MISSION STATEMENT

The University of the Western Cape is a national university, alert to its African and international context as it strives to be a place of quality, a place to grow. It is committed to excellence in teaching, learning and research, to nurturing the cultural diversity of South Africa, and to responding in critical and creative ways to the needs of a society in transition. Drawing on its proud experience in the liberation struggle, the university is aware of a distinctive academic role in helping build an equitable and dynamic society.

In particular it aims to:
• Advance and protect the independence of the academic enterprise.
• Design curricular and research programmes appropriate to its southern African context.
• Further global perspectives among its staff and students, thereby strengthening intellectual life and contributing to South Africa's reintegration in the world community.
• Assist educationally disadvantaged students gain access to higher education and succeed in their studies.
• Nurture and use the abilities of all in the university community.
• Develop effective structures and conventions of governance, which are democratic, transparent and accountable.
• Seek racial and gender equality and contribute to helping the historically marginalised participate fully in the life of the nation.
• Encourage and provide opportunities for lifelong learning through programmes and courses.
• Help conserve and explore the environmental and cultural resources of the southern African region, and to encourage a wide awareness of these resources in the community.
• Co-operate fully with other stakeholders to develop an excellent, and therefore transformed, higher education system.

THE UWC LOGO

The coat of arms was developed in 1963 by staff and students. The protea, national flower of South Africa, is found in greater abundance and variety in the Western Cape – the home of UWC – than anywhere else. The three proteas symbolise Teaching, Culture and Education. • The Greek temple is the international symbol for academia and our recognition that we are part of it. • The laurel leaves indicate competition and victory. • Colours: The blue background represents brightness in our endeavour as an institution to obtain international insight. The gold represents the earth in which our achievements are anchored. • The motto Respice Prospice: to look back is to look forward. Take yesterday’s heritage and use it to to build a better future.
Welcome to UWC

As you launch your tertiary studies, welcome to Africa’s Greenest Campus as declared in the African Green Campus Initiative Challenge. Having overcome great odds, we trust that you will grab this unique opportunity with both hands. You will quickly discover the metaphorical gap between school and university. By taking ownership for your studies and acting responsibly, YOU can create some of the best moments of your life and unlock unimaginable opportunities for yourself.

This Student Guide contains valuable information about campus resources, services and professional support structures. While your academic studies are a priority, you will be reminded that co-curricular and extra-mural activities will help set you apart from your peers in preparation for entry into the world of work. By balancing your personal-social-academic life, you will gear yourself up for success. This Guide is not a once-off read; it is designed to help you stay alert and focused so that you can safely reach your destination. In this way you could complete your degree in the minimum period of time.

As with any journey, careful planning is needed. This includes deciding where you want to go, researching suitable transport and accommodation, and deciding on a budget. Whatever your mode of transport (car, bus, train or plane), it must be in top condition.

During this tertiary journey, YOU are the driver/pilot… responsible for the tasks above. Be alert to the unexpected challenges along the route, plan your stop-overs, recharge your batteries, service your vehicle regularly, do the 360°C observations while keeping your ‘eye on the destination’, namely, GRADUATION. Do not hesitate to ask for directions (don’t rely solely on a garmin) if you stray from your route.

A big mistake made by many students at the onset of their university studies is to underestimate the volume and pace of the academic work. Since UWC selected you, we believe in your ability to understand and engage with the academic work. In turn, you must believe in yourself and work consistently starting from Day 1.

Reflect on these tips for success:

✓ By reading through the lecture material beforehand, you will have a better understanding of the work to be covered in the lecture. Use the time to listen to the lecturer and take pertinent notes. Spend some time each day preparing for every lecture.
✓ If any part of the work baffles you, do not hesitate to consult your lecturer or tutor.
✓ You will know first if and when you struggle with sections of your work. Make use of the academic development support programmes and professional support services listed in this Guide. We are here to assist you on your journey to success!

Best wishes for the year ahead.

Prof. Pamela Dube, Deputy Vice-Chancellor: Student Development and Support
UWC Charter of Graduate Attributes for the Twenty First Century

First tier

Four holistic overarching enabling attributes characterising the twenty first century graduate:

**SCHOLARSHIP: A critical attitude towards knowledge:**

UWC graduates should be able to demonstrate a scholarly attitude to knowledge and understanding within the context of a rapidly changing environment. UWC graduates should have the ability to actively engage in the generation of innovative and relevant knowledge and understanding through inquiry, critique and synthesis. They should be able to apply their knowledge to solve diverse problems and communicate their knowledge confidently and effectively.

**CRITICAL CITIZENSHIP AND THE SOCIAL GOOD: A relationship and interaction with local and global communities and the environment:**

UWC graduates should be engaged, committed and accountable agents of social good. They must aspire to contribute to social justice and care, appreciative of the complexity of historical contexts and societal conditions through their roles as professionals and members of local and global communities. They should demonstrate leadership and responsibility with regard to environmental sustainability.

**LIFELONG LEARNING: An attitude or stance towards themselves:**

UWC graduates should be confident lifelong learners, committed to and capable of continuous collaborative and individual learning and critical reflection for the purpose of furthering their understanding of the twenty first century world and their place in it. Such an outlook includes openness and capacity for finding opportunities to create livelihoods for themselves and others.

**CREATIVE AND COLLABORATIVE PROBLEM SOLVING: Deep and broad engagement**

UWC graduates should be creative and courageous T-shaped thinkers and problem solvers. This would require sufficient depth in their disciplinary knowledge as well as the ability to collaborate across diverse disciplinary and professional boundaries in order to solve complex problems.

Second tier

6 overlapping clusters of abilities and skills

1. **Inquiry-focused and knowledgeable:** UWC graduates will be able to create new knowledge and understanding through the process of research and inquiry.

2. **Critically and relevantly literate:** UWC graduates will be able to seek, discern and apply information effectively using multimodal literacies to convey meaning in a range of contexts.

3. **Autonomous and collaborative:** UWC graduates will be able to work independently and in collaboration with others within and discipline boundaries, within and across disciplinary boundaries in a way that is informed by openness, curiosity and a desire to meet new challenges.

4. **Ethically, Environmentally and Socially Aware and Active:** UWC graduates should be critical and responsible members of local, national, international and professional communities. They should also demonstrate a thorough knowledge of ethical, social, cultural and environmental issues relating to their disciplines and make courageous professional and leadership decisions in accordance with these principles.

5. **Skilled Communicators:** UWC graduates should recognise and value communication as a tool for negotiating and creating new understanding, interacting with diverse others, and furthering their own learning. They should use effective multimodal communications as a tool to engage with new forms of complexity in social and working life.

6. **Interpersonal flexibility and confidence to engage across difference:** UWC graduates should be able to interact with people from a variety of backgrounds and have the emotional insight and imagination to understand the viewpoints of others. They should be able to work in a productive team, to lead where necessary and to contribute their skills as required to solving complex problems.
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Disclaimer: The opinions expressed in this Student Guide are those of the authors and writers and do not necessarily represent nor reflect the views of the University of the Western Cape. Articles may only be reproduced with written permission from the Editor.

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# 2018 ACADEMIC CALENDAR

## FIRST TERM
- Lectures begin: Monday, 5 February
- Lectures end: Friday, 23 March

## SECOND TERM
- Lectures begin: Tuesday, 3 April
- Lectures end: Thursday, 28 June
- Study period starts: Friday, 18 May
- Study period ends: Sunday, 20 May
- Examination starts: Monday, 21 May
- Examination ends: Wednesday, 13 June
- Re-evaluation starts: Monday, 18 June
- Re-evaluation ends: Thursday, 28 June

**Public holidays:**
- Wednesday, 21 March: Human Rights Day
- Friday, 30 March: Good Friday
- Monday, 2 April: Family Day
- Friday, 27 April: Freedom Day
- Tuesday, 1 May: Workers’ Day
- Saturday, 16 June: Youth Day

## THIRD TERM
- Lectures begin: Monday, 23 July
- Lectures end: Friday, 7 September

**Public Holidays:**
- Thursday, 9 August: National Women’s Day
- Monday, 24 September: Heritage Day

## FOURTH TERM
- Lectures begin: Monday, 17 September
- Lectures end: Thursday, 13 December
- Study period starts: Wednesday, 31 October
- Study period ends: Sunday, 4 November
- Examination starts: Monday, 5 November
- Examination ends: Thursday, 29 November
- Re-evaluation starts: Monday, 3 December
- Re-evaluation ends: Thursday, 13 December

**University offices close:**
- Friday, 21 December 2018

**University offices open:**
- Wednesday, 3 January 2019
UWC has achieved excellence in a number of research areas. In particular, UWC:

- Is the only place in Africa undertaking comprehensive work on the hydrogen economy, researching the use of hydrogen as an energy resource, instead of fossil fuels.
- Launched the hydrogen powered forklift.
- Is the African leader in bioinformatics. The South African National Bioinformatics Institute (SANBI) is one of a small group of comparable top-level centres worldwide, and hosts Africa’s only Cray supercomputer. SANBI conducts cutting-edge research into key diseases facing Africa.
- Is a leader in biotechnology with a special interest in the genetics of life forms that thrive in extreme conditions, and their implications for our understanding of microbial molecular ecology.
- Holds the UNESCO Chair in Geohydrology, and plays a leading role in networks across Africa in water resource research and training.
- Has the largest and most productive School of Mathematics and Science Education in Africa.
- Is home to the International Centre for Indigenous Phytotherapy Studies (TICIPS), a UWC-University of Missouri project exploring the interface between indigenous knowledge systems and empirical science.
- Has three World Health Organisation (WHO) collaborating centres for capacity development, teaching and research in dentistry, pharmacology and public health.
- Has a Centre for Humanities Research exploring humanities theory about social and cultural transformation in Southern Africa and the continent.
- Offers a Master’s degree in International Trade Law as a joint initiative with several South African and international partners.
- Is a leader in constitutional and human rights law, with a special interest in children’s rights.
- Is home to Africa’s main centre for Free and Open Source Software (FOSS) development.
Spin-off company Hyrax BioSciences developed Exatype, a software solution that enables healthcare workers to determine HIV-positive patients’ responsiveness to ARV drug treatment. Exatype has the potential to contribute towards effective management of HIV/AIDS in Africa – and also holds promise in helping detect drug resistance for other diseases such as tuberculosis, malaria and antimicrobial resistance.

Researchers are developing mobile applications that could revolutionise the way Deaf and hearing people communicate. The Assistive Technologies (formerly SASL group), led by Mehrdad Ghaziasgar, is working on a system to translate between South African Sign Language and English. This work will eventually be integrated into a fully-fledged translation system that will allow Deaf and hearing users to communicate using mobile phones.

Associate Professor Jeremy Klaasen from the Department of Medical BioScience’s found out that the khoisan used kraalbos for everything from skin ailments to inflammation and toothache, he launched a serious investigation - and discovered it could be used as a biopesticidal adjuvant (boosting the performance of a pesticide). Now it forms part of UWC’s Indigenous Botanical Adjuvant Technology (iBATECH) project, and Prof Klaasen’s company, Kraalbos Bio-Health Products CC, has launched a range of cleansing products to boot.

Environmental and NanoSciences group have devised a Fly Ash Acid Mine Drainage technology that involves the treatment of mine water with coal fly ash (ash produced from burning powdered coal) using a jet loop reactor in one single, simple procedure, reducing the contaminants to acceptable levels and thereby remediating contaminated water which can then be used for agricultural and industrial purposes.

HySA Systems Centre of Competence and several national and international partners have been responsible for introducing many hydrogen fuel cell technology innovations, including (among others) South Africa’s first hydrogen-powered tricycle and scooter, its first fuel cell component manufacturing (like a first 2.5kW fuel cell backup power system for telecommunication markets), a hydrogen-powered golf cart...and the world’s first hydrogen-powered forklift and refuelling station. And happy news for a South Africa facing energy shortages, HySA is even testing out a generator system at UWC’s Nature Reserve.

Dentistry Faculty is the leading faculty on the African Continent and produces 47% of South African dental graduates with a comprehensive program for postgraduate studies.

Is ranked 7th in African and 5th in South Africa with regards to research progress by Times Higher Education ranking of the top 30 African Universities.

UWC is ranked as the 8th university in South Africa and 900th in World Ranking 2015-2016 for Academic Performance.

Received a European Award for best practices by ESQR (European Society for Quality Research) in June 2016.

Is the only university with 2 SARChI Chairs in Astronomy and a 3rd Chair in partnership with SKA (Square Kilometre Array).

Is ranked number 1 for Physical Science in Africa (Nature)

Nano-electrochemistry Sensor Lab, the hub of the national Nanoscience Postgraduate Platform offers Master’s degrees in Nanoscience and Nanotechnology.

UWC is 2nd highest provider in mobility of Inter-University partnerships

Desmond Tutu Centre for Spirituality and Society engages the Tutu legacy in civil society and hosts the Desmond Tutu Chair for Ecumenical Theology and Social Transformation.
KNOW YOUR CAMPUS RESOURCES
OFFICE FOR STUDENT DEVELOPMENT

WHO ARE WE?
The goal of the Office for Student Development is to build out and maintain vibrant student development programmes responsive to student learning outcomes and meaningfully embedded in the University’s academic project. A key strategy of our Office is to collaborate with pertinent student and support services and academic role players. The Key Performance Areas are Careers Service, Student Orientation Programme, Student Development Projects and the SRC Election.

HOW CAN WE HELP YOU?

Careers Service
To facilitate students’ preparation for the job search and entry into the world of work, and thus their motivation to complete their studies.

Student Orientation Programme
We facilitate the induction of new first year, undergraduate students to the campus environment and university life, and their registration, transition and development of supportive peer networks thereby setting a foundation for retention strategies. In this way, we try to ensure that you get settled in and started with the least amount of anxiety, and have a good sense of the supportive resources and services on campus.

Student Development Projects
We promote creative and innovative learning opportunities through challenge-driven, realistic, simulated business case-studies.

Student Governance
We facilitate effective student governance through a credible, free and fair SRC election.

CONTACT US
For further details or to book a consultation, contact Natalie Marrion on (021) 959 2436 or email: studdev@uwc.ac.za.
Located on the 1st Floor, Student Centre (next to lift/cafeeteria).

http://www.uwc.ac.za/Students/SD/OSD/Pages/default.aspx

‘UWC Careers Service’ + ‘UWC SRC Election’
CAREERS SERVICE

WHAT IS IT ALL ABOUT?
Careers Service offers students interactive career networking opportunities and assistance with their preparation for the world of work.

INTERACT • NETWORK • INSPIRE

As an undergrad student, you should explore your career field and equip yourself beyond your formal studies over the next three to four years to become a well-rounded graduate ready to enter the world of work.

- Career development is an ongoing process and not a once-off event.
- Your job search spans 3-4 years.
- The Careers Service programme offers you creative and exciting opportunities.

How can you do this?
- Diligent academic work.
- Do casual/vacation/voluntary work.
- Become involved in co-curricular activities on and off campus.
- Research your career field.
- Attend campus exhibitions and presentations/workshops.

HOW CAN WE HELP YOU?
Career Projects
- **Careers Xpo:** Our April Careers Xpo provides an opportunity for students to make personal contact with prospective employers.
- **Job search skills project:** We facilitate the development of relevant job search skills for students. Date: After the Careers Xpo.
- **Mock interview project:** Opportunity for mock application and interviews. Date: March – May.
- **Career Update magazine:** A career magazine to inform students’ career development and job search, and provides students with a developmental opportunity to sharpen their writing skills.
- **Graduate recruitment project:** Company presentations, showcases, promos and interviews on campus.
- **Student consultations:** Consultation with students regarding their job search documents (CV & Letter of Motivation) and interviews.
- **Job opportunities:** We circulate job opportunities via • Career Xplora Portal Job Blasts • UWC Careers Service page on UWC Website • UWC Careers Service Facebook Page • Noticeboards across campus.

CONTACT US:
Call us on (021) 959 2436 or email studenv@uwc.ac.za
Located on the 1st Floor, Student Centre (next to cafeteria/lift)

FOR MORE INFORMATION:
http://www.uwc.ac.za/Students/Career-Services/Pages/default.aspx
https://uwc-csm.symplicity.com/students

‘UWC Careers Service’
WHO ARE WE?
The Centre for Student Support Services (CSSS) develops an exciting, stimulating and supportive campus environment, which enhances student learning on multiple levels. The focus is to engage students’ potential in order to assist in achieving their personal and academic goals, and to develop responsible and responsive citizens for the future.

HOW CAN WE HELP YOU?
- The CSSS provides broad student-centered development and professional services, programmes, training opportunities and resources aimed at enhancing students’ academic experiences, graduate attributes and improving opportunities for student engagement.
- We conduct research and engage with national and international issues and debates to provide a cutting edge service. We have dynamic professionals who provide high quality, free and confidential services.
- Commuter and residence students make use of our services and programmes.

Access relevant services from the following departments:
- Office for Academic Support
- Office for Students with Disabilities
- Therapeutic Services
- Leadership and Social Responsibility

CONTACT US
Call Vanessa De Louw (Receptionist), Tel. (021) 959-2299, Email csss@uwc.ac.za.
Located on 2nd Floor, Community and Health Sciences building.

Director:
Laetitia Permall (MPsych)
Tel: 021 959 2299
Email: laetitiapuwc@gmail.com

Academic Support
Dorothea Hendricks
Tel: 021 959 2299
Email: dohendricks@uwc.ac.za

Therapeutic Services
Roné Gerber
Tel: 021 959 2299
Email: gerber@uwc.ac.za

Students with Disabilities
Evadne Abrahams
Tel: 021 959 2299/3128
Email: eabrahams@uwc.ac.za

Leadership and Social Responsibilities
Garth van Rooyen
Tel: 021 959 2299/2726
E-mail: qvanrooyen@uwc.ac.za
Location: Level 3, Student Centre

http://www.uwc.ac.za/Students/SD/CSSS/Pages/default.aspx
OFFICE FOR ACADEMIC SUPPORT

WHO ARE WE?
The goals of the Office for Academic Support are to develop student-centred strategies and interventions that enhance students’ academic thinking and assist them to achieve their full academic and personal potential in order to graduate within the minimum period. Over 8000 mentoring hours are provided each year to first year students reaching the majority of our first year students via events, programmes and teaching in the Foundation Programmes.

HOW CAN WE HELP YOU?

Peer Mentoring Programme

First year students benefit from our Peer Mentoring Programme – join us today!

Peer Mentoring Programme
“For students, by students: continuing the chain of change!”

First year students: free service to you
- Are you struggling to adjust to university life?
- Do you feel isolated?
- Are you struggling academically? Then join the PMP now!

Our Peer Mentoring Programme helps you with the academic and personal-social adjustment to university life and is guided by the following objectives.
- To facilitate the transition into university;
- To enhance throughput and retention; and
- To contribute towards the personal, academic and social development of students.

Graduate Development Programme
Foundation students benefit from our teaching in the curriculum. We offer integrated life skills workshops and contribute to:
- Facilitation of students’ academic adjustment
- Enhancement of student retention and throughput
- Development of graduate attributes
- Promotion of holistic student development
- Development of students who are more employable

CONTACT US
Dorothea Hendricks (Manager), Tel.,(021) 959-2299, Email dohendricks.@uwc.ac.za
Jacob Cloete, Tel., (021) 959-3484, Email jcloete@uwc.ac.za
Located on 2nd Floor, Community and Health Sciences building.

http://www.uwc.ac.za/Students/SD/CSSS/Pages/OAS.aspx

‘UWC Peer Mentoring Programme’
LEADERSHIP AND SOCIAL RESPONSIBILITY

WHO ARE WE?

Our Leadership and Social Responsibility department (LSR) offers valuable leadership development opportunities to UWC students. LSR challenges participants to create change, not only within UWC, but also in South Africa and within a global context. Our focus on active citizenship and community engagement encourages participants to apply their leadership skills in various real world situations including personal, professional and organisational. We strive to ensure that our graduates are armed with the skills and knowledge even beyond the classroom and prepare them for an ever-changing world as envisioned in the UWC Charter of Graduate Attributes. To this end, UWC’s Institutional Operating Plan (IOP) is used as a guide to align our co-curricular programmes and services.

HOW CAN WE HELP YOU?

Student Leadership Development
Our flagship programme offerings are the Emerging (ELP), InitiAct and Advanced Leaders Programmes (ALP). These programmes cover four pillars of leadership development: General Leadership, Self-Development, Building Sustainable Support Networks and Practical Project Skills. Participants are carefully selected to embark on an interactive, practical and reflective journey and are challenged to apply leadership theories and principles in their organisational behaviour, project delivery and everyday life.

ELP & InitiAct cover themes of teamwork, time management, everyday creativity, conflict resolution, overcoming obstacles and general leadership.

ALP themes include diversity, power, understanding your individual leadership and future visioning.

Social Responsibility
LSR encourages students to engage in activities that develop their leadership and civic engagement. By involving themselves in community projects and organisations, students have a meaningful space to implement the skills they acquire. The UWC Charter of Graduate Attributes outlines the importance of engagement with our communities to develop professionalism and citizenship. Our social responsibility initiatives include:

ENACTUS
ENACTUS is a global, non-profit organization that challenges students to address real world problems and economic issues in their communities by applying what they learn in lectures to solve problems facing their communities. Students, academics and business leaders come together to use the power of entrepreneurship to transform lives and shape a more sustainable world.

Voluntary Internship Programme (VIP)
Students are given the opportunity to participate in social responsibility projects through the application of professional skills in a safe environment. Students work together with the LSR team to implement the following projects:

- Leadership training to primary and high school learners
- 67 minutes for Mandela Day – planning and overseeing an activity for a selected NGO
- Tutoring initiatives to primary and high school learners.
If you are interested in growing your leadership and social responsibility involvement contact us:

Tel. (021) 959-9755, Email sla@uwc.ac.za.
Located on the 3rd Floor, Student Centre.

OFFICE FOR STUDENTS WITH DISABILITIES

WHO ARE WE?
The Office for Students with Disabilities (OSwD) promotes equality, opposes discrimination, ensures adjustment to the campus, facilitates learning and encourages participation in university life.

We facilitate access to campus services, resources and academic materials for students with special needs or disabilities, e.g., students who have learning disabilities, are blind, deaf, hearing or visually impaired, wheelchair users, mobility impaired, and/or chronic medical conditions. Student are individually assessed and an intervention designed to foster their learning and development. Over 300 students are registered with the department.

HOW CAN WE HELP YOU?
- We ensure all students have access to campus resources
- We assist in sourcing accommodation for students with disabilities
- We ensure campus venues and new developments are accessible
- We arrange that tests and exams are conducive to the needs of individual students
- We liaise with lecturers, tutors, administrators and staff at the library, residences and other departments and fellow students to foster an understanding of the challenges faced by students with disabilities.

CONTACT US
Evadne Abrahams, Tel. (021) 959-3586, Email eabrahams@uwc.ac.za.
Located on the 2nd Floor, Community and Health Sciences building.

http://www.uwc.ac.za/Students/SD/CSSS/Pages/LSR.aspx
https://www.facebook.com/LSRatUWC
https://www.facebook.com/groups/147338905451789

http://www.uwc.ac.za/Students/SD/CSSS/Pages/OSwD.aspx
www.facebook.com/groups/oswduwc
WHO ARE WE?
Therapeutic Services is a professional and accredited student counselling service. We help students to restore and enhance their academic, personal and social functioning.

WHAT CAN WE OFFER YOU?
No problem or challenge is too big or too small to bring to us. We offer individual and group counselling, career guidance and workshops. We can also refer you to a range of additional services on and off campus.

INTERNSHIP
We are a HPCSA accredited training site for Masters Psychology interns.

HOW CAN YOU MAKE AN APPOINTMENT?
Our services are free for registered UWC students. Make an appointment in person at the Reception desk of CSSS or call the Receptionist, Tel. (021) 959-2299. E-mail: csss@uwc.ac.za Located on the 2nd Floor, Community and Health Sciences building.

Reach out before you freak out! Call (021) 959 2299

FOR MORE INFORMATION
http://www.uwc.ac.za/Students/SD/CSSS/Pages/Therapeutic-Services.aspx
STUDENT REPRESENTATIVE COUNCIL

WHO ARE WE?
Our SRC is the elected student voice and represents the interests and concerns of students to the University management. Our members serve on various governing structures including the University Council, Senate, Institutional Forum and the Faculties, making sure that decision-making takes into account student needs and perspectives.

HOW CAN WE HELP YOU?
- The SRC is the voice for all students.
- We facilitate the effective functioning of student organisations which enhance the quality of life of students through educational, social and cultural activities.
- Student structures affiliated to the SRC receive an annual operating budget. These affiliates form the General Council (GC).
- The SRC communicates with students through meetings and online and social media.

SRC 2017/2018

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<td>Lumkile</td>
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<td>Deputy President</td>
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CONTACT US:
For more information please call (021) 959-2802
Email: src@uwc.ac.za
Located on 2nd level, Student Centre.

https://www.facebook.com/UWC-SRC-762721073800658/?fref=ts
WHO ARE WE?
UWC is proud of its rich sporting tradition that has characterised the development of this institution since its early beginnings in 1960. We continue to strive for “Excellence through Sport”. Our student athletes are important ambassadors in contributing towards a positive image through the various sporting activities and programmes. We have shown our effectiveness on and off the sports field in a variety of ways and continue to strive towards being an engaged institution. Sport is seen as part of the general education of students, and a way of enabling them to engage with the wider community. The development of our students, most of who come from disadvantaged backgrounds, is connected to the development of their communities.

- 22 sporting codes open to the community, and divided into priority, amateur and recreation.
- Aerobics, Athletics, Badminton, Basketball, Boxing, Chess, Cricket, Dance, Football, Golf, Hiking, Hockey, Karate, Netball, Pool, Rugby, Table Tennis, Tennis, Swimming, Squash, Volleyball, Water Polo.
- We host league games, tournaments and major sporting events.
- Our partners include 12 residences (weekly leagues and major events), 7 faculties and the service departments.
- We engage with provincial and national federations (e.g. Western Province Rugby Union, Western Cape Sports Academy, Western Cape Sports School and Western Province Cricket Academy.
- Our facilities are utilised by schools, federations, community development programmes and major sporting events.
- We cooperate with religious, youth and community groups.

HOW CAN WE HELP YOU?
Athlete Support Program (ASP)
The Athlete Support Programme combines Sport Science, Support Services and Athlete Education to benefit our sports community. Students, alumni and learners can join our sports clubs. The goal of the ASP is to narrow the gap between sport science and the basic requirements for an athlete to perform at his/her optimum. The objective is to create a balance between attaining a tertiary education and achieving sport excellence with the option of a sporting career.

The student community has access to the following services:
- Sport science support which includes the Biokinetics Lab, Physiotherapy, Dietetics and Psychology.
- Coaching and mentoring support.
- Training and competitive activities.
- Sports Merit Awards.
- Transport.
- Medical insurance
- Gymnasium and swimming pool
- Financial subsidy for provincial, national and international representation.
Life skills programs supported and presented by Centre for Student Support Services
Success at sport depends upon having a structure in place that supports talented young athletes along a sports development pathway. Coaching, mentoring, competition, facilities, equipment, financial support and support services are some of the needs of athletes.

Sport Merit Awards
The highlight for many top athletes is our annual Sport Merit Awards which recognises achievement academically and on the field. These awards are given to our top men and women for exceptional sporting achievement. First year students are also eligible to apply. Once applications are collated, a review committee compiles a shortlist of deserving candidates.

Sportsman of the Year: Sinethemba Blom
Sportswoman of the Year: Thembi Kgatlana

Successful athletes compete internationally in the World Student Games, Federation for African University and Sport (FASU) and CUCSA Games representing University Sports South Africa (USSA). First year students are encouraged to participate.

CONTACT US:
Tel: (021) 959 2548   Email: sport@uwc.ac.za   Sports Council: sportscouncil@uwc.ac.za
Biokinetics Clinic: Tel (021) 959-2502. Email biokinetics@uwc.ac.za

FOR MORE INFORMATION:
http://www.uwc.ac.za/Sport/Pages/About-Us.aspx
WHO ARE WE?
Established in 1993, the Unit is committed towards transforming gender relations on campus and to provide a safe and comfortable space for women in particular, Lesbian Gay Bisexual Transgender and Intersex (LGBTI) staff and students, students who are differently-abled and men concerned about gender and social justice issues.

HOW CAN WE HELP YOU?
 Monitor and review gender equity policies and practices on transformation
 Serve as a catalyst for women’s and gender rights on campus
 Promote critical debate and advocate for these rights from a feminist perspective
 Provide advocacy, counselling and support to victims and survivors of sexual harassment, sexual assault, rape, and racial- and gender discrimination.

OUR PROGRAMMES
Gender Equity Unit Volunteer Programme provides UWC students with opportunities to:
• Gain practical experience and apply their skills and knowledge by working in different communities
• Become engaged in social justice and human rights concerns.

Gender Equity Food Programme The cause to alleviate hunger by UWC students is supported by staff and students through the one can per month initiative. The team is also involved in the annual film festival during March to raise awareness on human rights issues.
Edu–drama Programme is our interactive theatre and drama programme. The programme consists of seven productions which were all performed at the National Arts Festival since 2008. The programme is also part of the annual student drama festival hosted at the Hiddings Campus of the University of Cape Town. These productions introduce us to the women behind statistics of violence against women. These productions have impressed audiences at various theatres, tertiary institutions, government departments, national and international conferences and Arts Festivals in South Africa. The programme has also travelled to Penn State University in 2015.

HumaNature Programme. We connect people with nature through accessible hiking trails. The programme addresses disability as a human rights issue and is spearheaded by students with disabilities. The GEU is also part of the Network on Disabilities in the Western Cape Province. Regular South African sign language classes are offered after hours at the GEU.

LoudEnuf supports and provides safe and intellectual spaces for LGBTI (Lesbian, Gay, Bisexual and Intersexed) students and people supporting LGBTI persons. In collaboration with internal and external stakeholders, the Unit hosts the annual Anti-Homophobia awareness raising events in May and September.

Mentoring Programme for youth. Student volunteers spend time with young people in the community by providing friendship, guidance and support and thus being role models.

CONTACT US:
Call us on (021) 959-2812/3. Located opposite the Cassinga Residence.

FOR MORE INFORMATION:
http://www.uwc.ac.za/GEU/Pages/default.aspx
Gender Equity Unit
Gender Equity Unit
GenderEquityunituwc
FINANCIAL ASSISTANCE

(This information is subject to change without prior notice)

UNIVERSITY ADMINISTERED BURSARIES AND LOANS

- Bursaries are available to fulltime South African undergraduate students and are normally allocated for one academic year at a time.
- Application forms for new first-year students are available at Registration.
- The Financial Aid Sub-Committee considers both academic merit and financial need in making awards, which vary between part cost and full cost.
- Bursaries/loans/grants offered by the Government are managed by the National Student Financial Aid Scheme (NSFAS). Students have to apply online.
- Although the award is initially allocated as a loan, up to 40% of the award can be converted into a bursary depending on the student’s academic success at the end of the year until 2017. Changed to a grant since 2018.
- Students are expected to make a contribution to the costs of their studies as well.
- Students receiving substantial financial assistance from other sources are not considered.
- All bursary information is available on the university website.

MERIT AWARDS

- Students who obtained a level 6 or 7 aggregate in Grade 12 in the year prior to registration at UWC qualify for merit rebates. (Details available from Financial Aid Office).
- Students must apply in the first semester to qualify for the merit award.
- Merit awards are for the first year of study only, and exclude residence and accommodation fees.

CLOSING DATE FOR APPLICATIONS

New first-year students must consult the application brochure.

STATE DEPARTMENTS, PROVINCIAL AND LOCAL GOVERNMENT

- Contact the relevant State Department or your provincial and local authority for details.
- Closing dates differ and thus students should enquire by June in the year prior to the academic year for which financial assistance is required.
- Bursaries are renewable each year on condition that the recipient is promoted to the next study level. On obtaining the qualification for which the bursary was granted, the recipient has to assume duty immediately in a post in a relevant department for a period equal to the years for which the bursary was granted.
PRIVATE COMPANIES AND ORGANISATIONS

- Applications should be made directly to the respective donors
- Information regarding bursaries will be made available on the University website and relevant notice boards.
- Students are encouraged to consult the Financial Aid Office and check the notice boards.

OTHER SOURCES

- Banks and Micro lenders offer student loans at preferential interest rates
- Many employers, trade unions and faith-based organisations offer financial assistance to dependants of their employees or members

WORK-STUDY PROGRAMME

- The Work-Study programme provides work opportunities for senior students on campus in academic and service departments.
- The type of work covers administration, tutorials, student practicals, research, peer facilitation and public relations.
- The hourly rate of pay varies for undergraduate and postgraduate students.
- Undergraduate students may work for up to 40 hours per month.
- Advertisements are placed on the notice boards at the various departments and on the Thetha Board (Intranet)

CONTACT US

Call the Financial Aid Help Desk on (021) 959 9753
Call Ms Lucille Teegler (Work-study Co-ordinator) on (021) 959-2119/ 2294
Located at Prefab Building (behind Administration building)

FOR MORE INFORMATION

http://www.uwc.ac.za/Students/SD/Financial/Pages/default.aspx
STUDENT DISCIPLINE

WHO ARE WE?
Role of the Proctor
UWC, as most other universities, has an internal disciplinary structure to regulate student conduct. The Proctor, in conjunction with the prosecutors, lawyers by profession, co-ordinates all student disciplinary procedures on campus to ensure that the rights of students, the academic integrity of the institution and the good name of the University are protected.

HOW CAN WE HELP YOU?

How is a complaint processed?
- A complainant (student or other party) lodges a complaint with the Proctor’s Office when he/she is aggrieved by the conduct of another student or if a student has contravened the Student Disciplinary Rules.
- The complaint is investigated and if there is a prima facie case to answer, charges are formulated.
- The accused student is served with a court notice, which informs the student of the charges and the date, time and venue of the hearing.
- The notice also sets out the rights of the student.
- The Proctor, Prosecutor, investigator or legal administrator will serve the court notice on the student and explain the contents of the document to the student.

Student Disciplinary Committee
The Student Disciplinary Committee/Court comprises of lecturers who preside over cases set down for hearing by the Proctor’s Office. Three members preside over a case and the chairperson of the Court is a Senior Law Lecturer or a Professor of Law. Procedurally, the Court is guided by the protocol in terms of the Student Disciplinary Rules. The document is available to students. Students are also advised of the Court procedures by the chairperson/Proctor/Prosecutor during the proceedings. The proceedings take the form of an official inquiry. If a student is found guilty, the Proctor ensures that the decisions of the Court are carried out, e.g., payment of a fine or compensation and publication of the case details in the ‘On Campus’. The Proctor/Prosecutor conducts mediation sessions in matters that do not warrant prosecution in the Student Disciplinary Court.

Prevention activities
The Proctor/Prosecutor addresses the issue of student discipline in a pro-active manner by investigating the nature and the extent of the offences committed and then makes recommendations.

CONTACT US
Call Ms Karen Mentoor on (021) 959-3445.
Located in the Senate building.

FOR MORE INFORMATION:
http://www.uwc.ac.za/Students/Pages/yearbooks.aspx
EXAMINATION RULES AND REGULATIONS

These requirements apply to all formal University Examinations. Kindly familiarize yourself with the latest rules and regulations.

A. GENERAL
Students should note the following general examination rules:
- Students should take their seats in the venue 15 minutes before the commencement of the examination.
- Students may only use the official examination book(s) issued to them by the invigilator at the examination venue.
- Students are required to read carefully the instructions on the cover of the examination answer book.
- The University, in the event of any misinterpretation of the timetable, will make no concession.
- A student's examination book(s) will not be marked if his/her handwriting is illegible.
- Students MUST be in possession of a student card when entering the examination venue. Should you not be in possession of your student card, please bring along your identification document/ passport.

Any breach of the following requirements relating to examinations and assessments may be regarded as "misconduct", whether committed intentionally or unintentionally, and will be dealt with in terms of the Student Disciplinary Rules of the University.

B. ENTERING AND LEAVING OF EXAMINATION VENUE
Students are not permitted to enter the examination room more than half an hour after the commencement of the session.
Students are not permitted to leave the examination room until one hour after the start of the session or during the last fifteen minutes of the session, except with the special permission of the invigilator in charge of the examination who will report on the reasons for leaving to the Department of Student Administration.

C. STUDENT CARDS
Students are required to have photographic identification by means of a student card when entering the examination venue.
If you are not in possession of a student card please bring your identification document/passport.

D. EXAMINATION ATTENDANCE FORM (CONTROL FORM)
You will be required to fill out an Examination Attendance Form at the examination venue. The forms will be handed out by the invigilator and collected again shortly after the start of the examination session.

E. SMOKING, FOOD AND DRINKS
Students may not smoke, eat or drink in examination venues.

F. WRITING TIME
The duration of the examination is indicated on your examination question paper. All writing, including the entry of names or other information on the examination paper, examination answer books, or the numbering of questions should be done during the examination time.

G. UNAUTHORISED MATERIAL
Students should not take any books, writing paper, notes, manuscripts, electronic media, including electronic dictionaries, pagers, any form of stored or recorded information, or any other material into the exam venue except with the special permission of the invigilator in charge of the venue.
Electronic devices including cellular phones, calculators, electronic diaries and dictionaries are not allowed in examination venues. If such devices are found in the possession of students it will be deemed as a breach of examination rules.

H. EXAMINATION ANSWER BOOKS
Examination answer books must be intact when it is handed to the invigilator. Examination answer books may not be defaced, removed from the venue or destroyed.
I. NOTES, ROUGH WORK
All notes, rough work and calculations must be done in a separate examination answer book that must also be handed in at the end of the examination.

J. BEHAVIOUR DURING AN EXAMINATION
Students must not communicate in any way with any person other than an examiner or an invigilator during an examination. Communication with other students during an examination session will be deemed as a breach of examination rules.

K. EXCLUSION FROM AN EXAMINATION
An invigilator shall have the power to exclude a student from an examination for good cause and shall submit a written report on the circumstances that led to the student’s exclusion to the Department of Student Administration immediately after the conclusion of the examination.

L. TEMPORAL LEAVING AN EXAMINATION VENUE
Students, who need to leave an examination venue during an examination and return to the examination venue later, must obtain permission from an invigilator. An invigilator must accompany students during their absence from the examination venue.

M. FAILURE TO ATTEND AN EXAMINATION
A student who fails to attend an examination at the time and place published in the final timetable, except when prevented from doing so by illness or other acceptable reason, will be deemed to have failed in that part of the assessment.

N. SPECIAL AND SICK EXAMINATIONS – OCTOBER/NOVEMBER 2014 EXAMINATION PERIOD
Application forms for special or sick examinations are available from the faculty office. Students should submit an application form within five days following the examination.

O. EXAMINATION RESULTS
Please note that students must verify that their addresses and ID numbers are correct to ensure that they receive administrative information and examination results through the post.

P. ACCOMMODATIONS FOR STUDENTS WITH DISABILITIES
- Accommodations for students with disabilities are assigned to students according to set criteria and transparent processes as outlined in the Policy on Students with Disabilities (2007/4).
- Electronic copies of the examination question papers for students with disabilities will be delivered to the Department of Student Administration 5 days prior to the examination. Lecturers are responsible for this.
- Completed exams need to be collected from the Office for Students with Disabilities in the Centre for Student Support Services within one day of completion of the exam. Lecturers are responsible for this.
- Student Administration provides invigilators for the exams written at the Office for Students with Disabilities.
- Standard criteria for marking completed exam scripts apply.

Q. DEFINITIONS/GLOSSARY
- The word "student" when appearing in the above-mentioned clauses means any person officially enrolled in a subject or course taught by the University.
- The word "invigilator" when appearing in the above-mentioned clauses means members of the University's academic or general staff or any other person authorised to assume responsibility for supervision and/or organisation of a University examination.
- The words "examination venue" when appearing in the above-mentioned clauses mean any place in which a University examination shall be or is being conducted.
- The term "during an examination", when appearing in the above-mentioned clauses means the period of time from the start of an examination until its conclusion, and includes any time allowed for reading an examination paper. These rules and regulations where appropriate, will also apply outside an examination venue.
The term "good cause" when applied to exclusion from an examination venue in the above-mentioned text will mean any breach of the requirements or any conduct on the part of a student which can be classified as "misconduct" under University Discipline Statutes or Regulations.

Lifelong learning is closely linked to the idea of flexible learning which includes flexible access, flexible curriculum and flexible modes of delivery. Most students at UWC have to manage a busy schedule of study, work, family life and community service, and so flexible lifelong learning enables them to learn at different times, in different ways and for different purposes, at different stages in their lives.

**Alternative access to university studies**

UWC has a flexible admissions policy which makes it possible for people over the age of 23 to apply for admission to undergraduate study. This policy, which is known as the Recognition of Prior Learning (RPL) is designed for people who do not meet the formal entry level requirements for university, but may nevertheless have the knowledge and skills required to cope at university.

The RPL Desk provides a comprehensive information and advising service to the public who feel they may qualify for alternative access to our undergraduate programmes. They also run a number of pre-selection seminars, admissions tests, and a Portfolio Development Course for prospective students wishing to follow this route into university. The average age of students in this programme is 35.
Continuing Education Courses

Continuing education (CE) is an integral part of lifelong learning, but unlike our degree courses, the CE courses are much shorter in duration and are often referred to as short learning programmes. CE courses provide ongoing training in the corporate, private and public sectors. Other courses are aimed at under-employed people to develop their knowledge, skills and competencies required for effective participation in economic and social development.

The CE Desk plays a key role in the policy development, registration and certification of CE provision at UWC. The CE coordinator provides technical advice and support to course designers and administrators, although all courses are finally approved by faculty structures and the Senate Academic Planning Committee. Many CE courses are credit bearing towards full qualifications offered at UWC while others carry CPD (Continuing Professional Development) points for registered professionals.

For more information on CE provision, see the CE Course brochure for 2017 or contact the CE Coordinator, Ms Freda Daniels, on Tel. 021-9593711.

CONTACT US
Call Ms Tania Oppel or Ms Rethabile Mcube at (021) 959-2799 or email lifelong@uwc.ac.za.

FOR MORE INFORMATION:
http://www.uwc.ac.za/Students/DLL/Pages/default.aspx
WHO ARE WE?
The UWC Writing Centre endeavours to help you as a student writer to develop your academic reading and writing practices in a safe, constructive and friendly space. We invite you to use our consultation services at no cost. Our specially trained peer writing tutors can help you to refine your writing assignment before it has to be submitted for assessment. We work in collaboration with you through asking questions, engaging in discussion and giving advice and guidance.

HOW CAN WE HELP YOU?
- Develop pre-writing or planning activities
- Improve your writing style appropriate to your discipline
- Develop reading strategies and skills to assist you in your coursework and additional reading for research and information
- Analyse academic tasks and work out what is expected of you
- Structure ideas coherently and organise information logically
- Consolidate information from various sources effectively and avoid plagiarising other people’s ideas
- Voice your own opinion
- Understand and apply academic writing conventions, including correct grammar, spelling and overall style.

ONE-ON-ONE WRITING CONSULTATIONS
Our writing consultants are trained senior postgraduate students and have a great deal of academic reading and writing experience; and they will provide feedback to help enhance your writing. We work with postgraduate and undergraduate students, as well as RPL candidates and students registered for diploma courses.

Please note: The consultants DO NOT proofread or correct your work for you. They provide you with comments and suggestions aimed at helping you to build your confidence in and knowledge about academic writing, and enable you to improve your own writing over time.

WHAT CAN YOU CONSULT ABOUT?
Academic essays, reports, proposals, theses, research papers, dissertations, research-related writing, take-home tests, assignments, CVs and motivational letters.

WHEN SHOULD I COME FOR CONSULTATION?
Allow at least 5 days before your assignment is due. We may be able to see you for a tutorial closer to your due date, but you need to allow yourself time to think about the feedback you get and make revisions.

WHAT IF I AM UNABLE TO ATTEND A FACE-TO-FACE CONSULTATION?
We also offer online writing tutorials for part-time students and students with disabilities. Kindly e-mail your assignment question and a draft of your assignment to gdaries@uwc.ac.za. Then allow 24-48 hours for a response. We use the ‘comment’ function on MSWord, not ‘Track Changes’ so your work will only be commented on, not edited. You must be familiar with MSWord to benefit from this type of consultation. We may be able to arrange for Skype tutorials on request.
HOW TO PREPARE FOR A WRITING CONSULTATION

Call our Administrator, Mrs Daries, on (021) 959-2390 from Monday to Friday, 9h00 - 16h00, or visit our office on the Ground Floor, Room L36, Old Arts Building or email gdaries@uwc.ac.za.

When booking your appointment, you must bring along your assignment question and a full or partial draft of your writing assignment. You can also bring just the assignment question if you have not started writing yet. You do not have to bring a perfect draft or even a full draft – but it must be neat and readable, preferably already typed up. Writing tutors need about one hour to read your writing and to plan for your meeting.

Postgraduate students should note that tutors will read only 10 pages of your writing per tutorial – we cannot read a full thesis or even a full chapter.

If you are coming for a same-day tutorial, your draft work and your task question must be handed in at least 4 hours before your meeting with the tutor. Also write down any questions or ideas that you might want to raise with the tutor during your meeting. The more information you can give us about what you need help with, the more we are able to understand where you are in your writing process, and offer you useful help.

Each writing consultation lasts approximately 1 hour and you need to arrive on time. Students who cannot make a booked session must call at least 30 minutes prior to the session to cancel so their slot can be given to someone else. If you miss more than 3 appointments in one term without notifying us you will not be allowed to return to the Centre for the remainder of the term. If you are more than 10 minutes late for your session, your slot will be reallocated to someone else and you will have to make a new appointment.

Bring a pen and paper for taking notes during the consultation. It is also important that you allow enough time after your consultations to revise your work and make changes before you have to submit it for marking. Don’t come the day before your due date or on the due date – this does not help you. You need time to make revisions. You need to plan your time carefully so that you can make the most of the help you get from the tutors.

CONTACT US
Call (021) 959-2390 between 9h00–16h00 from Monday to Friday. Located on the Ground Floor, Room L36, Old Arts Building.

FOR MORE INFORMATION:

http://www.uwc.ac.za/Students/Wrc/Pages/default.aspx

‘The UWC Writing Centre’
LIBRARY SERVICES

WHO ARE WE?
Situated in an award-winning, centrally located building, the UWC Library forms a key component of the development and support network available to our students. The Library offers a wealth of resources – electronic and print – for students to use for their research and assignments. Library services are free to registered UWC students and staff. Your student/staff card serves as your membership and access card. For details concerning access to Library resources, services and facilities, please see the 2017 Orientation booklet accessible from the Library website at http://lib.uwc.ac.za

HOW CAN WE HELP YOU?
Information Literacy Programme
Training sessions are provided through consultation with your lecturers, walk-in training programmes or through online instruction available from the Library website (see SERVICES – Information Literacy - Tutorial). You may also book a personal session with your faculty librarian by appointment. The Library conducts orientation sessions at the start of each academic year.

Collections and Resources
Most of the print materials in library collections may be borrowed by the University community members for varying periods of time. Resources that may not be loaned are available at the sections in which they are housed. As a member of the Cape Library Co-operative (CALICO), the Library maintains consortium agreements with the University of Cape Town, Stellenbosch University and the Cape Peninsula University of Technology. By arrangement with your faculty librarian, Masters and Doctoral students and staff may use the materials of any of the libraries in the region. Similarly, distance students may arrange to make use of libraries further afield by arrangement with their librarian. See also Interlibrary Loans below.

Electronic Resources
We subscribe to about 100 online electronic databases and over 30 000 online journals from across the world. These databases and journals cover almost all areas of academic disciplines. The electronic resources are available via the Library’s website: http://lib.uwc.ac.za. Off campus access to electronic resources requires your institutional username and password. If you experience problems please visit http://mypassword.uwc.ac.za.

Interlibrary Loans (Level 4 • Tel: 021 959-2900)
Information sources not held by the Library are available through an active interlibrary loan programme. This service allows books and journal articles not held in our Library to be borrowed from other libraries (regionally, nationally and internationally).

Information Desks (Level 5 • Tel: 021 959-9397; Level 10 • Tel: 021 959-2908)
Your queries or information problems will be addressed here or referred to the appropriate person(s). You will find Information Desks at the main entrance and on level 10. You may also post your queries online via the Library website using the Ask a Librarian service.
Lending Desk (Level 5 • Tel: 021 959-2946)
Return your borrowed books here. Use your student card to have books issued to you. Report lost library material and/or your library card at this desk.

Reserved / Short Loan Collection (Level 5 • Tel: 021 959-2943)
This collection contains prescribed and recommended textbooks. Most of the Short Loan collection may be borrowed for over-night use and can be reserved on-line by using the Advanced Booking system. Some materials are restricted to inside-use only.

Multi-Media Collection (Level 5 • Tel: 021 959-2943)
The Reserve Collection also houses the Library Multimedia collection. You may view DVDs in the Library or borrow them to view at home.

Express Print & Go PCs (Level 5)
At the Print & Go section in the foyer, several PCs have been set aside for 10-minutes’ use by students who need to email, print their documents and/or those made available on the eLearning platform. In the Atrium, Self Learning Zone PCs provide online tutorials that enable you to become expert users of information resources.

Differently Abled Students’ Hub (Level 5)
Students with special needs are invited to use the facility with assistive technology PCs. The Hub is located inside the Reading Room opposite the Library entrance.

Knowledge Commons (Level 6 • Tel: 021 959-2932)
The KC has 108 computer work stations for staff and students, networked printers; group discussion rooms; Thintana Training room and expert help on hand. This space allows you to accomplish all your study-related tasks. The discussion rooms can be booked and students are also free to reserve the Knowledge Commons computers (via this link: http://pcres.uwc.ac.za/reserve.pl).

Faculty Librarians
Faculty librarians provide guidance in the use of information resources relating to particular fields of study. Their offices are located on Levels 7, 8, 9, 11 and 14 alongside the book collections for your faculty. Get help on the spot. Please note: work stations and printers are also available on each of these levels.

Malangatana Reading Room (Level 5 • Tel: 021 959-2903)
Current newspapers and latest issues of some journals are arranged in alphabetical order by titles in the Reading room on Level 5.

Special Collections (Level 12 • Tel: 021 959-2916)
This collection comprises an interdisciplinary collection of South African publications and valuable African Studies collections. This material is restricted for inside use only.
Postgraduate Lab (Level 13 • Tel: 021 959-9745)
This level is equipped with 35 PC workstations for the exclusive use of postgraduate students enrolled for Masters and Doctoral programmes. Assistance from the Writing Centre and/or statistical coaches is also on hand. This facility is managed by the Division for PG Studies; its operating hours are different from those of the Library.

Repositories for UWC Research
Openly accessible copies of UWC Masters and Doctoral theses are hosted at http://etd.uwc.ac.za. The library also manages the UWC Research Repository which is a showcase of research publications produced by UWC authors. The archive may be accessed at http://repository.uwc.ac.za.

Photocopying & Printing
Photocopiers and printers are available on several different levels of the Library. Load printing credit onto your student card at the Minolta cash office inside the Library foyer.

Noise and Conduct in the Library
Our staff members take pride and dedication in bringing together resources, services, technology and people in a warm and welcoming learning environment where students can do research and engage intellectually and creatively. We therefore expect your full commitment in keeping the noise level down whilst in the Library.

General Study Hall
Open for 24 hours a day, 7 days a week; entrance from the outside opposite the C-Block.

Auditorium Level 1
This meeting space may be booked for academic meetings and functions. It can seat 177 people; entrance opposite EMS building.

CONTACT US

Mrs Jacqui Denton
(Secretary: Library Services)
Level 4, Tel: 021 959-2209

Ms Allison Fullard
(Deputy Director: Library Services)
Level 4, Tel: 021 959-2923

Mr Alfred Nqotole
Assistant Director - Library Services (Research Portfolio)
Level 4, Tel: 021 959 2934

Mr M. Anwa Adriaanse
Assistant Director - Library Services (Collection Development Portfolio)
Level 4, Tel: 021 959-

Library Opening Hours
Mon – Thurs: 08h20-00h00
Wed: 08h20-00h00
Fri: 08h20-20h00
Sat: 09h00-17h00

FOR MORE INFORMATION:

http://lib.uwc.ac.za/
STUDENT COMPUTING SERVICES

WHO ARE WE?
UWC is one of South Africa’s leading universities in the area of application of information technology within teaching venues. New computer technologies and the worldwide web have opened up rich opportunities for teaching, learning, research and communication. Students are urged to make use of these world-class facilities and thus enhance the quality of their learning experience. Information and Communication Services (ICS) manages and offers IT services to the UWC community.

The ideal student PC-ratio is 8 to 1 and UWC is one of the first institutions to consistently maintain this ratio in their computer labs. We do this by prioritising the needs of our students on campus. In line with ICS commitment to excellence in teaching and learning the objective of the Student Access to Computing Project was to look at the laboratory and teaching environment at ways and means to enhance the learning experience.

HOW CAN WE HELP YOU?
FOCUS ON STUDENT COMPUTING
- There are 108 post-graduate, undergraduate and teaching labs with 2615 computers on campus. Since 2006 we have purchased 1462 machines including 19 and 20 inch LCD Monitors. We are planning to add additional workstations in 2015.
- Lab assistants can answer your questions and fix problems that arise in each computer room.
- These facilities offer you a convenient place to access your email, browsing the Worldwide Web, download course information, access library catalogues, write papers, submit assignments for classes and countless other tasks.
- They also contain special hardware (such as printers and scanners) and software, specific to courses.
- The labs are sub-divided by purpose: General access walk-in, Teaching facilities and Specialised / Departmental Labs (access to students registered to the Department or specialised course).

SERVICES
- ICS services in labs include printing, photocopying, free Internet access for registered students and use of standard software packages.
- Email facilities are run on the Google Gmail system. Your email address is your student number@myuwc.ac.za (e.g. 324365@myuwc.ac.za); your password is you're: Year of birth-Month-Day (e.g. 19941024).
- The Thetha Community Notice board (thetha.uwc.ac.za) allows for electronic interaction through the posting of notices and advertisements. Read this notice board constantly for job opportunities and used textbooks.
- Our homepage (www.uwc.ac.za) contains a wealth of information about our academic departments and campus services.
- Read the rules and regulations pertaining to access and usage.
- The Student Service Desk operates a walk in service. We situated between the EMS and B Block. We will set up access to the internet and email on your laptop, and run a virus scan on your memory stick. No hardware support is provided on your personal laptop.

HOW CAN STUDENTS GET INVOLVED?
- Let us know about the quality of our services as we value your ideas and constructive criticism.
- If you are motivated, reliable and have excellent ICT and teamwork skills, then apply for our part-time work opportunities in our labs.
OUR EXPECTATIONS OF STUDENTS
- UWC computers are provided for educational purposes.
- Obey the rules of the lab.
- Be considerate towards lab users and staff, and help make the labs a pleasant place.
- Respect principles and laws relating to copyright, privacy and impersonation.
- Be responsible for your personal belongings while in the labs.

<table>
<thead>
<tr>
<th>Lab</th>
<th>Location</th>
<th>Mon, Tues &amp; Thurs</th>
<th>Wednesday</th>
<th>Friday</th>
<th>Saturday</th>
<th>Sunday</th>
</tr>
</thead>
<tbody>
<tr>
<td>Cassinga</td>
<td>Behind swimming pool</td>
<td>08h30-00h00</td>
<td>08h30-20h00</td>
<td>10h00-17h00</td>
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<tr>
<td>Thintana</td>
<td>Great Hall</td>
<td>08h30-21h00</td>
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<td>Level 7</td>
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<tr>
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<td>Level 14</td>
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<td>08h20-20h00</td>
<td>09h00-17h00</td>
<td>Closed</td>
</tr>
</tbody>
</table>

AUDIO VISUAL SERVICES
Many of our lecture venues have been refurbished or upgraded and equipped with multimedia equipment such as smart podiums, HD or LCD TV screens, microscopes connected to AV equipment to enhance the teaching experience for lecturers and students.
STUDENT RESIDENCES

Residential Services is committed to create developmental opportunities and support students to achieve their academic and leadership goals. We further pledge to deliver an effective and efficient service, which will contribute and promote the educational experience whilst allowing for individual growth.

HOW CAN WE HELP YOU?

PLACEMENT AND ADMINISTRATION

Administration Section consists of Placement unit which is responsible for residence applications, student allocation and related administration such as student billing. Business Administration (BuAdmin) unit manages vacation accommodation and provides support to the rest of the department.

CONTACTS

P&A Manager
Tel: (021) 959-2108 / 2725

Placement Coordinator
Tel: (021) 959-2569 / 9578

BuAdmin Coordinator
Tel: (021) 959-3495/ 3097

Placement enquiries
Tel: (021) 959-2569 / 2568

Email
resservices1@uwc.ac.za
resservices2@uwc.ac.za
(post graduates)

Vacation Accommodation Enquiries
Tel: (021) 959-3097 / 3495
Email comprojects@uwc.ac.za

STUDENT HOUSING

Student Housing makes a pivotal contribution in respect of the creation and maintenance of a physical environment conducive to the Living-Learning spaces and activities in UWC residences, with a specific focus on infrastructure and accommodation requirements.

CONTACTS

Housing Manager
Tel: (021) 959-3912

Cluster 1
Tel: (021) 959-2165

Cluster 2
Tel: (021) 959-2673

Cluster 3
Tel: (021) 959-2670

Housing Administrator
Tel: (021) 959-2766

CENTRAL HOUSE COMMITTEE (CHC)

The Central House Committee (CHC) is the highest governing structure in residences and contributes towards creating an atmosphere that is conducive to living-learning, research and academic excellence in residences. It furthermore aims to promote accountability to residence students and serves as a means to advance students concerns and interests regarding the UWC Residences, as well as establish effective residence structures that will be representative of residence students’ needs and interests.

PORTFOLIO

Chairperson
Kukhanyile
Mali

Deputy Chairperson
Sibabalo
Mtonga

General Secretary
Mziwenkosi
Mkhohlwa

Deputy General Secretary
Ezethu
Buti

Student Affairs Officer
Aluta
Sneke

Sports, Arts, Culture & Recreation
Ntokozo
Mbiza

Finance Officer
Athandiwe
Skhuni

Education & Transformation Officer
Robyn
Petersen

Public Relations Officer
Sedibe
Senzo

Gender & Security Officer
Siphosethu
Nhase

CHC Contact Details:
Call 021 959 3509/3510
Email centralhousecommittee@uwc.ac.za
RESLIFE
RESLIFE: LIVING-LEARNING (LL) UNIT

Contact: (021) 959-3896/3557
Goals: Creation and maintenance of LL Communities, LL Support, Psychosocial Support.
The holistic developmental approach is facilitated by a staff coordinator, 12 Development Officers (DO’s) and 2 Social Work interns. The Unit has made great strides in creating a conducive environment that supports the academic project through the provision of individual tutoring, creation of learning circles and the LL Communities of Interest (CI’s) and LL activities. Last year we established 9 CI’s with representation in five of the seven faculties.

Examples of past CI Events include:
- Law Faculty’s “Law Jaw”: a group of students visited the Cape Town High Court to observe a murder trial.
- CHS students developed a documentary about a pertinent social issue affecting many students on campus.
- EMS “Economics in Action” arranged an election debate.
- Science’s “Big Bang Club” had a debate on the origins of the universe.

We also provide counselling and coordinate the department’s SREP programme which speaks to food insecurity, a social issue which is prevalent amongst our students. Funding for our SREP programme is a challenge that we are trying to address on many levels.

RS RESLIFE: SPECIAL PROJECTS (SP) UNIT

Contact: (021) 959-2469/3557
Goals: Creating vibrancy in residences through innovative psychosocial programming, training and other co-curricular activities.
SP programmes are tailor-made to suit our student needs and cultivate a well-balanced environment for our students to grow and develop. Our awareness, workshop and training formats adopt an edutainment approach - a good mixture of informative content along with loads of entertainment and fun. We also have a dynamic group of students, ResLife Ambassadors (RLAs) who facilitate student programmes.

The RLA flagship programme together with RS ResLife mentoring staff, provide psycho-social support to our students through the following initiatives:
- Responsible Love Campaign: focus is on healthy relationships, decision-making, HIV/AIDS and safe sex.
- Regular talk-shops around reproductive health topics.
- “First-Years-First! Survival Challenge”.
- Mandela month initiatives: “Inspiration Power Hour” which provides the opportunity to engage around pieces of Madiba’s literature.
- Competitions for proposals intended to explore ways in which our SREP programme can become self-sustaining.
COMMUNITY ENGAGEMENT AND CULTURAL LIFE UNIT

Contact: (021) 959-3497/3557

Goal: To maintain a vibrant cultural life in the residences.

The office celebrates the following achievements:

- UWC Creative Arts Choir is once again champions of the South African Tertiary Institutions Choral Association (SATICA).
- The establishment of ResLife Café: a hub for performing arts students in the residences.
- UDUBS Got Talent has brought an electrifying vibe into the residences.
- The Choir performs at various campus events including memorial services, award functions, awareness programmes etc.
- A book club has captured the imagination of students.

STUDENT LEADERSHIP SUPPORT AND PROGRAMMING

Contact: (021) 959-3556/3557

Goals: Mentoring of student leadership to ensure the smooth running of student generated programming; capacitate, professionalise & support student structures.

Some past proud achievements:

Community Engagement Projects
- Harvest of Hope Outreach
- Put a smile on a child’s face - Dunoon Children’s Home
- Community engagement “Batho Pele”
- Zanokhanya Children’s Home community engaging

Developmental Programming for Students by Students
- Fast track your career
- Gender Equity & HIV awareness Day
- Phenomenal Women’s celebration
- Cecilan Men’s Day
- Cancer Awareness Day

CONTACT US

Call us on (021) 959-2569 or email reservices1@uwc.ac.za.

RS ResLife Manager Tel: (021) 959-3631/3557
RS ResLife Marketing/Eventing/Procurement/Administration Tel: (021) 959-3557/3497

FOR MORE INFORMATION:


uwc@reslife

reslife@uwc

YouResLife TV
SHOWCASING OUR FACULTIES

A university faculty is like a large school that falls under the umbrella of an even larger school, the university. Each of our seven faculties has a dean who, in turn, reports to the DVC-Academic of the University.

Each faculty has several academic departments or schools headed by a chairperson. The lecturers and professors in each department are responsible for the learning and teaching programme which is usually presented in the form of a course comprising of several modules. Academic enquiries should be addressed to the relevant department. Administrative matters are shared between the faculty office and the central department of Student Administration in the Administration Building.

FACULTY OF NATURAL SCIENCE

- The Faculty of Natural Sciences encompasses nine academic departments and the School of Pharmacy, four research institutes and two research units.
- The Faculty has the only programme based (endorsed) degree structure of its kind in a science faculty in South Africa. The Faculty offers 11 undergraduate degree programmes (10 endorsed BSc degrees and a professional BPharm degree) and has over 1000 post-graduate students studying for Honours, MSc, MPhil and PhD degrees across all disciplines.
- The School of Pharmacy is the only one in the Western Cape Province.
- The Faculty hosts seven South African Research Chairs in Cosmology, Cosmology with multi wave length data, observational astronomy (co-hosted with UCT), nuclear physics, Nanoelectrochemistry and Sensor Technology, Microbial Genomics and Bioinformatics and Public Health Genomics and also hosts the UNESCO Research Chair in Geohydrology.
- The prestigious Nature Index rated the Faculty first for Physical Science in Africa for 2015/2016.
- The Faculty’s radio astronomers are leading different aspects within the international Square Kilometer Array radio telescope project.
- The Faculty is the hub for the structured Masters degree programme in Nanoscience involving four universities UWC, NMMU, UFS and UJ.
- Three Faculty researchers were recognised as NRF/DST Distinguished Women in Science 2012, 2014 and 2015. South African National Bioinformatics Institute (SANBI) is the leading bioinformatics institute in Africa and hosts a number of Medical Research Council flagship projects and several large international collaborations. The algorithm Exatype developed by researchers in SANBI for the rapid detection of potential resistance to HIV-antiretrovirals was runner-up in the prestigious Innovation Prize for Africa in 2016.
- The South African Institute for Advanced Materials Chemistry (SAIAMC) is recognised as one of the leading Hydrogen Fuel Cell technology centres of competence in SA.
- The Institute for Microbial Biotechnology and Metagenomics is a leading centre of biotechnology innovation.
- The Institute for Water Studies leads a large internationally funded research project on the non-perennial rivers of Southern Africa.
- The Faculty offers the only post-graduate diploma in integrated water resource management in South Africa.
- The Computer Science department hosts the Telkom/Cisco Centre of Excellence in Internet Programming.
FACULTY OF ARTS

- The Arts Faculty is well-known nationally and internationally. It offers high-quality education at undergraduate and postgraduate levels in a variety of fields, and has a substantial research profile. Our graduates are equipped with the skills of critical thinking, effective communication, and social responsiveness, and they have the ability to interact well in contexts of social diversity.
- Our graduates have successful careers in the fields of media, journalism, education, marketing, public relations, publishing, editing, advertising, development work, information technology, library and archival work, translation, religious ministry, writing and consultancy.
- The first year of undergraduate study for an Arts degree offers a broad grounding in at least four subjects, improving students’ general knowledge and developing important thinking, communication, study and information technology skills. In the second and third year of the BA and BTh there is greater focus on the specific subjects which make up the majors of the degrees. The BBibl is a four-year programme, incorporating large parts of the BA curriculum. The courses of study in all subjects offer training which is of international standard, but which remains engaged with the specifics of our society. The combination of broad critical skills and knowledge with particular subject training is in high demand within the job market. Our undergraduate degrees also offer an excellent foundation for further study.
- After the Bachelor’s degree, Arts offers an exciting range of postgraduate options at Honours, Masters and Doctoral levels. Our three research centres, namely, the Centre for Humanities Research, the Centre for Multilingualism and Diversities Research, and the Desmond Tutu Centre for Spirituality and Society coordinate important interdisciplinary research and postgraduate work, and there are substantial research collections, amongst others, at the UWC-Robben Island Mayibuye Archive. The Faculty is one of the leading producers of research at UWC, is home to many internationally-recognised researchers, and has partnerships with universities and institutions elsewhere in Africa and further afield.

FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES (EMS)

- We produce graduates who are inspired, able to fulfil their potential and who will make a meaningful contribution to the community around them - we invite you to join us in making South Africa and the African continent great!!
- The Faculty of Economic and Management Sciences (EMS) is the largest Faculty at UWC with 5,300 students, 23% of whom are postgraduates.
- EMS comprises five cognate departments (Accounting, Economics, Industrial Psychology, Information Systems, Political Studies), a support department (Academic Development), the School of Business and Finance, School of Government, as well two institutes, viz., the Institute for Poverty, Land and Agrarian Studies (PLAAS) and the Institute for Social Development (ISD)
- The Faculty has two SARChI Chairs in Prof Ben Cousins and DST/NRF Chair in PLAAS and Prof Steven Devereux, who holds the SA-UK Bilateral Chair. In addition, Prof Julian May, Director of the ISD, hold the DST-NRF Chair in the Centre of Excellence in Food Security.
- Courses are offered in Accounting (accredited by the South African Institute of Chartered Accountants – SAICA and the South African Institute of Professional Accountants - SAIPA), Economics, Information Systems, Finance, Political Studies, Public Administration, Management, Industrial Psychology, Development Studies and Land and Agrarian Studies.
- The academic programmes span professional careers in both the private and public sectors throughout Southern Africa. The innovative, professional management programmes can enhance career opportunities and are making an invaluable contribution to develop the leadership cadre required to drive economic development.
- In addition to its three-year programmes, the Faculty presents and extended curriculum over four years for BCom and BCom (Accounting), with additional support for teaching and learning which is provided over the initial two-year period. The support modules are literacy and numeracy-based and
the course material presented in the modules has as its purpose the delivering of essential elements that will assist students to progress with more ease through the period to graduation.

- In 2016 EMS has 114 doctoral candidates, 315 master’s students, 635 honours and postgraduate candidates and 4300 students at all undergraduate levels.
- 52% of its academic staff holds doctorates; excluding the Accounting Department, this figure increases to 69% which places it in the top 3 commerce faculties in South Africa.
- 43% of our permanent academic staff is female, while female students constitute 53% of our student population.
- Alumni are making their mark in leadership positions in the public and corporate worlds.
- We have secured luminaries such as Extraordinary Associate Professor Alec Erwin, former Cabinet Minister who hosts a regular series of seminars and debates which are eagerly attended by Government, corporate and students alike. We have more than 15 Extraordinary and Adjunct Professors to assist our fulltime staff in delivering the academic programme.
- The Institute for Poverty, Land and Agrarian Studies (PLAAS) is an international leader in its field and it does research, policy engagement, teaching and training about the dynamics of chronic poverty and structural inequality in Southern Africa, with a particular emphasis on the key role of restructuring and contesting land holding and agro-food systems in the subcontinent and beyond. It emphasises the central importance of the agro-food system in creating and perpetuating poverty — and also in eradicating it. For much of its existence, the work by PLAAS has concentrated heavily on issues of production in these systems, its focus is broadening to consider the upstream and downstream aspects of agro-food commodity chains and systems.
- The African Centre for Citizenship and Democracy (ACCEDE) which conducts research on issues of citizenship and democratic governance in South Africa and the African continent.
- The Institute for Social Development (ISD) has a long-standing and successful postgraduate programme in Development Studies. It undertakes research in the broad groupings of poverty and inequality, social policy and social development, urban and regional development, technology, innovation and development and social movements and civil society is internationally renowned and it draws scholar from 60 countries. Its strong partnerships with African and European consortia present opportunities for further international collaboration.
- The School of Government is a leading teaching and research centre in the areas of governance, public management and public policy.
- Entrepreneurship, innovation, entrepreneurialism, logistics and the impact of the digital revolution are our growth areas in which we plan to excel.

**FACULTY OF EDUCATION**

The Faculty of Education offers a wide range of professional and academic programmes at undergraduate and postgraduate levels.

- These programmes are designed to develop the intellectual, academic and professional capacity of students in teaching and related professions.
- They cover fields such as pre- and in-service teacher education, language education, science and mathematics education, curriculum studies, adult education, workplace learning, policy studies, special needs education, classroom pedagogy, the history, sociology and philosophy of education, as well as educational leadership and management.
- The Faculty consists of three departments and various centres and institutes. The Departments are Educational Psychology, Educational Studies and Language Education.
- The Centres and Institutes are:
  - School of Science and Mathematics Education (SSME);
  - The Further Education and Training Institute (FETI);
  - Transforming Institutional Practices (TIP),
- Science Learning Centre for Africa (SLCA) and
- A flourishing Resource Centre for the Study of Higher Education (CSHE).

- Many research projects are funded by the NRF and overseas donor agencies. Some of the larger projects are in language education, mathematics and science education, and further education.

FACULTY OF DENTISTRY
- UWC has Africa’s largest and most comprehensive Dentistry faculty and a WHO Collaborating Centre in Oral Health since 1995 through the excellence of its learning, services and research.
- It offers professional qualifications in Dentistry and Oral Health, and a range of postgraduate academic and professional programmes.
- Clinical training is offered at the Oral Health Centres in Mitchell’s Plain and at Tygerberg Hospital, as well as at the Red Cross Children’s Hospital and Groote Schuur.
- It is the only dentistry programme in the Western Cape servicing over 180,000 patients annually.
- The Faculty plays a prominent role in the advancement of oral health in South Africa and Africa by engaging with the broader social, political and economic determinants of oral health, and through the training of well-rounded professionals with a holistic understanding of development, health and oral health care.
- The Faculty provides 48% of the country’s workforce in Oral Health.

FACULTY OF LAW
- A legal qualification from UWC carries a distinctive stamp of quality.
- The Faculty has won respect nationally and internationally for the rigorous legal education it offers.
- Our law graduates occupy distinguished positions as judges, academics and practitioners in all branches of the profession.
- The LL.B. degree offers entry to all branches of the legal profession.
- A wide range of foundation courses enables students to equip themselves with the skills and knowledge needed to excel at legal studies.
- A combined B. Com (Law) is offered in conjunction with the Faculty of Economic and Management Sciences. This brings together pertinent areas of commercial and legal expertise to equip graduates for work in the corporate world.
- Many LLM programmes have a strong human rights law element to them.
- The Faculty hosts a number of excellent research facilities: a collection of human rights law and constitutional law texts housed at the Dullah Omar Institute; materials on South African and comparative labour and social security law housed at the Social Law Project and a collection of materials on international criminal justice issues held by the South African-German Centre for Development Research and Criminal Justice.
- The Dullah Omar Institute is influential in rights-based law reform and policy development especially on issues of children’s rights, gender, socio-economic rights, local government and prison reform.
- The Legal Aid Clinic provides access to justice for many persons in need of legal assistance and who are without means to do so, and invaluable practical legal training for law students.

FACULTY OF COMMUNITY AND HEALTH SCIENCES
- The Faculty is committed to promoting and transforming health and social services in South Africa through its pursuit of excellence in education, research and community services.
The Faculty has gained strong national and international recognition through the application of sound teaching and learning, as well as practice education and growing research which has often contributed to substantial funding for growth.

This faculty offers professional education, leading to qualification in Physiotherapy, Occupational Therapy, Nursing, Dietetics, Psychology, Social Work, Sport Recreation and Exercise Science, Biokinetics, Naturopathy, Phytotherapy, and Chinese Medicine and Acupuncture. Post-graduate programmes are also offered in most of these professions.

The School of Public Health established a multi-level post-graduate programme in the field of Public Health. SOPH has been designated a WHO Collaborating Centre for research and training in Human Resources for Health Development.

The Interdisciplinary Centre of Excellence in Sport Science and Development (ICESSD) currently hosts several doctoral and post-doctoral students in collaboration with the University of Leuven and Gent (VLIR funded collaboration)

The Centre for Research in HIV/AIDS is one of four South Africa University Technical Assistance Projects which aims at “expanding the delivery of HIV and AIDS treatment and care, strengthening systems and improving the quality of care in South Africa” and is housed in the School of Public Health. Currently, there are eleven interdisciplinary projects that forms part of this university’s sphere of collaboration.
WHO ARE WE?
Our Campus Health and Wellness Centre provides health care to registered UWC students and staff. The Centre is staffed by doctors, primary health care nurses and counsellors. Comprehensive, primary level treatment is offered with appropriate referrals being made to other hospitals or professionals. Health education programmes are carried out regularly to empower the campus community to manage their health and lifestyle for the prevention of illness and the promotion, maintenance and restoration of their own health.

HOW CAN WE HELP YOU?
- Consultations for various ailments/illnesses with a doctor or nurse and the provision of medication
- Minor surgical procedures
- Counselling and testing for various health-related issues, including HIV/AIDS
- Provision of contraception, PAP smears and treatment for sexually transmitted diseases
- Health education and awareness programmes
- Referrals to the on-campus Physiotherapy, Dietetic and Dental clinics, HIV/AIDS Unit and psychological services
- Referrals to medical specialists, X-ray facilities and pathology labs for specialised treatment and investigations
- Health Shop for your vitamins, supplements and other goodies.
- Male Circumcision
- Skin Care and Treatment
- Conducting of pre-employment and insurance medical examination
- Vaccinations (Hepatitis B; Influenza) for ‘at risk’ persons such as students and staff in the clinical faculties

Appointments
Patients are seen by appointment, except in emergencies. Appointments may be booked at the Reception in person or by calling 021 959-2876/5 or by booking online at www.doctorsvisit.co.za. The Centre is usually very busy, so be sure to book timeously. Late appointments are immediately forfeited. Proof of current registration is required to qualify for the subsidised student rates.

Payment
- Patients on medical aid, injuries on duty and insurance examinations etc. are billed directly as per the recommended tariff
- Patients without such benefits are offered basic/primary health care at reduced rates. Call the Health Centre for the latest rates

CONTACT US:
Mrs. Mariam Adams or Mrs. Shain Browne on (021) 959-2876/5
Located on the 1s Floor, Community and Health Sciences building
Head of Department: Dr Manoj Bagwandeen
Medical Officer: Dr Shivan Mathura
Professional Nurses: Sr. Nattheerah Holtman and Sr. A. Colville
Practice Manager: Marlen Boehm

FOR MORE INFORMATION:
http://www.uwc.ac.za/Students/SD/Health/Pages/default.aspx
HIV AND AIDS: WE CARE
An Integrated Institutional Response to HIV/AIDS

WHO ARE WE?
The HIV and AIDS Programme was established and formally launched on campus in 2001. Responding to the many challenges facing students regarding HIV and AIDS stigma and risk, the HIV and AIDS Programme initiated a Peer Education Programme in 2004.

Senior students, trained by the HIV & AIDS Programme, are deployed to approach their peers with the intention of providing education and sharing information about HIV and AIDS and related issues pertinent to their peers and campus life. Insaaf Mohammed, who manages the HIV and AIDS Peer Education Programme, said that the Peer Educator module used is an essential part of the HIV and Aids Programme in reaching out to students in an empathic and creative manner in order to address peer appropriate issues and disseminating information regarding HIV and AIDS as well as Gender Related issues. It is common for the general student population to perceive the discussion of Sexually Transmitted Infections (STIs) and issues of sexuality as taboo subjects. They consider the advice of other adults to be undermining of their own authority and independence. According to Naythan Kayser from the unit, the peer education initiative is a strategy of the HIV and AIDS office to reach out to as many students as possible wherever they are.

HOW CAN WE HELP YOU?
The HIV and AIDS Programme lives out the ethos of the University as an engaged university, through encouraging participation, engagement and creating strategic partnerships with departments on campus and within neighbouring communities. To date the HIV and AIDS Programme has successfully collaborated and embarked on partnerships with 25 high schools across the Western Cape. They work closely with principles, educators, learners and governing body members over an extended period of time. Peer Educators have scheduled visits to the schools to mentor senior learners through the establishment of a Youth Ambassadors Programme (YAP) and to engage the entire school in prevention interventions.

Support Services
- Confidential pre-test and post-test counselling for HIV
- Referral to appropriate professionals, institutions and organisations in the community
- Support groups for affected and infected students through a care and support programme
- Individual counselling to infected and affected students

FIGHT AIDS...NOT PEOPLE WITH AIDS

CONTACT US:
Call us on (021) 959-2247/3928 or email meadams@uwc.ac.za or jjjacobs@uwc.ac.za
Located on the Ground Floor, Education Building.

FOR MORE INFORMATION:
http://www.hivaids-uwc.org.za
WHO ARE WE?
The Risk and Compliance Department of University of the Western Cape is committed to providing a safe and secure learning environment. As members of the University of the Western Cape community, our Risk and Compliance officers and team members strive to serve with courtesy, pride, dependability, and sensitivity with a strong emphasis on service. The safety and well-being of our students, faculty, staff, service provider partners and guests are of paramount importance.

HOW CAN WE HELP YOU?

- **Campus Protection Services (CPS)**
  The Campus Protection Services is primarily responsible for the safety and security of the campus community, and providing a safe living and learning environment at UWC.
  **Our 24 Hour Emergency Line 021 959 2100 (Extension 2100).** State your name, extension number, nature of crisis and location. Then ask the name of the person who takes the call.

- **Postal Services**
  The Postal Service Department provides an efficient and cost effective postal service for the University community. We also manage courier services.

- **Transport Services**
  Transport Services is responsible for the management and control of the University's vehicle fleeting. The department provides services for off-site facilities and courier functions, and manages the fuel - maintenance cards for the University departments.

- **Asset & Insurance**
  This department is responsible for the maintenance of the Asset Register of the University. Their tasks include the marking and recording of all movable assets, moving/removing of assets and ensuring that the University is adequately insured.

- **Fire/Medical and Emergency Services**
  Staff of this office protect the lives and property on the university campus by working in conjunction with state and municipal fire protection agencies, and collaborate to prevent fire. They also conduct fire safety education programmes.

- **Health and Safety & Fire/Medical and Emergency Services**
  The Environmental Occupational Health and Safety department provides health and safety oversight; eliminates environmental, chemical, biological and radiological hazards on campus, and safety program training for labs, buildings and residences. It also offers training in first aid, fire-fighting and evacuation.
CONTACT US: EMERGENCY 021 959 2100 (24/7)

All services will be dispatched to your aid when dialling the above number.

- Campus Protection Services  
  Tel: (021) 959 3777 or 959 9572

- Health and Safety  
  Tel: N. Grobler on (021) 959 3350

- Transport Services  
  Tel: A. De Klerk on (021) 959 2521

- Assets and Insurance  
  Tel: A. De Klerk on (021) 959 2532

- Fire/Medical and Emergency & S.H.E Operations  
  Tel: B. Clark on (021) 959 9529 or S. Marcus (021) 959 3681

- Postal Services  
  Tel: General Enquiries on (021) 959 2711

- Risk and Compliance Liaison  
  Tel: Clint Prins on (021) 959 3696

FOR MORE INFORMATION:

http://www.uwc.ac.za/So/Finance/Pages/Risk-and-Compliance.aspx
GOLDEN KEY INTERNATIONAL HONOUR SOCIETY
UWC Chapter
Golden Key International Honour Society is the world's largest academic honour society. It includes the top 15% of university students. Membership, by invitation only, is for students in all fields of study based on your first year exam results. The top UWC performers of each faculty will receive an invitation to join the Society.

Open up a world of opportunities:
• Academic recognition
• Career development
• Scholarships and awards
• Networking & Community service
• Conferences

CONTACT US:
Call Ms Debra Lamson on (021) 959-2884 or email dlamson@uwc.ac.za.
Located at the Level 1, Main Admin, East Wing

FOR MORE INFORMATION:
http://www.goldenkey.org.za/

ENVIRONMENTAL FOOTPRINT OF UWC
Join in a cleaner, greener campus

WHAT IS IT ALL ABOUT?
UWC is committed to minimising the environmental footprint and keeping our campus clean, green and healthy. The campus community can join and assist in achieving this goal.

Our two-bin recycling system makes it easy. These bins are placed next to each other. All DRY recyclables (plastic bottles, tins, newspaper and magazines) are placed into the green-lid bin; WET food, organic waste and non-recyclables into the yellow-lid bin.

In addition we have Paper Recycling bins which are placed throughout campus for disposal of old photocopy paper, used white paper and newspaper. The paper industry in South Africa is experiencing a major shortage of raw products used for manufacture of paper and paper products and therefore the industry relies heavily on paper recycling.

We invite you to be leaders for change in society. Set the example for a sustainable future by recycling your waste and minimising your water and electricity use.

Placing posters on campus
UWC has provided many notice boards across the campus on which you can place your posters and flyers. Do not place it on the walls, glass windows or other surfaces as it will be removed and your event will not receive the necessary exposure. Posters put up anywhere make the campus unsightly and very often fly away in the wind to become litter, and the face brick and painted surfaces of walls are damaged.

CONTACT US: Call Saudiaq Yasin on (021) 959-9266 or email syasin@uwc.ac.za
CREATING YOUR FUTURE
SCHOOL AND UNIVERSITY ARE DIFFERENT

On starting your tertiary journey, many things will be different from your experiences at school. University life will bring along its own set of challenges as you develop into a holistic, well-rounded citizen ready to contribute as a professional and as a member of the local and global communities. The question is: “Are you up for the challenge?”

At university, as at school, there are pressures to conform, achieve, meet expectations and manage your new freedom. At school, your academic performance and discipline rested largely on the educators (sometimes to your frustration). Now, at university, you’re in charge of your decisions, actions and destination. You have to learn quickly to bridge the gap between school and university, and enter into rewarding relationships with peers, lecturers and staff of student services. If you do this well, you will persist with your studies. This transition requires academic and social adjustment, and individual judgement.

The following comparisons between school and university will help with your adjustment and motivation to succeed.
## DIFFERENCES BETWEEN SCHOOL AND UNIVERSITY

<table>
<thead>
<tr>
<th>ISSUE: DAYS FOR LECTURES</th>
<th>SCHOOL</th>
<th>UNIVERSITY</th>
<th>CHALLENGE</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>204</td>
<td>130</td>
<td>Class time at university is much less. Work from the first day.</td>
</tr>
</tbody>
</table>

## ISSUE: RATE OF WORK

<table>
<thead>
<tr>
<th></th>
<th>SCHOOL</th>
<th>UNIVERSITY</th>
<th>CHALLENGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Slower rate. Pace gradually picks up.</td>
<td></td>
<td>Very rapid work rate from first day of lectures.</td>
<td>Crucially important knowledge base is developed in first two weeks of lectures.</td>
</tr>
</tbody>
</table>

## ISSUE: VOLUME OF WORK

<table>
<thead>
<tr>
<th></th>
<th>SCHOOL</th>
<th>UNIVERSITY</th>
<th>CHALLENGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Large number of facts.</td>
<td></td>
<td>Large volume of theory and facts.</td>
<td>Critical insight into, application and comparative analysis of facts.</td>
</tr>
</tbody>
</table>

## ISSUE: CLASS SIZE

<table>
<thead>
<tr>
<th></th>
<th>SCHOOL</th>
<th>UNIVERSITY</th>
<th>CHALLENGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>± 30 – 50</td>
<td></td>
<td>Up to 250.</td>
<td>Contact with lecturers is less personal. You must initiate contact.</td>
</tr>
</tbody>
</table>

## ISSUE: DISCIPLINE

<table>
<thead>
<tr>
<th></th>
<th>SCHOOL</th>
<th>UNIVERSITY</th>
<th>CHALLENGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close supervision</td>
<td></td>
<td>Self – discipline. Nobody will watch over you.</td>
<td>Caution against peer pressure to conform.</td>
</tr>
</tbody>
</table>

## ISSUE: PERSONAL ATTENTION

<table>
<thead>
<tr>
<th></th>
<th>SCHOOL</th>
<th>UNIVERSITY</th>
<th>CHALLENGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Close check on individual progress.</td>
<td></td>
<td>Little individual attention.</td>
<td>Use consultation hours of lecturers and tutors.</td>
</tr>
</tbody>
</table>

## ISSUE: LECTURE ATTENDANCE AND WORK PERFORMANCE

<table>
<thead>
<tr>
<th></th>
<th>SCHOOL</th>
<th>UNIVERSITY</th>
<th>CHALLENGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obligatory and closely monitored.</td>
<td></td>
<td>Compulsory but decision is still yours; independent work is desired.</td>
<td>View your lectures as compulsory. Work consistently and with a study group.</td>
</tr>
</tbody>
</table>

## ISSUE: CHOICE OF SUBJECTS

<table>
<thead>
<tr>
<th></th>
<th>SCHOOL</th>
<th>UNIVERSITY</th>
<th>CHALLENGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistance in choosing from limited number of subjects</td>
<td>Wider choice</td>
<td>Choice informed by your career field and academic programme.</td>
<td></td>
</tr>
</tbody>
</table>

## ISSUE: EXAMS

<table>
<thead>
<tr>
<th></th>
<th>SCHOOL</th>
<th>UNIVERSITY</th>
<th>CHALLENGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Coached for exams</td>
<td></td>
<td>No coaching</td>
<td>New ways of questioning</td>
</tr>
</tbody>
</table>

## ISSUE: USE OF LIBRARY

<table>
<thead>
<tr>
<th></th>
<th>SCHOOL</th>
<th>UNIVERSITY</th>
<th>CHALLENGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Desired</td>
<td></td>
<td>Essential</td>
<td>Learn how to search electronically for information.</td>
</tr>
</tbody>
</table>

## ISSUE: STUDY BEHAVIOUR

<table>
<thead>
<tr>
<th></th>
<th>SCHOOL</th>
<th>UNIVERSITY</th>
<th>CHALLENGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Teachers are influential.</td>
<td>Student decides on a study programme.</td>
<td>Keep a balance between academic, personal and social needs.</td>
<td></td>
</tr>
</tbody>
</table>

## ISSUE: USE OF TECHNOLOGY

<table>
<thead>
<tr>
<th></th>
<th>SCHOOL</th>
<th>UNIVERSITY</th>
<th>CHALLENGE</th>
</tr>
</thead>
<tbody>
<tr>
<td>Minimal</td>
<td></td>
<td>Extensive</td>
<td>Become IT literate ASAP.</td>
</tr>
</tbody>
</table>

Many new first-year students are not able to adapt quickly enough to these new challenges and thus might fail modules in their first June exam. If so, this could set you back. The Peer Mentoring Programme assists first year students to get a head start!
WHAT IT COSTS TO BE A UNIVERSITY STUDENT

Starting your new journey as a University student can be one of the most exciting life experiences for an individual but at the same time it comes at a very high financial cost. Costs that very often determines whether a student make or break it at university. Let's unpack some of these costs and identify possible ways to alleviate some of the financial pressure that comes with being a university student.

1. **Upfront payment**
   The Prescribed Minimum Payment is due before you can register. It consists of the Registration fee (R1 300) and first payment towards your tuition fee (R2 990). Students in a UWC residence pay an additional R550 as a residence refundable breakage deposit.

2. **Tuition fees**
   Tuition fees are charged per module within a prescribed programme. The full annual fee for an undergraduate student varies between R 21 000 and R 41 000.

3. **Discounts**
   Accounts settled in full before the due dates are eligible for a discount of 2-5% on tuition and accommodation fees.

4. **Rebates**
   Families who have two or more children registered in the same year are eligible for a rebate of between 10-100%.

5. **Residence fees**
   The cost of University residence fees are between R 20 000 – R 28 000. The single rooms cost more than the double rooms.
   The costs at Kovacs Student Village (on the main campus) are R 41 000 – R 43 000.

6. **Books and equipment**
   The cost of books and equipment varies from student to student depending on what you study. UWC has a book leasing scheme administered at the Main Library. Look around the campus for used textbooks before rushing off to buy new ones.

7. **Other costs**
   Other costs include transport, sport, laundry, transport, food and laboratory.
Estimated cost for a student over one year.

<table>
<thead>
<tr>
<th>Item</th>
<th>UWC Cost</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tuition fees (B Social Work)</td>
<td>R 30 000</td>
<td>35</td>
</tr>
<tr>
<td>Study material</td>
<td>R 3 000</td>
<td>4</td>
</tr>
<tr>
<td>Transport</td>
<td>R 5 000</td>
<td>6</td>
</tr>
<tr>
<td>Residence fees</td>
<td>R 20 000</td>
<td>23</td>
</tr>
<tr>
<td>Food</td>
<td>R 20 000</td>
<td>23</td>
</tr>
<tr>
<td>Other (washing, etc)</td>
<td>R 1 000</td>
<td>1</td>
</tr>
<tr>
<td>Culture, Sport</td>
<td>R 1 500</td>
<td>2</td>
</tr>
<tr>
<td>Diverse</td>
<td>R 5 000</td>
<td>6</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>R85 500</strong></td>
<td><strong>100.00</strong></td>
</tr>
</tbody>
</table>

Possible ways to deflate the financial pressure of being a university student:

- Seek bursaries or study loans to assist with paying off your tuition fees and covering some of the extra costs that comes with being a university student.

  View the SA Bursaries (http://www.bursaries2017.co.za), South Africa's largest bursary website, for a wide range of tertiary funding. Over 250 bursaries in various fields of study, including (but not limited to) Education, Science, Accounting, Commerce, IT/Computer Science, Engineering, Medical, Law and Arts and more than 37 000 Facebook members (https://www.facebook.com/SouthAfricaBursaries/).

  NSFAS (National Student Financial Aid Scheme) provides financial aid to financially needy but academically deserving students at public TVET colleges and universities. Applications are done via the NSFAS website. Students are advised to heed the application deadlines.

- From your second year onwards you can apply to the various work-study options available on campus. These opportunities are usually advertised on the UWC Thetha noticeboard (http://thetha.uwc.ac.za/) and departmental noticeboards.

- **Part-time employment** is another avenue students can explore to help alleviate some of the financial strain that most university students endure.

ADJUSTMENT TO UNIVERSITY

The first year of your university life will present some interesting chapters to your life story. There are going to be many exciting and new experiences but be prepared for the ‘speed bumps’ along this road.

MANY FIRST YEAR UNIVERSITY STUDENTS IDENTIFY WITH THE FOLLOWING CHALLENGES AND STRESSORS:

- New study and teaching methods
- Increased workload
- So many things to do… so little time to do it (managing your time effectively)
- Test and exam anxiety
- How to finance your studies
- Not having a balanced diet
- Longing for family and home
- Adjusting to living on residence
- Coping with peer pressure
- New independence and freedom
- Adjusting to diversity
- Working in groups
- Adjusting to studying after years of working (for the mature student)
- New environment and culture
- Feelings of loneliness
- Family and personal relationship problems
- Transport cost
- Waning motivation
- Fear of failure
- Am I studying the right course?

Identifying, understanding and dealing with the challenges on this journey could make the difference between coping and disappointment. On reaching this crossroad, you must not hesitate to access the relevant support systems on campus. You will be surprised at the friendliness and empathy of the staff. A successful adjustment in your first year = a more confident you.

WINNERS

Say “It may be difficult but it is possible.”

- See the gain.
- See possibilities.
- Make it happen.

LOSENERS

Say “It may be possible but it is too difficult.”

- See the pain.
- See problems.
- Let it happen.
Let’s take a look at ways to help you settle in as a university student.

- Actively participate in the **Student Orientation Programme**. Your Peer Facilitator will guide you around campus and introduce you to the helping resources on campus as you embark on your new journey. S/he will be there for you even after Orientation!

- Connect with other first year students - a good platform to make new friends. You will find they share many of the challenges and anxieties you have. **Connecting with your peers** can also decrease your sense of loneliness.

- Be **patient**, as overwhelming as it feels at first. With time you will become more familiar with your environment and the people around you. Remember, a stressed brain only notices the challenges whereas a calm brain explores the possibilities and solutions.

- **Optimally utilise the campus services & resources**. These include the Library, Writing Centre, consultation with your lectures and tutors, Centre for Student Support Services (Peer Mentoring Programme and counselling by professionals), Office for Student Development, Financial Aid, Residential Services and ResLife, Student Representative Council (SRC), Central House Committee (CHC), our University website, even joining a student society, etc. Don’t neglect the family and friends at home who supported you through your school years.

- **Take good care of yourself** is just as important as working hard towards your academic goal. Invest in a healthy lifestyle by eating healthy meals, get adequate sleep, socialise with friends and family, exercise regularly and find a good balance across your life. Remember a healthy body = healthy mind = healthy emotional well-being!

- **Find the one spot** on Res, campus or at home where you will engage with your academic work and stick to it during your years of study.
JOURNEY OF A TERTIARY STUDENT

‘If you don’t know where you are going, you will probably end up somewhere else.” – Lawrence J. Peter

Your chances of success at university will be greatly improved by having clear academic and personal goals. A successful senior student shared her story: “By identifying and investing in my goals from day one, I achieved my degree in the minimum period. My marks for first year were in the 50s but this increased to 60s in the second year and included a few 70s in the final year. I am pleased that my plan worked for me.” The ‘YES YOU CAN’ slogan will also help you to achieve this level of success if you put your mind to it. Identifying your goals is important but certainly not enough. A goal without a clear plan of action is wishful thinking. Let us explore simple ways to make your dreams come true.

Tip 1: Define your goals. Think about what you want to achieve and plan deadlines for specific goals. Be clear on which goals are short-term, medium-term and long-term. Then write it all down to keep track of your progress. The SMART principle is a useful tool to ensure your goals are clear and realistic.

- S – Specific
- M – Measurable
- A – Attainable
- R – Relevant
- T – Time-bound

Tip 2: Believe in your goals. Be clear on why these goals are important to you and how it will improve your life. Identify the internal and external motivators for achieving your goals. Reflect on how much time and energy you are prepared to invest in achieving your goals.

Tip 3: Plan the steps. Write down the steps to reach each goal:
- the actions needed with smaller manageable tasks
- resources and support systems you have in place
- possible obstacles along the way and what you will do to address it

For example, the senior student mentioned above would have planned a balanced weekly timetable to allow for adequate time for working on assignments, preparing for tests, pre-reading for lectures, compiling lecture notes, relaxation and sleep. Clearly identify the number of hours per day you will invest in the various tasks. Then you can give it a test-run for a week to check if it is a realistic plan or not. If not, revise your plan to make it more manageable.
Tip 4: **Review your progress regularly.** You can have strikingly written goals pasted on your wall but you must read it regularly to track your action plans and measure your progress. If you meet your target results, acknowledge your accomplishments - a fully charged battery does not need booster cables. If you are not making progress, reflect on why your targeted goals are not being met and what you can do to achieve it.

*“Without goals and plans to reach them, you are like a ship that has set sail with no destination.”* – Fitzhugh Dodson
This is your captain speaking, "Welcome on board our flight, UWC 101. You looked excited as you boarded the plane. In a short while, we will start the engines in preparation for take-off. Please pay attention to the following instructions for your safety and success. Fasten your seatbelt and ensure that your seat is in the upright position in order to have a clear focus of the road ahead. The scheduled flying time is three years so ..."

Now that orientation is over, we trust that your peer facilitator has inspired you ‘from hope to action’ and that you now have the necessary information to give your career a kick-start. Lectures have started and you might feel a bit overwhelmed by the number of students on campus (over 15 000 at any time) or in your class (over 150) and the vast amount of work to cover in a short space of time.

Campus life might look relaxed and laid back - no bells announcing the beginning and end of a lecture; no lecturers waiting on you in the doorway; no register to sign, etc. Some students are on WhatsApp, Twitter, Facebook or browsing the Internet (on their laptops) during a lecture? Let me burst your bubble. University studies are NOT a breeze; it is consistent, hard work. As a first year student, stay focused and remind yourself of the reasons for choosing university studies. Let us look at simple steps to manage your time effectively.

**DRAW UP A WEEKLY TIMETABLE** (hard copy or electronic) that will reflect how you will spend each hour of every day.

- Firstly, insert your lectures, practicals and tutorials.
- Then plan for the time you will spend on pre- and post-reading for lectures, compiling lecture notes, assignments, studying for tests, extra-mural and co-curricular activities, travelling to and from campus, and relaxing.

**REMEMBER:** Structure your timetable as specific as possible. For example, if you put Tuesday from 12h00 – 14h00 as your time for pre-reading, indicate the specific section of the module and be clear on the scope for that allocated time.

**STEP 1**

**BE CLEAR ABOUT YOUR ACADEMIC GOALS** that will inform how much time you should spend to achieve it.

- For example, if you would like to achieve an “A” aggregate for a particular module, you must allocate adequate time for all the tasks.
- Tip – In your Faculty Calendar under Module Descriptors, there is a breakdown of (minimum) learning time for each module.

**REMEMBER:** If you want something different, you must do something different.
Never put off until tomorrow what you can do today. Think about why you procrastinate and how you can overcome it?

Why: ____________________________

How to overcome it: ____________________________

You will discover that for each module there are a number of lectures, assignments, tutorials, practicals, tests and much reading material.

- These are just some of the academic demands you will be facing, let alone the expectations from family, friends, work requirements and other commitments you have beyond your studies.
- The question is: “How are you going to manage all of this without becoming despondent?”
- Simple: “Prioritise”!

**ACTION PRIORITY MATRIX**

This diagram will assist you in choosing which activities you should prioritise or avoid. By using this matrix model, you will be able to make the most of your time and opportunities, and save yourself from firefighting all the time.
Making your Faculty Calendar work for you

Ever wondered why UWC spends time and thought in developing a “Faculty Calendar”? Ask senior students if they have read it; the frequent answer will be “no”. Many students consult it only when they are in trouble such as failing modules, unable to promote, want to change course or academically excluded. At first glance, you will notice it is not reader friendly. Well, that is how official laws and rules are written - text heavy. But don’t let this put you off.

1st This book contains pertinent information about your studies.
2nd It will help you to settle in and give you a head start.
3rd The information provided could inform your academic goals and plan of action.
Lastly These rules apply to you so long as you promote each year to the next study level.

Take time to thoroughly read your Faculty Calendar. It is also available on our website via the following link: http://www.uwc.ac.za/Students/Pages/yearbooks.aspx.

- **Modules of each subject.** The modules (subsections) of each subject are listed and described.
- **Composition of degree.** The compulsory modules (subjects) which you must register for and can choose (electives), and when to do it are spelt out.
- **Rules of combination and Promotion rules.** The rules about your degree and of passing to the next level of study are explained. For example, to be promoted to Year Level 2, you need to have gained 120 credits in Year 1. If you repeat a year, the rules in the Faculty Calendar of that year then apply to you and could be to your disadvantage!

If you are not aware of the weighting (credit points) of each module, you could find yourself repeating a year and consequently losing your bursary!

Module Descriptors. The following is an example of a module in the degree, Library Science.

<table>
<thead>
<tr>
<th>Library Science 411: Library Management</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Module Name</strong></td>
</tr>
<tr>
<td><strong>Home Department</strong></td>
</tr>
<tr>
<td><strong>Module Code</strong></td>
</tr>
<tr>
<td><strong>Credit Value</strong></td>
</tr>
<tr>
<td><strong>Duration</strong></td>
</tr>
<tr>
<td><strong>Module Type</strong></td>
</tr>
<tr>
<td><strong>Level</strong></td>
</tr>
</tbody>
</table>

**Main Outcomes**
- An understanding of theory of human resource development within libraries and information professions.
- An understanding of the structure of a human resource department within libraries and information services.
- The significance of contemporary issues within human resource systems.
- The impact of ethics and codes of practice influencing the external environment and internal environment that has a strong impact on organisational life and on human resources policies and procedures in particular.
- The significance of different motivational need theories.
- An understanding of the meaning and significance of job satisfaction as applied to the LIS profession.

| **Main Content** | Human resource management, financial management and knowledge management within the LIS profession. |
| **Pre-requisites** | Library Science 211, 312, 321 & 322 |
| **Corequisites** | None |
| **Prohibited Combinations** | None |
| **Breakdown of Learning Time** |
| Lecture | 2 per week | 20 hrs |
| Assignments and tasks | 28 hrs |
| Tutorials & examinations | 4.5 hrs |
| Self Study | 39.5 hrs |
| Total learning time | 108 hrs |

| **Methods of Student Assessment** |
| Tests, assignments, Coursework: | 50% |
| Examination: | 50% |
The Department of Library and Information Science (Home Department) offers the Library and Information Science degree of which Library Science 411 is one of the subjects (Module Name). The (Credit) value of this module is 10 credit points and is offered over six months in the first semester of the fourth (411) year. [Remember that there are also Year modules]. At the end of the module, a student should be able to demonstrate certain competencies (Main Outcomes). Before registering for this module, a student must have passed specific modules (Pre-requisites).

**Breakdown of Learning Time**

<table>
<thead>
<tr>
<th>Breakdown of Learning Time</th>
<th>Lectures: 2 per week</th>
<th>28 hrs</th>
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</thead>
<tbody>
<tr>
<td>Assignments and tasks</td>
<td>28 hrs</td>
<td></td>
</tr>
<tr>
<td>Tests &amp; examinations</td>
<td>4.5 hrs</td>
<td></td>
</tr>
<tr>
<td>Self-study:</td>
<td>39.5 hrs</td>
<td></td>
</tr>
<tr>
<td><strong>Total learning time:</strong></td>
<td><strong>100 hrs</strong></td>
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</table>

This section provides a clear indication of your minimum engagement with the module material:
- **Lectures**: 2 x 1 hour lectures/week = 2 hours x 14 weeks = 28 hours.
- **Assignments**: This student should devote a minimum of 28 hours during the semester on assignments.
- **Tests & exams**: These will take up 4.5 hours for the semester.
- **Self-study**: This student should devote a minimum of 39.5 hours during the semester on pre-reading before lectures, compiling notes after lectures, consulting prescribed literature and studying for tests and exams.

**Methods of Student Assessment**

<table>
<thead>
<tr>
<th>Methods of Student Assessment</th>
<th>Tests, assignments, Coursework:</th>
<th>50%</th>
</tr>
</thead>
<tbody>
<tr>
<td>Examination:</td>
<td>Examination:</td>
<td>50%</td>
</tr>
</tbody>
</table>

Compiling your Continuous Evaluation (CE), and Exam and Final marks

Let us assume that you write:
2 x Tests and 1 x Assignment for the semester (equal weighting) and that your marks are 50, 40 and 60, respectively.
Add 50 + 40 + 60 = 150 + 3 (to get the average) = 50% + 2 (50% of) = 25% CAM towards your final total mark.
Suppose you obtain 50% for the exam. 50% + 2 (50% of) = 25%.
25% + 25% = 50% is your FINAL total mark.
The implication is that the HIGHER your CAM mark, the less your need to get the 50% pass mark. Do check if you need a Minimum mark for the exam!

**Clarification**

Exam mark → what you write in exams only
Final mark → Exam + CAM (Continuous Assessment Mark) together (that which appears on your study record)

Remember, the key to success is effective planning and smart action. Use the resources on campus to help you develop a clear and smart plan for achieving your academic goals.
Guidelines for Writing Essays

The following guidelines will help you preparing and writing essay-type questions outside of tests and exams.

Get started a.s.a.p.
This will give you more time to reflect on the topic, refine your drafts and polish your essay prior to submission.

Don’t start by writing the introduction
You know that’s the easy part. Do the introduction later, when you know what you’re leading up to.

Brainstorm
Brainstorm things you already know about the topic, and things you don’t yet know (questions and issues) that you may need to find out. Write down keywords at this stage; not complete sentences.

Carefully analyse the question / title
Give ratings for the various ideas you have brainstormed, e.g., **** very important points, *** important points/facts, * optional / background points.

Decide upon a logical sequence of your points
By looking at your rating, now decide on the sequence for stating/discussing your ideas. At this stage, you should approach the Writing Centre for their input and feedback.

Body of the essay
Now start compiling the body of the essay.

Write the ending (conclusion)
Do all the “summing up” in your ending; tie ideas and facts together so that it makes sense to the reader.

Editing
Read each page and paragraph over to ensure that your grammar and sentences are correct. Use the Grammar and Spell checker of the MSWord programme.

Introduction
Now you can start with your introduction.
You have written you essay and you are now clearly aware of what you have covered.
This information goes into your introduction: all the points discussed and conclusions.

Re-read
Now re-read your essay, make corrections and include things you may have let out.

After every section/question, give yourself some time to relax and clear your mind.
Common Key Words Used In Essay Questions

Do you wander about scoring a low mark for your essay despite having read widely and planned well? Maybe you did not understand the instruction in the question or followed your own interpretation of it? These are a few keywords often used in test and exam essays which you must know.

**Analyse**: Find and describe the main ideas, show how they are related and why they are important.

**Comment**: Discuss briefly.

**Compare**: Examine qualities/characteristics in order to discover resemblances. The term compare is usually stated as compare with and implies that you are to emphasize similarities, although differences may be mentioned.

**Contrast**: Stress dissimilarities, differences of associated things, qualities, events, problems, etc.

**Criticise**: Express your judgment with respect to the correctness or merit of the factors under consideration. You are expected to discuss both limitations and good points.

**Define**: Definitions call for clear meanings. Details are rarely needed. Limitations of the definition should be briefly stated.

**Discuss**: Examine carefully the pros and cons regarding the issue at hand.

**Evaluate**: You are expected to present a careful appraisal, stressing both advantages and limitations, with your opinion.

**Explain**: Provide reasons for something.

**Identify**: List, and describe and clarify your answer by citing a concrete example.

**Interpret**: Translate, solve or comment upon the subject and give your reaction to the problem.

**List**: Provide concise answers.

**Outline**: Give main points and essential supplementary material, leave out minor or unimportant details and present the material in a systematic and logical manner.

**Review**: This calls for critical examination. You should analyse and comment briefly, in organised sequence, upon the major points of the problem.

**State**: Provide main points briefly without details.

**Summarise**: Give a brief account of the main points or facts. Omit details.

**Support**: Back up a statement with words.

We trust that these definitions will help you to understand what your lecturer expects when setting a question. You might wonder how much to write for shorter questions. Check the marks allocated for the question. A general rule of thumb is to write 2 or 3 more facts/points for each. Also remember your time allocation for each question in a test/exam paper.
Effective Presentation skills

Many students find the thought of having to do a presentation a bit daunting and even nerve-racking. We provide tips on becoming an excellent presenter, something your course may require. Invest time to improve your presentation skills to gain those bonus marks. This skill will be required beyond the classroom into the world of work. The good news is that your fears can be dramatically reduced through good preparation. Here are some tips for delivering a captivating and effective presentation.

Tips for Effective Presentations

- Talk to your audience; avoid reading too much from a script.
- Stand up rather than sit; move around in the front; avoid pacing backwards and forwards.
- Vary the tone, pitch and volume of your voice to add emphasis and maintain the audience’s interest.
- Make eye contact with your audience; avoid looking directly at any one person for more than a few seconds.
- Use visual aids where appropriate, (graphs, charts, diagrams, pictures and video) but don’t overdo it.
- Learn to channel any nervous energy; relax but stay alert.
- Stay focused throughout your presentation.
- Rehearse your presentation well. Determine the target audience and their level of understanding of the topic. Enquire from similar friends and colleagues what they would expect from a similar presentation.
- Structure your presentation carefully. Introduce the subject – tell the audience about your talk. Explain the points you wish to convey. End with a summary of your points.
- Check the timing of each section. Finish you talk on time to allow time for questions.
- Answer questions honestly and concisely. If you don’t know the answers then say so. Acknowledge inputs and different opinions of your audience.
PRESENTATION CHECKLIST

Below is a presentation checklist to guide in preparing effectively for your presentations and what your lecturers or peers (whoever may be evaluating your presentation) will assess you on.

CONTENT

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Fail</th>
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</thead>
<tbody>
<tr>
<td>1. The session had clear objectives.</td>
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<tr>
<td>2. The presenter was able to raise and discuss important questions / issues.</td>
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<tr>
<td>3. The presenter was knowledgeable about the topic.</td>
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<tr>
<td>4. The presenter raised new insights.</td>
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<tr>
<td>5. Ideas were clearly presented.</td>
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<tr>
<td>6. The presenter engaged with the material critically.</td>
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<tr>
<td>7. The presenter answered questions satisfactorily.</td>
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<tr>
<td>8. The presenter directed the participants to further reading / resources.</td>
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PRESENTATION STYLE

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Fail</th>
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<tbody>
<tr>
<td>9. The presenter came across confidently and professionally.</td>
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<tr>
<td>10. The presenter spoke audibly.</td>
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<tr>
<td>11. The presenter interacted well with the audience.</td>
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<tr>
<td>12. Discussion was managed skilfully.</td>
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<tr>
<td>13. The session was chaired and managed well.</td>
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</tbody>
</table>

PRESENTATION FORMAT

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Fail</th>
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</thead>
<tbody>
<tr>
<td>14. The presentation was well structured.</td>
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<tr>
<td>15. Time was appropriately managed.</td>
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<tr>
<td>16. The presentation was creative.</td>
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<tr>
<td>17. The presenter relied on a didactic (lecture) format.</td>
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<tr>
<td>18. Audio-visual materials/aids were well chosen and executed.</td>
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<tr>
<td>19. The presenters worked well as a team (for group presentations).</td>
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</table>

PREPARATION

<table>
<thead>
<tr>
<th>Excellent</th>
<th>Above Average</th>
<th>Average</th>
<th>Below Average</th>
<th>Fail</th>
</tr>
</thead>
<tbody>
<tr>
<td>20. The presenter was well prepared.</td>
<td></td>
<td></td>
<td></td>
<td></td>
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</tbody>
</table>

**Below 49** - Fail
**50 – 59** - Below Average
**60 – 69** - Average
**70 – 74** - Above Average
**75+** - Excellent
Study Skills

For many students an upcoming test or exam is still a very stressful period (despite having written 100s to date). The following study methods and habits could help to make your test or exam preparation a productive and positive experience.

Know Your Learning Style

There are three main Learning Styles, namely, Auditory, Visual and Kinaesthetic:

- **Auditory learner**: You will learn best by hearing information. **Study techniques that best suite you**: Read your study material loud to yourself when studying and perhaps review or share information studied to a friend or family member. You could record lectures and all relevant information by using your cellphone and play it back whenever you need to revise. Some Auditory learners also study best in a quiet study environment while others get the most effective study sessions when playing music in the background.

- **Visual learner**: You will learn best by seeing information, for example, by use of diagrams, flowcharts, videos or pictures. **Study techniques that best suite you**: The use of mind maps, colour pens / highlighters, colour paper for different modules, lists of information, study planners pasted up and notes written down are some key study techniques to use.

- **Kinaesthetic learner**: You will learn best by combining physical activity with learning. **Study techniques that best suite you**: The Kinaesthetic learner prefers touching, moving or just doing something while learning. Walking around your room while you study, making diagrams, rehearsing your notes while you are jogging or taking a walk outside are all techniques that stimulate effective studying for you.

Effective Note-Making

Why is note taking important for studying? Taking notes in class helps you to concentrate and remember the discussion in lectures, and forms a great resource for test and exam preparation. Your lecture notes contain valuable information not found anywhere else including your textbooks.
Some key aspects of effective note taking are:

- Take notes selectively; avoid writing down each word.
- Write down only the key points to keep it brief.
- Be sure that you can read your own notes.
- Organise your notes on a regular basis and don’t worry too much about whether your spelling or grammar is accurate.
- If your lecturer writes an idea on the board, pauses before or after an idea or repeats an idea, s/he is highlighting a key idea. So write it down!

Here are examples of symbols for words to use to abbreviate your notes:

<table>
<thead>
<tr>
<th>Symbol</th>
<th>Meaning</th>
</tr>
</thead>
<tbody>
<tr>
<td>+, &amp;</td>
<td>and, plus</td>
</tr>
<tr>
<td>=</td>
<td>equals</td>
</tr>
<tr>
<td>-</td>
<td>minus</td>
</tr>
<tr>
<td>#</td>
<td>number</td>
</tr>
<tr>
<td>x</td>
<td>times</td>
</tr>
<tr>
<td>&gt;</td>
<td>greater than, more, larger</td>
</tr>
<tr>
<td>&lt;</td>
<td>less than, smaller, fewer than</td>
</tr>
<tr>
<td>w/</td>
<td>with</td>
</tr>
<tr>
<td>w/o</td>
<td>without</td>
</tr>
<tr>
<td>w/in</td>
<td>within</td>
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</table>

- Use numerals in your text with symbols, e.g. “nine” can be substituted with 9 or “sixth” can be substituted with 6th.
- Thereafter you should use your own lecture notes, the slides which the lecturer provides and information from textbooks or readers to compile a final copy of notes which you will use to study. This should be completed on a weekly basis. If done, you will be ready for tests and exams without the need to consult with several different texts.

### STUDY METHODS

As a new university student, you do have experience of many years of studying. You did not enter UWC empty. You come with the skills and experience of a learner or worker, and therefore have no reason to feel ill-prepared for tertiary studies. If you are worried about your past study habits, the good news is that studying, just as any other skill such as dancing, can be improved. Perhaps you have not found the study methods that suite your particular learning style. So let’s review a few study methods that will assist you with your test and exam preparation.

### THREE BASIC STEPS OF STUDYING

1. **Reception**
   
   This involves a process of receiving or taking in information through listening to the lecturer, reading the text and resources, and talking about the material with other students.

2. **Retention**
   
   This involves making your own notes, summarising the text, memorising and reciting it aloud for yourself.
3. Recall of learnt material
This may include contributing to a class discussion or tutorial, or explaining the material to a friend.

CHOOSE A STUDY TECHNIQUE THAT WORKS BEST FOR YOU:

Mnemonics
This method enhances memory – it involves making acronyms, short words or sentences with only the first letters of your key words. The recall of the relevant material will be triggered by the prompt of the letter.

Method of association (Loci)
Here keywords are paired with words or concepts, which are easier to remember. For example, when reading about behaviour patterns try to think about someone that you know who exhibits similar behaviour; think about what that person might look like, etc.

Mind Maps and Flow Charts
This method involves writing the key word, concept or formula in the middle of your page and drawing circles, arrows and lines to the related issues on the same page. The use of different colours will facilitate association with various aspects or keywords and will in this way aid memory.

Flash Cards
On the front of the card you write down an important term that you need to memorize while on the back of the card you will write down the definition or key fact about the particular term. It’s useful to make the flash cards small enough to fit into your pocket so you could have it at hand to rehearse at any time. For example, you could use your flash cards while riding the bus or taxi, while waiting to see a doctor or even while standing in a long line in the store.

SQ3R Study Method

<table>
<thead>
<tr>
<th>SQ3R STUDY METHOD</th>
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</thead>
<tbody>
<tr>
<td>S = SURVEY</td>
</tr>
<tr>
<td>Get a general overview or feel of the topic, book or notes by just reading or skimming through it. At the same time, pay attention to table of contents, headings, subheadings, sketches, diagrams, questions and summary. Get a general feel for the chapter.</td>
</tr>
<tr>
<td>Q = QUESTION</td>
</tr>
<tr>
<td>Examine the question at the end of the chapter in order to understand how the material will be questioned in tests. Try to change the headings into questions by inserting “How, Where, Why, Who or What.”</td>
</tr>
<tr>
<td>3 R = READ, RECITE AND REVISE</td>
</tr>
<tr>
<td>READ</td>
</tr>
<tr>
<td>Material needs to be read with concentration and understanding. Underlining or highlighting or using colour to identify and encode important points. Make notes, circles or explanation marks where important. Relate the material to what you already know.</td>
</tr>
<tr>
<td>RECITE</td>
</tr>
<tr>
<td>Summarise the material into short sentences in your own words. Learn it by saying it aloud. Use mnemonics, flowcharts and mind maps to encode the material in your memory.</td>
</tr>
<tr>
<td>REVISE</td>
</tr>
<tr>
<td>Revision on a regular basis is important and will benefit you closer to the exams. Revise your own notes rather than the book. Look at the lecturers’ comments and past exam papers as a central part of revision.</td>
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</table>

FINAL TIPS

- Have a realistic study plan and stick to it.
- A good study environment is important. Choose a suitable study space where you know you will not be interrupted and if you study in the same place every day, you create a mind-set that the particular space is for studying.
- Have all your necessary materials at hand so that you do not have an excuse to delay your study session.
- Take a break between study sessions and get adequate rest at night. For example, 45 minutes study sessions and 10 minutes break in between.
- Explore studying in a group. This could help your motivation and to stay on schedule with your study plan, you will learn faster as you clarify ideas you would usually struggle with, you hear different perspectives to aid your critical thinking and writing skills, you will feel less anxious and you are ultimately preparing for the world of work where most projects require you to work within a group.

“Success is the sum of small efforts, repeated day in and day out.” R. Collier
BEATING THE ODDS THROUGH RESILIENCE

The first year university experience involves many changes and challenges. Students have to adapt to a new environment and new people. You are also expected to acquire new skills in a short period of time to make a success of your new journey. Students present with a variety of issues including adjustment, coping, finance, housing, academic, peer relationships, emotional, anxiety and emotional concerns.

Students living in residence and private boarding have to deal with added challenges of supporting themselves, being separated from family members and living with strangers. The sudden independence, hectic workload and the initial disillusionment could become major stressors. We encourage you to “shout out before your freak out”! Tapping into your “resilience” will keep you afloat and gear you to making a success of your first year and beyond.

What is Resilience?
Newman describes resilience as “the human ability to adapt in the face of tragedy, trauma, adversity, hardship and on-going significant life stressors” (2005, p 227). Dealing with change, loss or challenges is an inevitable part of life.

Characteristics of Resilience
- Strong problem-solving skills
- Have strong relationships
- Able to ask for help when needed
- Identify self as a survivor instead of a victim
- Views setbacks as part of life
- Strong internal locus of control
- Have personal goals
- Use humour, patience, tolerance and optimism
- Has faith
- Has the ability to develop and achieve one’s goals
- Has a solution-focused brain oriented towards seeking solutions versus fixating on the current or foreseeable challenges
- Able to manage their thoughts and feelings well. High level of emotional intelligence (ability to manage self and others)

SEVEN ELEMENTS OF RESILIENCE (SLATTERY, 2006)

1. Meaning
   People need a sense of purpose that what we do and who we are actually matters.

2. Meaningful relationships
   Being connected to other people in mutually fulfilling, supportive and uplifting ways is good for us. There are variations - some of us have more relationships, others are comfortable alone while others are just lonely. For most of us however, relationships matter.

3. Participation
   Being actively involved in what happens around us, rather than being passive recipients of whatever we are offered, is good for us. It creates a sense of involvement and interest in our lives and those of others.

4. Personal power
   Having some sense of control, power or influence in our lives builds a confidence and ability to tackle life’s hardships and challenges.

5. A positive sense of self
   This is more than just self-esteem. It is a deep sense of worth, of belonging, of having a clear place and purpose, a sense of agency or personal influence, and a sense of being in charge of our own lives.

6. Other’s positive expectations
   We are likely to flourish when others expect the best of us (the reverse is also true). These expectations need to be positive, high and realistic. We tend to do well when others focus on what we can do rather than what we can’t, on our qualities rather than our shortcomings.

7. Hope
   We need a sense that we can get through something, a belief that ‘things can get better’; that ‘I will prevail’.
Building Resilience

The American Psychological Association suggests several actions to build resilience.

- **Make connections.** Good relationships with close family members, friends or others are important. Accepting help and support from those who care about you and will listen to you strengthens your resilience.

- **Avoid seeing crises as insurmountable problems.** You can't change the fact that stressful events happen, but you can change how you interpret and respond to these events.

- **Accept that change is a part of living.** Certain goals may no longer be attainable as a result of adverse situations. Accepting circumstances that cannot be changed can help you focus on circumstances that you can alter.

- **Move toward your goals.** Develop realistic goals and do something regularly – even if it seems like a small accomplishment – that helps you move towards your goals.

- **Take decisive actions.** Act on adverse situations as much as you can. Take decisive actions rather than detaching completely from problems and stresses and wishing they would just go away.

- **Look for opportunities for self-discovery.** People often learn something about themselves and may find that they have grown in some respect as a result of their challenges and struggle with loss.

- **Nurture a positive view of yourself.** Developing confidence in your ability to solve problems and trusting your instincts helps build resilience.

- **Keep things in perspective.** Even when facing very painful events, try to consider the stressful situation in a broader context and keep a long-term perspective. Avoid blowing the event out of proportion.

- **Maintain a hopeful outlook.** An optimistic outlook enables you to expect that good things will happen in your life. Try visualising what you want rather than worrying about what you fear.

- **Take care of yourself.** Pay attention to your own needs and feelings. Engage in activities that you enjoy and find relaxing. Exercise regularly. Taking care of yourself helps to keep your mind and body primed to deal with situations that require resilience.

“**Let us not be surprised when we have to face difficulties. When the wind blows hard on a tree, the roots stretch and grow the stronger, let it be so with us. Let us not be weaklings, yielding to every wind that blows, but strong in spirit to resist.”** ~ Amy Carmichael
CELEBRATING INCLUSIVITY & DIVERSITY
by Winston Middleton & Jessica Lothman

The future success of our young democracy in South Africa, it is said, lies in our ability to create the next (young) cadre of leadership for a diverse and inclusive society. Inclusivity and diversity extend past race and ethnicity to include religious, gender, sexual orientation, age and socio-economic differences. UWC continues to play a unique role in liberating marginalised people through the education of its students to respect, embrace and celebrate the unique identities of its campus community. By developing students who are flexible and confident to engage across these differences, our graduates will continue to make their mark across all sectors of society.

WHY DOES DIVERSITY MATTER AT A UNIVERSITY?
- Diversity expands worldliness.
- Inclusivity enhances social development.
- Diversity prepares students for future career success.
- Inclusivity prepares students for work in a global society.
- Interactions with people different from ourselves increase our knowledge base.
- Diversity promotes creative thinking.
- Inclusivity enhances self-awareness.
- Diversity enriches multiple perspectives (Aaron Thompson and Joe Cuseo of Diversity and the College Experience).

- How do I define diversity (race, language, gender, religion, age, ability, socio-economic status, education, affiliation, sexual, political, geographical, ethnicity, citizenship, ideology)?
- How is UWC similar to and/or different from my pre-campus experiences?
- How and where do I see stereotypes reinforced on campus?
- How do I respond to diversity (exclude, segregate, assimilate, deny, suppress, view similarities)?
What happens when students with differences get to know each other?
Why is it so hard to talk about diversity?
What can I learn from persons different from me?
What opportunities are there to learn about diversity on campus?
Who is responsible for getting students to share experiences?
“Am I comfortable with who I am?” precedes being comfortable with others.
How could I use my campus experience as preparation for the ‘real world’?

Diversity starts with me.
Stop building walls ... build bridges.
Learn about others’ values, attitudes, cultures and practices.
Cultivate respect and understanding of differences and similarities.
Difference (diversity) adds value ... not problems.
Inclusivity is an asset, not a liability.
Treat others as you would like to be treated.
Establish a balance between asserting your rights and fulfilling your obligations.

To learn more about inclusivity and diversity, join one of our training groups at the Centre for Student Support Services.

Take the opportunity to explore cultures other than your own ... the initiative to meet people from different backgrounds ... and you will be preparing yourself for success and helping to create a welcoming environment for all at UWC.
ROADMAP FOR SUCCESS
by Winston Middleton & Jessica Lothman

There is an old saying: ‘If you don’t know where you’re going to, you won’t know how to get there.’
Think of your dream job as your destination and the university as a vehicle to take you there. You do not board a train, bus or taxi first and then decide where you are going, do you?

As you embark on your university studies, the year promises plenty of challenges and disappointments, but also success. You will meet many new and diverse people, subjects you may hate or enjoy, lecturers you’ll love to hate, piles of academic tasks, deadlines, exam blues, deal with relationships and peer pressure … just generally dealing with life. And there is also the matter of finance. You will probably always be short of money for fees, books, food or transport, not forgetting about cellphones and clothes. ‘Tertiary studies don’t come cheap,’ said a first-year student on receiving her first 2017 UWC student account.

There are distinct differences between school and university which new tertiary students must know about in order to prevent one saying at the end of the year, ’I have blown it.’ You have got to start right and start early by achieving success in your first test, first assignment, first practical and first project. These could be your short-term academic goals, but don’t forget about your personal and social goals too! Once you have achieved these, make a list of further steps that are critical to your success. Then develop long-term goals for the rest of the year and your undergraduate studies.

**FIRST YEAR**
- Settle quickly into your studies.
- Work hard at your first tests and assignments.
- Play ‘hard’ after working hard.
- Manage your time carefully (PMP will assist you if you ask!).
- Do not succumb to peer pressure.
- If you are unsure about your career choice, talk to a counselor at CSSS.
- Establish short, medium and long-term goals.
- Find out about campus clubs, societies and organisations, and start thinking about getting involved with one that interests you.
- Build a good relationship with your lecturers and tutors.
- Get good grades especially for bursaries, scholarships and awards.

**SECOND YEAR**
- Step up your marks in tests and assignments.
- Visit the Student Development office for advice on career planning.
- Extra-curricular activity with clubs, societies and organisations both on and off campus could equip you with teamwork and leadership skills.
- Get maximum exposure to the job market to gain work experience through vacation, casual, voluntary or on-campus work.
- Compile your CV. Save it on your USB flash.
- Attend relevant presentations, workshops and conferences.
THIRD OR FINAL YEAR

- Look for jobs in your career field.
- Network, network and network with persons in your field.
- Identify your special qualities, strengths and weaknesses that make you marketable.
- Your grades should peak at Bs and As.
- Participate in the Graduate Recruitment Programme.
- Think about extra courses to enhance your chances of employment.
- You have four months left to juggle everything from internships to your studies, so prioritise.
- Keep your CV updated.

Keep your goals firmly in mind (write them down and place the list on your bedroom wall) and remind yourself about it on a regular basis, (like reading them out aloud everyday), and review them if necessary.

With a positive attitude, belief in yourself and your list of goals you WILL, at the end of this year, be able to say (on receiving your results): ‘I did it! I did it!’

MY SHORT-TERM GOALS FOR 2018 ARE

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There was a time when having a degree guaranteed you a worthwhile job. Today, that is no longer the case. We live in a time where previously obscure terms like “EQ” and “soft skills” have become workplace staples; where job applicants need to display resourcefulness and ingenuity from the interview room onwards. Today’s young graduates and job seekers are having to provide more than just a certificate as an indication of their job worthiness.

Of course, becoming a hot property in the job market requires a long-term investment in yourself and careful planning. Ideally, you should start working at it sooner rather than later.

**The first question is, where does one start?**

Once you have a good idea of what industry or field you wish to enter, you will need to take three important steps:

- Create a network of contacts and mentors who will help you position yourself within the industry or field that you are entering.
- Cultivate proficiencies that will make you stand out among other graduates also applying for jobs.
- Gain experience to enhance the knowledge you are gaining in your academic field.

**MAKE CONNECTIONS**

An important rule for any jobseeker is to make connections. You are more likely to land a job through networking (‘who you know’) than by your credentials alone. Getting to know other graduates and lecturers in your field, joining professional organisations, working part-time or volunteering in your field are excellent ways to create opportunities for future jobs.

**Connect with peers, academic staff and leaders in your field.** Don’t make the mistake of thinking your peers can’t contribute to your future success. Make sure your fellow students and friends are aware of your job plans. You might connect with a few that are interested in getting a similar job and can assist you in the process. This may lead to some competition, but you are more likely to gain than lose through sharing ideas and information.

**Impress your lecturers and get to know them through campus activities.** Lecturers and professors are experts in their field, and are sources of great advice and sought-after references.

**Find a mentor.** There are many people who wish to make a contribution to South Africa’s young people. Connect with these kinds of people, ask them to mentor you and then spend a couple of hours a month with them. They will be able to give you advice about life, your studies and the direction in which you want to take your career.
USE THE INTERNET
Create a presence online by making use of social media like Twitter, Facebook and LinkedIn. A strong, well-managed online presence not only allows you to connect with people of interest to you, but also tells prospective employers that you are an energetic, well-adjusted individual with good social skills. Remember, though, it is very important that you guard your personal reputation to ensure that no unwanted pictures or entries are attached to your sites or your name.

Blogs are a great way of practising your writing skills and sharing your insights and thoughts about interesting subjects. Discuss your targeted industry frequently and, where possible, add helpful information. Understand the ethos of the new media environment: it’s about adding value, sharing knowledge, skills and insights, and connecting with what Seth Godin calls your “tribe”. If you do this well, future employers will see you as somebody who has a passion for life-long learning and keeping up with trends, while also having the desire to share your knowledge.

While you are developing your writing skills, consider getting yourself published. You may have written a really good academic paper, why not rewrite it for publication online or in a magazine. You may not be paid for it, but the value lies in building your profile and being noticed.

Consider building yourself a simple website using one of the many freeware programmes available on the Internet. If you manage this carefully and keep it updated, it could be highly beneficial. Be careful, though, not to take any of this to the point where you come across as egocentric. Add the occasional podcast to your blog or website. Interviews with others in your industry provide great content for a podcast.

JOIN A CLUB
One of the most powerful ways of connecting with other people is through hobbies, sports and cultural activities. The best way of doing this is to join an organisation, association or club. Find one that you can enjoy being a part of and use these events to find common ground with people.

In almost every job application you will be required to demonstrate your ability to work with others. A good way of doing this is to display your sportsmanship. This doesn’t mean that you have to be an exceptional athlete. It simply means being part of a team that meets to play sport regularly.

The same goes for the arts. There are numerous opportunities for artists and musicians to showcase their talents locally. Take part in community art exhibitions or play in a local shopping mall. Better still, join community organisations that help disadvantaged youth access their creativity.

CULTIVATE PROFICIENCIES
Graduates with a good range of skills — both job-related and social — are more likely to get the nod than those with a limited repertoire of proficiencies.

To boost your personal value, consider doing one or more of the following:
- An advanced computer course, which for example makes you an Excel or PowerPoint expert.
- A business writing-skills course, which teaches you how to take minutes, write good reports, letters and emails, write speeches, etc.
- Joining a public speaking organisation such as Toastmasters, which will help you to become an inspiring and powerful public speaker.
- A photographic course, which will help you take really great photographs for publications, websites and your own social media sites. Also get to know how to use tools like flickr, which is great for anyone who wants to create a visual portfolio of his or her work.
- A first aid course, which will ensure that you take a leadership role during crisis situations.
- A course involving your creativity — art, poetry, needlework, woodwork, etc.
- Read widely: online, books, journals, magazines, newspapers. Being knowledgeable about your subject matter and having a good level of general knowledge is a necessity.

GAIN EXPERIENCE
It is important to gain at least some work experience — whether as a volunteer, intern or part-time employee — as it gives employers and indication that you understand the world of work and company culture. It also suggests that you are willing to invest in yourself and your community.

What you learn in the course of doing some kind of work while at university will help you develop the professional and social talents you’ll need throughout your life. But, remember, it is important to do relevant work. Think about getting a job that will teach you skills you can use in the future. Don’t take on a position as a plumber’s assistant doing physical labour if you intend to become an accountant. Know what basic skills you will need in your chosen career and find a job to help strengthen them.

Internships give you an impressive addition to your resume. If a job recruiter sees that you have successfully completed an internship and that you have received a job reference from an important person in that company, you will likely be given greater consideration. Don’t wait for an internship. Volunteer as well — particularly for non-profit organisations (NGOs) in your field and for causes that really matter to you. Volunteer work can and should be included in a resume as it demonstrates your skills, how you use them successfully in productive work, your work ethic, and your willingness to help.

Although there is no doubt that the job market has become incredibly competitive, it is also true that graduates have never had as many tools at their disposal to boost their prospects. Establishing one’s reputation as a solid figure in a chosen career path has never been easier. All you have to do is take the initiative!
UWC to launch new co-curricular records

The Division for Student Development and Support (SDS) has announced an exciting new initiative called the Co-curricular Record, which will be launched in 2016. The Co-curricular Record Policy is being developed as a strategic initiative to provide students with a more complete record of their holistic learning and developmental experiences at UWC than that provided in an academic transcript alone.

The Co-curricular Record will provide students with an official record of their participation in co-curricular activities, which include the students’ achievements outside the lecture halls during their academic career at UWC. The initiative supports the Institutional Operating Plan’s (IOP) objective of providing an enabling environment for the development and enhancement of students’ experiences throughout their studies.

Co-curricular activities and programmes may be led by faculty members or staff or by students themselves, but must comply with the set criteria, stated goals, measured outcomes and development indicators. To begin with, only campus-based programmes and projects, alongside other maintenance and academic achievements, will be recognised for co-curricular applications. As the initiative grows, the University will consider including other areas of student development or involvement beyond the UWC campus.

Having a Co-curricular transcript will give UWC students a competitive advantage over other students and graduates when pursuing future employment opportunities, study grants and scholarships. By getting involved in the co-curricular programme, students will be able to show possible future employers and donors that they have exhibited initiative and diligence in obtaining practical working experience while completing their studies.

“As a higher education institution, we have to acknowledge the difficulties some of our students face following the completion of their degree. In today’s market having a degree does not guarantee employment. This is why we decided to launch this initiative to assist in marketing our students. We also hope this will encourage more students to become involved in co-curricular activities,” says Ncediniya Ngoppeni, Executive Assistant to the Deputy Vice-Chancellor: Student Development and Support.

The Co-curricular Adjudication Committee is finalising technical issues, such as an online portal, in addition to agreeing on set criteria. In order to apply for co-curricular recognition, a student will apply via the online portal. The application will then be vetted by a validator to ensure that it meets the criteria. Once validated, the application will be forwarded to the selection panel for recommendation and then to the Vice-Rector: Student Development and Support and the Registrar for approval. Each student’s transcript will be verified by staff in the respective departments, giving companies the assurance that the information is accurate.
Academic dishonesty
“Cheating”
Refers to situations where a student attempts to gain credit for learning through dishonest means. The university’s policy on academic dishonesty details acts and situations that constitute academic dishonesty.

Assessment
Refers to the process of collecting and interpreting evidence of students’ achievements.

Associate student
A student who has been permitted, for examination purposes only, to register for a module/s in a course(s) he/she has failed the previous year and in which he/she has obtained a coursework mark of at least 50%.

Condonement
Refers to the awarding of credit, in accordance with rules governing the awarding of condoned passes, to a student who has failed a particular module.

Continuous assessment
Refers to the ongoing evaluation of a student’s achievement of the learning outcomes of a module.

Continuous assessment
A CA mark is allocated to a student for each module (CA) mark after completion of the assessment tasks. This mark counts for at least 40% of the overall assessment of a module. A student shall not be allowed to write the exam or assessment task in a module unless s/he has obtained a CA mark of at least 40% for that module. First-year students are exempted from acquiring the 40% minimum mark only in respect of FIRST SEMESTER modules. (Read Rule A.5.2.2 of University Calendar, Part 1)

Co-requisite
A module that must be passed prior to or simultaneously with another determined module before credit can be granted for the latter module.

Course
The unit of teaching and learning activity recognised in any faculty as a component of a qualification.

Credit
The recognition that is obtained when a student passes such examinations or tests and complies with such conditions as Senate may impose for the completion of each course. A credit towards a qualification may be granted to a student in respect of a credit obtained from another institution recognised by Senate or from another faculty within the university for this purpose. It is also the value assigned by the South African Qualifications Authority to (ten) notional hours of learning.

Curriculum
The curriculum of a module refers to academic content as well as the learning outcomes for the module.
Equal status
Senate may admit a graduate of any other university to status equal to that which s/he enjoys at such other university in terms of the Statute and rules of this university. Exemption from a course Exemption from a course is granted when Senate has deemed the student to have a sufficient understanding of the subject matter of that course to warrant the student not having to complete the course. An exemption is not a credit, but allows a student to proceed to the following year of study in a particular course.

Final assessment task
A formal examination is an example of summative evaluation, and commonly takes the form of a written examination that assesses a sample of learning within a limited time (e.g. 3 hours).

Final mark
The mark obtained at the end of each completed module or set of modules.

Formative assessment
Assessment which takes place during the process of learning and teaching, the purpose of which is to improve the quality of learning and teaching.

Higher Education Act

Integrated assessment
Integrated assessment is a way of assessing theory and practice together that enables a student to demonstrate applied competence. Integrated assessment also allows for outcomes from different modules or parts of the curriculum to be assessed together within one assessment exercise.

Module
A coherent self-contained unit of learning, which is designed to achieve a set of specific learning outcomes that are assessed within that unit of learning, and which is the smallest unit for which a final mark is entered in a student’s record.

Occasional student
A student who has been allowed to enrol at the University for a specific module or course for non-degree purposes.

Outcomes
Refers to the observable and/or measurable knowledge, skills or values that students are expected to have developed by the end of a learning process.

Plagiarism
Appropriation of another person’s work and the “Copying” unacknowledged incorporation of that work in one’s own work offered for credit.

Postgraduate programme
A higher qualification, which is normally preceded by a first degree or diploma.

Pre-requisite
A module that must be passed prior to a student being admitted to a higher module or the following year of study as determined by the faculty yearbook.

Programme
A planned set of learning opportunities that is intended to lead to the awarding of a specific qualification.
<table>
<thead>
<tr>
<th>Term</th>
<th>Definition</th>
</tr>
</thead>
<tbody>
<tr>
<td>Promotion</td>
<td>Allowing a student to proceed to the following year of study after completing the requirements for the preceding year of study.</td>
</tr>
<tr>
<td>Qualification</td>
<td>A planned combination of learning outcomes which has a defined purpose and which is intended to provide qualifying learners with applied competence and a basis for further study.</td>
</tr>
<tr>
<td>Recognition of prior study</td>
<td>The formal acknowledgement by Senate of the knowledge and skills a student possesses as a result of prior learning, which may have been gained formally, non-formally or experientially, and which may be considered for purposes of admission to a programme.</td>
</tr>
<tr>
<td>Remarking of scripts</td>
<td>The process of having a student's failed final, sit-down examination script marked again by a previously approved external examiner.</td>
</tr>
<tr>
<td>Second-chance assessment</td>
<td>A formal examination is an example of summative evaluation, and commonly takes the form of a written examination that assesses a sample of learning within a limited time (e.g. 3 hours).</td>
</tr>
<tr>
<td>Senate</td>
<td>The Senate, as defined in the Higher Education Act of 1997, is the body that governs the academic policies and procedures in respect of teaching, learning, research and academic functions of the university.</td>
</tr>
<tr>
<td>Sexual harassment</td>
<td>Any unwanted sexual attention, whether in the form of physical conduct, comments, inappropriate gestures, suggestions, hints, innuendo or similar conduct which the perpetrator knows, or ought reasonably to know, will create an environment in which the person subject to the conduct is humiliated or denied his/her dignity.</td>
</tr>
<tr>
<td>Special examination/assessment</td>
<td>An opportunity offered to a student to be assessed again on documentable medical or compassionate grounds, where that student has failed to meet the criteria for successful completion of a module.</td>
</tr>
<tr>
<td>Student</td>
<td>Any person who has been admitted to the university and has registered either fulltime, part-time or as an occasional student for a particular module, course or qualification.</td>
</tr>
<tr>
<td>Summative assessment</td>
<td>Summative assessment refers to assessment which is used to judge learner achievement and to certify achievement in a module or learning programme or to award a qualification.</td>
</tr>
<tr>
<td>Supplementary examination/assessment</td>
<td>The chance offered to a student to be assessed again, where that student has failed to meet the criteria for successful completion of a module on academic grounds.</td>
</tr>
<tr>
<td>Undergraduate programme</td>
<td>A first degree, diploma or certificate programme.</td>
</tr>
</tbody>
</table>
Planning for my Career - YEAR ONE

Congratulations on reaching your first career goal – registering for a degree / diploma. Now for the next step – planning your career journey while at university. The main task during your first year is to EXPLORE. This planning guide will assist on your journey. You are invited to contact our friendly staff to help fine tune your personal plan and turn it into achievable actions. Careers Service encourages you to plan for each year and become ‘job search’ ready.

<table>
<thead>
<tr>
<th>I am studying:</th>
<th>Becoming job search ready</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>□ What I enjoy about my course of study</td>
</tr>
<tr>
<td></td>
<td>□ My personal strengths and challenges</td>
</tr>
<tr>
<td></td>
<td>□ Resources / activities / programmes to help with my personal development</td>
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<tr>
<td>My majors might be:</td>
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<td></td>
<td></td>
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<tr>
<td>My dream is to:</td>
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</table>

<table>
<thead>
<tr>
<th>My Career tasks for THIS YEAR</th>
<th>Goals for this year</th>
<th>Opportunities to explore for NEXT YEAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>□ Complete my CV and Letter of Motivation</td>
<td>Academic:...........................................................................</td>
<td>1. Volunteering and mentoring</td>
</tr>
<tr>
<td>□ Chat with a Careers Advisor</td>
<td>Personal:...........................................................................</td>
<td>2. Co-curricular activities</td>
</tr>
<tr>
<td>□ Attend our Careers Xpo</td>
<td>Career:...............................................................................</td>
<td>3. Part-time work</td>
</tr>
<tr>
<td>□ Attend Employer Showcases &amp; Presentations</td>
<td></td>
<td>4. Internships</td>
</tr>
<tr>
<td>□ Complete my Profile on the Career Xplora</td>
<td></td>
<td>5. ............................................................................</td>
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<td>6. ............................................................................</td>
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<td>7. ............................................................................</td>
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</tbody>
</table>

Office for Student Development, First Floor, University Centre. Tel: 021 959 2436 Email: studev@uwc.ac.za
Planning for my Career - YEAR 2+

Congratulations on promoting to the next study level. Now for the next career goal – building and planning your career journey. The main tasks during your senior years are BUILDING, DECISION-MAKING and IMPLEMENTING. This planning guide will assist on your journey. You are invited to contact our friendly staff to assist you in implementing your plan and creating your future. You now have to develop the Graduate Attributes and employability skills to demonstrate your ‘job search’ readiness.

<table>
<thead>
<tr>
<th>I am studying:</th>
<th>‘Job search’ readiness</th>
</tr>
</thead>
<tbody>
<tr>
<td>__________________</td>
<td>□ Volunteering and mentoring __________________________________________________________</td>
</tr>
<tr>
<td>My majors: __________________</td>
<td>□ Co-curricular activities ____________________________________________________________</td>
</tr>
<tr>
<td>My possible career fields:</td>
<td>□ Part-time work ________________________________________________________________</td>
</tr>
<tr>
<td>Possible careers:</td>
<td>□ Networking ________________________________________________________________</td>
</tr>
<tr>
<td>1) __________________</td>
<td>□ Internships ________________________________________________________________</td>
</tr>
<tr>
<td>2) __________________</td>
<td>□ Identify resources/activities/programmes of interests to help with my development</td>
</tr>
<tr>
<td>3) __________________</td>
<td></td>
</tr>
</tbody>
</table>

Career tasks:
- Update CV and Letter of Motivation
- Read up about career fields and related careers
- Chat with a Career Advisor
- Attend Careers Xpo, and Employer Showcases & Presentations
- Update my profile on Career Xplora
- Practise job interviews online
- Apply for Co-Curricular Record

Goals for the year

Academic .................................................................................................................................

Personal .................................................................................................................................

Developmental .....................................................................................................................

Career .................................................................................................................................

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- UWC celebrates 102nd ranking in 2017 Times Higher Education BRICS & Emerging Economies Rankings list
- 5 Interesting UWC Technologies That Make The World A Better Place
- UM Presentation