

Application Form: GLS 2018

BIOGRAPHICAL INFORMATION

Please insert your particulars as indicated below:

Name:

Surname:

Student Number:

Date of Birth:

ID number:

Passport Number (if applicable):

Cell number:

Preferred email address:

Please provide us with the following information:

Gender:

Race:

Disability - if so, please specify:

Faculty:

Current Degree/Study:

Previously obtained degree/ tertiary qualification:

In case of the above, institution and year obtained:

STUDENT COMMITMENT

Please answer questions 1 - 4 below (highlight/circle Yes/No):

1. In the event that I am shortlisted, I will be available for an interview on **12-13 April 2018**. **(Yes/No)**
2. In the event that I am selected I will be available to fully participate in the GLS during the July holidays, from **8 – 15 July 2018** **(Yes/No)**
3. I have read the background and outline of the programme **(Yes/No)**
4. I understand that if I am a successful candidate for this programme it will be expected of me to complete readings and/or assignments and attend various pre-training discussions prior to the GLS (April – June), and also stay committed to the program after the summit. If I am unable to attend such discussions or complete the readings and/ or assignments I will excuse myself from the application process. **(Yes/No)**

CV TEMPLATE

STUDENT PROFILE: ACHIEVEMENTS AND ACCOLADES

*Please indicate your achievements (those applicable) on different levels **ONLY** at the UFS / other tertiary institutions as below:*

To be verified by respective authorities at the bottom of the form

1. CURRICULAR ACHIEVEMENTS (Academic & curriculum related)

| LEVEL | TICK APPROPRIATE BOX(ES) | DESCRIBE ACHIEVEMENT | YEAR OBTAINED |
|---------------------|--------------------------|----------------------|---------------|
| UFS/ Residence | | | |
| Regional Level | | | |
| Provincial Level | | | |
| National Level | | | |
| International Level | | | |

2. LEADERSHIP ROLES

| LEVEL | TICK APPROPRIATE BOX(ES) | DESCRIBE ACHIEVEMENT | YEAR OBTAINED |
|---------------------|--------------------------|----------------------|---------------|
| UFS/ Residence | | | |
| Regional Level | | | |
| Provincial Level | | | |
| National Level | | | |
| International Level | | | |

3. ARTS & CULTURAL ACHIEVEMENTS

| LEVEL | TICK APPROPRIATE BOX(ES) | DESCRIBE ACHIEVEMENT | YEAR OBTAINED |
|---------------------|--------------------------|----------------------|---------------|
| UFS/ Residence | | | |
| Regional Level | | | |
| Provincial Level | | | |
| National Level | | | |
| International Level | | | |

4. SPORT ACHIEVEMENTS

| LEVEL | TICK APPROPRIATE BOX(ES) | DESCRIBE ACHIEVEMENT | YEAR OBTAINED |
|---------------------|--------------------------|----------------------|---------------|
| UFS/ Residence | | | |
| Regional Level | | | |
| Provincial Level | | | |
| National Level | | | |
| International Level | | | |

VERIFICATION OF STUDENT ACHIEVEMENTS AS ABOVE

(Signature where possible, otherwise confirmation that the above is true. **At least ONE is required**)

| Name of Authoritative figure | Institution | Tel no | Signature | Date |
|---|-------------|--------|-----------|------|
| 1. UFS Residence Head | | | | |
| CONFIRMATION: I hereby declare that the above is/ is not a true reflection of the student's achievements and accolades | | | | |
| 2. UFS Residence Prime | | | | |
| CONFIRMATION: I hereby declare that the above is/ is not a true reflection of the student's achievements and accolades | | | | |
| 3. Other (state position) | | | | |
| CONFIRMATION: I hereby declare that the above is/ is not a true reflection of the student's achievements and accolades | | | | |

ESSAY TOPICS ON PAGE 4

ESSAY SUBMISSION

Please type your essays in the spaces provided below:

In your essay, please address the following question (in no less than 200 and no more than 400 words):

- 1) What, in your opinion, is critical leadership?

In your essay, please address the following question (in no less than 200 and no more than 400 words):

- 2) What is your viewpoint on human value in terms of gender and diversity realities in South Africa and how does it influence the rights and dignity of individuals?