system processes. The challenge of designing, building and operating more sustainable urban infrastructure systems is a particular focus of the course. The module draws on case studies whenever possible in order to surface the complexity of everyday life and the institutional frameworks and structures that reproduce cities.



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SUSTAINABLE DEVELOPMENT 771/871

This course focuses on the rise to global prominence of the challenge of sustainability in general and sustainable development in particular. Public policy debates at the global levels of governance are increasingly focussing on the challenges posed by natural resource limits to the ways production and consumption are currently structured and managed within a world that is sharply divided between the rich (located mainly in the global North) and poor (located mainly in the global South). The adoption by the UN of the Sustainable Development Goals in September 2015 marks a turning point in global world history because it is the first time that there has been a global commitment to eradicating poverty and doing this in a way that is ecologically sustainable. The Paris Agreement in December 2015 on the climate and the Habitat III Conference in Quito to adopt the New Urban Agenda consolidated the commitment to the SDGs. The challenge facing the world today is not just about the redistribution of resources to ensure greater levels of social equity, but also about how to reorganise the extraction, use and disposal of those resources in order to ensure longer-term survival of the eco-systems that sustain all life. However, it is unlikely this will be achieved if the current world economic order remains intact. This epochal challenge raises key questions: How do we rethink the relationship between society and nature so that the development of the former is not at the expense of the latter? What are the implications of this new relationship for strategies to reduce inequalities, and in particular is poverty eradication possible without consumption reduction amongst the rich? What will the transition to a more sustainable global economy look like? Can capitalism be reformed or is an alternative system required? This course will address these questions.



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SYSTEM DYNAMICS MODELLING 771

System dynamics is a method to describe, model, simulate and analyse dynamically 'real-world' issues. It provides a framework for qualitative description, exploration and analyses of systemic problems in terms of processes, rules, information and boundaries. This enables the facilitation of quantitative computer simulation modelling and analyses to assist in understanding the underlying reasons for observed behaviours. The course introduces the concepts of system dynamics modelling, including the modelling process, fundamental modes of dynamic behaviour, and stock-flow-feedback structures that generate them, system mapping tools, and modelling human behaviour. System dynamics has been applied in various fields such as energy transitions, resource scarcity, health policy, social and organizational dynamics, economics and finance, environmental and ecological management, education, safety and security among others. Examples will be drawn from some of these fields, as well as on 'real-world' problems contributed by the participants of the course. Computer simulation models will be produced using the VENSIM software package.



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TRANSDISCIPLINARY DESIGN FOR TRANSFORMATION

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Design is a deliberate act with a pre-set intention. The goal of design is to improve human experience and this makes design inherently optimistic. Each design effort should focus on a specific problem in human experience through a people-centered design in order to enable more sustainable behaviour through making it easier to do things in a more sustainable way. Understanding the role of design and using it strategically to tackle complex challenges is critical for developing sustainable outcomes.

The module aims to familiarise participants with the concept of design as a strategic tool for complex problem solving through cultivating a designerly mindset to approaching wicked problems. While participants are learning the specific knowledge set required to develop a context relevant solution that addresses the needs of human beings, they are also developing highly valuable skills such as empathy, the ability to collaborate in diverse teams, to deal with ambiguity, and, of course, to create.

The module draws on Herbert Simon's concept of design as the devising of means to change existing situations into preferred ones; Donald Schon's idea of the designer as a reflective practitioner; Horst Rittel & Webber's concept of wicked problems; Victor Papanek's notion of designing for the real world; Nigel Cross's design as a process involving tacit knowledge and instinctive process; Richard Buchanan's idea of innovation in multidisciplinary practice and research; Donal Norman's concept of user-control and humanised participatory and system design by "making things to ensure users could discover errors and have control over resolving them"; Alister Feud-Luke's idea of co-design and Ezio Manzini's concept of Small, Local, Open connected resilient systems.

The participants will also be introduced to the concept of Transition Design, a new area of practice and research that argues for societal transition toward more sustainable futures. This kind of design is connected to long horizons of time and compelling visions of sustainable futures and is based upon new knowledge and skill sets. It aims to bring design's human-scale artifact-interaction focus to the transformation of everyday practices needed to enable structural transitions to more sustainable economies.

In the course all these concepts come together in an action oriented way where human desirability, technological feasibility, business viability and sustainability are merged to find the sweet spot of innovation. Participants will learn creative problem solving through a real world challenge. The module will use tools from the design discipline, social sciences, psychology and engineering. Learning in the programme is achieved mostly through participative tasks. »



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Some of the questions we try to answer is how to innovate effectively and responsibly towards sustainable development. Two beliefs lie at the heart of Design for a Sustainable Future. One, to make sustainability operational, we must make it measurable. Two, complex problems can be managed through design thinking. Design thinking, as we define it, encompasses (i) understanding (ii) framing the right challenge through structured diagnosis, (iii) imagining, experimenting and testing potential solutions that move the system in the right direction, and visioning a desired future and paths leading up to that dot on the horizon.

This course provides you with the mental tools to do all this. In this explorative course we do the groundwork by exploring sustainability and complexity and providing tools to deal with both. The focus is on how to apply this knowledge in user situations, urban societies and business ecosystems. Finally, in the application part, you carry out a group project addressing a real life challenge.



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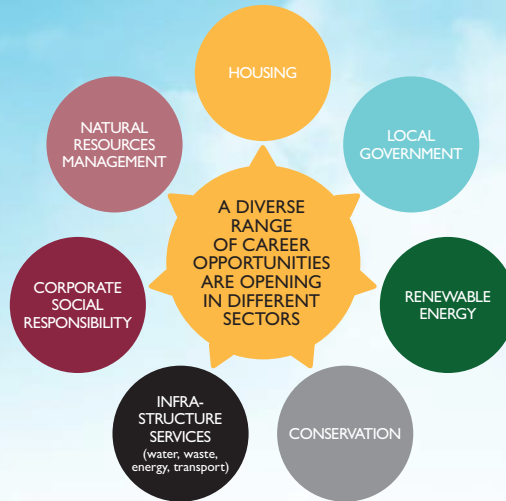
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Sustainable development is not a specific discipline that trains you for a specific job. It is however, a way of thinking that businesses, governments and non-profits are adopting across the world. Forward-thinking employers are looking for professionals trained in sustainable development who can apply complexity theory and systems thinking in the work environment.



To date, graduates of the Master's in Sustainable Development Programme have secured careers in sustainable development that span many sectors, such as:

- Government: national, provincial and local government (especially planning, development, housing, environment)
- Corporate
- Academia
- Research (universities, specialist research agencies, NGOs)
- Commercial or social entrepreneurship (agricultural sector, social development, education, housing and renewable energy)
- International agencies (UN, NGOs, business groupings)
- Tourism
- Architecture
- Media and journalism
- Organisational development
- Corporate Social Responsibility
- Banking and finance (commercial banks, development financing institutions, auditing firms)
- Environmental Law
- Mining
- Non-profit organisations
- Renewable energy
- Independent consultancy



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FREQUENTLY ASKED QUESTIONS

I read about the PGDip/MPhil in Sustainable Development on the Sustainability Institute web page. How is Stellenbosch University involved?

These programmes are offered by Stellenbosch University in partnership with the Sustainability Institute. Students graduate from Stellenbosch University but attend class on Sustainability Institute premises – the so-called 'Lynedoch Campus'. Far more than just a venue, the SI gives the degree programmes its heart and soul. The SI is a non-profit trust that works in transformative education for just and generative futures. You will be sharing your campus with pre-school and primary school children, you will have opportunities to engage with youth from the local valley active in the Youth Programme, and you will cross paths with many other learners enrolled in a variety of learning programmes here on site. You will get to know the SI and its staff very well through daily interactions and morning Ilima rituals. You will discover how the SI practises sustainability in its every day operations, and in this way we hope to close the gap between theory and practice.

When does the course start?

Intake is in January of each year.

When do applications open?

Applications for the programme open in March preceding the year during which you wish to study and are done online at www.maties.com.

When do applications close?

Applications close on 31 August.

What qualifications/background do I need to enrol in the PGDip Sustainable Development programme?/ How do I gain admission into this programme?

You need a 3-year Bachelor's or a relevant 4-year Diploma, with a 60% pass rate in a major subject, for provisional admission to the PGDip (Sustainable Development) programme. During selection, an applicant's academic history, relevant working experience and motivation (applicants submit a 1000 word essay with their departmental application) are taken into account. We compare applications and choose the best for the spaces available – i.e. applications are not only assessed individually but also within the application pool as there are a limited number of places available.

How are classes scheduled?

The PGDip (Sustainable Development) Programme is a block-modular course. Students attend classes during the time period allocated for each of their registered modules (refer to dates list) and are not required to be on campus during the time between their modules.



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Are there funding/bursary opportunities available?

Information on funding opportunities is available on the Postgraduate Office web page at www.sun.ac.za/pgstudies.

I am an international student. Do I pay application fees?

No, international students do not pay application fees.

My qualifications were obtained at a foreign (outside South Africa) university. Do they meet the admission requirements for the PGDip (Sustainable Development) programme?

Foreign qualifications are evaluated by the University's Postgraduate Office after you have completed your online application. We cannot advise on the status of your qualifications prior to your application.

I am in my final year of undergraduate studies and have not yet graduated. Can I apply for the PGDip (Sustainable Development) programme?

Yes, you can apply. If your application is successful, you will have to provide your graduation certificate in order to be registered for the PGDip programme.

How does registration work for international students?

International students can only be registered if they have a valid passport, study permit and medical insurance and have made upfront payment of some of the required fees. Please consult the web pages of Stellenbosch University's Postgraduate Office and International Office for all requirements.

Is it possible to take some of the year courses as short courses before registration in order to accumulate credits ahead of the start of the programme?

Unfortunately you will not be allowed to accumulate credits before being officially registered for the programme.

When does Recognition of Prior Learning apply? I have a 3-year Diploma? Would I still qualify?

RPL is applicable if applicants do not have a 3-year bachelor or 4-year diploma qualification. If such an applicant is provisionally admitted to the PGDip Programme in Sustainable Development, they will be registered as a Special Student in the EMS Faculty and be required to complete three out of the range of elective modules from the PGDip in Sustainable Development curriculum with a total average mark of 65%. They will also be expected to attend Orientation and various non-credit bearing learning activities at the start of their first semester as a Special Student. Credits for the 3 modules in a successful RPL application may not be transferred to the PGDip Programme in Sustainable Development i.e. a successful candidate will be required to register for a further 8 modules towards a PGDip (Sustainable Development) qualification. The RPL process is costly and time-consuming and with no guarantee of success. It is recommended that you discuss possibilities with the Programme Administrator.

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What is the minimum pass rate?

To pass a module, an average final mark of 50% is required for the module, plus a 50% pass mark for each of the two Individual Assignments that need to be submitted for each module. All modules require a final mark of 50% to pass the PGDip course.

Is the PGDip (Sustainable Development) programme offered as distance learning?

No, the Programme is not offered as distance learning.

I do not live near Cape Town. Will I be able to do the Postgraduate Diploma Programme in Sustainable Development?

Yes, it is possible for students outside Cape Town to do the Programme. Because of its block-modular structure, students are required to be on campus only during the time period allocated for each of their modules, whereafter they return to their home and place of work.

I work full-time. How will I manage PGDip (Sustainable Development) studies?

Working students are encouraged to do the PGDip (Sustainable Development) part-time, i.e. over two years. Orientation and Sustainable Development I must be attended in the first year of study; but the remaining 7 modules are chosen according to personal interest and family/work commitments. Students must pass at least 2 modules in their first year of study to be allowed to continue into a second year.

How much time am I expected to spend on my studies? A module is 6 days long – is that all that is required of me?

Each module will require approximately 150 hours of your time, where 50 hours is contact/class time, 50 hours is reading time and 50 hours will be spent on writing up the individual assignment for each module (to be submitted 6 weeks after the module has taken place).

Is there accommodation? Where do I stay?

Some of our younger students stay in Stellenbosch University's residences; most stay in private accommodation. Students flying in for their modules stay with family/friends or in tourist accommodation. The Lynedoch campus does not offer formal student accommodation but there are AirBnB stays available in the Eco-Village and tourist accommodation on many of the surrounding farms. Regrettably the Master's Programme administrators do not have the capacity to assist students with finding accommodation.

The prospectus reflects the current year's fees. What will the fees be for next year?

Fees for next year will be released in November and, until then, we don't know what the % increase will be. The annual increase is more or less 7%, on average.



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I am an international student. What documents will Stellenbosch University require from me when I apply?

Information and guidance for all prospective applicants is available at www.maties.com.

The departmental application requires information on the past five years' work experience. Is this a requirement for the Postgraduate Diploma? I thought it is only necessary if you don't have a degree qualification?

Many of our applicants have been working for years and we like to see where their path has led them; however 5 years' working experience is not a due requirement for applicants with a bachelor's degree.



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FREQUENTLY ASKED QUESTIONS

I already have a postgraduate qualification. Must I really do the Postgraduate Diploma in Sustainable Development before I can apply for the MPhil (Sustainable Development) programme?

Yes, you must complete the PGDip (Sustainable Development) programme in order to be considered for the MPhil. The reason for this seemingly harsh policy is because the course work curriculum of the PGDip equips students with a strong academic foundation of knowledge and skills to tackle the thesis-based MPhil with confidence and with the best chance of success.

I have not done the PGDip (Sustainable Development) programme but I have other qualifications and work experience. Are these not enough for admission to the MPhil (Sustainable Development) programme?

No, you must have a PGDip (formerly named BPhil) in Sustainable Development qualification – refer to the Q&A above.

When does the course start?

Intake is in January of each year.

When do applications open?

Applications for the programme open in March preceding the year during which you wish to study and are done online at www.maties.com.

When do applications close?

Applications close on 30 September.

I am fascinated by a small beetle found only on a specific mountain peak in the Alps and I want to do research on its mating dance for my MPhil. Is this possible?

You should consider the research interests of our pool of available supervisors when you decide on a research topic otherwise we may struggle to find a supervisor for you. If one of our supervisors is knowledgeable on, and interested in, your research topic, then you will be able to do your proposed research. If we don't have a supervisor for you, then you can either choose to change your research topic or to seek an alternative academic home for your Alpine Beetle research project.

Where do I find the research interests of your pool of available supervisors?

A list of our supervisors' research interests is usually available by mid-August of the year prior to your proposed studies, and you can contact our Programme Administrator for details.



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PAYMENT OPTIONS

Refer to the information at <http://www.sun.ac.za/english/maties/fees/payment-options>.

BURSARIES AND SCHOLARSHIPS

Information on financial aid can be found at the following links:

- www.sun.ac.za/calendar
- www.sun.ac.za/pgo/funding

INTERNATIONAL STUDENTS

Information on visas, fees, language requirements and long term accommodation can be found on the website of the International Office: www.sun.ac.za/international

WHERE TO LIVE

Students are responsible for their own accommodation arrangements. Students typically find university or private rented accommodation in Stellenbosch or surrounds. Follow this link to find learn more. <https://www0.sun.ac.za/international/about/accommodation-in-stellenbosch.html>

TRANSPORT

Students are responsible for their own transport arrangements. Most travel by car and often arrange lift shares amongst themselves. There is a public train service that operates between Stellenbosch and Lynedoch. It takes 9 minutes to travel from Stellenbosch to the Lynedoch train station followed by 3-minute walk to campus. Train services are not always reliable or safe.



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ENQUIRIES



ABOUT YOUR ONLINE
UNIVERSITY APPLICATION

University Call Centre

T +27 21 808 9111

E info@sun.ac.za



ABOUT YOUR PGDIP DEPART-
MENTAL APPLICATION OR MPHIL
RESEARCH CONCEPT NOTE

Beatrix Steenkamp
(Programme Administrator)

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E bsteenkamp@sun.ac.za



ABOUT FUNDING, VISAS,
LANGUAGE PROFICIENCY, ETC.

Postgraduate &
International Office

T +27 21 808 2565

www.sun.ac.za/pgstudies



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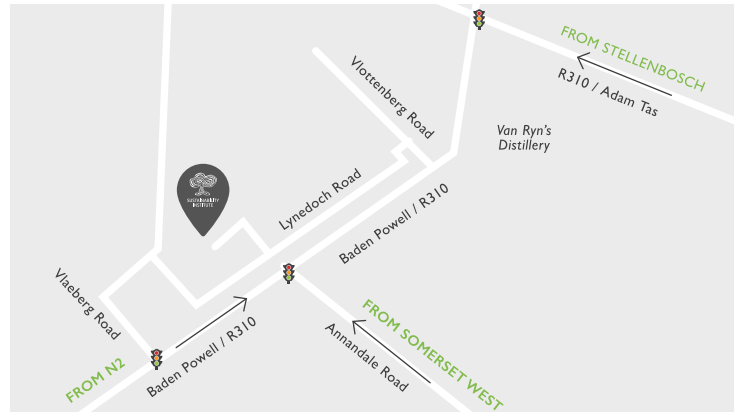
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DIRECTIONS**GPS COORDINATES**

33°58'56.7"S 18°46'07.4"E

Please note that some GPS maps have not been updated to reflect the road changes. Please use "Sustainability Institute" on Google Maps or else follow this map carefully.

**FROM CAPE TOWN »**

- Follow N2
- Take exit 33 from N2
- Turn left onto Baden Powell Drive/R310
- Continue on Baden Powell Drive/R310
- Turn left onto Vlaeberg Rd at the traffic lights
- Head over the bridge and take your first right
- Follow signs to Lynedoch and Sustainability Institute

FROM STELLENBOSCH »

- Head west on Dorp Street
- Continue straight until you reach a T-junction
- Turn left onto Adam Tas Road/R310 and continue straight
- Turn left onto Baden Powell Drive/R310
- Turn right onto Vlotenberg Road (opposite Van Ryn's Distillery)
- Turn left into Lynedoch Rd and follow signs to Lynedoch and Sustainability Institute

FROM SOMERSET WEST »

- Head west on Main Road/M9
- Turn right onto Broadway Boulevard/R44
- Continue to follow R44
- Turn left onto Annandale Road, continue straight
- Turn left onto Baden Powell Drive/R310
- Turn right onto Vlaeberg Road (at the next traffic lights)
- Take your first right into Lynedoch Road
- Follow signs to Lynedoch and Sustainability Institute



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RECOGNITION OF PRIOR LEARNING POLICY

- Attendance of Orientation and various teaching and learning activities and completion of three out of the range of elective modules from the PGDip in Sustainable Development curriculum with a total average mark of 65%. The same 3 modules may not be offered for exemption, should the RPL application be successful and the student be admitted to the PGDip in Sustainable Development.
- Assessment for the purpose of recognition of all relevant formal and informal learning in the form of professional short and/or in-service training courses and completed subjects from other degree or diploma programmes and the School
- Submission of a learning portfolio, with copies of written work to the RPL committee for assessment, respectively.
- Passing of an entrance examination, if so required by the SPL CAT/RPL committee

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SUBJECTS CONSIDERED FOR ADMISSION TO THE POSTGRADUATE DIPLOMA IN SUSTAINABLE DEVELOPMENT

Town and Regional Planning | Housing, Geography and Environmental Studies | Social Sciences | Psychology | Economics | Public and Development Management | Geology | Botany | Zoology | Forestry | Ecology/Nature Conservation | Mathematics | Statistics | Agricultural Economics | Transport Economics | Civil/Structural/Mechanical/Electrical Engineering | Architecture | Land Surveying | or any other major discipline approved by the Programme Committee

Any tertiary three-year programme of formal studies and five years' working experience. Your qualifications and experience must be equivalent to that of an appropriate level of prior learning as determined by the School of Public Leadership, respectively.

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- Only a limited number of students can be accommodated in the programme each year; therefore, you will get preference if your average for the Postgraduate Diploma in Sustainable Development was 65% or higher.
- In order to qualify for selection, you must also submit an acceptable research proposal, attend a research workshop and pass prescribed preparatory online tests.

You are a full-time student who holds an appropriate qualification equivalent to a honours degree and has been successful in the selection process for the Master's programme. You must also submit a research proposal to the Centre for Complex Systems in Transition (CST).

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- A limited number of full-time students who have been awarded competitive bursaries linked to CST research projects may also be admitted. To be considered for this, you must have obtained a final mark of 65% or higher in a qualification equivalent to an honours degree, which equips you to do research in the particular project that your bursary is linked to. These bursaries will be openly advertised, and short-listed candidates will be interviewed by a panel comprising the relevant project lead and potential supervisor. Your final admission will depend on the MPhil coordinator's approval.
- In order to qualify for selection, you must also submit an acceptable research proposal, attend a research workshop and pass prescribed preparatory online tests.

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