SEFAKO MAKGATHO
HEALTH SCIENCES UNIVERSITY

FOCUS on SMU

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A message from Professor Eunice Seekoe, DVC:

Teaching, Learning and Community Engagement on preparations regarding continuity of the academic enterprise through online learning during the Covid-19 Lockdown period

As the lockdown period has been extended I would once again like to share with you my warmest greetings and wish you and your family the best of health and safety through this testing time in our lives. The purpose of this communication is to inform and guide you regarding Sefako Makgatho Health Sciences University's latest preparedness to ensure the continuity in teaching and learning through our online platform during the COVID -19, and the extended lockdown to the 30th April 2020. It is important for SMU that during this period we continue to place ourselves in a position that will assist us to continue to deliver on the teaching and learning mandate.

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As from the last correspondence the training of the academic staff members on the learning management system has increased from 45% to 75% and we are continuing to increase our efforts to achieve 100% training. The Centre for University Teaching and Learning (CUTL) will continue training the remaining 25% of staff online through Blackboard and Blackboard Collaborate until the 30th of April 2020. If you have not been trained or require further training on Blackboard please register for the online course by following this link:
https://forms.gle/FCHFon8tByQVY2xr7

The following arrangements have been made for academic staff members:
Teaching staff are required to upload content and continue building courses effective immediately in anticipation of student online engagement from the 4th May 2020.Requests for Blackboard access and linking of modules can be sent via email to the CUTL e-learning team: itu.maboye@swave.smu.ac.za.

The following arrangements that have been made for students will continue:
I) A survey to determine student readiness for remote teaching and learning was circulated on the 25th March 2020 and was open till 31st March 2020. This survey was extended to the 8th of April 2020. Fifty (50%) of the student population responded to the survey. This response rate was probably due to a lack of access to gadgets and data. The results of the survey showed that 45% of our students have smartphones only, 40% have laptops, 10% have tablets and only3% reported having no devices. We remain uncertain of the other 50% of the student population who did not respond to the survey.
ii) The survey results however guided us on how to move forward as an institution. We are thus committed to acquiring gadgets and data for students to ensure continuity of the academic enterprise during the COVID-19 period.
iii) After consultation with management and the student leadership, we will allow students to go through a process of confirming their current online readiness status (device and data availability) through an online application process.
iv) Students who are not able to complete the online application process due to the unavailability of data will be allowed the opportunity to call, send an SMS or a please call me to specified numbers to get remote assistance which will enable them to complete the application form.
v) A remote learning toolkit for students will also be distributed globally for students to acquaint themselves with the learning managements system and its tools.

Communication plan:
Communication will continue through our support lines for academics and students for Blackboard support which has been effective from the 26th March 2020.We have a list of staff members from CUTL and ICT including student assistants who have been trained to provide online support to those who require it. The team is available to respond through emails, Blackboard, phone calls and WhatsApp. The contact details of the support lines are Mr Itumeleng Maboye on 065 883 9149 or Mr Mabina Mogale on 084 405 70753.

Academic plan for the 28th April 2020:
All departments from each school (will jointly create calendars), prepare and publish its time table on Blackboard. The announcement pages per academic will complement the calendar.

Orientation:
· The 28th April to 3rd May 2020 will be dedicated to students' orientation
· Online teaching will commence on the 4th May 2020

Online student academic support:
· The student support unit of CUTL will offer online academic support through study methods and writing skills workshops from the 4th of May 2020.
· The student mentoring programme will also be conducted online· The tutorship and SI programmes will also be conducted online.

Assessments:
· Assessments will only be done once online learning has been implemented.

Clinical teaching:
The online teaching will focus on teaching content. Clinical teaching will be suspended during this period and continued later in the year. Students will visit facilities to work in their hours back.
Postgraduate students will work on their research chapters online and will continue with their laboratory work later.

Catch up plans:
We have lost academic time during this period but we will endeavour to develop plans to catch up on this lost time. Dates for examinations will be revisited as soon as we resume with the academic programme.

Finally, we would like to assure both staff and students that we will make every effort to deliver on our teaching and learning mandate despite these uncertain and trying times. We would also like to wish you and your loved one's strength and peace during this unprecedented period of lockdown. As can be seen by the successes of this period of lockdown, we continue to appeal to all of you to heed the call of our President to make sincere efforts to continue to "flatten the curve". I also request of you again as the community of the only health sciences university in the country to educate and empower our communities about this deadly virus so that we can play our role in minimising its impact on the most vulnerable in our society.

ACTING VICE CHANCELLOR, PROF O AYO-YUSUF

appointed to serve on the Ministerial PSET task team

South Africa, like the rest of the world, is affected by the coronavirus (Covid-19) pandemic crisis, having registered the first case on 5th March 2020.

Following the Cabinet meeting on 15th March 2020, President Cyril Ramaphosa declared the national disaster, and announced measures that were intended to curb the spread of the coronavirus.; therefore on Tuesday, 17th March 2020, the Minister of Higher Education, Science and Innovation, Dr BE Nzimande and the Deputy Minister, Mr Buti Manamela, met with various stakeholders in the Post-School Education and Training sector to discuss necessary measures to be taken within the sector to curb the spread of the coronavirus and among others, the meeting with stakeholders agreed on the establishment of the PSET Task Team on Covid-19 that will guide the response of the PSET sector to the development of the pandemic and its implications for the sector and its role in society.

“We are honored and grateful that our Acting Vice Chancellor - Professor O Ayo-Yusuf have been appointed to serve on the Ministerial task team. His enormous experience in the Higher Education Sector and expertise in public health will assist in guiding/advising the task team to curb the spread of the coronavirus”, said Dr Eric Pule - SMU Spokesperson.

The Task Team shall, monitor the developments of the coronavirus pandemic, make continuous assessment and analysis of the available evidence to guide the decisions that affect the c sector and any adaptations required for policy-making; synthesize, collate and process research conducted by various agencies, institutions and individuals on relevant aspects of the pandemic to aid policy making and societal intervention; Identify cross-sectoral innovations, models, resources and expertise from within the PSET sector that could be mobilized and geared at various stages in the national effort to fight against the spread of the Covid-19 virus and manage its effects on communities; Make appropriate recommendations on the policy and strategy for consideration by the Minister; And with prior agreement of the Minister, make appropriate information available to the institutions in the sector to guide the decisions that may need to be made at various levels of the PSET governance structures.Let us work together and take measures to curb the spread of the coronavirus in our beautiful country.

Flattening the curve – South Africa's response to Covid-19

By Phaladi Seakgwe

Health Minister Dr Zweli Mkhize held a public engagement with experts serving as part of the team assembled by government to advice on the Covid-19 pandemic. This unprecedented step was taken following a decision of the National Command Council chaired by President Cyril Ramaphosa which mandated the minister to brief the nation on the technical aspects of government's response to the pandemic.

Addressing South Africans through multiple media platforms, Minister Mkhize said the engagement aims to give people a sense of what goes on behind the scenes before decisions are taken. He further reiterated that the focus of government is around flattening the curve. "We may not avoid the corona virus coming through, but our emphasis is on flattening the curve. He further cautioned that it is still early days and it's going to be a long and hard struggle which calls upon the public and society in general to participate in the fight against Covid-19. The Minister further used the opportunity to mention that so far 438 815 people have been screened across the country as part of government' s mass screening and testing efforts.

Internationally acclaimed epidemiologist Professor Salim Abdool Karim who chairs the ministerial advisory team on Covid-19 made a very incisive presentation giving a picture of where the Corona Virus comes from and where South Africa is in terms of its response as guided by its strategy.

Prof Karim said in a short space of four months the epidemic has moved from a small outbreak from the seafood market in Wuhan to a pandemic affecting over 1, 8 million people across the world as it grows rapidly."Our epidemic trajectory is unique compared to other countries", said Prof Karim. He further said the trend is that once a country reaches about a 100 cases, the epidemic grows at a rapid rate, what is referred to as the exponential curve. It reflects the number of new infections daily.

According to Prof Salim Abdool Karim, the country, like the rest of the world was at an upward trajectory in the initial stages until 26 March 2020 when the lockdown came into effect. This saw the curve take a turn and a decline in the number of new cases recorded. He lauded the country for acting proactively as this has helped in curbing the spread.

The decision to put a ban on travellers (the first wave) helped reduce the rate as no new infections were coming into the country. The other step focussed on the contacts that the travellers had with other people in a number of settings and it was important that these people were identified and traced. The imposition of the lockdown also played a huge role in managing and curbing community transmissions. Paving the future scenarios Prof Karim warned that by 18 April 2020 the country will have a clearer picture of whether the number of community transmissions is accurate. "Through applying the epidemiological criteria, if the average number of daily cases is 90 or more on average, the lockdown has to continue'', said Prof Karim. He further advices that lifting the lockdown abruptly may have dire consequences for the country as the population may be at risk of the disease.

Professor Kholeka Mlisana from the National Health Laboratory Services (NHLS) who is part of the ministerial team revealed that the country has overall capacity to conduct up to 50 000 tests a day. This include the NHLS and the private sector, thus indicating that South Africa is ready and has capacity to roll out the tests.

The next weeks are critical as the country navigates through the various stages of its response to the pandemic. Having implemented the other first three stages of the eight phases the country is now on the fourth stage dealing with door to door screening, contact tracing, testing and isolation. Prof Karim advices that when it comes to the sixth stage of medical care, there are key areas that are critical such as an effective ambulance system, getting the staff ready for the exponential curve and ensuring there are field hospitals for triage as it has to be determined who goes to the normal hospital and not.

higher education & training
Department: Higher Education and Training
REPUBLIC OF SOUTH AFRICA

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UNIVERSITY CAPACITY DEVELOPMENT PROGRAMME

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"STAFFING SOUTH AFRICA'S UNIVERSITIES" FRAMEWORK

NESP OPPORTUNITIES

"Revitalising and Transforming the Academic Profession"

Are you planning to embark on Masters degree studies? Have you considered a career as an academic? Then the Nurturing Emerging Scholars Programme (NESP) may just be for you!

The Department of Higher Education and Training is pleased to announce the implementation of Phase 1 of the Nurturing Emerging Scholar's Programme (NESP). The NESP is a three-year programme that includes a 2 year Masters scholarship followed immediately by a 1-year academic internship at a recruiting South African university. Full details about the NESP opportunity, including eligibility criteria can be accessed at www.ru.ac.za/dhetnespapplication/

The following NESP Phase 1 opportunities are available:

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RÉPUBLIQUE FRANÇAISE
AMBASSADE DE FRANCE EN AFRIQUE DU SUD
THE EMBASSY OF FRANCE IN SOUTH AFRICA

OPPORTUNITY 1

12 NESP positions involving a scholarship for Masters study at a French university, offered in partnership with the French Embassy in South Africa, and an academic internship at the recruiting South African university

Cape Peninsula University of Technology
1.1 Nautical Science

Central University of Technology
1.2 Physics

Durban University of Technology
1.3 Biotechnology and Food Technology

Mangosuthu University of Technology
1.4 Electrical Engineering

Mangosuthu University of Technology
1.5 Biomedical Sciences

Mangosuthu University of Technology
1.6 Nature Conservation

Tshwane University of Technology
1.7 Technical Education

University of Fort Hare
1.8 Geographic Information Systems

University of the Western Cape
1.9 Statistics (Data Sciences)

University of Zululand
1.10 Human Movement Sciences (Biokinetics) (Ref 1.10)

Vaal University of Technology
1.11 Civil Engineering (Structural Engineering)

Walter Sisulu University
1.12 Computer Science

Apply online at: www.ru.ac.za/dhetnespapplication/
Closing date for applications: 15 May 2020
Applicants will be expected to apply simultaneously to a French public university, and successful applicants will be expected to start their studies in September 2020, at the beginning of the French academic year.

OPPORTUNITY 2

NESP positions involving a scholarship for Masters study at a South African university and an academic internship at the recruiting South African university

Cape Peninsula University of Technology
2.1 Emergency Medical Care
2.2 Agricultural Extension
2.3 Electronic Communication and Satellite Technology
2.4 Dental Technology

Central University of Technology
2.5 Design
2.6 Applied Mathematics
2.7 Biomedical Technology
2.8 Tourism and Hospitality Management

Durban University of Technology
2.9 Sport Management and Science
2.10 Generic Health Science
2.11 Horticulture / Plant Tissue Culture
2.12 Fashion Design

Mangosuthu University of Technology
2.13 Marketing
2.14 Human Resources Managment

Nelson Mandela University
2.15 Mathematics and multilinguism - Senior Phase FET
2.16 Information Technology Software Engineering
2.17 Foundation Phase - Langauage and Literacy
2.18 Law - Ocean Governance

North West University
2.19 Physical Science
2.20 Mathematics
2.21 Movement Education
2.22 Indigenous Knowledge Systems

Rhodes University
2.23 Financial Markets and Quantitative Economics
2.24 Pharmacy
2.25 Law
2.26 African Music Studies
2.27 Foundation Phase Literacy

Sefako Makgatho Health Sciences University
2.28 Midwifery
2.29 Nursing Education
2.30 Clinical Pharmacy (2 positions)

Tshwane University of Technology
2.31 Metallurgical Engineering
2.32 Performing Arts
2.33 Marketing Management
2.34 Sport Management

University of Fort Hare
2.35 Mathematics Education
2.36 Speech-Language Path ology/Audiology
2.37 Geology
2.38 Law-Competition Regulation

University of Johannesburg
2.39 Zoology
2.40 Engineering (Civil or Geotechnical)
2.41 Mechanical Engineering
2.42 Podiatry
2.43 Biochemistry

University of KwaZulu-Natal
2.44 Engineering (Electrical or Electronic or Computer)
2.45 Mechanical Engineering
2.46 Chemical Engineering
2.47 Agricultural Engineering
2.48 Civil Engineering

University of Limpopo
2.49 Medical Microbiology
2.50 Chemical Pathology
2.51 Chemical Pathology (Haematology)
2.52 Mathematics Education
2.53 Agricultural Sciences

University of Mpumalanga
2.54 Agricultural Extension and Rural Development
2.55 Developmental Studies

University of Pretoria
2.56 Pharmacology
2.57 Civil Engineering Geotechnical, Materials, Structure, Water, Transportation
2.58 Bioinformatics
2.59 Toxicology
2.60 Heritage and Cultural Tourism

University of South Africa
2.61 Civil Engineering (2 positions)
2.62 Biomedical Engineering (2 positions)

University of the Free State
2.63 Law
2.64 Forensic Science
2.65 Optometry
2.66 Business Management

University of Venda
2.67 Computer Science
2.68 Urban and Regional Planning
2.69 Industrial Psychology

University of the Western Cape
2.70 History
2.71 Oral Microbiology or Molecular Biology and Genetics, including Forensics
2.72 Law - Children's Rights
2.73 Business, Economics and Management Studies

University of the Witwatersrand
2.74 Finance
2.75 Construction Management
2.76 Social Work
2.77 Speech-Language Therapy
2.78 Property Studies

University of Zululand
2.79 Development Studies
2.80 Life Sciences Education
2.81 Information Technology Security
2.82 Governance and local government development mandate

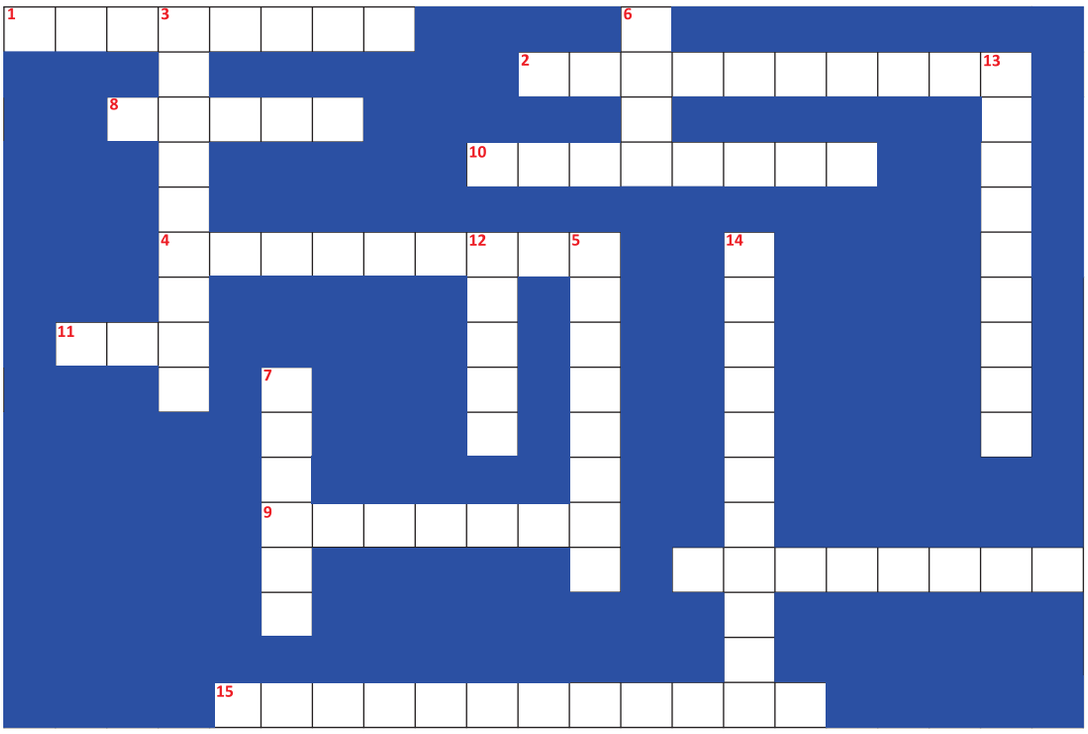
Vaal University of Technolgy
2.83 Civil Engineering (Transport-Railway Engineering)
2.84 Sport and Recreation Management
2.85 Tourism
2.86 Nursing

Walter Sisulu University
2.87 Geography
2.88 Zoology (2 positions)
2.89 Medical Microbiology

Apply online at: www.ru.ac.za/dhetnespapplication/
Closing date for applications: 15 August 2020
Successful applicants will be expected to start their studies at the beginning of the 2021 academic year.
Contact email address for queries: ucdp@dhet.gov.za

COVID-19_Cross Word Puzzle

(For the online version of the puzzle follow this link: https://forms.gle/evsU4fget6tQMdvuP8)

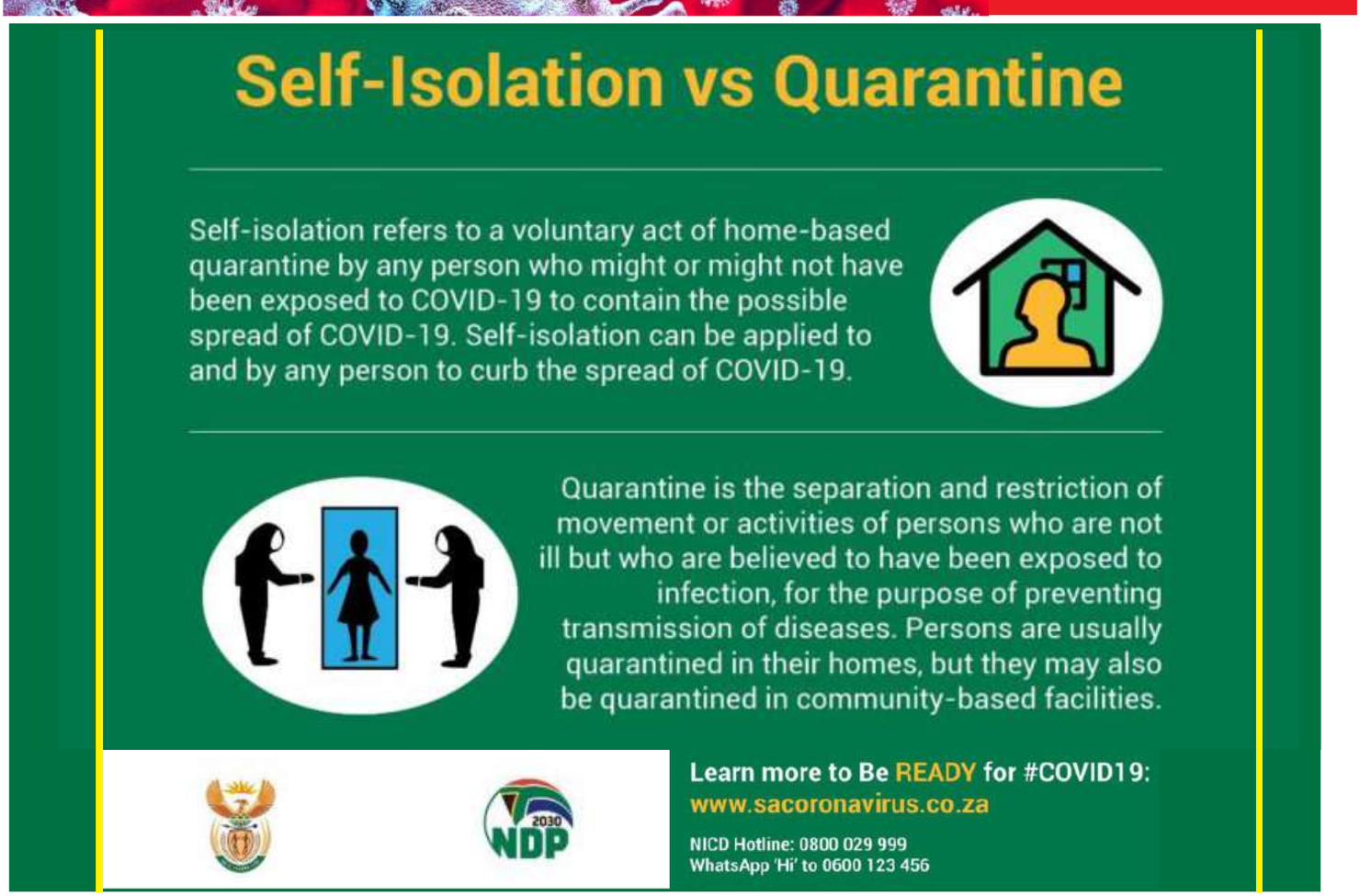


ACROSS

1. Abbreviation for Corona Virus Disease.
2. Restricting the person suspected of exposure to COVID-19.
4. One of the symptoms a COVID-19 positive person experiences?
8. This word means new.
9. A form of prevention against disease.
10. Measures that a government imposes to prohibit people from leaving their homes and keeping them indoors.
11. An abbreviation for an agency of the United Nations (UN) in charge of international public health.
15. National Institute for.....Diseases (fill in the missing word).

DOWN

3. Word for the separating a person who has tested positive for COVID-19.
5. A liquid used to clean hands to remove and to kill COVID-19 Virus.
6. Used to cover the face to minimise exposure to COVID-19.
7. Hand protection.
12. Coronavirus is spread mainly through ..... generated when an infected person coughs, sneezes etc.
13. Persons with symptoms of respiratory infections must at all times practice cough ..... (Fill in the missing word).
14. SMU Acting Vice Chancelor Lekan Ayo-Yusuf was appointed to serve on..... TaskTeam (fill in the missing word).

Answers

1. COVID-19	4. Tiredness	7. Gloves	10. Lockdown	13. Etiquette
2. Quarantine	5. Sanitizer	8. Novel	11. WHO	14. Ministerial
3. Isolation	6. Mask	9. Vaccine	12. Droplets	15. Communicable