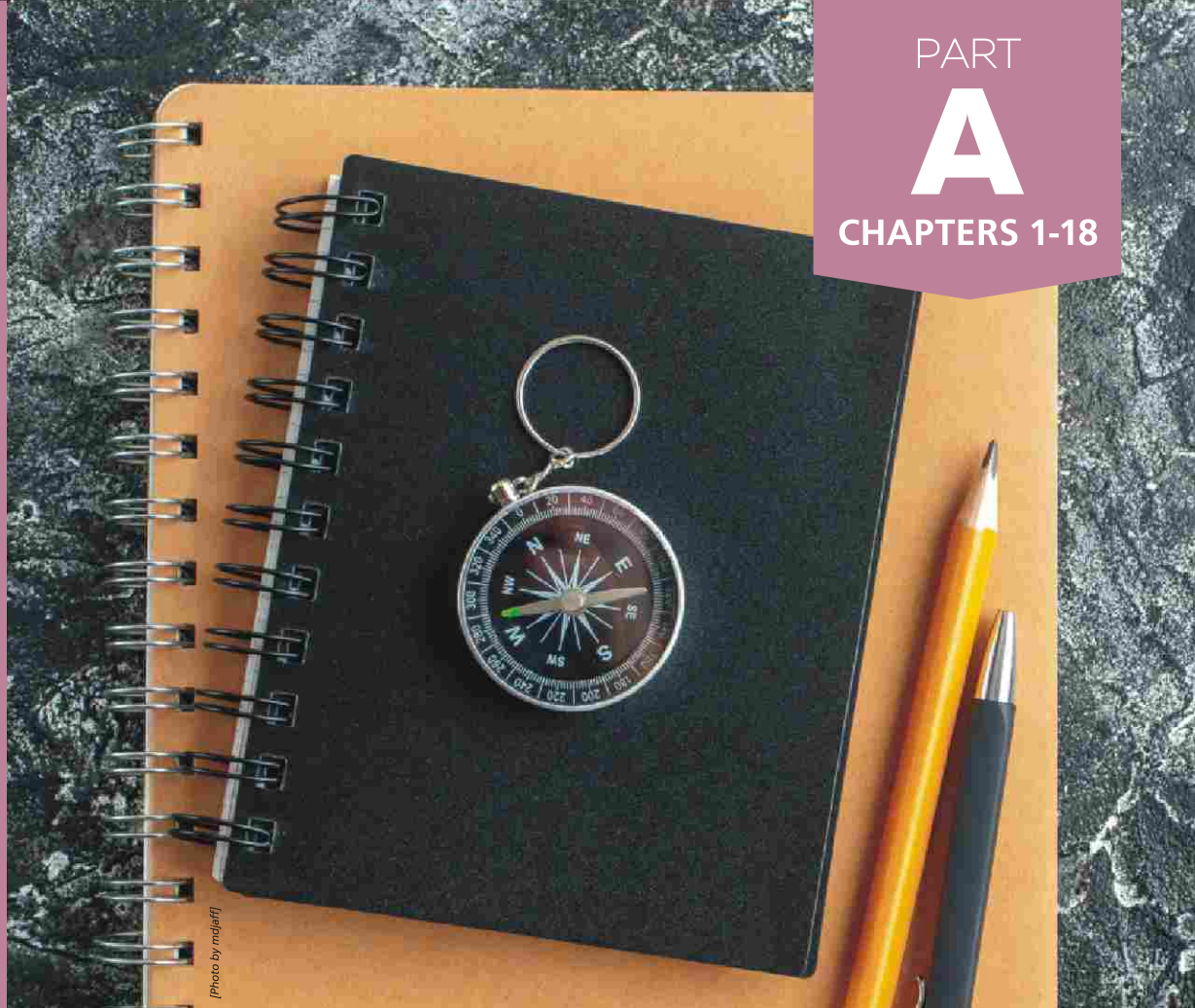


PART

A

CHAPTERS 1-18



[Photo by mdfarr]

ANCHORING YOU,

the Matriculant and Undergraduate Student, for Success on your Academic and Career Development Journey

"Today is where your book begins, the rest is still unwritten." — Natasha Bedingfield

CHAPTER

02



[Photo by pixabay]

Sharing My Undergraduate Story with You

Mr Rieaz Cassim

BA (UNISA)

BA Honours (SUN)

Navigating the Toolkit: A Guide

Notes for the student user:

In this chapter, you will be offered some suggestions on how to navigate through the content of this Toolkit in order to reap the full reward of this self-empowerment resource. These cover the following:

- (i) Gearing up for your voyage through this Toolkit:
Where are you currently on your higher education path, and how do you now begin to use this resource?
- (ii) Embracing self-efficacy by taking ownership of your engagement with the Toolkit;
- (iii) Tapping into the testimonies shared by selected professionals:
Do they offer any lessons and insights that serve you well? and
- (iv) Some navigation tips as you steer yourself through the content of the Toolkit.

Note to the stakeholder user:

A call to key stakeholders in higher education to invest in learning resources for the advancement of graduate and postgraduate development.

User Feedback Form: For the student and stakeholder user



Sourcing Potential Funding for Tertiary Studies

In this chapter, you will be assisted to explore possible sources of funding for your tertiary studies and will be provided with some sound financial management advice. The following topics are covered:

- (i) Institutional bursaries and scholarships;
- (ii) External bursaries;
- (iii) Student loans;
- (iv) Crowdfunding;
- (v) Part-time work;
- (vi) The National Student Financial Aid Scheme (NSFAS);
- (vii) Some tips on drawing up your budget with regular income and expenditure tracking; and
- (viii) Developing and maintaining a cost-cutting and savings plan.

CHAPTER

05



Orientation and Transitioning to Academic Life

In this chapter, you will be enlightened on the following key topics that offer you some useful tips and guidelines on your passage into the world of higher education:

- (i) Understand what Orientation entails;
- (ii) The importance of attending and participating in Orientation programmes at your institution;
- (iii) Get to know the range of supportive services on offer and how to access these; and
- (iv) Learn how to effectively transition into your new educational environment and communal space.



CHAPTER
06

Benefitting from Mentorship as a Developmental Resource

In this chapter, you will be guided through the following learning areas:

- (i) Sourcing a suitable mentor;
- (ii) Setting up your mentoring partnership for success;
- (iii) Understanding the key roles, responsibilities and positive behavioural attributes of a mentor and a mentee;
- (iv) Appreciating the benefits of mentoring to key stakeholders;
- (v) Exploring different types of mentoring relationships;
- (vi) Discovering the key elements of an Undergraduate Learning and Development Contract;
- (vii) Planning for your first meeting with your mentor;
- (viii) Making the most out of your mentoring sessions;
- (ix) Adaptable templates for practical use on your mentoring programme; and
- (x) Useful self-reflective and introspective exercises for your ongoing personal growth and development.

An Undergraduate Learning and Development Contract

In this chapter, you will be motivated to dream your dream, and carefully plan how to fulfill it by taking small and big steps towards the achievement of your short-term and longer-term goals.

Specific attention is given to goal-setting in eight key facets of your life. You are encouraged to deeply reflect on, identify and plan for the following, amongst any other important aspects of your life, that you wish to place on the radar of your unique ULDC.

- (i) Your overarching career goals and aspirations;
- (ii) Your work-related goals and developmental areas;
- (iii) Your undergraduate study/ academic enrichment/ research goals;
- (iv) Your personal development and self-enrichment goals;
- (v) Your family goals;
- (vi) Your economic or financial wellness goals;
- (vii) Your health, recreation and wellbeing goals; and
- (viii) Your specific goals towards professional registration, if applicable.

CHAPTER

08

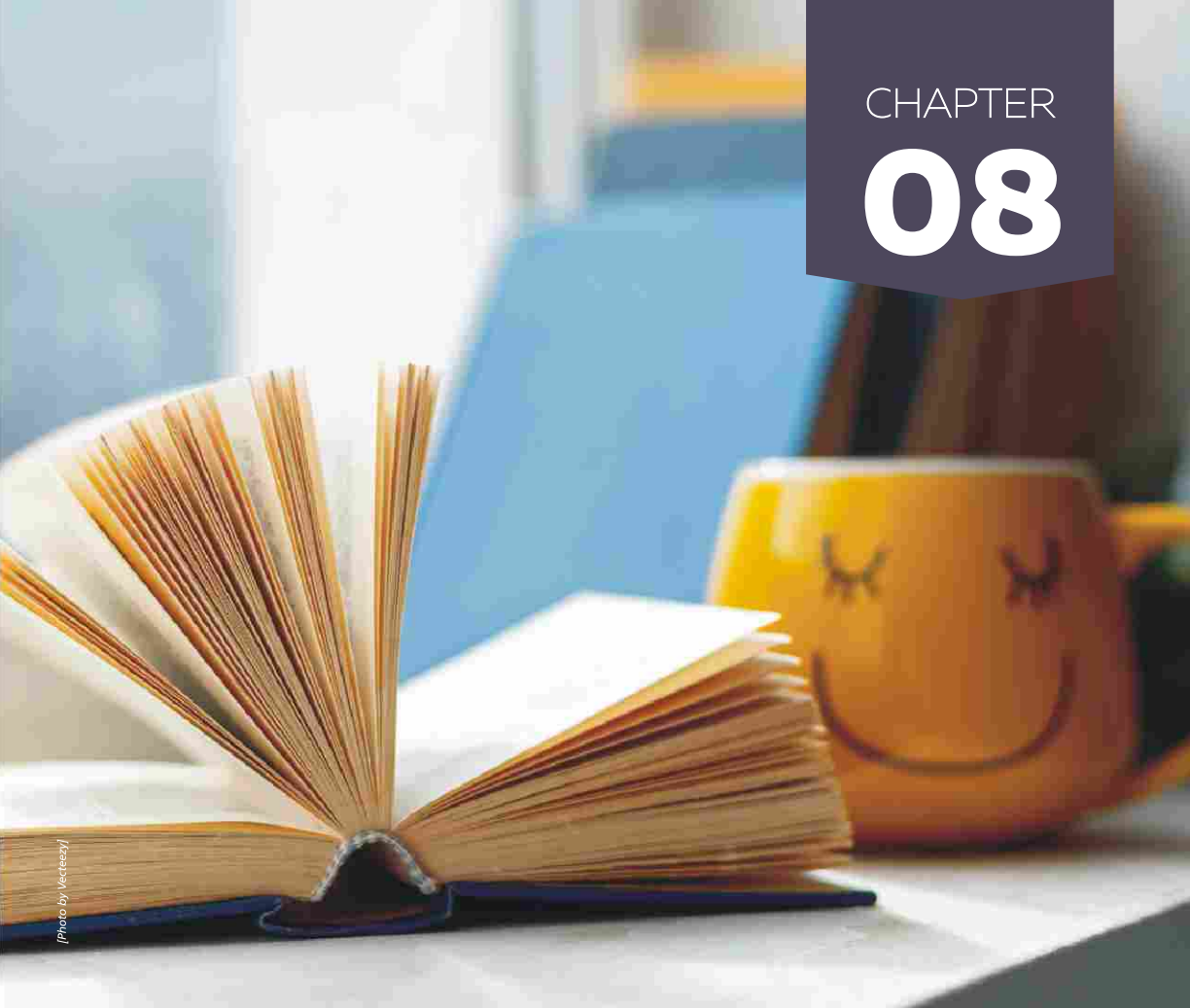


Photo by Vecteezy

Reading: A Catalyst for Continuous Improvement

In this chapter, you will be exposed to some useful tips to improve your reading skills in support of your academic pursuits. These include the following:

- (i) Developing critical, reflective thinking skills;
- (ii) Improving your basic reading and comprehension skills;
- (iii) Rectifying any mistakes or shortcuts that you may be taking when it comes to reading; and
- (iv) Some winning strategies and practical tips to improve your reading comprehension.

A young woman with glasses and a red bandana is sitting at a desk, writing in a notebook. A laptop is open next to her. The background is a wall with some graffiti. The text 'CHAPTER 09' is overlaid on a purple banner in the top right corner of the image.

CHAPTER

09

In this chapter, you will be exposed to some useful tips to improve your writing skills in support of your academic pursuits. These include the following:

- (i) Types of sources and their uses;
- (ii) Plagiarism, with a specific focus on the software programme Turnitin®;
- (iii) Improving your basic academic writing skills; and
- (iv) Common writing and formatting mistakes to avoid.

Academic Writing and Formatting Tips

CHAPTER

10

This chapter consists of sections A-E in which the following topics (i-x) will be covered.

Section A

- (i) Knowledge
- (ii) Mindset

Section B

- (iii) Responsibilities of a Student
- (iv) Study Goals and Learning Objectives

Section C

- (v) Passive Learning and Active Learning
- (vi) Student Participation

Section D

- (vii) Lectures
- (viii) Study Practices

Section E

- (ix) Assignments
- (x) Tests, Examinations and Oral Presentations

Learning and Study Guidelines

Mr Rieaz Cassim

BA (UNISA)
BA Honours (SUN)

A magnifying glass with a black handle and frame is positioned over an open book. The word "RESEARCH" is printed in large, bold, black capital letters on one of the pages. The magnifying glass's lens is centered on the word, making it appear larger and more prominent. The book's pages are yellowed with age, and the binding is visible on the left. The background is a plain, light-colored surface.

RESEARCH

Welcome to
the World of
Research

Dr Layla Cassim

B.Pharm. (Rhodes)

MBA (UNISA)

PhD (Rhodes)

In this chapter, you will be steered through the following learning areas:

- (i) How to choose a supervisor;
- (ii) What research is and how to decide on a research topic;
- (iii) Support services for research that are available at the university;
- (iv) How to formulate the key components of a research proposal;
- (v) Obtaining ethics clearance to conduct the research project;
- (vi) A few important concepts in research design and methodology; and
- (vii) How to write up the mini-thesis.

CHAPTER

12

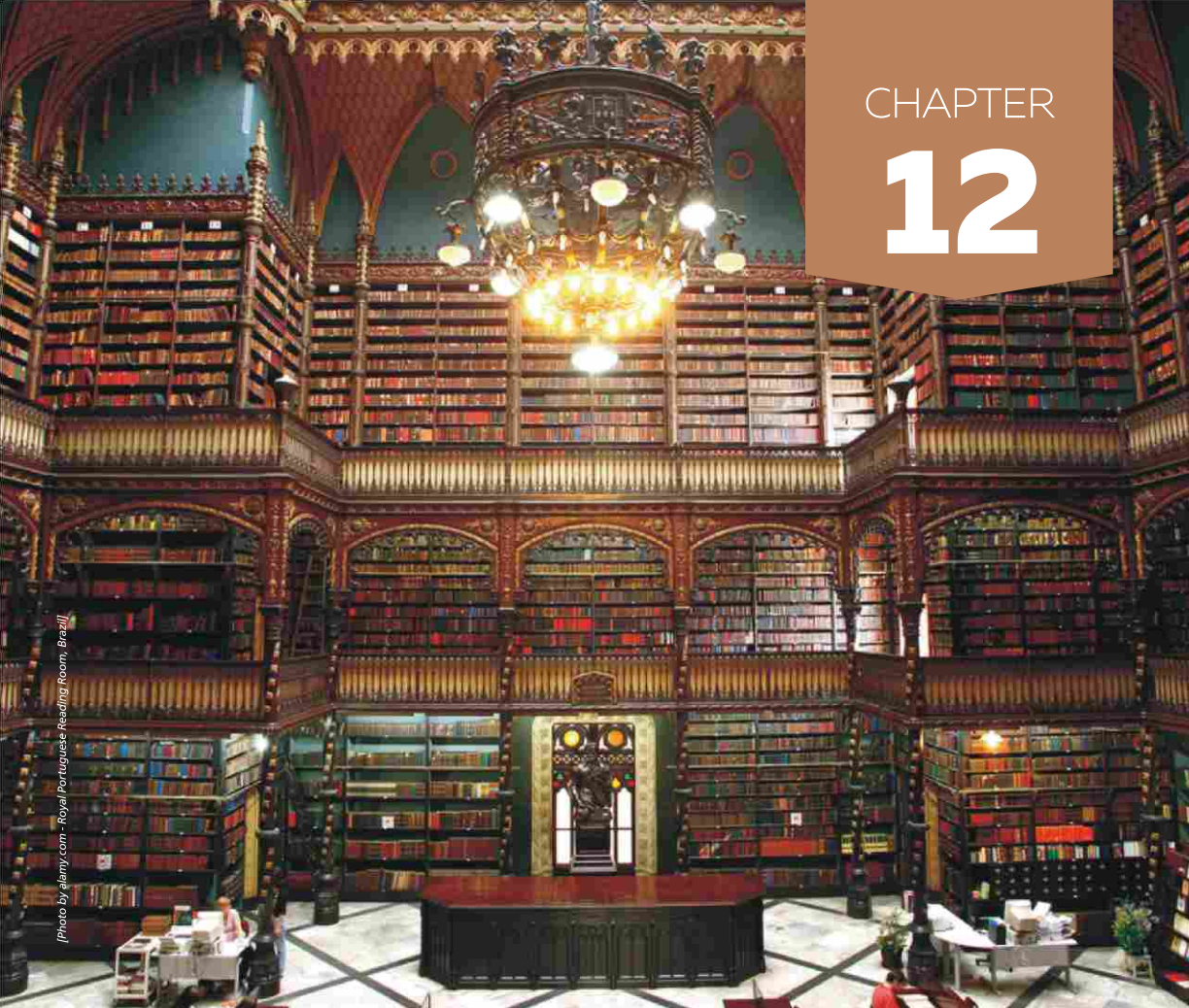


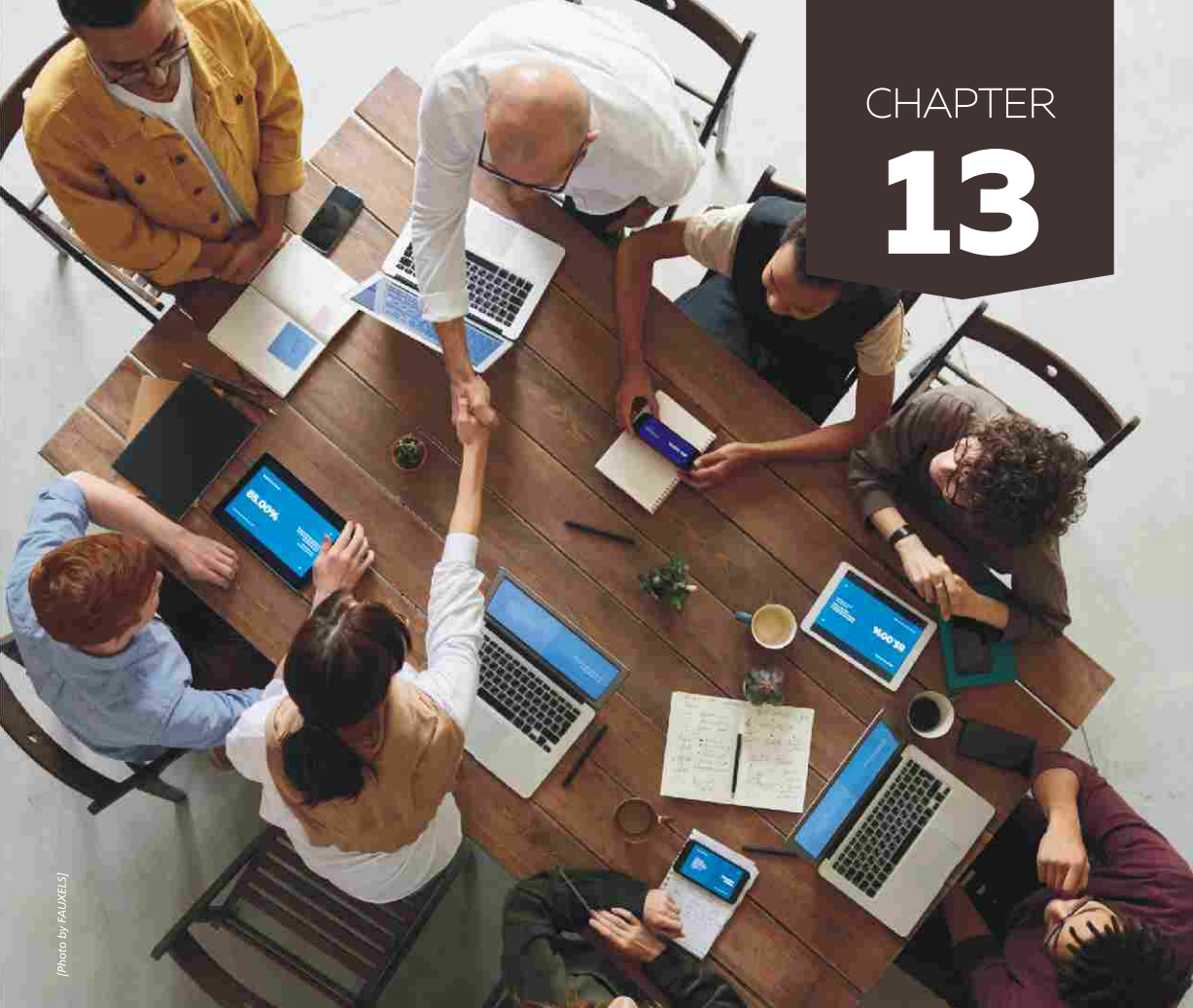
Photo by iamy.com - Royal Portuguese Reading Room, Brazil

The Invaluable Role of Library Support Services

"Libraries: The medicine chest of the soul." — Library at Thebes, inscription over the door

In this chapter, you will be encouraged to seek the support of library services and appreciate the invaluable role that a library plays in your personal and professional growth and development. The topics highlighted are the following:

- (i) The early development of libraries;
- (ii) Reasons to use the library;
- (iii) Functions and purposes of the academic library;
- (iv) Relevance of libraries in the internet era;
- (v) The services provided by academic libraries; and
- (vi) Student success and library usage.



[Photo by FAUXELS]

Grievance-handling and Dispute Resolution

In this chapter, you are encouraged to familiarise yourself with the grievance-handling, dispute resolution and/ or conflict management policies and procedures of your particular institution. Obtain a copy of the rules of the institution on its website or through a student handbook where these should be explained. Some generic information and guidelines are shared in the following areas:

- (i) The main types of conflict;
- (ii) Knowing the university rules and policies;
- (iii) How to escalate a grievance;
- (iv) The role of the Ombud; and
- (v) The role of the Student Representative Council (SRC).

CHAPTER

14

In this chapter, you will be navigated through the following topics:

- (i) Enhance your understanding of 'wellbeing', 'self-care' and 'lifestyle';
- (ii) Identify quality of life challenges that may undermine your progress in achieving your personal and academic goals;
- (iii) Develop a writing schedule, with targets, to work consistently on your academic journey;
- (iv) Adopt sound time management strategies to use your limited time more efficiently and effectively and for you to balance your different commitments;
- (v) Seek psychological help if you need to in order to address a personal problem;
- (vi) Appreciate the importance of self-care on a daily basis;
- (vii) Activate the right side of your brain and do something creative every day;
- (viii) Improve your interpersonal communication by using the Johari Window;
- (ix) Become more aware of 'blind spots' that you may have as a researcher or as a student;
- (x) Determine whether there are factors that undermine your motivation to excel academically and how to address these; and
- (xi) If applicable, recommend strategies to your Human Resources Department on what your organisation can do to better support employees who are studying.

Wellbeing and Self-Care

CHAPTER 15

In this chapter, your understanding of the following key self-management topics will be enriched:

- (i) Empowering yourself;
- (ii) Developing confidence;
- (iii) Developing your assertive skills;
- (iv) Developing your personal brand;
- (v) Managing stress;
- (vi) Managing your emotions;
- (vii) Motivating yourself to manage your time;
- (viii) Managing your network;
- (ix) Using campus resources;
- (x) Managing social media; and
- (xi) Volunteering your services as part of your contribution and self-development.

Self- Management for Success

Dr Edna Rooth

BA (Wits)

B.Ed. (UNISA)

M.Ed. (UNISA)

PhD (UWC)

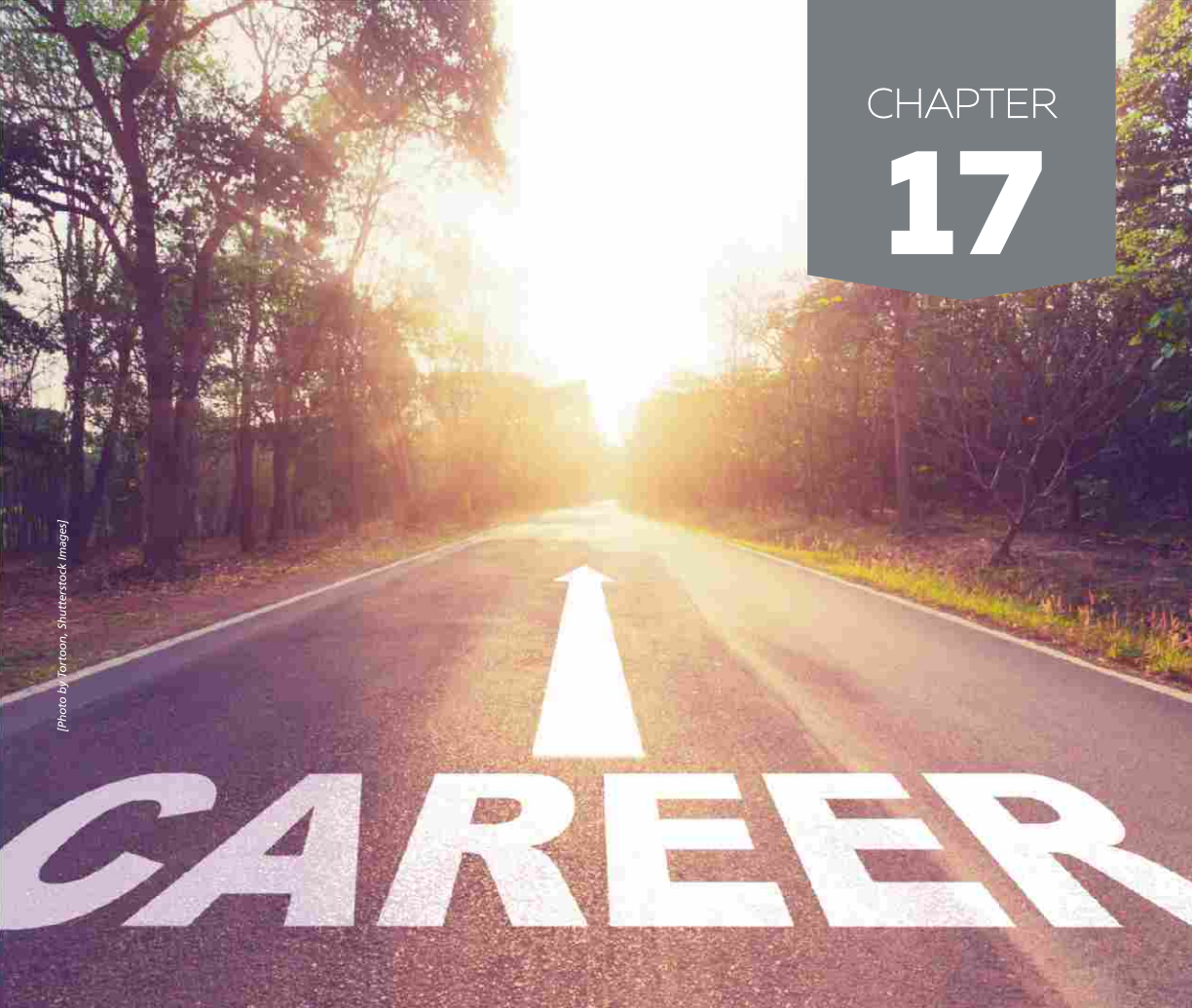


Getting to Know
Your Professional
Body

In this chapter, you will be motivated to become knowledgeable about the specific professional registration and development requirements of your respective professional bodies whilst you are still an undergraduate student in a proactive and forward-looking manner. Focus areas include the following;

- (i) Statutory and voluntary professional bodies in South Africa;
- (ii) The primary role and key responsibilities of a professional body;
- (iii) The benefits of joining a professional body;
- (iv) A sample of accredited professional bodies recognised by the South African Qualifications Authority (SAQA);
- (v) Critical and scarce skills in specialised occupations or professions;
- (vi) Some advice on skills and career development from a sample of professionally registered individuals who share their views; and
- (vii) The merits of a committed approach to continuing professional development (CPD) by Dr Layla Cassim, who is professionally registered with the South African Pharmacy Council (SAPC).

CHAPTER 17



Preparing for the Passage into the World of Work

This chapter provides you with opportunities to engage with yourself, through introspection, self-examination, career planning and further research to:

- (i) Embark on thoughtful preparation that will carefully guide you for a smooth passage from student life into future employment scenarios;
- (ii) Develop a deeper appreciation of your strengths and talents as well as your self-developmental areas that need improvement;
- (iii) Consider the best approaches to proactively adopt in order to secure the kind of employment that best meets your personal needs, your talents and your career aspirations;
- (iv) Build a distinct career portfolio that offers you the strongest armour needed to succeed in your academic pursuits and your chosen profession;
- (v) Gain insights into what employers require of graduates and early-career professionals in a highly competitive labour market;
- (vi) Commit to scenario planning for your career management trajectory that enables you to move closer to your desired employment options;
- (vii) Craft a winning career portfolio that showcases your talents, work-readiness and career development aspirations; and
- (viii) Consider the relevance of selected messages of wisdom and motivation shared by other professionals to your own unique academic journey and emerging career portfolio. These unedited excerpts are extracted from their full testimonies presented in Parts D and E of this Toolkit.



CHAPTER
18

In this chapter, you will be asked to reflect on some of the issues you may have to consider as a student with a disability or disabilities. The importance of you making informed decisions, liaising and strategising with disability rights units at prospective institutions, as well as with staff in your academic department, will be highlighted. The importance of you accessing appropriate support measures, advocating for yourself (and others) and innovation will also be considered. The following topics are covered:

- (i) Assessing a potential institution's ability to provide you with a holistic student experience suited to your wants and needs;
- (ii) General approaches to disability at tertiary institutions and how these may affect you;
- (iii) Potential sources of funding for your studies, assistive devices and/ or accommodations and conversations around funding that need to take place;
- (iv) The role of disability rights units and disability services in your student life — the possibilities as well as possible challenges and constraints relating to these units and services;
- (v) Learning and social supports that you may need, ways to access them and the structures that may be responsible for providing them; and
- (vi) The importance of self-advocacy and people and organisations inside and outside your institution that may advocate for improvements in your experiences, as well as those of others.

Students with Disabilities: Overcoming Ableism to Succeed in your Studies

Dr Meryl du Plessis

B.Com. (Rhodes)

LLB (Rhodes)

LLM (Rhodes)

PhD (UCT)



[Photo by pdvector]

PART B

A CALL TO STAKEHOLDERS WITHIN INSTITUTIONS OF HIGHER LEARNING AND RESEARCH ORGANISATIONS:

Enriching your supportive and capacitation role to accelerate undergraduate success



[Photo by rawpixel]

PART C

A PARTNERSHIP WITH PROMOTERS AND FUNDERS IN THE PUBLIC, PRIVATE AND CIVIL SOCIETY SECTORS:

Resources to maximise your investment in graduate development



[Photo by macrovector]

PART D

PERSONAL TESTIMONIES
AND WORDS OF WISDOM
FROM EXPERIENCED
PROFESSIONALS



[Photo by pchvector]

PART E

INSIGHTS AND EXPERIENCES
OF TERTIARY STUDIES AND
CAREER JOURNEYS SHARED
BY EARLY AND MATURING
CAREER PROFESSIONALS