

# ***Kovsie*** Advice

Quarter 2  
2017



Let's  
get  
focused

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*Inspiring excellence. Transforming lives.  
Inspireer uitnemendheid. Verander lewens*

UNIVERSITY OF THE  
FREE STATE  
UNIVERSITEIT VAN DIE  
VRYSTAAT  
YUNIVESITHI YA  
FREISTATA



**UFS·UV**  
CENTRE FOR TEACHING  
AND LEARNING (CTL)  
ONDERRIG-EN-LEERSENTRUM  
(OLS)



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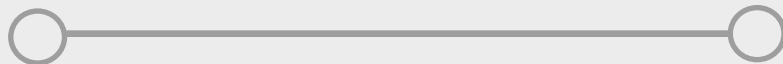
# Welcome to *Kovsie* Advice!

As we continue to bridge the gap between access and success at the University of the Free State (UFS), it gives us great pleasure to bring to you the first edition of “Kovsie Advice” - an interactive student advising magazine put together to help you understand your options, identify your resources and, where necessary, identify alternatives aligned with the UFS academic advising cycle. Each edition of this magazine will aim to encourage each Kovsie student to navigate their educational journey, remain on track with their academics, and develop the skills and knowledge necessary for success beyond graduation.

This edition is dedicated to helping you get focused with regards to your academics. We look forward to bringing you each edition on your journey towards academic success.

Happy reading!

The CTL Advising Team





# Get Advice

## What is Academic Advising?

“Academic advising is an [experience] directed towards fulfilling the teaching and learning [experience] in higher education.”

Through advising, you learn to self-actualise, realise and gear your educational and career goals towards lifelong learning. [Click here](#) for more information on the concept of academic advising. [Click here](#) to see what your fellow students say about their experience of the impact of academic advice.

**Academic Advising is a shared responsibility.** Academic advising is not just the advisor's responsibility. Rather both you and your advisor play a significant role in the relationship and have shared responsibilities. These responsibilities include:



### Shared respect

Both you and your advisor are expected to treat each other with respect.



### Regular contact and feedback

Your advisor is expected to keep in contact with you, but you are also expected to provide regular feedback on your progress. Remember a relationship is a two-way street.



### Preparation

Both parties are expected to come prepared with questions and feedback.

### Academic advisors at the UFS help students:

- explore their educational goals
- manage their educational plan
- navigate the university structure
- learn about academic requirements
- progress towards graduation

**Click here**  
to get into contact with  
your  
academic advisor

(you will need to login to  
Blackboard)



## *Types of Academic Advisors at the UFS*

**Student  
Academic  
Services**

Provide advice  
specific to  
admission  
requirements

Advisors /  
programme  
directors  
provide advice  
specific to the  
curriculum /  
course

**Faculty  
Advisors**

**General  
Advisors  
(CTL)**

Act as referral  
points for advice

**Peer  
Advisors**

**Career  
Development  
Office**

Provide career  
related advice

# The **UFS** Advising Vision, Mission and Objectives

The UFS advising vision, mission and objectives are aligned with the institutional vision and mission, as well as the teaching and learning strategy of the University.

## **Vision**

To be a leader in academic advising as a High Impact Practice that is recognised nationally and internationally for excellence in promoting student engagement and success from the students' point of entry and beyond graduation.

## **Mission**

To lead academic advising practices through excellence, research and innovation that promote student engagement and success. Academic advising at the UFS is a teaching and learning process that empowers students to connect with the Institution and align their educational and career aspirations through shared advisor-advisee responsibilities.

## **Objectives**

Professionalise academic advising at the UFS.

Connect students to academic and support networks at the UFS.

Connect students to peer-facilitated social learning communities.

Provide basic academic advising training to peer advisors at the UFS.

Research, develop and implement innovative academic advising strategies.

Empower students to navigate and align their educational and career pathways.

Monitor and evaluate academic advising practices.

Research and develop data-informed advising practices.







*“Advising is a way to connect students to the campus and help them feel that someone is looking out for them.”*

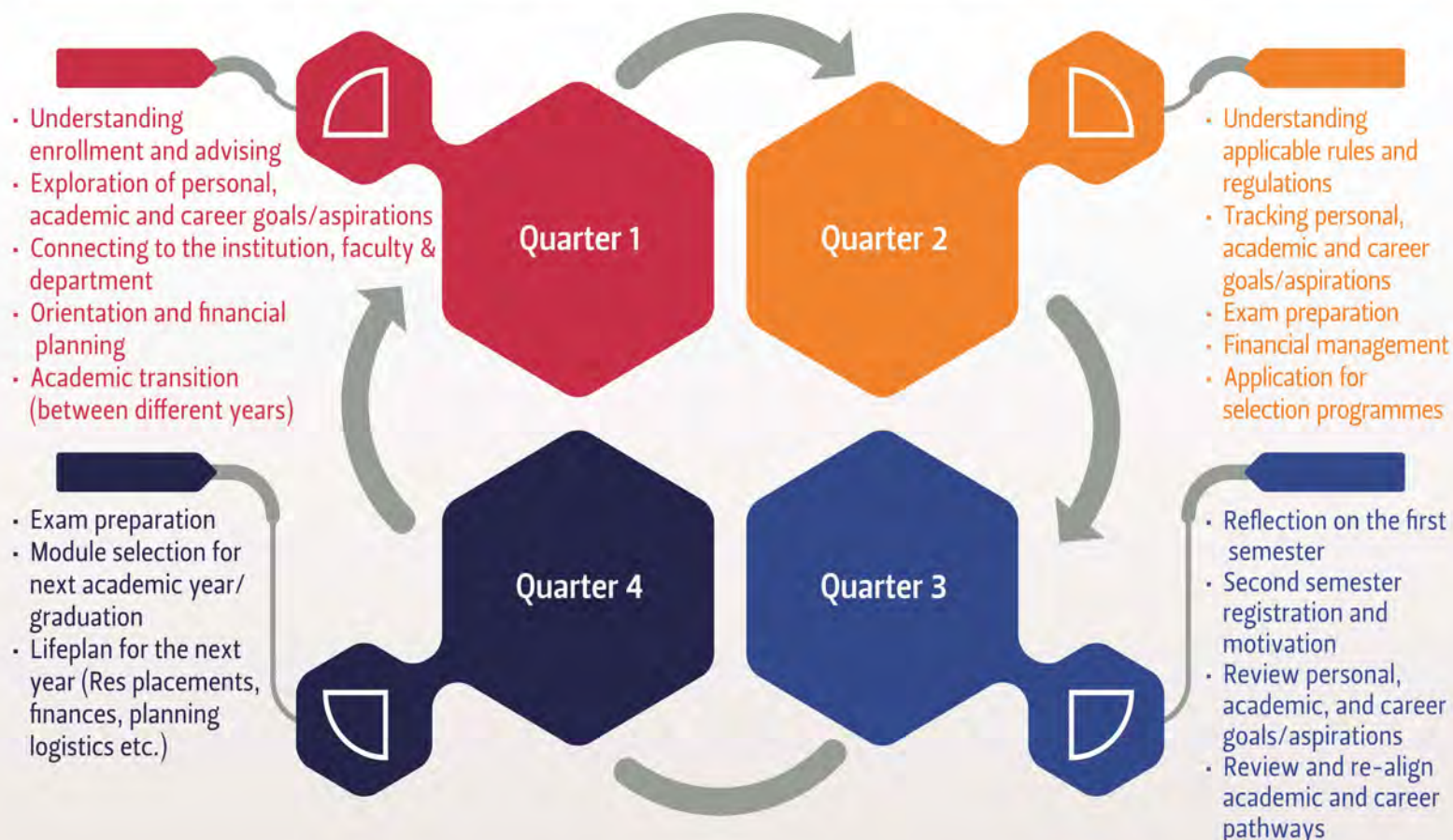
*– George Kuh*



*“ If you take responsibility for yourself you will develop a hunger to accomplish your dreams.”*

*– Less Brown*

## ACADEMIC ADVISING CYCLE



The academic advising cycle is intended to provide you as a registered student (all different years) at the UFS with an overview of key activities that take place throughout an academic year. This is to enhance your experience, support you best and guide your progression from enrolment through graduation. For academic advising services, email [advising@ufs.ac.za](mailto:advising@ufs.ac.za)



# Semester 1 at a glance

As academic advising is a teaching and learning process, we recommend that you accomplish the following during the first two quarters of the academic year:

## ***Quarter 1 (January - March):***

- ☒ Connect with my faculty and department
- ☒ Know who to contact for support services
- ☒ Set personal, academic and career goals
- ☒ Plan my finances for the year

## ***Quarter 2 (April - June):***

- ☐ Set up an educational and career plan
- ☐ Track my personal, academic and career goals
- ☐ Apply effective study strategies to my degree / programme
- ☐ Connect with university resources
- ☐ Manage my finances
- ☐ Prepare for exams

# Know the Rules

**W**hen you are a Kowsie, you always need to know and understand the rules and regulations in order to keep up to date with what is happening on campus. To help you with this, here is where you can find the necessary information:

## Update your calendar

The academic advising calendar on Blackboard is updated with the latest institutional academic information, as well as workshops presented across campus. [Click here](#) to access the year calendar.

## General rules of the University

The rules of the University of the Free State are applicable to you in all aspects during the course of your studies. As they may change from time to time, ensure that you are familiar with the most updated institutional rules. [Click here](#) to access the UFS general rules.

## Programme / course information

You need to consult your faculty yearbooks (rulebooks) for the various rules and information with regards to your programme or course you are doing. [Click here](#) to access faculty yearbooks.





# Application Dates to Remember for 2017:

**31 May**

- Application for selection to Bachelor of Medicine and Bachelor of Surgery degree (MBChB)
- Bachelor of Medical Sciences with Specialisation in Radiation Sciences
- All new first-year undergraduate students in the School of Allied Health Professions
- All first-time applicants for selection to Architecture

**31 Jul**

- All first-time applicants for selection to residential and distance-learning programmes for Bachelor of Sciences (BSc), that is:
  - BSc majoring in Quantity Surveying
  - BSc majoring in Construction Management
- All first-time applicants for selection to Bachelor of Social Sciences in Nursing, that is:
  - BSocSci (Nursing)

**30 Sept**

- All first-time applicants for selection to:
  - BSc majoring in Geology
  - BSc majoring in Forensic Sciences
- All first-time applicants for selection to:
  - Bachelor of Social Work (BSW) degrees
- International applications. All applications for 2018 academic admission to the university for:
  - non-selection undergraduate
  - postgraduate, excluding master's (dissertations) and doctoral degrees.

# Plan for Greatness

*“Greatness is not where we stand, but in what direction we are moving...”*

*–Oliver Wendell Homes*

As a student, you are standing at the brink of your career. You still have a lot to achieve and many dreams to conquer! You might be dreaming about that perfect job, big office, or first paycheck. Achieving these dreams does not come without careful planning and constant reflection. Having an educational and career plan that is carefully thought through will help you align your academics with your chosen career, keep your mind focused on your vision, and help you understand why you are embarking on the journey you have chosen for yourself.

An educational and career plan is more than merely a checklist of the modules you need in order to obtain your degree. Rather, it can be seen as a map that guides you on the path to follow in order to effectively seek out opportunities that are aligned with the goals you have set.

**Need help with  
creating an  
educational plan?**

*[Click here to  
download a template](#)*



## What should be included in an educational and career plan?

When planning your future career, it is important to take into account as many aspects of yourself as possible. Reflect on your values, strengths, hobbies, talents, personality (type of person you are), and interests. You do not only want to be successful and earn a competitive salary one day, but you also want your career to reflect who you are, you want to enjoy what you are doing, and be naturally good at what you do. As we are all on a lifelong journey, it is important to also reflect on your past, lessons you have learnt, and things you value.

After reflecting on who you are, and where you come from, it is time to dream about your future. An educational and career plan is built on a solid vision and personal as well as career goals. Consider what it is you would like to achieve, and where you would like to end up. Putting your focus on this will help motivate you to do your best.

Once you have set a clear vision, personal and educational goals, **the next step is to map out your academic journey.** You need to map your academic programme, what majors and minors you will take each academic year, which electives you will choose etc.

You also need to set specific goals for each module, and know what you are aiming to achieve in each module. Furthermore, it is important to plan and calculate your credits. Read about [in your faculty Rulebook] how many credits you should complete during each academic year. Map out your modules, and check yearly that you have all the credits you need for that academic year.

Lastly, an educational and career plan is not only about credits and curriculum, it includes the non-academic skills, values and interests that you need to develop before entering the world of work. These include for example, university graduate attributes, soft skills (e.g. critical thinking skills, communication skills, professionalism) related to your chosen profession, values imbedded in the field (e.g. such as honesty, integrity, reliability, service orientation, and openness), and ethical standards.

*“An educational and career plan is more than a mere checklist “*



# REFLECT ON WHO YOU ARE:

My education vision is:



I value:



Click here to build a  
complete  
educational plan







**My strengths:**

**My weaknesses:**

**My passions:**

**My talents:**

**What excites you about your future career?**



TIME TO



SET GOALS



# Bull's Eye!

## Aim for Success

“Goals are powerful, precise statements about your intentions” (USC, 2017). Your goals are motivated by your plans, dreams and desires. They help map your journey towards your qualification and, beyond that, a career. Goals are powered by discipline, and maintained through commitment. Successful students set achievable academic goals for themselves. Having clear academic goals will help you focus your mind, and help you to commit to completing your tasks.

Set goals for more than your studies. Time at university is also an opportunity to live a healthy lifestyle, make friends, pursue your dreams, and learn lifelong skills.

Set long-term personal and academic goals (e.g. to graduate within the prescribed years), as well as near future goals (e.g. to jog three times a week).

You need to keep focused and set goals for each module in terms of what percentage you aim to achieve for assignments and tests. Keep these goals in mind when you do your daily planning.

When setting your goals, there are certain criteria that goals need to meet in order to be effective. Your goals need to be:

1. Motivating
2. SMART
3. Set in writing



### Goals should be motivating

Goals need to motivate you by being important to you and you need to value the outcome. If goals are not motivating, you will not always want to put in the effort needed to achieve them.

# Goals should be S.M.A.R.T

**Specific** – The goals you set need to be clear and well defined in order to provide focus (e.g. I want to lose **weight**).

**Measurable** – You should be able to measure your progress towards achieving the goals. Think about how you will know if you are progressing towards achieving the goal (e.g. I want to lose **5kg** of body weight).

**Achievable** – It must be possible for you to achieve your goal. For instance, in terms of your academics, it is important that you aim high, but that these goals are still attainable based on your test and assignment results (e.g. You might aim for 65% average rather than 85% at first, and increase your goals as you go).

**Realistic** – Your goals should be in line with the direction you want your life and career to take. Goals should be challenging, but possible to achieve.

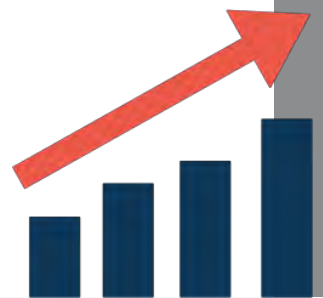
**Time bound** – Your goals must have deadlines that are specific in order to know how you are progressing towards achieving them. Set a specific date for reaching your goals.

## Goals should be set in writing

When you physically write down your goals and put them up where you see them regularly, you will have no excuse for forgetting about them, as you are constantly confronted with evaluating how far along you are towards the desired outcome.

You are further invited to schedule an appointment with an academic advisor should you want to discuss your goals more or struggle to set clear goals.

Email: [advising@ufs.ac.za](mailto:advising@ufs.ac.za).





My goals for this quarter are:

1.

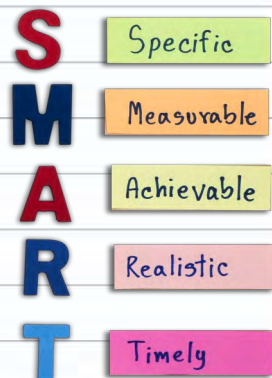
2.

3.

4.

5.

6.



# Understanding Credits

Every academic year has its unique module configuration and as you progress you come to the realisation that each module has its own uniqueness towards your degree. It is thus important for you as a student to be hands on and have a thorough understanding of your modules and ultimately your degree.

Ever wondered what each module means? It's the credits that matter most. What are credits? - you might ask. Simply put, it is the "points" you need to accumulate for each module you successfully passed in order for you to obtain your degree. Below are simple steps to help you better understand your credits and do a credit audit for your degree.

## Step 1: Refer to your faculty rulebook

You need to download the faculty yearbook (rulebook) of the year in which you first enrolled as a first-year in that specific degree (i.e. If you were a first-year L.L.B student in 2014, you need to refer to the 2014 Law Faculty Yearbook). [Click here](#) to find the various faculty rulebooks. Check how many credits your degree consists of. Write the number of credits needed for each category of modules (i.e. core, major, electives) per year.

## Step 2: Check passed credits

Check the credits of the modules you have successfully passed during the different academic years (ie: Year 1 - = SCLL 1508 = 32 credits: Year 2 = LCRM 2614 = 16 credits etc.) This is how you calculate the credits for a module:

Take the last digit in the subject code, and multiply by four, for eg: SCLL 1508 ( $8 \times 4 = 32$  Credits)

## Step 3: Calculate the total number of credits successfully passed

Do this by calculating the total of all the credits of the modules you have passed each year (i.e.  $32 + 16 + 16 + 32 + 16 = 112$  credits for year 1).

## Step 4: Verify the modules done

Compare your academic record to the yearbook (rulebook) to ensure you have passed all the required modules. In the cases where there are various options to choose from, ensure that the number of credits needed for that section correspond with what you have done according to the combinations offered.

If, at any stage, you are in doubt at any stage, schedule an appointment with your faculty advisor or simply email: [advising@ufs.ac.za](mailto:advising@ufs.ac.za).

[CLICK HERE](#) to download a complete template to calculate your credits.



*Keep track of your success! Calculate  
your credits for 2017:*

Semester 1		Semester 2	
Module code	Credits	Module code	Credits
Total credits semester 1		Total credits semester 2	

*NB! If you have registered for  
more than 160 credits for the  
2017 academic year in total,  
you are credit overloaded.  
Please consult an advisor  
([advising@ufs.ac.za](mailto:advising@ufs.ac.za))  
Manage your success!*

### Did you know?

*Credits X 10 = Notional  
hours (numbers of  
hours you need to  
spend on the module to  
cover the work)*



# Study Habits that Work

## Ask for help

Remember that asking for help does not mean that you have failed. On the contrary, asking for help is a characteristic of a student who is pushing him/herself to accomplish what he/she needs to.

**Ask for help the moment you think you need it.** Asking your lecturer when the assignment instructions are still fresh in your mind will help you articulate your questions better. Putting it off will result in increased stress and anxiety.

## Be organised in your studies

Keep your notes, materials, and study guides organised throughout the semester. Being organised is more than just filing your notes; it involves approaching your course content in an organised manner. This means understanding how various chapters or units are related to one another. Ask yourself the following:

- ♦ Have you made sense of your chapters and units?
- ♦ Do you understand how various chapters are related to each other to form the complete module or course?
- ♦ How are you currently filing your notes? Do you have a separate file for each module?
- ♦ Is your work clearly distinguishable? Do the themes and dates appear on your work?

Before you start studying a chapter, it is crucial that you know exactly how this chapter connects to other chapters or units in your course. You can use flags or sticky notes to mark chapters in your textbook, as well as units in your study guide.





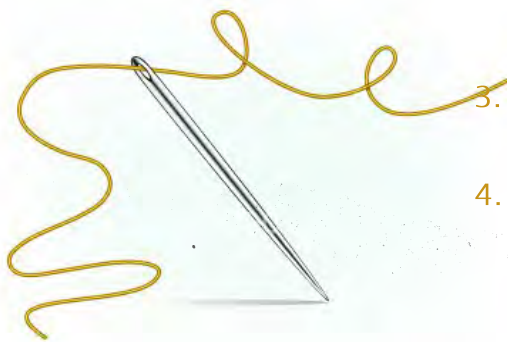
## Prioritise your work

As a student, you will often have a lot to do in a short amount of time. You need to distinguish between important and less important tasks. To help you think practically about prioritising your tasks, you can ask yourself the following questions:

- ◆ Which tasks are approaching their deadlines first?
- ◆ Which tasks are more difficult and will need more of my time?
- ◆ Which tasks will contribute more towards my final mark?
- ◆ Which tasks are compulsory for completing my academic year successfully?

If a specific task keeps popping up in your mind while answering the above questions, it might mean that you need to prioritise this task. Having an attitude of highest priorities first will help you focus and be more efficient.

Now that you know which tasks will require immediate attention, set up a revision plan for the rest of the semester. Remember to schedule all your academic assessments.



## Find the **golden** thread

Students often tend to see their study guides, textbooks, class notes, summaries and test papers as different entities, where, in actual fact, all of these are connected in reaching student learning outcomes.

In order to explain this to you, let's look at your module from a lecturer's point of view. The creation of your module starts with the university determining what students should learn in that particular module. Student learning outcomes are developed for the course as a whole, as well as for each individual unit or section.

These learning outcomes will also guide what the lecturer will focus in class. Learning outcomes indicate what you are supposed to know after completing a specific course, and are also a good indication of what the lecturer will ask in tests or exams. The question remains: "How do you find the golden thread? Here's how you apply this:

1. Read your learning outcomes in your study guide and then turn them into possible test questions.
2. Try to locate the answers to these questions in your textbook, as well as lecture notes.
3. Mark the questions and answers in your textbook or study notes.
4. Study to answer the questions you have identified.

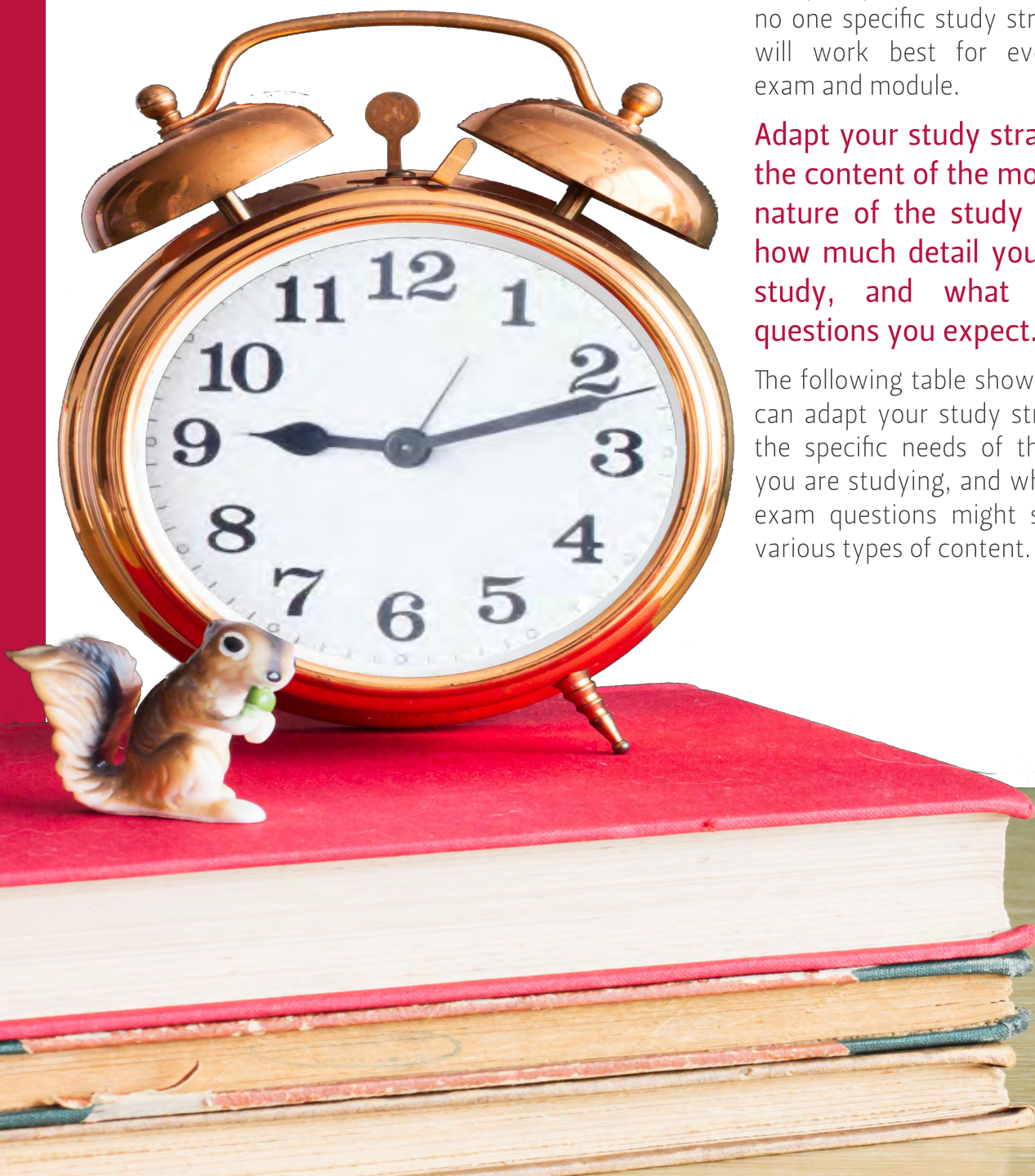
*Success seems to be connected with action. Successful people keep moving. They make mistakes, but they don't quit."* – Conrad Hilton.

# Adjust Your Study Strategies to the Content

As the old saying goes, “there are many ways to skin a cat”. There is no one specific study strategy that will work best for every single exam and module.

**Adapt your study strategies to the content of the module, the nature of the study material, how much detail you need to study, and what type of questions you expect.**

The following table shows how you can adapt your study strategies to the specific needs of the content you are studying, and what kind of exam questions might stem from various types of content.





Type of content	Suggested Study strategy	Possible exam questions
Long sections that follow on one another with various subheadings	<u>Linear method summaries for more detail, and a concept map to highlight key issues</u>  <u>SQ4R method</u>  <u>The questioning method</u>  <u>The Cornell method</u>  <u>The Princeton method</u>	Describe the... (essay)  Discuss the... (essay)  Outline the key... (essay)  Discuss and provide examples... (essay)  Elaborate on how...
Two ideas/concepts that are closely related in terms of similarities and/or differences	<u>A Venn diagram</u>  <u>A comparative table</u>	Discuss the differences and/or similarities...  Explain what the difference is between...  Matching questions (match the concept with the fact)  Multiple choice/ True and false
A central concept with many elements or characteristics that are described	<u>A mind map – wheel map</u>  <u>Flash cards that outline key characteristics</u>	Explain what the...  Multiple choice questions
Steps or processes that you will need to be able to apply	<u>Study through repetition</u>  <u>Use acronyms or acrostics</u>  <u>Use master mnemonic file</u>  <u>Method of Loci</u>  <u>Flow charts and diagrams</u>	List the steps in...  Explain the process...  Case study
Practical work or calculations	Get examples from textbooks  Work out examples from your study guide and tutorials  Explain to a friend  Set up a test for yourself	Calculate the following ...  Apply the formula to...  Work out the...  Determine the...
Formulas and definitions	<u>Flashcards</u>  <u>Concept maps</u>  <u>Formula diagrams</u>	Implement the formula of... to calculate...  Define...  What formula would you use for...
Structures or organograms	<u>Branch maps</u>	Illustrate ...  Multiple choice

# Connect with University Resources



## A\_STEP Tutorials

The Academic Student Tutorial and Excellence Programme (A\_STEP) is tasked to provide academic support to UFS students. Tutorials are available in all faculties, excluding the Faculty of Theology. A\_STEP follows a hybrid approach which is characterised by providing support to 'high risk' modules. Trained and well-equipped tutors have, amongst others peer-facilitation skills, and student engagement/development approaches. With some faculties having voluntary tutorials, and others being compulsory to accommodate all students, A\_STEP tutorials focus on small-group facilitation that promotes learning communities amongst students.

Although attending A\_STEP tutorials is voluntary, these sessions aim to impart academic knowledge that will guarantee that you get better insight into the subject area. To find out if there are A\_STEP tutorials available for your modules, email: [astep@ufs.ac.za](mailto:astep@ufs.ac.za)

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## Write Site



Struggling with academic writing and constructing assignments? The CTL Write Site is geared towards addressing the writing needs of undergraduate students across the curriculum. The Write Site can assist you with your written assignments as to enable you to achieve academic success in your discipline.

The Write Site is situated within the CTL on Level 3 of the Sasol Library. Students are able to visit the Write Site for individual consultations, group bookings, or workshops. Workshops offered cover various topics related to discipline specific writing conversations. For more information email:

[writesite@ufs.ac.za](mailto:writesite@ufs.ac.za).



## PASS

The Centre for Teaching and Learning (CTL) launched the Programme for Academic Student Success (PASS) in 2013. All students are welcome to attend this programme.

The aim of the Programme is to create an opportunity for students to develop the skills and capabilities that would enable them to be more successful in their academic careers. This takes place through structured workshops that are themed according to the five units of PASS. These units are academic skills; academic and career advising; financial management; leadership skills; and health and wellness.

To join PASS, email [pass@ufs.ac.za](mailto:pass@ufs.ac.za), or like our Facebook page: UFSPASS to stay updated on all sign-up and workshop dates.





# Success Portal

Resources for success at your fingertips! The Student Success portal is a Portal hosted on Blackboard that provides students with resources on the following:

- Study Skills
- Time Management
- Computer Skills
- Communication Skills
- Teamwork
- Academic Writing
- Critical Thinking and Problem solving
- Leadership Skills
- Stress Management Skills
- Information Literacy Skills

[click to visit site](#)



## CTL Advisors

Whether you are uncertain about the degree you have registered for, need to align your academic and career, would like assistance with time management or study methods, would like to change degree, or acquire information about your degree/programme, you are always welcome to visit the advisors at CTL (Level 3 of the Sasol library) or make an appointment by emailing: [advising@ufs.ac.za](mailto:advising@ufs.ac.za).



## Edutech Buddy

EduTech Buddy provides support to students during the first term towards the effective use of Blackboard in their teaching and learning. Edutech Buddy focusses on providing a platform for students to support the development of the digital skills needed to be successful at the UFS. Support services that are provided during this three-month period include the enrolment of students (first-year and senior students) into registered Blackboard modules, as well as the training of students in the effective use of Blackboard.



## CUADS

The Centre for Universal Access and Disability Support (CUADS) provides support services to the following categories of persons with disabilities:

- Specific Learning Difficulties (e.g. *Dyslexia, ADD/ADHD, Hyperactivity*)
- Mobility impaired (e.g. *wheelchair users, amputees, Cerebral Palsy, Muscle Dystrophy, Spina Bifida, Multiple Sclerosis*)
- Visually impaired (e.g. *blind, low vision, partially sighted*)
- Hearing impaired (e.g. *Deaf, hard of hearing, deafened*)
- Psychological and other chronic conditions that might have a disabling effect on the student (e.g. *Schizophrenia, Epilepsy, Panic disorder, Diabetes*)
- Temporary impairments (e.g. *broken hand, injuries following an accident*)

For more information email: [cuads@ufs.ac.za](mailto:cuads@ufs.ac.za) or phone (051) 401 9631.

# Get Time on Your Side

Now that you know what you want to achieve during the 2017 academic year, you may need to plan your time carefully in order to reach your full potential. Here are a few ideas about time management that might help you get time on your side.

- *Manage your time so that you have more time for the things you love.* Time management is more than just focusing on work. The main reason for planning to get things done is to have more time for the things we love. Taking time to get ahead with your studies and preparing for class, for example, will result in you not being behind with your work, and having time to go to the movies over the weekend.
- *Planning is key to good time management.* Taking a few minutes every day to plan what needs to be done will help you prioritise and limit procrastination. You can make use of a monthly calendar to plan your assessments and important dates for each month. Using a fixed commitment calendar (a timetable that includes all your priorities, such as class, sports, housemeetings, etc.) to plan where you need to be when will help you focus your activities. Also, taking five minutes every morning to plan your day will help you be more efficient.
- *Effective time management requires discipline.* Merely knowing how to set up schedules and make to-do lists will not change anything for the better. In order to get your 24 hours on your side, you need to make a conscious decision every day to be disciplined in your choices, and stick to what you have planned. Of course, things will come in the way of your plans! Friends will visit, and interesting new ventures will rock up, but sticking to your plan today will help you be ready for tomorrow.
- *Schedule time for yourself.* Having a balanced life means also spending time with your loved ones and having downtime. Taking a breather every day will help you renew your mind, relieve stress, and get focused for the next important task at hand. Acknowledge when you have worked hard, and reward yourself for getting things done.

[Click here](#) for examples of schedules that you can use throughout the semester. If you struggle to use these, or you are uncertain how to divide your time, schedule an appointment by emailing: [advising@ufs.ac.za](mailto:advising@ufs.ac.za) and we will gladly assist you.



# my To Do List

*"we do not manage our time to work harder or be more diligent, but rather to work ahead so that we have more time doing the things we love"*



# Applying the 80/20 Rule to Prioritising

*"All successful people are big dreamers. They imagine what their future could be, ideal in every respect, and then they work every day toward their distant vision, that goal or purpose." (Tracy, 2017)*

The 80/20 rule is also called the "Pareto Principle" named after its founder, the Italian economist, Vilfredo Pareto, from 1895. He noticed that people in society seemed to divide naturally into what he called the "vital few," the top 20 percent in terms of money and influence, and the "trivial many," the bottom 80 percent (Tracy, 2017).

According to Bryan Tracy (2017), the 80/20 rule is one of the most helpful concepts for life and time management. This strategy is based on the principle that 20% of your activities will account for 80% of your results. Tracy indicates that if you focus on the 20% of your goals that are most valuable, they will account for 80% of your success.

The most valuable tasks that you can perform in your list are often the most difficult tasks. Tracy explains that if you have a list of ten things to accomplish, two of those items will turn out to be worth more than the other eight put together. By focusing on the "vital few" on your list of tasks, you will accomplish these and be 80% more successful. Applying this principle might change the way you approach your studies and achieve your goals forever.

Here's how you go about applying this principle in your studies:

STEP 1:

Write down ten things you need to achieve.

STEP 2:

Choose the two things that would have the greatest positive impact if it can be achieved today.

STEP 3:

Focus all your time and energy on these two things.

*"Resist the urge to clear up small things first."*



*My 2 top priorities for today are:*

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# Eating the Frog

## First Every Day

What goes hand-in-hand with the 80/20 principle is the concept of “eating the frog”. Mark Twain said that if the first thing you do in the morning is eat a live frog, you can go through the rest of the day knowing the worst is behind you. The strategy states that one of the best habits you can ever get into is do the worst thing on your to-do list first every morning, even before your morning coffee.

In your studies, the “frog” might be finalising your assignment, sorting out your notes, researching articles for a paper, etc. Tackling these daunting tasks first will leave the rest of your day with exciting and more pleasurable activities. [Click here](#) to see more about “eating the frog”.



# Wellness

## What Does it Mean?

What does “wellness” mean to you? Is it only being active? Or being emotionally well? From a holistic perspective, wellness means becoming aware of and making choices towards a healthy and fulfilling life. It is more than being free from illness– it is a dynamic process of change and growth. Wellness is about balance.

To truly experience “wellness”, you need to incorporate all seven dimensions of wellness into your life. Wellness is more than being emotionally well; it includes aspects such as living in harmony with others, making good financial choices, and growing your faith. Pay attention to all areas and make changes in your lifestyle where necessary.

Wellness in all seven dimensions will help maximise your ability to cope better with university stress. Start by identifying areas where you can make small changes that will help you lead a more balanced and healthy life. These changes can include eating a healthy breakfast, joining the gym, dedicating a specific day in the week to spending time with your friends, going to church more often, taking time to read, or playing music. Start today by looking after yourself—you are worth it!

***“WELLNESS is an active process of becoming aware of and making choices towards a healthy and fulfilling life. It is a conscious, self-directed and evolving process of achieving full potential. Wellness is more than being free from illness; it is a dynamic process of change and growth.”***

***Wellness is all about balance; balancing the dimensions of Wellness.***







## Physical Wellness

Physical wellness involves regular physical activity, maintaining a healthy diet, and rejuvenating our bodies through rest and sleep.



## Emotional Wellness

An emotionally well person can express and manage his/her feelings, thoughts, and behaviour freely. You like who you are and are in touch with your feelings. Try writing about your feelings in a story, journal, or find other ways to express emotions in a healthy way.



## Spiritual Wellness

Growing your faith is an essential part of a successful life, but spiritual wellness is more than just a religion. It is being more forgiving, grateful and compassionate; to be kinder and less judgemental.



## Social Wellness

A socially well person lives in harmony with fellow human beings and seeks positive, interdependent relationships with others. It enhances the feeling of being loved and provides physical, emotional and spiritual support. Be a friend and you will always have friends.



## Environmental Wellness

This dimension encourages us to live in harmony with the Earth by taking action to protect it.



## Intellectual Wellness

Intellectual wellness includes the ability to get personal fulfilment from your chosen studies while still maintaining balance in your lives. Continuously read books. Invest in yourself by broadening your general knowledge.



## Financial Wellness

Set specific financial goals and monitor what you spend. Beware of greed so that it does not cloud your values and principles. Most people work for money, but it is wiser to get money also to work for you!

*Click here  
to download your  
complete guide on  
healthy eating on  
a student budget*

# E**x**ercise

## your **B**rain

Don't forget that alongside a healthy diet, is exercise that helps keep your brain sharp. Research suggests that regular exercise improves cognitive function, slows down the mental aging process, and helps us process information more effectively. Other benefits that exercise have for your brain include:

- Improved blood flow, releasing sugar and oxygen that boosts concentration
- Increased blood flow, which carries away toxins that have built up
- Increased alpha waves—associated with calmness
- Raised endorphin levels in your brain, which gives you a feeling of well-being.

*What are you waiting for? Get those running shoes on and get your brain active!*







## FIVE BEST MEMORY BOOSTING FOODS

### #5 Avocados

This healthy monounsaturated fat increases blood flow to the brain. That means more oxygen getting to those parts of your brain that help you to think and to remember details.



### #4 Apples

Apples could have dementia-fighting qualities. Vitamin C is a known factor in the reduction of Alzheimer's.



### #3 Dark Chocolate

Dark chocolate reduces inflammation and may help prevent oxidation in the brain, which is the precursor to many neurological diseases.

### #2 Green Tea

EGCG protects the brain. It lowers the amount of protein that builds up as plaque linked to memory loss and nerve damage.



### #1 Blueberries

Nutrients packed in these berries help reverse age-related problems in the area of brain function, improve learning, motor skills, and vision.

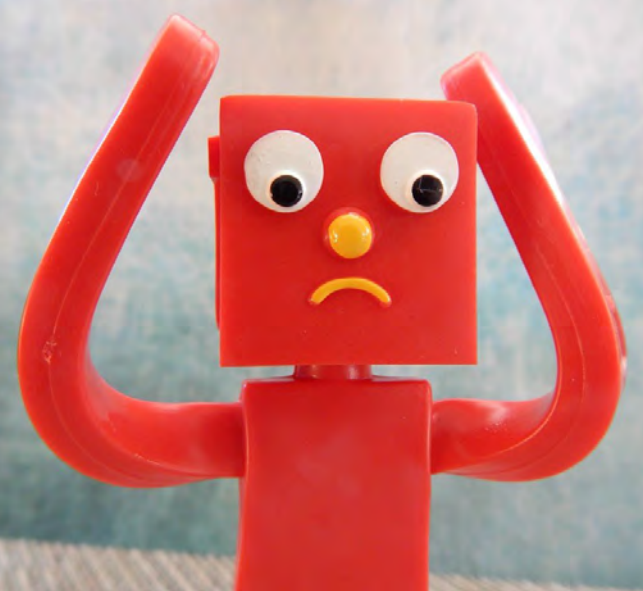


[www.undergroundhealthreporter.com](http://www.undergroundhealthreporter.com)



# BrainFood





# Dealing with Stress

Stress is the physiological and behavioral response of an individual seeking to adapt and adjust to both internal and external pressures (Michal, 1991). Stress can be regarded as both an internal assessment and a physiological reaction to a perceived threat (Kottler, 2012). To put it simply, stress may happen when you are trying to cope (and maybe are struggling) with everything you are expected to cope with.

All of us experience stress, whether it be due to internal or external stressors. The transition from undergrad to honours might be a stressful event in itself, without the pressures of the academic year added. Apart from keeping your focus on your goals, here are some tips on how to manage stress:

- *Staying healthy during stressful times is vital.* Sometimes we do not have control over our physical reaction to stress, and this, in turn might have an effect on our health, however, simple things, like getting enough sleep, exercise, and eating healthily can help you cope better with stress.
- *How you think about stress matters.* When you change your mind about stress you can change your body's response to stress. Try see the things that happen as opportunities that you can overcome, rather than just obstacles.
- *Find a creative outlet.* You can start painting, join a music group, write poetry, or whatever you enjoy doing.
- *Spend time with your friends and seek social support.* Schedule time with your friends, and make time visit your family as regularly as possible.







## Keep the following in mind when you are feeling anxious:

- Realise that anxiety is an amplified response to stress.
- Face your anxiety head-on.
- Do not add to your anxiety by thinking about what "might" happen. If you find yourself asking "What if?" tell yourself "So what!"
- Label your anxiety level from zero to ten and watch it fluctuate. Notice that it does not stay at a very high level for more than a few seconds.
- Notice that when you stop thinking about frightening scenarios, your anxiety begins to fade away.
- When you have to complete a task that makes you anxious, take a deep breath and give the feeling time to pass. Don't try to suppress your anxiety, since it will increase the level of your anxiety.
- Be proud of yourself for the progress you have made thus far, and imagine how good you will feel when you have accomplished your final goal. (adapted from [this article](#))

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## Pay a visit to the **red** couch



University life can be a very stressful time! Many students feel overwhelmed at times, and go to Student Counseling and Development (SCD) for support. Maybe you feel that you are also in need of support to cope more easily? If this is the case, you are welcome to visit SCD.

SCD exists to help students achieve wellness, self-actualise, and experience a sense of community. To do this, SCD offers the following services:

- Individual and group therapy
- Career counselling
- Psychological crisis response
- Developmental workshops, such as Stress & Time-Management, Emotional Intelligence and Self-esteem.
- A six-week Rational-Emotive Behaviour Therapy (REBT) programme - a workshop where you learn to solve your own emotional problems in the long run, by learning to think differently, manage negative emotions better, and change your behaviour in helpful, healthy ways.

Make an appointment today by visiting SCD at Kopsie Health next to the tennis courts opposite the Callie Human. Services provided by SCD are free for all registered UFS students. Email: [HerbstP@ufs.ac.za](mailto:HerbstP@ufs.ac.za) or phone 051 401 2853.

# S.t.r.e.t.c.hing your Pennies



Are you ready to face the world and make financial decisions as a student? Many a time, students experience that there are more months than pennies left over, and the financial strain of having to buy books, food, notes, groceries, and pay for transport can be daunting. Even though your budget might not look as great as you would have hoped, making wise financial decisions and budgeting can help you stretch your pennies towards the end of the month. Considering things such as planning how much money you will receive and how much you need to cover your expenses on a monthly basis, this will give you a little more control over your finances.

## Here are some tips that might help you stretch your budget:

- Know what your monthly income will be
- Avoid buying things you don't need
- Compare prices to find the best deals
- Manage your expenses on entertainment
- Get a part-time job
- Use subsidised or discounted transport
- Be on the lookout for discounts at retail stores
- Use Wi-Fi (where possible) rather than buying data
- Cook for yourself
- Walk to class instead of drive
- Keep an eye on your student account (i.e. tuition fees and internet usage)

### Did you know?

*You can get student discount at many places like tourist attractions when you show your student card*



# Monthly budget:

## Income

Allowance

Bursary

Work

Other

**Total:**

## Expenses

Rent

Toiletries

Car payment

Entertainment

Fuel

Stationary

Groceries

Airtime/Data

Transport

**Total:**





# P

## repare for the Exam: Understanding Assessments

**T**he first step in preparing for exams is to understand how assessments work at the UFS. Assessment in general is the process of determining the value, significance, or extent of what students know, understand, and can do with their knowledge as a result of their educational experiences. At the UFS, we distinguish between three types of assessment:

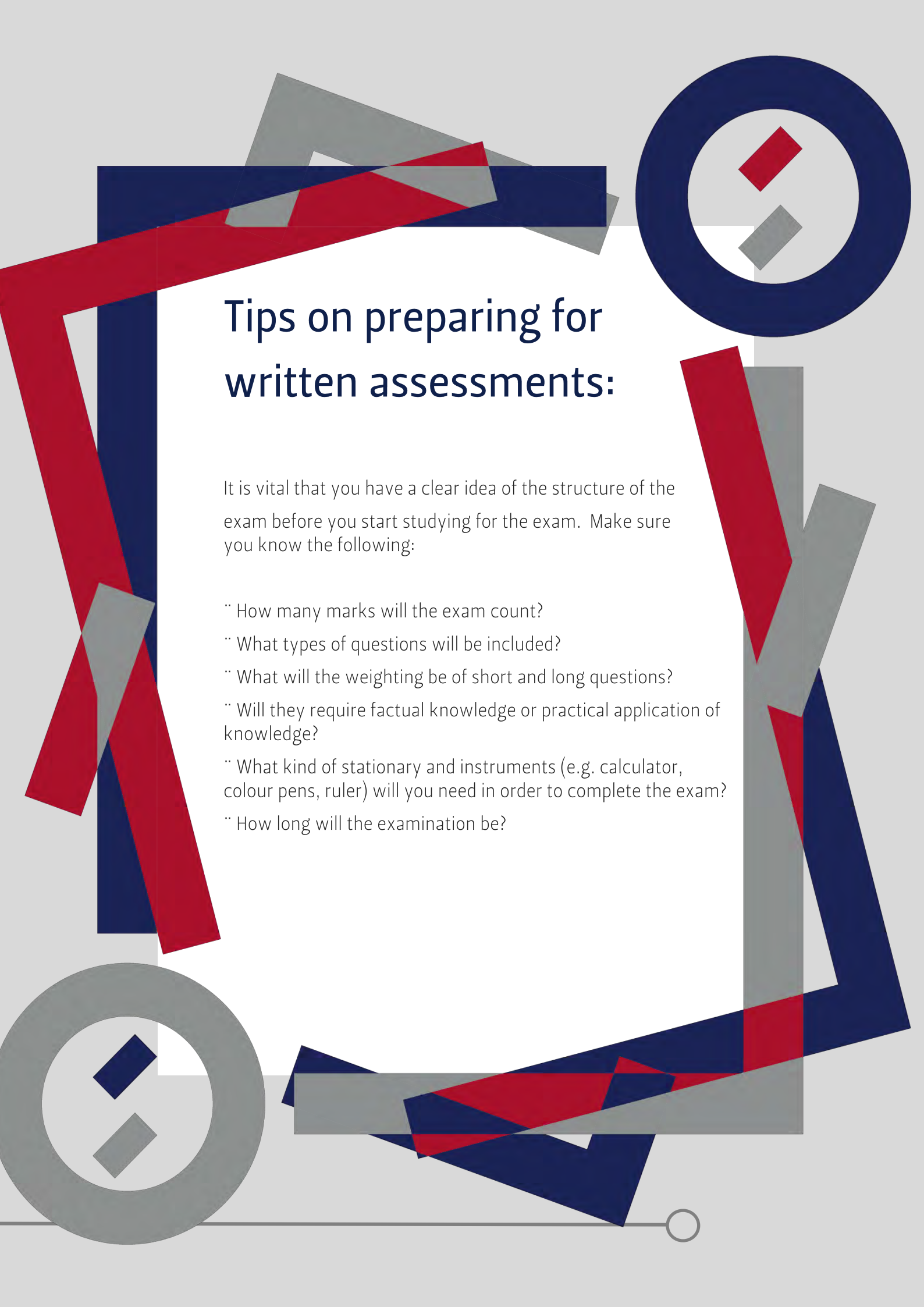
**Continuous assessment** is used as an alternative to summative assessment. Continuous assessment is a series of assessments that occur throughout the learning process, not only after the learning process. Students are thus examined continuously over the duration of a quarter, semester, or year. It is cumulative and the marks are calculated to produce a final result. Thus, it may refer to the series of assessments for the modules that do not have examinations.

**Formative assessment** measures students' progress during the learning process to provide ongoing and incremental feedback. It typically includes a range of formal and informal assessments to monitor the progress being made towards achieving learning outcomes and obtaining a semester mark or predicate. Formative assessments, therefore, refers to the semester tests of some modules.

**Summative assessment** is regarded as the assessment of learning and is distinguished from formative assessment, which is assessment for learning. Summative assessment takes place after the learning has been completed, i.e. at the end of a quarter, semester, or year, and provides information and feedback that sums up the teaching and learning process (i.e. the examinations). The intention behind summative assessment is to validate performance and award grades or marks.







## Tips on preparing for written assessments:

It is vital that you have a clear idea of the structure of the exam before you start studying for the exam. Make sure you know the following:

- How many marks will the exam count?
- What types of questions will be included?
- What will the weighting be of short and long questions?
- Will they require factual knowledge or practical application of knowledge?
- What kind of stationary and instruments (e.g. calculator, colour pens, ruler) will you need in order to complete the exam?
- How long will the examination be?

# Types of Exam Questions

## *True and false*

Here you need to choose whether a statement is true or false. Because these questions only have two possible answers, you are advised to guess if you are not sure, rather than leaving a blank space (Kanar, 2014). Gardner and Jewler (2000) provide some advice regarding true-false questions. For a “true” answer, every detail of the information contained in the question must be true. Questions containing words such as always, never and only, must be considered carefully because they are usually false. Read the entire exam paper to see if information in one question will help you to answer a question of which you are not sure.

## *Matching questions*

In one column, you will find the term; in the other the description of it. Before matching any question, review all of the terms or descriptions. Match those terms you are sure of first. As you go along, cross out both the term and its description.

## *Multiple choice*

Preparing for multiple-choice tests requires that you actively revise and review all of the material covered. Reciting from flash cards, summary sheets or mind maps helps to review large amounts of work. Take advantage of the many cues that multiple-choice questions contain.

The careful reading of each item may uncover the correct answers. You should always question choices that contain absolute words such as always, never and only. Also read carefully when terms such as not, except and but are used (Adopted from SCLL module, UFS, 2016).

## *Essay Questions*

Many students find essay questions more difficult than objective questions. They require recall (Van Blerkom in UFS, 2016). Essay tests evaluate the scope of your knowledge as well as your ability to think and to write (Santrock & Halonen, 2007). They tend to be more demanding than objective test questions. To write a good essay, you need to organise your thoughts and ideas and then present them in a well-developed and proper written form (Van Blerkom, 2007 in UFS, 2016).

## *Case Studies*

Case study assessments are designed to enable students to show how they can apply their knowledge and understanding of a subject in a real life scenario. Such assessments often ask you to solve a problem using your knowledge of the subject (QUT, n.d.).

***“Excellence is in the details. Give attention to the details and excellence will come.”***

***– Perry Paxton***





## *Prepare to answer possible exam questions*

It is very important that you know what you are preparing for. When going through your material, try to anticipate possible exam questions, and make sure that you will be able to answer them. Tips that might help you identify possible exam questions in your modules include:

**Look at the learning outcomes.** The learning outcomes in the study guide indicate what you should know about a specific section, and what you need to be able to do after completing the module. As an example, a learning outcome stating “the student will know the steps to good problem solving” will indicate that you will only be asked to name or list the steps, whereas a learning outcome stating “the student will be able to apply the steps to good problem solving” will imply that you might be given a case study with a scenario, and be asked to implement the steps to good problem solving.

**Look at bold and italic words or paragraphs in your textbook.** Important terms and definitions in academic text books are often highlighted in bold or printed in italics.

**Listen carefully to the lecturer.** Whilst going through online lectures, listen carefully for information that the lecturer repeats or is likely to indicate as exam questions.

**Ask your classmates** what they anticipate will be covered in the exam and compare your ideas with them.

# *Exam*-Focused

Whether this is going to be your first exam as a university student, or whether you are already in a postgrad student, writing exams can be daunting. Here are some practical tips that might help you prepare for the exam:

1. **Get started early.** Doing revision before the exam will help you get ahead of your studying, and help prevent last-minute cramming. Revising work a few times will help improve your chances of recalling information the exam.
2. **Plan your study sessions, and stick to your plan.** Set up a plan of which modules you are going to study on which days during the exam. Indicate which chapters/units you need to cover on which days. Allow extra time, in case you fall behind with your studying.
3. **Make time to relax.** Remember that your exam consists of a few weeks, and you also need to make time to relax and rest. Try to give yourself off for the rest of the day after you have written an examination. You will need your stamina!
4. **Take supplements.** Taking vitamins and supplements to help boost your brain will give you that extra endurance that you might need. Be aware of taking too many stimulants that contain caffeine (such as BioPlus and Redbull), as they might have a negative effect on your health.
5. **Divide your work into sections.** This might help you stay motivated along the way.
6. **Get enough sleep.** Yes, we know exams are crunch time, and you will have a lot of work to cover, but in order to be focused when writing exam, and to keep going till the last paper, you need your rest. Try not to sleep less than six hours per night.
7. **Create study groups.** Having others around you that are studying might help motivate you to study. You can also use this as an opportunity to clarify work that you do not understand.
8. **Exercise.** As stated earlier in this booklet, exercise is not only good for your body, but also has many benefits for your brain.
9. **Use a variety of study strategies.** Consult the [Success Portal](#) for more helpful strategies.





# Let's Write!

## Tips for the Actual Exam

- FIRST: Write down your name and student number
- Use an exercise for relaxation, especially if you suddenly feel anxious
- Read all the instructions carefully before you do anything else
- Budget your time
- Read through the whole test first
- Decide on which questions to answer
- Answer the questions you know best first
- Write legibly and neatly
- Take time to structure your answer, even if you are in a hurry
- Come straight to the point in your answer
- Your answer must be based on the question
- Use short paragraphs and simple sentences
- Limit each paragraph to one aspect or topic
- Take time at the end to reread the exam paper

(Adopted from the SCLL module, UFS, 2012)




# Exam Venue Rules

1. Only registered students who have gained admission to examinations may participate in examinations.
2. A student card or prescribed proof of registration must be produced to gain entry to the examination venue.
3. Once 15 minutes from the start of the examination session have elapsed, no student is allowed into the examination venue.
4. Students may leave the examination venue only once forty-five (45) minutes from the start of the examination session have elapsed.
5. A student may not have anything other than his/her pen, pencil, rubber, ruler and calculator (when allowed) on the table.
6. During the examination, a student may not smoke or consume food or refreshments.

A student in her/his final academic semester who, upon completion of the main end-of-year examination or the main mid-year examination, must prolong her/his studies to obtain the qualification subsequent to failing a single module during the main mid-year examination or the main end-of-year examination, or a student in her/his final academic semester who has prolonged her/his studies after having qualified for and participate in the additional examination of the semester in question and who, subsequent to completing the additional examination, still only needs one module to obtain the qualification, irrespective of whether the said module was failed during either the main or additional examination, may apply to take a special examination.

[Click here](#) for the full UFS examination rules and regulations





“Success at anything will  
always come down to this:  
focus and effort, and we  
control both.”

-Dwayne Johnson



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