

Dear Students

It gives me great pleasure to welcome you to the University of the Free State and, in particular, to our dynamic and innovative South Campus. In one survey after another, our research shows that the students of South Campus are the happiest and most excited of learners across the three campuses. I wish to suggest three reasons for this positive spirit among our students.

One, South Campus is a place of opportunity. Many of our students study at a distance and cannot afford the time to do full-time studies. This Campus makes part-time studies possible through structured academic teaching and support at different sites across South Africa. You do not therefore have to sacrifice your job or travel great distances; teaching and learning comes to where you are. Working professionals, such as teachers, can therefore advance their careers and upgrade their skills near the schools or colleges where they work. South Campus therefore offers opportunities for further studies which would not otherwise be available for non-residential students.

Two, South Campus is a place of transition. Many students start off on South Campus because they do not yet meet the full requirements for formal degree studies. One or two years of study in small classes with intimate support enables hundreds of stu-

dents every year to enter degree programmes on the Bloemfontein Campus and to move quickly to graduation. There is evidence that many students from South Campus become leaders

on the SRC (such as the 2014 President) and go on to complete degrees in Economics, Law and Medicine after which they become successful in the workplace. In other words, the fact that you did not get entrance to degrees the first time does not mean the end of your plans. South Campus offers a transition between university preparation and full degree status.

Three, South Campus is a place of hope. Students are delighted that they have a chance, from a distance or on campus, to continue studies. That is why they are so optimistic and forward-looking. The students here take nothing for granted; they know there is another chance to access and succeed in higher education. The South Campus students generally have much higher pass rates than on the other two campuses because of the intimacy of learning in small groups on a relatively new campus where hope is felt. You literally cross the road from the townships onto this beautiful campus where you can still dream.

For these reasons, nothing gives me greater joy than to visit South Campus and plant myself under a tree or umbrella and simply invite the students to come and talk to me about their plans and their purpose. The last time I did these “talk to me” sessions I was emotionally moved by the number of students who came simply to say “thank you” for the opportunity to study and to have another chance to succeed despite coming through a still disadvantaged school system.

I welcome you with love and joy, and pray that you too will see South Campus as a place in which to dream while you make other plans for postgraduate studies and, who knows, eventually a PhD (doctorate) in your field. There are no limits to what you can achieve as a South Campus student.

See you at graduation!

Jonathan D Jansen

Rector, UFS



support you in your studies.

At each of the centres you will be introduced to Learning Developers who will attempt to address the academic and administrative challenges that you might encounter as students who are not privileged to attend classes at one of the three UFS campuses.

These Learning Developers will attend to your needs in addition to the tutors/lecturers assigned to your classes. Be assured that we understand the difficulties of studying at a distance and are happy to support you!

Support with Effective Study Skills

In conjunction with KOVSIE Counselling, the SOL has developed a student guide to facilitate and assist students with improving their life skills. The document and DVD include topics such as study methods, time management, self-discipline, exam anxiety, and critical thinking.

Support with Subject Content

The Learning Developer will request subject content support from the facilitator of the module and/or Peer Learning Developers (PLD: good performing students who passed the modules well). The Peer Learning Developers will be identified and trained by SOL. Students who failed modules will automatically be identified as 'at risk' students and the support sessions are compulsory for them (see your programme guide for the scheduled support sessions). All other students can join the support sessions as soon as they need assistance. It is also possible for Learning Developers to schedule support sessions, which will take the form of exam question discussions, before the students write their main examinations.

Dear South Campus students

Congratulations on registering at the UFS and becoming part of the South Campus family! We hope that your studies will be a pleasant experience and also that you will be successful in pursuing your dreams.

Although most of you are distance education students and attend classes at the 40+ centres nationwide, we value you as Kovies and have implemented a variety of mechanisms to

Our UPP and Extended Programme students have started their 2015 classes on the South Campus and are also in the fortunate position to have a team of dedicated lecturers who are committed to support them. Do not hesitate to visit the campus counsellor should you encounter difficulties.

We trust that you will make happy memories during your stay at the South Campus!

Dear ACE and NPDE students

Another year with all the hustle and bustle of student life has started and, as with everything in life, there are some changes.

The delivery of the ACE and NPDE programmes are slightly different in 2015. The support that we as the UFS School of Open Learning (SOL) provide to our students to ensure success and progression has always been a priority to us. This year we introduce an innovative support system to all of the distance learning and on-campus students of the School of Open Learning.

Process for the Development of Learning at a Centre

At each Centre, a Learning Developer (LD) with a qualification in Education Psychology or Psychology has been identified and trained. This Learning Developer will take the lead at each Centre to develop a culture of learning.

The Learning Developer will be responsible for consulting with 'at risk' students in order to map the process of intervention necessary for each individual student.

Where Does the Time Come From to Provide the Support to Students?

The decision was taken by the Management of SOL to deliver all of the ACE and NPDE programmes on a Saturday. It is only with the extra hours that become available after the lectures conclude on a Saturday that proper support can be provided to our students. The SOL hopes that all students will accept this decision and attend the support sessions for their own benefit.

Mr Pierre Plekker

Head of Formal Programmes

School of Open Learning

SOUTH CAMPUS SPIRIT

Student Opinion

The South Campus is home to a rich variety of departments and students. We took to the rolling hills to find out what some of the students enjoy most about studying on this campus and what they would like to change.



Mhlungisi: "What I like most about the South Campus is the friendly people. Everybody is lovely."



Phumlani: "I like the lecturers most. They are funny and friendly."



Morné and Ryan: "We really enjoy the cafeteria." "The stairs are killing us, though! Parking closer to the classes would be great."



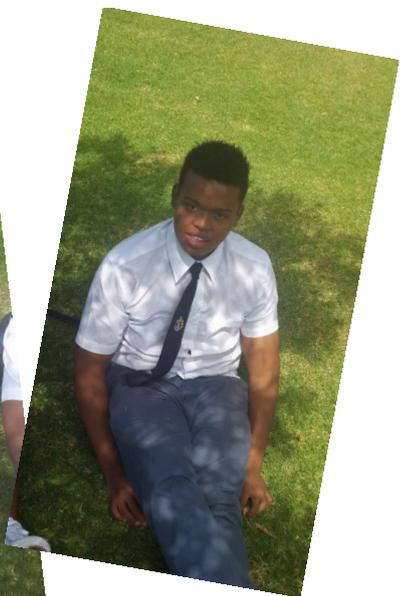
Arlynn: "I like the cafeteria a lot. We need a lot of variety."



Narch: "I like the girls on campus. It's nice to lie on the grass and look at them!"



JP: "I like the cafeteria, but they should get more people to work there."



Jaydin: "I also like the cafeteria, but the buses are always late."

A Campus in Capable Hands



The security team on the South Campus really takes pride in their work and is always ready to assist both students and staff in ensuring that the campus operations run smoothly. We commend them for this and look forward to working with them as the South Campus continues to grow.



Getting to know Kenosi



Who is Kenosi Mocwana in three words?

Loving, empathetic, compassionate.

What do you do at the South Campus and what do you enjoy most about it?

I am responsible for ACE marks, I mostly enjoy serving students, as well as working with such an amazing team.

What would you like to say to the School of Open Learning students?

The sky is the limit. Dream big and be self-motivated to pursue your dreams.

What do you do for fun?

Picnic outings with my family.

Which public figure do you admire and why?

Inyala Vanzant; she is resilient, knows who she is, loves herself, and believes in making the world a better place. I believe we share the same sentiments.

Moving Up

The South Campus Admin Building has four floors and in order to make the different departments situated in this building more accessible to disabled students and staff, it was decided that a lift should be engineered. While the lift's main purpose is accessibility, it duals as a cargo lift for study material or supplies that need to go all way up to the fourth floor. Not only is it a wonderful addition to the Admin Building, but certainly one that attests to the South Campus's vision of innovation, inclusivity, and broadened access. Below are two SOL staff members trying it out for the first time.



Sebokeng Control Day



Control Day was implemented to improve the registration process of the School of Open Learning by giving students and staff ample opportunity to verify that all registrations are correct. It has been a roaring success and we made use of the opportunity to ask some students in Sebokeng what their aspirations for 2015 were. The consensus was that they hope to achieve good marks and pass all the courses of course, but that they also hope to learn as much as they possibly can. We trust that they will certainly learn a lot and we wish them all the best with their studies.

How Zakira Jhetam did it and how you can too

When working and studying full time one can easily become despondent and feel discouraged.

It is important to stay focused and motivated. One of the best ways to do so is to heed the advice of those who have done the same as what you are doing now. For this reason we caught up with Zakira Jhetam who graduated from the NPDE programme in 2014 with 33 distinctions over three years.

Zakira, how did you stay motivated throughout your studies?

I come from an Islamic background where dedication and commitment are strong values that we cherish and maintain. Teaching has always remained an enduring passion, and completing my NPDE was part of the journey. There are no limits to one's aspiration and one must be committed to lifelong learning. Motivation has always been a primary driver of all that I do. It is a willingness to challenge your limits and push the boundaries of what can be done.

How do you unwind?

It is important to find time at the end of each day to unwind and allow yourself to relax. I spend time with my family and focus on the present. We all know that if we do not take care of ourselves, stress only increases.

The truth is that whatever issues you had during the day you will handle better tomorrow if you take time off for yourself tonight.

Are you thinking of studying any further?

Yes, I would like to complete my ACT by next year.

Why did you want to become a teacher?

I have chosen a career in Education because I believe that it is one of the most important functions performed in society. As a teacher, I will have the privilege of shaping our children into future parents and productive members of society. Teaching is an enabling career, it is much more than a job. It is a calling, a vocation, and a duty to serve the community. I love children – they are adorable and teaching provides the stimulus for a very creative and dynamic life.

What are the three things you cannot live without?

My faith

My family

My books

What would you like to say to other students hoping to achieve what you have achieved?

Believe in yourself. Be focused. Set realistic short-term goals. Most important – be DISCIPLINED. There are no limits to

what we can do and achieve. Just remember, I am more than a teacher: I am a counsellor and psychologist to a problem-filled child; I am a police officer who controls a child with ill-discipline; I am a travel agent who schedules the trips for the year; I am a banker who collects money for so many different things; I am a confidant that wipes a crying child's tears; I am a librarian guiding adventures that come out of story books; I am a psychic who learns to know what others can only guess; Loco parentis – I am the mother and the father to the child; I am a doctor who detects that the child is ill; I am the clown and comedian who makes children laugh; I am a news reporter sharing general news as it happens. I am the guide and spiritual mentor; I am proud to be these people, because I am proud to say *I am a teacher.*



Don't Forget!

*SOL students

Final day to query Semester 1 CASS marks: **1st June 2015**

Main Mid-Year Exams: **27 May 2015 - 5 June 2015**

Deadline for applications to write the Additional Mid-Year Exams: **12 June 2015**

Marks available online Main Mid-Year Exams: **13 July 2015**

Final day to query Main Mid-Year Exam marks **20 July 2015**

Additional Mid-Year Exams: **20 - 23 July 2015**

Marks available online Additional Mid-Year Exams: **7 September 2015**

Final day to query Additional Mid-Year Exam marks **14 September 2015**



Butterworth students learning how to use computers.

ICTISE

ICTISE (ICT Innovation in School Education) is situated at the South Campus of the University of the Free State and has been servicing and providing support to the Free State school community and beyond since 2010. Our aim is to help schools improve the quality of teaching and learning through the integration of effective ICT/technology solutions. An old maxim states: “People don’t buy a drill bit because they want a drill bit; they buy it because they want a hole.” We believe the same is true about the role of

technology in teaching and learning – you don’t buy technology because you want technology; you buy it because you want a more effective school. What are the challenges in your school and how do you think these challenges could be addressed effectively through technology?

The **key** to unlocking your own ICT skills, lies in “**Keep Educating Yourself.**” We hope to share small bite size **key tips** in this and future newsletters. **KEY Tip 1 – How to highlight text in Word more efficiently.**

To select	Do this
Any amount of text	Click where you want to begin the selection, hold down the left mouse button, and then drag the pointer over the text that you want to select. Click at the start of the selection, scroll to the end of the selection, and then hold down SHIFT while you click where you want the selection to end.
A word	Double-click anywhere in the word.
A sentence	Hold down CTRL, and then click anywhere in the sentence.
A paragraph	Triple-click anywhere in the paragraph.
A line of text	Move the mouse pointer to the left of the line until it changes to a right-pointing arrow, and then click.
Multiple paragraphs	Move the pointer to the left of the first paragraph until it changes to a right-pointing arrow, and then press and hold down the left mouse button while you drag the pointer up or down.
An entire document	Move the pointer to the left of any text until it changes to a right-pointing arrow, and then triple-click. Or hold down CTRL, and then press A on the keyboard.



Alternative Access to the UFS

The University Preparation Programme began in the Bloemfontein region of the Free State in January 1993 as the NEED Programme (Need for Education and Elevation). The necessity for the Programme arose due to imbalances in the school system, which resulted in many deserving

students not being able to meet the entrance requirements of universities, technicals, and vocational colleges. Ten institutions from Bloemfontein came together in a consortium to implement the UPP Programme.

The UPP Programme has evolved over the years from a lecture-based to a resource-based learning curriculum. The Programme was expanded to Bethlehem in 1998, to Kimberley in 1999, to Welkom and Sasolburg in 2000, to Oudtshoorn in 2001 and to the Qwaqwa Campus of the UFS in 2003.

Students study two University-credited subjects as well as two N4 subjects, viz. Computer Practice and Communication. They also follow a compulsory Basic Skills & Competences course, which is presented by the Psychology Department as well as an Academic Literacy Course for higher education purposes presented

by the Unit for Academic Literacy of the Centre for Teaching and Learning at the University of the Free State.

If successful, they can continue their studies at either the University of the Free State, the Central University of Technology, an FET College or one of the vocational colleges. The most important feature of this Programme is that students earn credit for the subjects they study during the bridging year and it does not only serve as an access programme.

Therefore, when they progress to the University they have already obtained half of the required first-year credits of the Higher Education Programme they have enrolled for. The office of the UPP is managed by Ms Tshhegofatso Setilo and she is assisted by Mrs Lydia Moilwa. There is also a full-time student counsellor, Mrs Barnard, who assists students with academic advising.

Editorial Team

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