



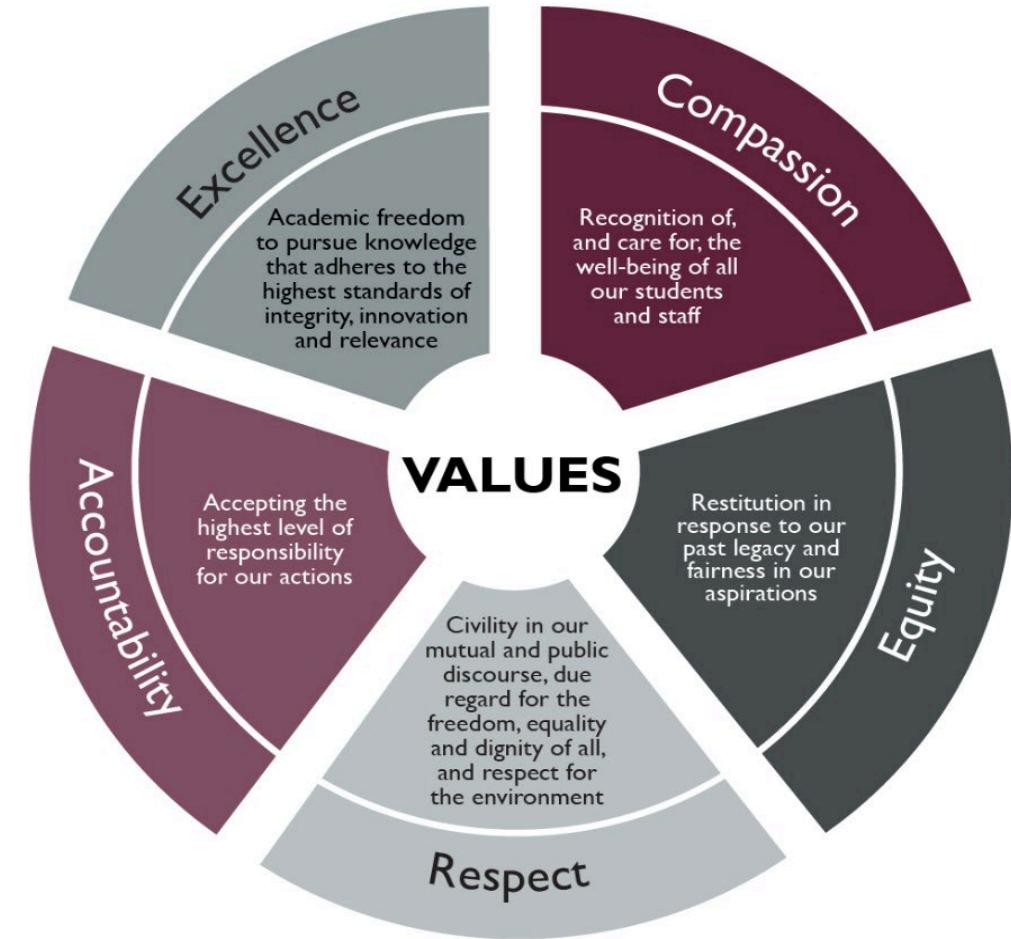
Welcome to the Faculty of Science - 2026

Prof Bertie Fielding, Dean

Prof Ingrid Rewitzky, Vice-Dean (Learning & Teaching)

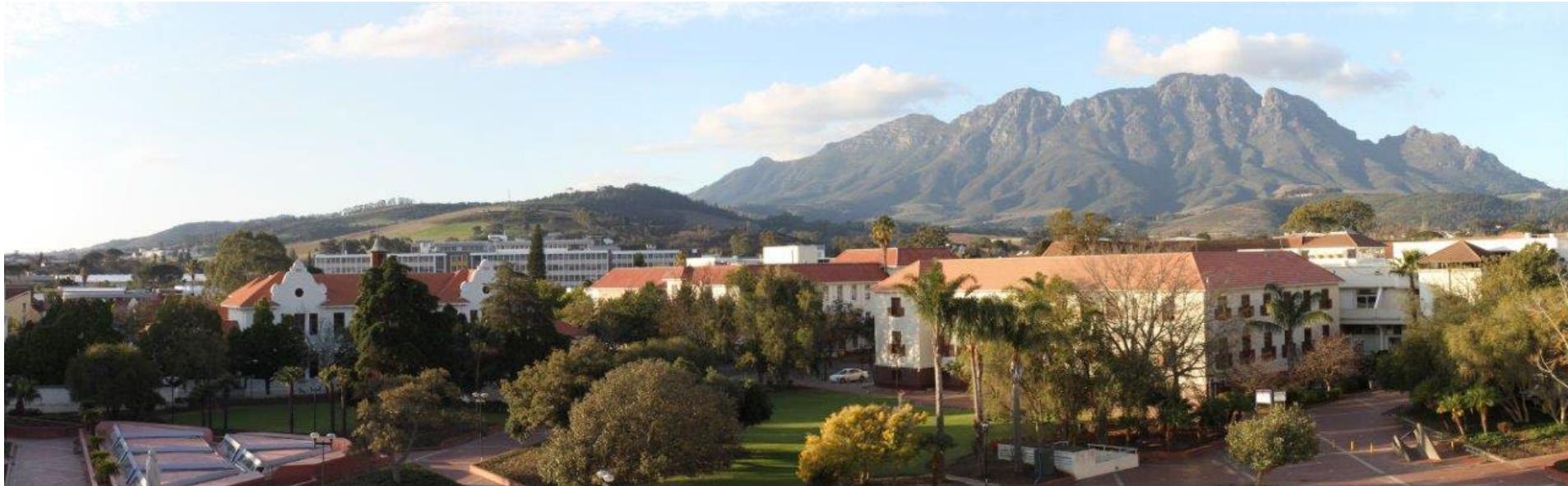
Welcome to Stellenbosch University

Stellenbosch University strives to be Africa's leading research-intensive university, globally recognised as **excellent**, **inclusive** and **innovative**, where we advance knowledge in service of society.



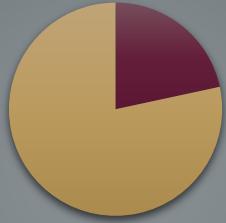
Value proposition: Faculty of Science

- Ethical Science in Service of Society
- Significant contribution towards positioning SU as a leading research-intensive university; and
- Provides a general formative education in the natural sciences to students in Science and other faculties



Students & staff in the Faculty of Science

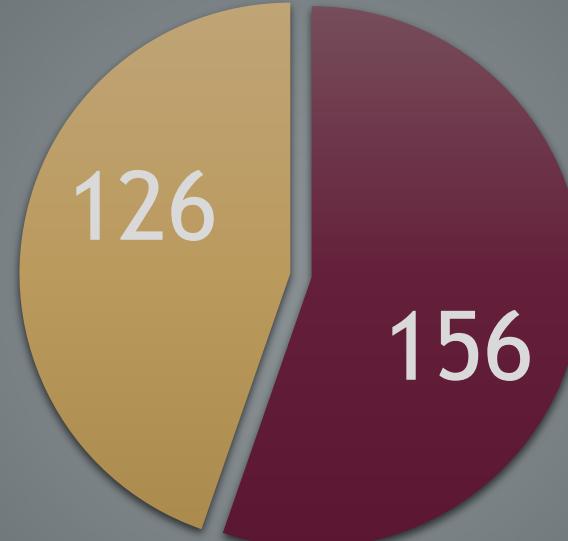
Students: ~ 4000+



- Postgraduate
- Undergraduate

1. 18 000 applications
2. 756 FT
3. Graduate and become one of the 6% in SA

Staff: ~ 285



- Academic
- Support

Why Science Education Matters – what does the literature say?

Develops Critical Thinking and Problem-Solving Skills:

Students learn to approach challenges methodically, fostering innovation

Drives Economic Growth and Innovation:

Countries with strong STEM education systems produce a workforce that fuels technological advancements = NDP 2030

Prepares Students for STEM Careers:

More and more high-demand, high-paying jobs are STEM-related

Addresses Societal Challenges:

Science education empowers future leaders to tackle pressing societal issues

What skills do graduates need?

- **Collaboration and teamwork**
- **Creativity and imagination**
- **Critical thinking**
- **Problem solving**
- **Flexibility and adaptability**
- **Global and cultural awareness**
- **Information literacy**
- **Leadership**



What skills do graduates need?

resilience

the process of adapting well in the face of adversity, trauma, or significant sources of stress

via the APA



<https://nataliefranke.com/2019/11/5-simple-steps-to-build-resilience/>

An emerging (LARGE) challenge

MENTAL HEALTH

18000 applications; about $\frac{1}{4}$ identify as neurodivergent
More and more students reaching out to CSCD

The Matie experience ...

- Will be enriching and exciting
- With many new friends, social, cultural and sport opportunities
- And new responsibilities never encountered before.



But...



Academic goals
remain
most important

Mind the gap

Gap between school and university **is** substantial.

University terms:

2 x 13-week academic semesters

Programme hours:

120 credits x 10 hours = 1200 hours

Module hours:

16 credits x 10 hours = 160 hours

- Success at school does not always correlate well with academic performance.
- Other factors may also impact performance.

Learning in Science

The Faculty of Science offers both

independent learning

and

facilitated learning opportunities.

As a student progresses from first year to third year there is an increased expectation of independent learning.

Learning in Science



is the official Learning Management System.

Each academic module has a **module framework** on this site that provides

- module description and outcomes
- scheduled learning opportunities
- study guide
- learning material and
- assessment approach and final mark calculation.

Teaching in Science

Stellenbosch University is a residential university.

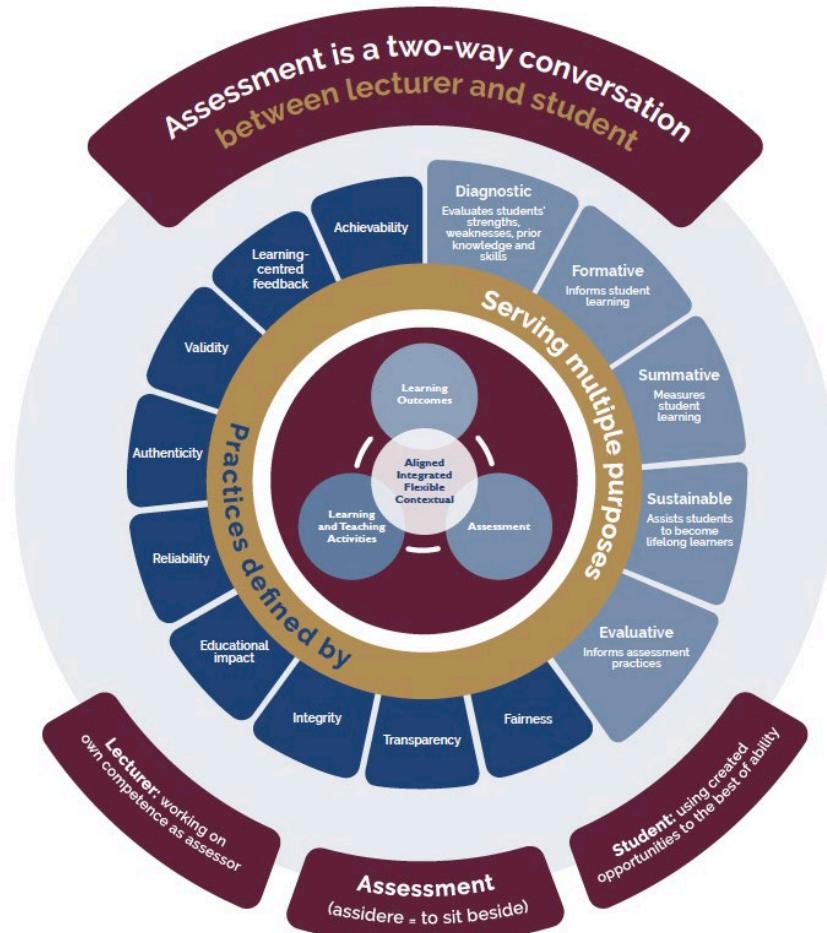
This implies that there is a requirement for contact time in-person, on campus.

Scheduled in-person learning opportunities include lectures, tutorials, practicals, field work.



Assessment in Science

- impact students' learning positively and encourage them to **take responsibility for their own learning** through, amongst others, using feedback constructively and creating opportunities for assimilating new knowledge.
- **authentic and fair** and does not overload lecturers, teaching assistants, or students.



Assessment in Science

Assessment for learning (Formative)	Assessment of learning (Summative)
Continuously	During scheduled assessment periods
Marks may or may not be awarded	Marks are awarded
Different forms of feedback are provided	Feedback is not necessarily provided
For students and lecturers to obtain feedback on the progress towards achieving module outcomes	For lecturers to measure students' achievement of the module outcomes

Success depends on

- Motivation
- Study skills
- Time management
- Character
- Health and well-being
- Other factors

Admission for subsequent years

- Admission for each academic year is **not automatic**.
- Admission for an academic year is dependent on passing at least a certain number of modules in the preceding years of registration. (Also required by most funders, including NSFAS.)
- If admission requirement is not met, an **appeal for readmission** may be submitted.

Support in learning spaces



Academic Support

offered by peer-to-peer facilitators and lecturers for each module

Contact: Module coordinator

Referral: to Student and Academic Affairs Coordinator

Mental Health Support

early detection by class representatives or peer-to-peer facilitators and lecturers

Referral: to Academic Advice Counsellors and intern counsellors.



Faculty-based Support

Academic Support

offered by Ms Lauren Onraët (Student and Academic Affairs Coordinator)

Contact: laureno@sun.ac.za

Office: Perold Building

Mental Health Support

- Academic counselling and development

offered by Christine Kada-Williams and Rouxle Koekmoer (Academic Advice Counsellor)

Contact: ckada-w@sun.ac.za and rouxlek@sun.ac.za

Bookings: supportus@sun.ac.za

Office: Perold Building

- Wellness Hours, Wellness Kiosk, Wellness Support Groups, Counselling offered in collaboration with the Educational Psychology Practicum Unit.



CSCD ER24 Hour
Emergency Number
010 205 3032

Academic Support in Science

Upon arrival	First year on campus	Later years of study	Postgraduate studies
Onboarding programme	General science academic skills development module	Discipline specific academic skills	Research orientation workshop
Curriculum planning based on interests and goals	Curriculum planning for retention and progression	Curriculum planning for completion	Development of research proposals
Academic welcoming programme	Peer to peer facilitation (tutors, mentors)	Peer to peer facilitation (tutors, mentors)	Networking with peers and researchers
	Lecturer consultations	Lecturer consultations	Individual supervision
	Learning opportunities	Learning opportunities	Postgraduate conference

Mental Health Support in Science

- Primary intervention - faculty-based support, preventative and developmental services, identifying and addressing causes of problems, activities to ameliorate stressors and help develop coping abilities.
- Primary Prevention - psycho-education that addresses relevant issues in the faculty context, planned, proactive and regular transfer of information.
- Psychological counselling intervention (at most 4 sessions per student) - screen, assess, psychological education and training and referral to CSCD Educational Psychologist or EPPU or network of psychologists.
- Supportive - counselling that assists to alleviate stressful responses and/or assist students to adjust to altered circumstances.

Institutional-based Support



Thank you |
Enkosi |
Dankie

