



## SMU raises funds for needy students



The Sefako Makgatho Health Sciences University (SMU) hosted the Vice-Chancellor's Annual Golf Day and Gala Dinner on 17 November 2022 at the Johannesburg Country Club in Woodmead. The purpose of the Golf day is to bring different stakeholders together in a relaxed environment to raise funds for needy SMU students.

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“The idea of having a Golf day is largely to network with different stakeholders and very importantly to raise funds to assist our needy students. SMU enrolls some of the brightest students you can get, but with these cohorts of students, there are those who are financially needy and require support. Therefore, it



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is important that we support them as a University to pursue their studies in an environment of dignity and well being.

We have also started a broader fundraising campaign called Harambee and the motto behind it is to ask our Alumni, students, staff and corporates to support our needy and vulnerable students”,  
**Vice-Chancellor Prof Peter Mbatlana.**

The funds raised during the Golf Day are used for different purposes such as providing meals to students and to pay for their tuition.



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# Department of Chemical Pathology changes gear



The department of Chemical Pathology is undergoing a major over-haul, to prepare it to take on challenges and opportunities in the post COVID 19 Lockdown era. Prof Donald Tanyanyiwa, the new Chem Path Head of Department shared his vision with Focus on SMU.

**Focus On SMU (FOS):** Please outline how the Chemical Pathology (Chem Path) department is structured i.e. who is at the helm of it and reporting lines, the units that constitute the department and its key core business of Chem Path.

**Prof Donald Tanyanyiwa (DT):** The Organogram - General Structure

Academic Head of Department, is myself, Professor Donald Moshen Tanyanyiwa. The Senior Pathologist post is vacant (will be advertised soon). Four Pathologists reporting to the HOD. Five M. Med Pathology Registrars reporting to the HOD. One senior sessional scientist and junior full time scientist. One laboratory manager and two supervisors reporting to the HOD. Twenty-three Medical Laboratory scientists reporting to the lab manager. One departmental secretary and administration officer reporting to the HOD. Three Medical Intern Scientists reporting to the Junior Scientist X MSc students. Three BSc Chemical Pathology Honours students.

## UNITS

The department has three pillars (i) Diagnostic (ii) Research and (iii) Teaching. **Diagnostic/Laboratory Medicine Service.**

- Automated Laboratory headed by Dr Siphokazi Gwiliza. Located on the fourth floor of the Clinical Pathology Building runs almost 90% of the daily diagnostic requests.
- STAT/Emergency Laboratory located in Dr George Mukhari Academic Hospital Special laboratories (Point of Care Services) Manual and Semi Automated and the Mass Spectrometer



Laboratory opening this November. This section is headed by Dr Koketso Nkoana.

- Cytogenetics Laboratory located on the basement is headed by Dr Mapheto.
- Five regional hospital laboratories - regular visits and assist with the accreditation and verification processes and any queries. This is headed by Dr Abdur Rab.

## TEACHING

All departmental members including registrars participate in teaching.

- Registrar Training programme is run by Dr Siphokazi Gwiliza.
- Medical Undergraduate (MBChB IV) is run by Dr Koketso Nkoana.
- BSc Chemical Pathology Honours is run by Dr Tumelo Mapheto.
- Intern Student Medical Students is run by Ms Sara Pheeha.
- POME is run by Dr Abdur Rab assisted by the other pathologists.
- Academic activities include** (i) Journal Clubs; (ii) Seminars; (iii) Case Presentations; (iv) Monday Street questions; (v) Tutorials and (vi) Tests and assessments.

**The Pathologists are expected to alternate/swap responsibilities after two years so that everyone is familiar with all sections.**

## RESEARCH

Research is run by the Research Committee co-chaired by Dr Lizette Bekker a sessional senior scientist and Dr Siphokazi Gwiliza.

The research committee formation to drive and improve research output was established by the HOD in 2019.

**FOS:** How does Chem Path relate to different schools, especially as the schools make meaningful contribution to the university's core business of teaching, learning research and community engagement?

**DT:** Chem Path (in the School of Medicine) participates in all medical students teaching programmes up to final year in the form of formal lectures tutorials Case discussions Runs a tutorship programme for students who might be encountering difficulties in keep abreast with their colleagues.

- Offers one on one discussions with lectures - run by Dr Rab the longest serving member in the department.

*continues to page 4...*

- Present lectures and assist with practical sessions in other schools.
- Selective Program run by Mr Hlati.

**FOS:** The 4<sup>th</sup> Industrial Revolution (4IR) behoves the university to keep abreast of ICT trends to keep relevant. What are the adjustments that you are making to keep Chem Path relevant?

**DT:** The 4<sup>th</sup> IR is changing health methods treatment and diagnosis:

- Chemical Pathology introduced Point of Care Testing in Outpatient Diabetic Clinics and regional hospital to move away from treating “history”
- Molecular diagnosis is slowly taking centre stage and Chemical Pathology has just completed phase “Mass Spec Laboratory”
- Phase Two has Molecular sample preparation and analysis instruments specifications and quotes have already been prepared and awaiting budget.
- Introduction of an automated system in the CoreLab

encompassing Pre-analytical, Analytical and Post-Analytical (Storage) stages.

**FOS:** What is the state of research in Chem Path, in relation to projects that yielded innovative products that the university is deriving revenue from?

**DT:** Research in Chemical Pathology at SMU is lagging behind partly due to absence of full time scientists. The establishment of the Research Committee has seen a rapid increase in number of research protocols.

One such study will yield revenue and put SMU on the world map of intravenous therapy.

**FOS:** Are there any NRF Rated researchers in Chem Path, if so, how many and what are your plans to inspire more researchers to acquire NRF rating?

**DT:** No NRF rated members of staff but there are two members registered to commence the procedure in November 2022. 🔍

# Department of Chemical Pathology Unveils Cutting Edge Mass Spectrometry



Prof Nathaniel Mofolo

**What was once a Chemical Pathology Laboratory (CPL), with rudimentary and old technology, has undergone massive refurbishment, with new shelves and fittings to accommodate the multimillion rand cutting edge Mass Spectrometry (MS)?**

Procured by Prof Donald Tanyanyiwa, the Head of the Department of Chemical Pathology (DCP) which manages the CPL, the MS was recently unveiled during a brief ceremony, which was graced by Prof Nathaniel Mofolo, the Dean of the School of Medicine. Prof Mofolo said the technology MS will go a long way to advance the frontiers of research.

Prof Mofolo said there are many opportunities but with few taking them. He expressed the wish that, out of the class of 2018 registrars, future chemical pathologists should be trained and produced for without them, there will be no future. Mofolo lauded Prof Tanyanyiwa for his vision to transform the DCP and to build it over time to take its place in the health delivery map. The challenge is for SMU to identify what niche it is going to occupy and deliver on it, in the African continent.

“Why can't we have a Nobel Prize winner in Science, from Africa, he asked. “I believe we have the capacity to shine on the continent, Mofolo added.

Prof M H Motswaledi, the head of the department of dermatology, also congratulated Prof Tanyanyiwa for purchase of the MS to help the DCP keep abreast of the latest technological trends in chemical pathology.

This fabulous gas chromatography mass spectrometry uses a technique in which gas is analysed on the basis of their mass. This technology can be used in environmental studies, the food industry and the medical industry. It is currently used for tea-ching and training registrars, honours and masters students. Its applications can also include steroid profile analysis and vitamin D.

Spectrophotometer deals with the interaction of a substance with electromagnetic radiation. When a substance is exposed to light it can either absorb the light, or reflect it and a spectrophotometer enables us to measure the amount of light that is absorbed or reflected. Its applications in medicine include the use of quantitative analysis either of proteins in body fluids. 🔍

# Skills Centre - a platform to hone diagnostic skills



*Focus on SMU spoke to Dr Lesego Phiri, the Director of the Skills Centre.*

**Focus on SMU: The skills centre is one of the potent tools SMU has, in its teaching and learning kit, yet not many know about it, let alone know what is it used for? Please outline what the Skills Centre is?**

Lesego Phiri (LP) The Skill Centre is a dedicated place within the University where undergraduate and postgraduate health care sciences students acquire their clinical skills training and simulation experiences without fear of injuring the patient. SMU as it is well known, is the only University in the continent dedicated to produce health care professionals. Most of the health sciences curriculum has compulsory practical modules which must be first taught in Skills Centre before students can be exposed to real patients. The role that the Skills Centre plays to support the University core academic activities is very crucial in the sense that, it serves as the first point of entry for students to be introduced and orientated to the realities of the clinical practice (hospitals, healthcare centres, clinic, etc.) before being exposed to the real thing. In the Skills Centre, learners are taught clinical skills and procedures that they would be expected to perform on real patients in clinical practice. They practice repeatedly in a nonthreatening environment until competency is achieved before attending to patients. In fact, one of the set standard for accrediting clinical learning programmes by the healthcare professional governing bodies such as Health Professional Council of South Africa (HPCSA) and South African Nursing Council (SANC), is the availability of skills and simulation centre/laboratory that have resources to adequately prepare students for clinical placements.



**FS: Which students, in the process of their learning, get exposure to the skills Centre?**

As mentioned earlier in the text, Skills Centre provides clinical skills training and simulation experiences for undergraduate and postgraduate students from all schools, except for the School of Science and Technology. So, all students from first year to final years must first be taught clinical skills before they can be placed in the clinical practice. However, their programme curriculum is the one that determines the complexity of the skills, from simple when they are first years, and complex when in higher levels.

**FS: Which skills, in particular do they learn from the skills Centre?**

Students acquire clinical skills through different clinical teaching methodologies. The Skills Centre learning area is structured in the way that it makes

*continues to page 6...*

practical learning easy. For example, there are two lecture rooms with dividers. Each can accommodate maximum of 50 students, and 25 in each if dividers are used. These are used solely for PowerPoint presentations of clinical skills before they can practice them in the laboratories. There are currently 4 skills laboratories with low fidelity manikins called task trainers that teach students basic procedures such as, giving of injections, insertion of intravenous fluids, insertion of urinary catheters for males and females, urine testing, suturing of wounds, wound dressing, to name a few. Students are also taught basic Midwifery skills in one of the skills laboratory. There is also a dedicated room for Speech, language and audiology pathology (SPLA), complete with hearing testing booth, video auto scope and other programme specific devices. The skills labs have tables on which skills can be practiced in an organised manner. Each of these labs can accommodate 16 students but can function with up to 20 students.

Over and above these, there are five simulation wards, recently created from the rooms that were previously used as lecture rooms. The simulation wards have medium and high fidelity manikins that can be connected to monitors to display vital signs (Blood pressure, pulse, temperature, etc.). These are specifically to teach students problem solving and critical thinking skills. The simulation wards are created to resemble the real clinical practice, and the high fidelity manikins have computers that can be manipulated to mimic vital signs of critically ill and unstable patients.

We also have Simulated/Standardised Patients (SPs). They are an integral part in the health profession education to deliver patient-centred care. The SP program at SMU Skills Centre was established in 2011, few months after the official opening in 2010. An SP is a person who has been carefully coached to simulate an actual patient/client so accurately that the simulation cannot be detected even by a skilled practitioner. SPs are mainly used to train students on affective and communication skills, as well as giving students feedback on their performance. Our skills facilitators are trained on creating moulage (artificial injuries) in order to make scenarios look real. The moulage is mainly applied depending on the given scenario to make it look authentic. Furthermore, there two rooms installed with, one-way mirrors, recording system with camera and microphone. These specific rooms are effectively utilized for teaching psychiatric skills and their assessments thereof

**FS: Which equipment is in stock, and what skills do students acquire from using it?**

Since SMU trains healthcare science students, it is therefore

important for Skills Centre to have equipment that will familiarise students to the equipment used in the clinical setting. Thus, Skills Centre has vast array of equipment in order to provide effective healthcare clinical and simulation education. To that effect, there are a vast array of equipment ranging from task trainers used mainly for procedural and surgical skill training. These over and above manikins/task trainers include, stethoscopes, intravenous and airway equipment, In addition, there are cameras and audio-visual used to enhance teaching and provision of feedback. The simulation wards have high fidelity manikins, commonly known as human simulators that are used to assist students get full immersion simulation training depicting a real life hospital environment. There is also expensive medical equipment such ventilators and monitors in ICU simulation wards. We also have Harvey, a cardiology trainer manikin that teaches students to learn about different physiological heart sounds.

**FS: After acquiring the diagnostic skills from the Skills Centre, when do the students proceed to interact with live patients?**

**LP:** Usually, the students are placed in clinical practice according to their training programme requirements. However, the schools or departments are responsible for student placement. The students are usually placed in clinical practice from first year, rotating in different clinical areas depending on their level of study. This is done according to their clinical course requirements, starting from doing basic procedures in the wards, to performing complex procedures as they advance in their professional growth.

**FS: How are you planning to use the platform of the Skills Centre to break the silos among the different professions and disciplines?**

**LP:** The Skills Centre plays a major role by bringing students from different disciplines to learn together in what is called Inter-professional Education and Collaborative Practice (IPECP). It does this by providing necessary support in the form of resources, e.g. venue. IPECP refers to “healthcare students learning with, from and about one another to improve collaboration and the quality of patient care”. Successful transition of students to be competent, work-ready health professionals requires an ability to work in healthcare teams and this can only be realised through IPECP. Multiple factors that compel the World Health Organisation (WHO) to continuously advocate for the adoption of IPECP practices in the workplace and training institutions, are: fragmentation of healthcare delivery, breakdown in communication among health professionals and working in silos. Thus, Skills Centre set out to ‘*support of IPECP*’ as one of its KPA. So far, Skills Centre has procured a PHC mobile vehicle that will be used solely for IPECP activities. This will ensure that students from different disciplines do not learn in silos.





# Health Professionals keeping abreast with latest health care delivery trends

**T**he department of cardiology under the leadership of Professor Pindile Mntla organized a refresher course for Health professionals recently at the CSIR International Convention Centre to get exposure to developments and cutting edge research in health care and be updated on latest Guidelines Directed Medical Therapies.

By attending the refresher course, the health professionals are fulfilling their professional obligation to continuously update, sharpen and deepen their clinical skills. Attendees are awarded Continuous Development Points (CDP) certificates as proof of attendance of professional development course that has been accredited by the Health Professions Council of South Africa (HPCSA).

An impressive array of health experts was lined up to do Powerpoint presentations on topics which have been identified by the refresher course attendees themselves. The course kicked off with a slides presentation by Dr Mashudu Manafe, Senior Lecturer in the Human Nutrition Department who shared with the audience the findings of a study about obesity as a major health problem.

Dr Manafe highlighted perceptions people have about obesity. She said that if people do not believe they are overweight they often tend to disregard the Body Mass Index (BMI) reading and avoid taking steps to address their weight problems. They also become less inclined to heed the warning signs of obesity and do not put measures into place to lose weight.

Manafe also said that the study had to contend with the myth which suggested that an overweight and obese woman is more fertile than one who is not overweight and obese. She added that obesity is costing the South African economy R33 billion every year, adding that health professionals need to continue raising awareness to the public about dangers of obesity.

Dr da Silva, from the cardiology department spoke about Cardio Vascular Diseases (CVD) in obesity. Da Silva Highlighted that obesity is assuming global pandemic status. One billion adults are over-

weight worldwide. He added that studies conducted associate obesity with cardiovascular disease prevalence.

Dr Mukansi spoke about obesity and Respiratory systems. He highlighted the problems of breathing encountered by obese individuals and consequent adversities. Dr Thandrayen made a presentation about obesity in paediatric /adolescent population while Dr Maoto addressed the topic "Obesity on Female Reproductive Health". Dr Mushokwa spoke about Obesity on Male Reproductive Health. Dr Manzini issued a warning to the audience that Tuberculosis (TB) should not be forgotten and emphasized that TB can indeed be cured.

Dr Kangawaza spoke about the Updates in HIV diagnosis and management. Prof Dini Mawela shed some light on the Sustainable Development Goals (SDGs). Prof T E Luvhengo's topic was "approach to acute abdomen." Dr Ngwata focused on the topic "When alcohol consumption can be a "death Warrant". Prof Mutambirwa, presented on the topic "Update on Urogenital tumours". Dr Mayayise's topic was Managing hypertension comprehensively. He emphasized the fact that Hypertension is a "Silent Killer" and addressing it is mandatory.

Dr Moabelo addressed the state of public health facilities. She painted a bleak and helpless state of affairs in the public sector. She reminded the audience about the decaying state of buildings, the lack of facilities, equipment and the low morale amongst health workers. Dr Maloma's topic was "Managing stroke patients is a team work". Prof Lekgwara presented on the topic "when headache is a fatal symptom". Prof Kakaza's topic was "When there is no history to tell: best approach to management. Dr Hlatshwayo closed the session with the topic "Managing Diabetes Mellitus in 2022.

The event was a resounding success, after 2 years of lull due to the Covid-19 pandemic, the organisers were very satisfied with the turnout and also grateful about the support from the Pharmaceutical Industry.🔍

# SMU Institutional Researcher Serves in the SAAIR EXCO



**S**MU Institutional Researcher Ben Ntshabele was recently elected to serve on the executive committee (Exco) of the Southern African Association for Institutional Research (SAAIR) for a period of two years (2023-2024). SAAIR is a voluntary association which provides a forum for the interchange of ideas, experiences, and best practices among those engaged in institutional research (including strategic planning, management information and quality assurance) at higher education institutions in Southern Africa.

“My responsibilities as an exco member include being the treasurer, contributing in the oversight of the association's operations, and serving as the liaison for the Institutional Researcher (IR) Institute, which will be held by SMU in 2023,” explains Ben.

Ben has 12 years of research experience, including over 8 years in Higher Education (HE). His key performance areas include conducting impact studies and institutional surveys, as well as creating quarterly performance, annual, and Department of

Higher Education and Training (DHET) reports for SMU. Since 2013, he has been a member of SAAIR, where he has also facilitated workshops and presented papers focusing on student success. In 2017, the SAAIR Executive Committee offered him a scholarship to attend and present at the SAAIR conference hosted by the Namibia University of Science and Technology in Windhoek. He also co-authored Chapter 7 of the book "Utilisation of South African Research on Higher Education," which was virtually launched at the 2021 SAAIR Annual Conference.

He also has extensive experience in technical writing and documentation. Data processing, data analysis, model building, and reporting are also his strengths. His responsibilities include, but are not limited to, assisting in the design and distribution of strategic management information, assisting in management decision-making and strategic planning, and liaising internally with the Senior Management and externally with the Department of Higher Education (DHET) and Council of Higher Education (CHE).

“As an Institutional Researcher, I conduct Institutional Research such as impact studies, graduate exit surveys and online teaching & learning surveys; develop quarterly performance reports, annual reports and DHET quarterly development reports; and submit an analysis of World Universities Rankings - Times Higher Education (THE), QS and Academic Ranking of World Universities (ARWU),” he enlightens.

## HIS ACADEMIC QUALIFICATIONS ARE AS FOLLOWS:

- Doctor of Philosophy - Entrepreneurship, University of Pretoria (Second Year, 2022).
- Master of Philosophy - Entrepreneurship, University of Pretoria (2020).
- Bachelor of Commerce (Honours) - Economics, University of Pretoria (2017).
- Bachelor of Commerce (Honours) - Statistics, North-West University (2009).
- Bachelor's Degree - Statistics, North-West University (2007).





# Students handover R5000 to Peter Tladi for being humane, humble and for being a source of strength

SMU students, Selaelo Matjena and Zakes Ramolobe took a decision to honour the University's "agent of humility" Mr Peter Tladi, popularly known as the Honourable One, with a cheque of R5 000 for always encompassing humbleness and being a messenger of hope and happiness. Renowned for being a force of change and a resonance of humankind, the Honourable One is a father to all who come to contact with him. He is well known for always greeting those he comes across, encouraging and motivating them ensuring that they remain optimistic, focused and driven.

***The Honourable One in the middle receiving a cheque of R5 000 from SMU Students Selaelo Matjena (Left) and Zakes Ramolobe (Right)***

The Honourable One is part of a dedicated gardening services workforce at SMU and his work environment allows him to interact with both internal and external University stakeholders. Reacting to the gesture by the two students, he said, "Honourable One, when you harvest, part of the harvest shouldn't be consumed or destroyed. You must also think of other people, so I have decided to reinvest back into the community. I am planting back so that it can multiply for sustainability. If you fail to build, you won't be able to contribute to building your community". He plans to donate R500 to the SMU Harambee Annual Fund.

He appreciated the gesture by the students and said he didn't expect it. "The appreciation shown by a majority of students and ordinary workers is humbling and remarkable. I will never take this gesture for granted. As ordinary people, we need to be positive-minded about the future of our country, we have quality leadership among students," he added.

Born in Lady Selborne (now called Suiderberg), ten kilometres northwest of Pretoria CBD, his family together with others were

forcefully removed and relocated to Ga-Rankuwa when he was just 8 years old. He always saw himself as a community builder from a young age and aspires to build a community upliftment academy that will cater to uplift school-going children around the community.

"I like cultural activities and the annual heritage day celebrations soothe my soul as it is a significant time in my life. The SMU community gets to celebrate their roots and traditions. We have to recognise our forbearers who achieved greatness in different spheres. Distinguished writers like the late Prof Eskia Mphahlele influenced my love for reading and writing", he said.

Students decided to celebrate and appreciate the Honourable One while he is still alive and further encourage other workers to create a loving and peaceful environment. Selaelo Matjena recalled one of the bad days when he just finished writing physiology when he bumped into Tladi who noticed that he was not fine. "He asked if I was ok and I explained that I was not and he encouraged me to hang in there as sometimes things could be difficult, he further said I will make it. Those words alone played a trick on me about the fact that it was not the first time the Honourable One encouraged me and left me relieved," he recalled.

"Later, when I was in my room, I posted a status on both my WhatsApp and Instagram accounts saying, 'There's a man called Honourable One on campus. The man is always in a good mood and will encourage you when you are down and wish you a fruitful day. *Modimo a be le yena*'. The status touched many hearts and led to responses and reactions from different people. I shared my plans for the man with Mario Malaka and Zakes Ramolobe who both showed a lot of love, support, and encouragement during these times when I had self-doubt", concluded Matjena.

# The Department of Dermatology hosted a Dermatology Annual Congress



The Dermatological Society of South Africa (DSSA) has a mandate to convene a Dermatology Congress every year. The authority to organize the congress is delegated to the Dermatology Department from every medical school in the country. Since 2020 there has never been a Dermatology Congress due to the Covid-19 lockdown restrictions which prohibited mass indoor gatherings. As such, the Department of Dermatology at Sefako Makgatho Health Sciences University organized this congress which was held at CSIR International Convention Centre recently.

Prof Motswaledi, the Head of the Department of Dermatology at SMU, was the Chairman of the organizing committee. Other members of the organizing committee were Dr L Nkosi, Dr K Mathekgga from the Department of Dermatology at Sefako Makgatho Health Sciences University, Dr N Rabobee, Dr P du Plessis, Dr N Ramlachan and Dr S Hartshorne who all are involved in private practice. This department previously organized this DSSA Congress in 2014, in Illovo, Johannesburg.

The work to organize this conference commenced in 2021 and Prof Motswaledi explained that it was difficult to organize a face-to-face congress in the midst of the pandemic as no one knew how the situation would be like as the date of the conference approached.

“We needed to have Plan B for everything we planned, in case the pandemic got worse. It was even difficult to get overseas speakers because of the restrictions in travelling internationally. We organized a good academic programme with both local and international experts in various fields of Dermatology. It was a very successful congress with more than 200 delegates and more than 45 pharmaceutical companies exhibiting their products”, added Prof Motswaledi.

The Social events included a cocktail evening function and a gala dinner. Prof Motswaledi as Chairman of the Organizing Committee received lots of accolades from many delegates for organizing a very successful, well organized congress under difficult conditions. Various attendees such as Prof N Dlova from University of Kwa-Zulu Natal (UKZN) and Prof G Todd from University of Cape Town (UCT) and H F Jordaan from University of Stellenbosch (US) thanked SMU for a well organised conference and for being invited to play various roles such as speakers.





# SMU is home to a diverse species of indigenous plants

**S**MU aims to conserve and maintain its environmental assets, as such there are moves to ensure that new and existing landscapes are developed to promote environmental sustainability through all operational activities which are carried out and designed in the most cost effective manner possible to cater for the needs of the University.

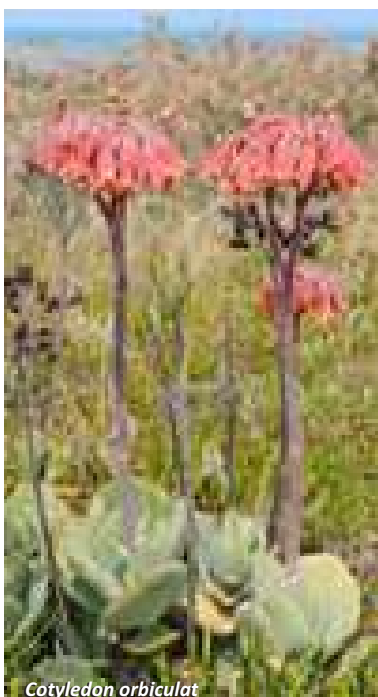
One of the many initiatives conducted to ensure preservation of our naturally occurring resources involves the monitoring, collection multiplication and introduction of indigenous plants that are found growing in the university premises. The University landscape presents a rocky mountainous set up and such conditions are known to grow medicinal native flora mostly bulbous plants. These underground storage organs are quite resilient as a result of their growth form and can be reproduced easily through seed collection and splitting of bulblets.

A site inspection by the garden service Horticulturist and Ground technician recently around lost city led to a discovery of such a diverse floral representation. Three different species of the *Hypoxis* plant genera were found in a plot less than 100 square meters wide. The area also has *cotyledon sp.* and *ledebouria sp.* which grow

regardless of the dry and heated conditions. The discovered plants will fit well into our developed landscape and flourish in their growth due to their origin and adaptation capability. Few species were collected on a trial basis using sustainable horticulturally correct practices that would ensure survival of species as the very same plant form part of a natural(biodiversity) supporting cycle for that particular niche. After collection some of the plants were introduced to the newly developed medicinal garden outside pharmacy building and the rest were repotted as mother stock collection for future multiplication through sexual and asexual horticultural practices.

“As mandated by National Environmental Management Act (NEMA) [Act No. 107 of 1998], to promote integrated environmental management of activities that may have significant positive effect on the environment, in situ preservation of native flora is among the many initiatives we are using to ensure that we conserve our natural resource. This is done through our operation using cost sound practices to beautify our campus while considering using methods that are aligned with existing climate change impacts and that guarantee environmental sustainability”, said Ms Bathabile Ndlovu.

**Compiled BY: Bathabile Ndlovu**



*Cotyledon orbiculat*



*Hypoxis rigidula*



Collecting *Ledebouria*



*Ledebouria sp.*



*Hypoxis hemerocallidea*

# SMU Harambee Annual Fund Challenge

*In the Spirit of Harambee, Ubuntu and Oneness,  
we pledge to pull together to raise a minimum  
of One Million Rands for SMU's needy students.*



## WAYS TO GIVE

1. Payroll donations
2. Online donations:  
<https://smu.devman.co.za/devman/online/qiving/>

3. Pay Scan – Zapper
4. SMU banking details:

Ref - Standard bank  
Acc - 070754128  
Branch code - 020909  
Q013 - Name Surname



## OUR MISSION

SMU is to deliver a high level cadre of health care professionals trained by experts from the Schools of Medicine, Pharmacy, Oral Health Sciences, Health Care Sciences and, Science and Technology.

We have a large number of brilliant students but lack sufficient resourcing to finance their various needs to fully experience a dignified university student life.

It is against this background that SMU has initiated the **SMU HARAMBEE ANNUAL FUND CHALLENGE** to raise funds to support our needy students.

## THE NEED

Join our Vice Chancellor, Prof. Peter Mbatia and SMU in raising funds for a bursary program designed to assist academically qualified but financially disadvantaged students. Additionally, the initiative intends to donate to the university's Hands of Compassion food security project, which delivers meals to underprivileged students on campus.

## THE CHALLENGE

Prof. Mbatia encourages students, staff, academics and alumni to participate in a structured giving program. We are called to make a minimum monthly contribution of R10 for students, R100 for staff, and R200 for alumni. In response, Prof has given a lead donation of R10,000 and invites SMU executives to donate as well.