



Dr Phumudzo Nemutaduni receives *Clinician Scientist Award*

Research:
A useful activity
or an exercise
in futility?

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Specialist Nuclear Physician Receives the Emerging *Clinician Scientist Award*



Specialist Nuclear Physician, Dr Phumudzo Nemutaduni, recently received the Emerging Clinician Scientist Award, during the third South African Health Excellence Awards.

The Award is for junior clinicians, doctors and registrars who have made a notable contribution to medicine in academics, through research, service or leadership.

They were hosted under the auspices of Clinix Health Group, in partnership with the South African Clinician Scientist's Society to recognise the country's leading researchers, scientists, doctors and other medical professionals.



SMU turns 10 on the 16 May 2024...

*Watch out for further
announcements!*



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Dr Nemetaduni is a Specialist Nuclear Medicine Physician at Sefako Makgatho Health Sciences University (SMU) and the Dr George Mukhari Academic Hospital (DGMAH), with a special interest in Positron Emission Tomography/Computed Tomography (PET/CT) which provides more information as it relates to cancer. She is also an enthusiastic academic and researcher who has published and supervised many students during her career. She indicated that being the recipient of this award will, hopefully, influence other developing professionals as well as her career trajectory. Through this award, she hopes that many like her will be enthusiastic to do better, go the extra mile, and keep at it despite the challenges they may face in their lives. She also wants her journey to be an example to her children, Phumu Ananzivhuya and Wavhutali Mudzusi; that their dreams are achievable. "I was nominated in three categories. I believe that recognition influences motivation. This award will therefore motivate anyone from any walk of life that 'Black child, it is indeed possible'. I have always drawn my strength from God, my parents, my family and the community. I am the epitome of 'it takes a village to raise a child' through the respect, norms and values that I as a child and a young adult reciprocated back to the village that made me," said Nemetaduni.

When asked what the award means to her, she said, "It means that it is indeed possible for a young female raised from the humble and dusty streets of Mauluma in Nzhelele, Venda to be recognised at a national stage. This was also a testament to the bold strides that I and the Department of Nuclear Medicine and DGMAH, have put over time".


She believes that her greatest achievement was when together with her sister, Salani Nemetaduni shared a stage as graduates during the Master of Business Administration (MBA) graduation ceremony at MANCOSA. She further revealed that her mother beamed with pride seeing her daughters being capped on their academic achievements. She also has the pleasure of receiving a Fellowship on PET/CT imaging from Universitas Hospital in Zurich, Switzerland in 2023.

As she stated, several individuals from different occupations made an impact on her career path. "I have a couple of people who contributed towards the woman I am today, academically. I was raised by astute academics and disciplinarians; my dad (the late Mr Makungo Nemetaduni) and my mom (Sarah Mudau). As such there was no room for failure. My interest in studying Medicine (MBChB) was ignited through career discussions I had as a child with my big sisters, Ndivhuwo Nepfumbada and Dr Rudzani Tshivhase. There are, however, giants in Nuclear Medicine upon whose shoulders I stand. These include Prof Mike Satheke, Prof

Trevor Mdaka, Prof Nozipho Nyakale, Dr Ouma Ramafi and Dr Aadil Gutta. I am grateful for their support throughout my studies. My business mentor and husband, Mr Phumudzo Mudzusi contributed immensely to my perception and growth within the business sphere. I am today an MBA graduate through his mentorship," she said in appreciation.

She further expressed appreciation for the generous and unwavering support that she received from colleagues in Rustenburg, where they opened Nuclear Med group practice in the middle of the COVID-19 pandemic.

Of equal significance is the fact that Dr Nemetaduni is a Director of Nuclear Med Group, a 100% woman-owned private practice in the North-West province, as well as Dandelion Dzvuhva Holdings based in Fourways. She is also the founder and owner of Embrave Health Medical Centre in Rustenburg, North West. She was instrumental in the establishment of a highly specialised Gallium-68 (Ga-68) synthetic laboratory, which is used for high-risk prostate cancer and neuroendocrine tumour patients at DGMAH. She is an examiner at the College of Medicine of South Africa for both primary and exit Nuclear Medicine examinations. In October 2023, she was appointed to serve as a member of the South African Health Products Regulatory Authority's (SAHPRA) advisory committee.

The Nuclear Physician's most significant contribution to her profession involves being a firm believer in humility, humanism towards the patients, multi-disciplinary collaboration with colleagues and patient advocacy. This forms the cornerstone of who she is as a professional and an individual. Over and above the admirable work she does within the clinical and academic spheres, she is also involved in humanitarian work through charity initiatives. 





Welcome

Address by the SMU Vice-Chancellor, Prof. Peter Mbatia

Greetings and welcome to all of you my staff and students! My name is Professor Peter Mbatia, Vice Chancellor of the Sefako Makgatho Health Sciences University.

I am extremely happy and privileged to welcome all of you to the 2024 Academic Year. Please allow me to extend a particular word of welcome to our first-time entering students. Congratulations to you on your excellent performance and admission to highly competitive and highly sought after programmes at SMU. I trust that you will first and foremost continue to excel in your chosen field of study, but also to explore various other out of class experiences, such as sports, arts and dance, that together will mold you into a wholesome graduate, ready for the world of work, when you finally graduate.

After extensive consultations with various stakeholders last year, I am happy to announce that the university council approved our 2024 – 2028 strategic plan. The strategic plan has been crafted at an exciting time when SMU is pregnant with hope and the desire to enhance its role and reputation as a leading health sciences university. It is a moment when all stakeholders, ranging from Council, management, labour, SRC, staff and students are focused and committed to working together to deliver on the university's core mandate of teaching, learning, research and innovation, supported by an enabling administrative and operations environment, and underpinned by service excellence and a strong performance culture. This commitment by the institutional stakeholders will ensure that the university is successful in delivering on its mandate.

In 2024 we will continue to pursue our New Business Model which is intended to strengthen our balance sheet and to ensure the financial sustainability of the university. The executive structures of both the alumni and the convocation have committed themselves to intensifying fund raising initiatives to support various critical initiatives and projects on campus.

We are committed to excellence and enhancing the experience of both students and staff in teaching and learning through developing an integrated student support model to assist and support students from entry to graduation, and increased opportunities for the professional development of academics and teachers. Similarly, we are committed to building excellence in and growing the university's research and innovation mandate through developing collaborative partnerships and projects with institutions both locally and internationally. The building and embedding of a strong research culture will contribute to strengthening and transforming the quality of our teaching and learning, in particular, at post graduate level, as well as support the achievement of our national health priorities and the sustainable development goals.

Finally, SMU celebrates its 10th anniversary this year 2024. Our Communications and Marketing team has put together a number of exciting activities to celebrate this milestone in our history. We acknowledge that this relatively young university emerged from the world famous Medical University of Southern Africa (MEDUNSA), and in this regard, I look forward to your full participation, and that of all our alumni and convocants.

I wish you all a very successful 2024.



SMU Held Orientation Programme to Assist FTENs in Navigating the Campus

Sefako Makgatho Health Sciences University (SMU) recently hosted its annual Orientation Programme (OP) to introduce First-Time Entering students (FTENs) to the staff members and facilities that they will use as they embark on their academic journey.

The programme was aimed at empowering FTENs with institutional rules and regulations, student-related services and security measures amongst others. On the first day of the programme, the FTENs were introduced to some of the executive members of the university, academics and staff members from various support offices and departments. These included the Registrar, Library Services, Campus Health and Wellness, Security Services, Technology Transfer and the Gender-Based Violence. The presentations from these units focused on the services they offer and where they are located within the university.

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This should be understood taking into consideration that thousands of prospective students have applied to study at SMU. Unfortunately, a limited number of students were admitted based on the available spaces and their results. Being admitted at SMU places a great obligation on the students' shoulders to work hard to complete their studies. FTENs were urged to make use of the support systems that are in place to address their emotional, academic, and social challenges.

In her opening address, the Acting Dean of the School of Dentistry Professor Dini Mawela, who was representing the Deputy Vice-Chancellor for Academic and Research Professor Tandi Matsha-Erasmus formally welcomed the FTENs to the institution. In her address, Prof Mawela indicated that SMU is the only dedicated health sciences university in South Africa. She also assured the attendees that, "On behalf of the university, we can confirm that we are here to declare our obligation as an institution and commit to our responsibilities to provide quality education and training to all our students, to the best of our abilities. In addition to quality education, we will also offer a whole new life and student experience. This is the start of your academic journey so put your seat belt on because we are about to take off," Prof Mawela said.

The Interim Student Governance Structure's Chairperson Karabo Diago congratulated FTENs for choosing SMU as the university that will nurture their dreams to become health sciences professionals. He called upon them to optimally use the opportunity afforded to them.

On the second day of the programme, FTENs engaged in a variety of activities which included introduction to the House Committee members and Campus Health and Wellness. They also visited a variety of sports stalls and engaged in outdoor

activities which included the campus tour, aerobics, karate, tug of war, and a soccer match. Furthermore, they identified extracurricular activities in which they can invest their positive energies whenever they are not busy with academics.

Bachelor of Medicine and Bachelor of Surgery (MBChB) first-year student Phathutshedzo Siavhe said that he chose to study at SMU because it is one of the best universities for medical sciences training. "I had friends that were doing MBChB who told me that the training that SMU provides is of good quality". Bachelor of Science in Mathematics first-year student, Blessing Ledwaba said that she got the opportunity to learn about critical services needed by a student within the university. "I learned that SMU has nice sporting activities and my highlight from the orientation was watching the karate show".^Q



Research: A useful activity or an exercise in futility?

A couple of years ago, a friend of mine who, in academic circles, is considered a prolific scholar invited me to his Inaugural Lecture. As you would know, this is an important marker in the life of academics. A kind of “I have arrived moment”. The lecture was great, with many useful insights. In my uninitiated mind as far as his discipline was concerned, I said to him, now that you have made all these discoveries through your research, what's next? The so-what question arose. Of course, leading to a long academic debate, which is continuing between us to this day!

This conversation with my friend led me to what I consider to be a fundamental question when it comes to research. What is the value of academic research to national developmental, and in our context, health issues? If we have, amongst others, so many economic, health, social and educational challenges, how is it that we do not seem to make a dent towards resolving them through research?

Furthermore, I have also observed that in academic circles, the number of articles published in refereed journals, especially the so-called “international journals” and the number of Master's and Doctoral students supervised has become a measure of success. Then comes the unwritten rule to “publish or perish”. Add to that, as an academic you are most likely going to be asked if you are National Research Foundation (NRF) rated; a measure of how prolific you are as a researcher. This country has many NRF rated academics. This raises another question; If we have so many “prolific” researchers, why don't we seem to be making any impact in addressing social and health issues? What kind of research are we

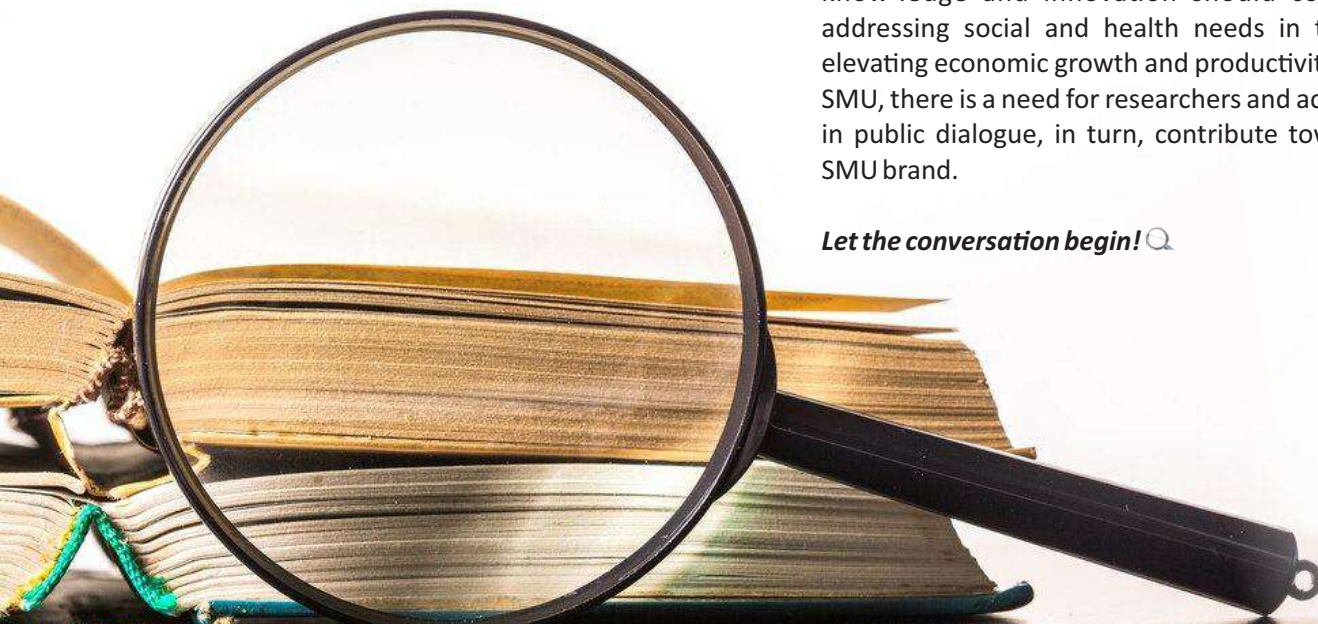
conducting? Whatever the reason, universities have a responsibility to collaboratively work with other institutions to ensure that research qualitatively changes people's lives.

Research and innovation must relate to the introduction and application of new and ideally better solutions that meet new requirements and emerging societal needs. This is accomplished through more effective products, processes, services, technologies, or ideas that are readily available to markets, governments and society.

Evidently, innovation occurs as a result of a focused effort by a range of different research agencies, or as a result of a major system failure. As Peter Drucker stated, the general sources of innovations are different changes in industry structure, market structure, local and global demographics, human perception, mood and meaning, and the amount of already available scientific knowledge. The challenge that this reality presents to the university is how its research outputs respond to the environment; how partnerships can be harnessed to achieve this end.

Finally, it is important to note that globally, there are shifts in research and innovation and knowledge generation in general. As such, the university's response to these shifts must, amongst others, take into consideration the need for intensive human capacity development, which includes increasing the qualifications of academic staff and equitable access to resources. It is envisaged that if these aspects are addressed, this will, in turn, increase the research output. In the same vein, increased research outputs and the generation of new knowledge and innovation should contribute towards addressing social and health needs in the country, thus, elevating economic growth and productivity. In the context of SMU, there is a need for researchers and academics to engage in public dialogue, in turn, contribute towards building the SMU brand.

Let the conversation begin! 



Speech by the Gauteng MEC for Health and Wellness during the Rare Disease Awareness Event held on the 29 February 2024 at SMU



It is an honor to stand before you today at Sefako Makgatho University on the occasion of Rare Diseases Day. This day serves as a vital reminder of the ongoing struggles faced by individuals with rare diseases and the importance of collective action in addressing their challenges. I would also like to extend my gratitude to the university and its leadership for hosting and organizing this event.

Rare diseases, often overlooked and misunderstood, affect a significant number of people worldwide. In South Africa, many individuals with rare conditions face not only health challenges but also social and economic barriers. It is our duty as a community to ensure that no one is left behind in our pursuit of health equity.

Today, we come together to raise awareness, to educate, and to advocate for those living with rare diseases. We must foster an environment of inclusion, support, and understanding. Research and innovation are crucial in this journey, and institutions like Sefako Makgatho University play a pivotal role in advancing our knowledge and treatment options.

Furthermore, our efforts extend beyond the confines of this event. We must strive for improved access to healthcare

services, diagnostic tools, and therapies for rare diseases. Collaboration between government, healthcare providers, academia, and the private sector is essential to address the multifaceted challenges faced by individuals with rare diseases.

We must prioritize the mental health and well-being of those affected by rare diseases, as the emotional toll can be immense. Support groups, counselling services, and community outreach programs can provide much-needed assistance and a sense of belonging. It is through these holistic approaches that we can truly make a difference in the lives of those living with rare diseases.

Moreover, raising awareness about rare diseases is crucial to reducing stigma and promoting understanding. Education campaigns, social media advocacy, and community events can help dispel myths and misconceptions surrounding these conditions. By increasing public knowledge, we can create a more supportive and empathetic society for individuals with rare diseases and their families.

Advocating for funding allocations is essential to improving the lives of those affected by rare diseases. We must push for increased research funding, streamlined access to treat-

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ments, and better healthcare infrastructure for rare diseases. By working together as advocates and activists, we can drive positive change and ensure that the needs of this marginalized community are met.

As the Gauteng Health Department, we are acutely aware of the challenges faced by those with rare diseases. We are actively working to improve access to diagnosis, treatment, and support services. Our efforts are aimed at creating a more inclusive healthcare system that recognizes and addresses the unique needs of individuals with rare conditions.

This includes collaborating with healthcare providers, researchers, and advocacy groups to develop specialized care pathways and protocols for rare diseases. Additionally, we are working to increase public awareness and understanding of rare diseases to reduce stigma and improve access to care.

Moreover, we are committed to enhancing healthcare professionals' knowledge and skills in diagnosing and managing rare diseases. We provide ongoing training and education programs to ensure that healthcare providers are equipped to provide quality care to patients with rare conditions.

We also work closely with pharmaceutical companies and other partners to improve access to orphan drugs and other specialized treatments for rare diseases. By strengthening these partnerships, we can expand treatment options and improve outcomes for individuals with rare diseases.

As we move forward, let us also focus on the importance of early diagnosis and access to care. Many rare diseases go


undiagnosed for years, causing unnecessary suffering and complications. Strengthening our healthcare systems to better recognize and manage these conditions is essential for improving patient outcomes.

This can be achieved through increased training for healthcare professionals, raising awareness among the public and policymakers, and improving access to specialized testing and treatment facilities. Additionally, research into rare diseases should be prioritized to develop new treatments and improve existing ones, ultimately enhancing the quality of life for those affected.

Programme Director, let us also take this opportunity to celebrate the resilience and courage of those living with rare diseases. Their stories inspire us and remind us of the human spirit's strength in the face of adversity. By listening to their experiences and learning from them, we can develop more compassionate and effective approaches to care. Their advocacy efforts also play a crucial role in raising awareness and driving policy changes that benefit the rare disease community. It is important to provide ongoing support and resources to empower individuals with rare diseases to advocate for themselves and others.

In conclusion, let us express our gratitude to Sefako Makgatho University and all stakeholders for their role in improving the health of our province and our country. Your support and collaboration are instrumental in advancing research, raising awareness, and providing care for individuals with rare diseases.

With our continued efforts and partnership, we can build a more inclusive and supportive society for all. This partnership can also serve as a model for other institutions and communities to emulate, leading to broader improvements in healthcare and social support systems. The collective impact of our actions can make a significant difference in the lives of those affected by rare diseases and their families.

Thank you for your dedication and for being part of this important cause. Together, we can make a difference. Your involvement and commitment to improving the lives of those affected by rare diseases are invaluable. Let us continue to work together, united in our goal of creating a more equitable and inclusive healthcare system for all. 





SMU Commemorates Rare Disease Day

Sefako Makgatho Health Sciences University (SMU) and the Rare Advocacy Movement (RAM) in partnership with Rare360 observed Rare Disease Day (RDD) on the 29th of February 2024 under the theme 'developing a global rare disease centre of excellence'. The day was commemorated to raise awareness about rare diseases and improve access to treatment and medical representation for individuals living with unusual diseases.

A rare disease is a medical condition that affects a small number of people compared to the general population. Types of rare diseases include Gaucher disease caused by enzyme deficiency that leads to the storage of complex lipids in certain types of blood cells, Haemophilia a blood disorder that stops blood from clotting properly and Cystic fibrosis is a genetic (inherited) disease that causes sticky, thick mucus to build up in organs, including the lungs and the pancreas amongst others.

SMU's Vice-Chancellor Prof Peter Mbatlana welcomed all esteemed guests at the event and indicated that this day was held in honour and celebration of the incredible strength and resilience of those who are affected by rare diseases. He informed the audience that the Health Equity Diagnostic Infrastructure (HEDI) Initiative hosted by the RAM will partner with the university to establish a medical infrastructure as a global rare disease centre of excellence within SMU that will offer diagnostic and clinical services and support therapeutic research and development programmes. "My humble request to you is to help champion this course and for the Department of Health to work closely with us in the establishment of this global rare disease centre of excellence," said Prof Mbatlana.

Gauteng MEC for Health and Wellness Nomantu Nkomo-Ralehoko said in her address that, it was an honour to stand before the audience on this occasion of Rare Disease Day. She explained that this day serves as an important reminder of the ongoing struggles faced in our country by individuals with these diseases and the importance of collective action taken in addressing these challenges. "In South Africa, many individuals with rare diseases face not only health challenges but also social and economic barriers. It is our duty as a community to ensure

that no one is left behind in our pursuit of health equity. I would also like to extend my gratitude to the university and its leadership for hosting and organizing this event," shares the MEC.

Founder and Chief Executive Office of Rare Disease South Africa Kelly du Plessis stressed issues around the Rare Disease Ecosystem. She showed that the ecosystem of rare diseases is overlooked within the borders of South Africa. She explained that numerous rare diseases silently affect lives by challenging individuals and families in ways that many of us cannot fully comprehend. "The ecosystem of rare diseases encompasses not only the patients, but also the healthcare providers, researchers, policymakers and carriers, and caregivers that navigate the intricate landscape of diagnosis, treatment, and support on a day-to-day basis. It is crucial that we recognize the importance of collaborative efforts by fostering a network of medical professionals, researchers, and advocates," said Du Plessis.

Master of Science in Biochemistry student Siphesihle Mkhwanazi said his highlight of the event was meeting the exhibitors. He mentioned that he was able to exchange contacts and foster relationships for future collaborations, which could lead to publishing together with one of the exhibitors.

About 72% of rare diseases are estimated to have a genetic component. Starting in childhood: Around two-thirds of people living with a rare disease are children. Having a broad range of symptoms: Symptoms can vary greatly from disease to disease, and even from person to person with the same disease. Being difficult to diagnose.

In addressing the initiatives to prioritise the needs of rare disease patients and their families, RDD brought together a vibrant confluence of partners including advocacy groups, academia, industry professionals and allies, as well as regulatory authorities, public policy professionals, and political leaders. All of whom supported the rare disease community by advocating for improved access to treatment and allied services, as well as by engaging in activities that discuss novel solutions, the latest clinical cases and the future of rare disease therapeutics.



Dr Samantha Govender completes Future Professors Programme

The acting HOD of Speech-Language Pathology and Audiology, Dr Samantha Govender completed the 24-month Future Professors Programme (FPP) Phase 2 Cohort 1 programme. The programme presents a holistic approach to working with the identified academics, career pathing, working on their research, teaching and learning as well as provision of mentorship and leadership opportunities. Participants are prepared for professorial positions and duties through development in the scholarship of research, the scholarship of teaching and public scholarship. They are provided with strong individualised and group mentoring support, specialised courses and an extended mobility opportunity abroad. At the end of the 24-month programme, participants are expected to be well prepared to successfully compete for positions at the level of professor and to apply for National Research Foundation (NRF) ranking. Focus interviewed Dr Govender on her FPP journey.

What are the highlights of your enrolment in the 24-month FPP Phase 2 Cohort 1 programme?

The FPP Phase one-cohort two programme commenced on the 24th January 2022. The programme comprised of a series of brownbag sessions, face to face workshop and seminars as well as attendance to inaugural and public lectures. In addition, each fellow within the programme was given a coach, mentor and academic advisor. Monthly sessions are scheduled with coaches and fellows meet with their academic advisors and mentors at least every quarter.

The programme included the following development and training activities: Leadership labs, writing retreats, research ethics workshops, research profile development, developing a

teaching portfolio, postgraduate supervision, indigenous knowledge systems, Navigating through grant writing and applications, research for social impact, The storyteller leader workshops, Developing a teaching philosophy, recent developments in the NRF evaluation and rating system, becoming an scholar, strategic global partnerships and collaborations and several public lectures. The fellows have also embarked on a special project where we will be producing a special edition for the African Journal in Transdisciplinary Research. I have been appointed as one of the editors of this special edition. The program ended with an international engagement visit. As such I had the opportunity to visit the following Universities: University of Cork (Ireland) and Manchester University (UK) from the 15 of September to the 10th of October 2023. The purpose of this visit was to obtain international exposure by networking with academics and researchers at these Universities as well as to deliver research presentations and student lectures.

The following are some of the highlights of this program:

- Meeting “SPOT”; the robot at the University of Johannesburg was a fun and enlightening experience as we understood how robotics and AI is taking more prominence in the education sector.
- Attending the launch of Professor Johnathan Jansens book entitled “On becoming a scholar” was inspiring and interactive as all fellows had the opportunity to engage with the author and the content of the book.
- The future Professors were inspired by Professor/Dr Pali Lehohla on authentic leadership, specifically in terms of transformational African leadership. It was a thought-provoking lecture.

- I had the opportunity to present my research profile and current research work with the cohort as well as to a panel of experts who gave me constructive feedback and suggestions for advancing my research agenda.
- We experienced a novel leadership training session at the Equilibrium Academy where horses were used to develop our soft skills in leadership.
- I would like to thank the FPP coordinators, the School of Healthcare Sciences and the SMU research office for the incredible support during my two-year fellowship.

Apart from the Cohort 1 programme, which other professional development opportunities have you pursued to enhance your teaching and research skills?

I am passionate about continued professional development. In addition to the FPP programme, I have concluded the following training programmes:

- Digital leadership short course at the University of Witwatersrand Business school (2022).
- Emotional intelligence certification course (UP).
- Currently busy with the Graduate certificate in digital innovation.
- Hers Leadership Academy: Training and membership.
- KZN/SANTRUST Doctoral Scholarship - September 2012 - September 2013.
- UKZN/Stellenbosch University - Systematic review Module - Feb to June 2014.
- UKZN - Completed four academic development modules: curriculum development and review, postgraduate supervision, assessment in higher education, teaching and learning in higher education, Academic Development Programme - June 2014 to May 2015.
- Third South African vestibular assessment and rehabilitation therapy course at the University of Cape Town, 15-20 July 2016.

What are your long-term goals as a potential professor, in terms of teaching, learning, research and community engagement?

In terms of teaching, my goal is to inspire and empower students to become critical thinkers, lifelong learners and

ethical leaders in their respective fields. I aim to create inclusive and interactive learning environments where students are encouraged to ask questions, explore diverse perspectives and actively engage with course material. I believe in the importance of fostering a supportive and collaborative classroom atmosphere that facilitates meaningful discussions, promotes intellectual curiosity and cultivates a passion for learning. To this extent, I am currently involved in an independent study to establish a Telehealth Teaching and Clinical training centre.

In the realm of research, my goal is to pursue innovative and impactful scholarly work that advances knowledge within my discipline and contributes to addressing real-world challenges. I am committed to conducting rigorous and interdisciplinary research that not only pushes the boundaries of existing knowledge but also has practical implications to address pressing societal issues. I aspire to collaborate with colleagues, students, and external partners to undertake research projects that have the potential to make a meaningful difference in the world. I am currently involved in a collaborative, multidisciplinary project that aims to develop a Digital HealthCare Ecosystem at SMU, one that embraces curricular enhancement, establishment of a Digital Health-care centre and to actively engage the community in its establishment. My goal is to actively participate in initiatives that promote the exchange of ideas, knowledge dissemination and collaboration with various stakeholders, including local communities, industry partners, policymakers and non-profit organizations. I aim to leverage my expertise and resources to contribute to the betterment of society and to foster mutually beneficial partnerships that enhance the impact of my work.

Overall, my long-term goals as a potential professor revolves around making meaningful contributions to the academic community, advancing knowledge, and understanding, and positively impacting the lives of others through teaching, research and community engagement. I am committed to continuous growth and learning, and I am dedicated to upholding the highest standards of excellence, integrity, and professionalism in all aspects of my academic endeavours.

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How did the Cohort 1 programme prepare you for the professorship role?

The FPP programme is a well-constructed programme integrating aspects of Teaching and Learning development, research capacity development and community engagement skills training. Workshops and seminars were organised to assist in developing effective teaching strategies, designing course syllabi, and receiving/giving feedback on your teaching practices. We went through the development of teaching philosophy statements and teaching portfolios that were reviewed. We were taken through various leadership labs and harnessed our skills in academic leadership, emotional intelligence, strategic planning, effective communication, collaboration, and innovative leadership. We were mentored on how to develop a strong research record and to meaningfully engage in original research and to publish in high impact, peer-reviewed academic journals. The cohort also went through grant writing and manuscript writing workshops as well as NRF rating training. Each fellow was provided with a mentor, academic advisor and a coach. These support mechanisms were extremely useful in developing my short and long-term goals toward the professorship.

Can you provide an example of a successful research project you have led or been involved in?

I am currently the primary investigator for a collaborative, multidisciplinary project on the establishment of a Digital Healthcare Ecosystem. The project currently has four researchers. I am in the process of securing an international collaborator.

How will the Cohort 1 programme assist you in developing strategies to use in creating an inclusive learning environment for diverse student populations?

Creating an inclusive learning environment for diverse student populations is essential for promoting student success, fostering a sense of belonging and enhancing the overall learning experience. Here are some strategies to consider. We received brown bag sessions on how to cultivate an inclusive classroom culture, acknowledging and recognizing diverse backgrounds, identities and experiences of our students as well as creating opportunities for student engagement. We received in-depth lectures on indigenous knowledge systems and the transformation of the curriculum.

How do you balance your teaching, research and service responsibilities?

Time management is very important. I ensure that I set goals for my week. I identify short-term and long-term objectives, both personally and professionally. I, thereafter, break them down into smaller and actionable tasks to maintain a balance in my work and personal life.

What is your experience with grant writing and securing funding for research projects?

I have successfully obtained an NRF grant and my NRF rating through the grant writing training I received from the FPP programme.

How do you ensure that your course material remains up-to-date and relevant?

I regularly review and update content of my course materials including textbooks, readings, assignments and presentations. I update my content as needed to reflect the latest research, theories and developments in my field. I try to stay abreast of the developments and advancements in my field. I ensure that best practices in the field are included in the notes by reading academic journals, attending conferences and following publications and websites. I also engage with professional network by participating in professional associations, online communities and networking groups related to my discipline. I try to connect with colleagues, practitioners, and experts in my field to exchange ideas, share resources and stay informed about emerging trends and issues.

What role does interdisciplinary collaboration play in your research and teaching?

Interdisciplinary collaboration broadens perspectives through collaborating with researchers from diverse disciplines. The FPP cohort comprised of fellows from different disciplines that exposed me to new ideas, methodologies and perspectives that I may not have encountered within my own field. This broadened my understanding of complex issues and enhanced the depth and richness of my research. The interdisciplinary interaction also fosters innovation as it encourages innovative thinking and problem-solving by bringing together experts with complementary expertise. By combining insights from multiple disciplines, we can develop novel approaches to address complex research questions and tackle real-world challenges.

Overall, interdisciplinary collaboration enriches both my research and teaching practices by fostering innovation, expanding perspectives and preparing students for success in an interconnected world. By embracing interdisciplinary approaches, we can address complex challenges, create new knowledge and empower the next generation of scholars and leaders.

What is your management style?

During one of the FPP sessions, leadership assessments using the Enneagram tool was used. My leadership style was identified as affiliative in nature. It is a leadership style characterized by a focus on building positive relationships, fostering collaboration and creating a supportive and inclusive work environment. Affiliative leaders prioritize building strong relationships with their team members based on trust, empathy, and mutual respect. I try to demonstrate genuine care and concern for the well-being and development of my colleagues. I try to promote collaboration and teamwork. I also try to create a supportive environment where staff members are provided with emotional support and encouragement. As an affiliative leader, I value diversity and inclusivity and create an environment where all team members feel welcome and respected. Q

SMU Lecturer appointed to serve on the Professional Board for Physiotherapy

SMU Physiotherapy Lecturer, Dr Makwena Sibuyi was recently appointed by the Minister of Health, Dr Joe Phaahla to serve on the Professional Board of Physiotherapy, Podiatry and Biokinetics of the Health Professions Council of South Africa (HPCSA). Her appointment is effective from 31 January 2024 until 31 October 2025.

Her appointment as a board member is informed by Regulations Relating to the Constitution of the Professional Board of Physiotherapy, Podiatry, and Biokinetics published on Government Notice R1246 in the Government Gazette 31633 of 28 November 2008. “The professional board requires a composite of five physiotherapists of which the majority should be coming from a group of people that were previously disadvantaged, such as women. The process entailed being nominated by physiotherapists whose


names appeared in the registers of physiotherapists and have a valid postal address in the Republic of South Africa,” explains Dr Sibuyi.

She holds a Bachelor of Science in Physiotherapy (WITS), Master of Science in Physiotherapy (WITS) and Doctor of Philosophy in Physiotherapy from the University of Pretoria. She is currently pursuing a Postgraduate Diploma in Health Science Education at WITS. She is a School of Health Care Sciences' Teaching and Learning Committee member. In addition, she is a scientific committee member of the 7th Annual Africa Interprofessional Health Conference 2024.,

Her responsibilities as a board member are not only confined to her physiotherapy profession, but expand to other health professions such as podiatry and biokinetics. “My responsibilities are rooted in the Regulations relating to the functions and functioning of the Professional Board [Regulation No2]. I will be serving within the various established committees (Education, Training and Registration Committee, Committee of Preliminary Enquiries, Practice Committee, Biokinetics Internship Committee, and the Executive Committee) to guide the health professionals and to protect the public,” she further stated.

As a lecturer, her responsibilities entail being a fourth-year course coordinator; teaching paediatric physiotherapy modules for all year levels (from first to fourth year), reviewing the paediatric curriculum; supervising students at clinical sites; supervising undergraduate and postgraduate research; participating in community engagement activities and conducting research. She gives details on how her appointment will affect Physiotherapy offerings at SMU. “The knowledge and experience that I will acquire from the Professional Board will influence operations and inspire change at the level of the SMU Physiotherapy Department. Particularly with academic challenges relating to the education and training of physiotherapy students, curriculum reviews and reinforcing guidelines for student-staff ratio.”

Given the platform as a board member, there are key issues that affect the Physiotherapy profession that she believes need to be addressed urgently. She alluded that the key challenge is the distribution of physiotherapists in the public sector. Further stating that “There is a high proportion of physiotherapists serving in the Department of Health compared to those serving in the education sector. This imbalance is attributable to the increasing number of qualified physiotherapists not being retained post-community service year. Provincial Departments of Education, particularly, in rural provinces need to open more posts to ease off the pressure from health departments and appoint physiotherapists with similar benefits to those provided by the Department of Health.”

She hopes that her appointment is a positive move towards her growth at the HPCSA and Institutions of Higher Learning. She welcomes her appointment into the Professional Board and knows that she is just the person they were looking for. 





Human Nutrition and Dietetics Celebrate Academic Excellence

The Department of Human Nutrition and Dietetics (DHND) recently celebrated the achievements of its top undergraduate students, under the theme 'Rewarding Excellence' at its annual Prize-Giving Ceremony for the academic year 2023. The Department recognises the academic excellence and dedication of its students by awarding the top achievers with trophies and certificates.

The Acting Head of the Department Dr Mashudu Manafe, in her address, gave a warm welcome to the First Time Entering students (FTENS) and applauded the top achievers for their great feat. "Every challenge is an opportunity to learn and grow, accept every challenge and celebrate every success. Creativity is encouraged and excellence is rewarded," Dr Manafe remarked.


The Department held its ceremony to the delight of the recipients and encouraged the FTENS to study hard. The highlights of the ceremony were capped by the announcement of the overall best-performing students per level of studies. The criteria for awarding students included calculating the final mark at each level of study, based on their overall marks in all departmental modules. The student with the highest average mark was then recognised as the overall best student for the academic year 2023.

The Overall Best Student Award in the First Year of BSc Dietetics went to Edna Matsimela who is currently registered for her second year in Dietetics. "I always study and ask my mentor for help whenever I need clarity on something. Sometimes, I try to find people with whom I can study," says Edna Matsimela. She also encouraged her fellow students to form study groups with their classmates or identify study partners.

Tshegofatso Molefi, a third-year student in BSc Dietetics, won the Overall Best Student in BSc Dietetics Second Year. "I used a study method that best suits me and study to understand. Hard work and sleepless nights led me to get distinctions, which resulted in me winning the award," alluded Tshegofatso.

She encouraged students to try different study methods to find the one that works for them. Additionally, she also advised them to participate in extra-mural activities to distress from their academic work.

Mosenya Rampedi, a fourth-year student in BSc in Dietetics, won the Overall Best Student in BSc Dietetics third year. Mosenya believes that being driven and hard-working, wanting to excel academically and proving to herself that she can do whatever she sets her mind to, making her family proud and knowing that the sky is the limit is what led her to win the prize.

"Always invite God in and throughout your studies. Support is vital, whether from family or friends, get all the support you can get. Consult with your lecturers, ask for help where you do not understand, and lastly, study smart, with good time management and perseverance," proclaims Mosenya. 





Swedish Embassy pays courtesy visit to SMU

On Tuesday, 20 February 2024, Sefako Makgatho Health Sciences University (SMU) Vice-Chancellor, Prof. Peter Mbatlali hosted Deputy Head of Mission of the Swedish Embassy in Pretoria, Minister Counsellor Christian Fogelström. As part of the South Africa Sweden Universities Forum (SASUF), SMU's collaboration with Swedish universities has been increasing year-on-year. The purpose of the meeting was two-fold. Firstly, to continue discussions on how SMU can further leverage its relationships with Swedish universities and secondly, introducing the Minister Counsellor to the teaching and learning methodologies and research being conducted at SMU and specifically, the School of Medicine.

SMU officially joined SASUF in October 2022. Since then, various SMU researchers have partnered with Swedish academics to conduct research and eventually publish their research. In preparation for the SASUF Sustainability and Research Week taking place in Sweden in May 2024, Prof Mbatlali led a discussion on how SMU can further leverage its engagement with Swedish universities during the SASUF Sustainability and Research Week. "As SMU we look forward to identifying partner universities in Sweden and meeting with their representatives during our visit in May. We have

"This visit helps us understand SMU and, specifically, the needs that the University may have," said Mr Fogelström.

The Minister Counsellor was accompanied by his wife, Dr Anna Fogelström, a medical doctor, who is currently volunteering at Chris Hani Baragwanath Hospital and the Steve Biko Academic Hospital. SMU was represented by among others, the Dean of the School of Medicine, Prof Nathaniel Mofolo; the Deputy Dean of the School of Medicine, Prof Risenga Chauke; the Director Electron Microscope Unit, Prof Chantelle Baker; Director Research and Innovation, Prof Mapaseka Seheri; and Director Internationalisation, Dr Carlien Jooste.



already seen evidence of how successful collaboration between our two countries' academics can be," said Prof Mbatlana.

The meeting also discussed areas that Swedish medical practitioners can learn from South Africa. "South Africa is famous for its trauma units and work done at hospitals," said Dr Anna Fogelström. In their response, both Prof Mofolo and Prof Chauke elaborated not only on the work done by South African medical professionals in emergency medicine, but also on the high caliber training received by SMU medical students.



The meeting concluded with an invitation by the Minister Counsellor: "The Embassy looks at creating networks between South Africa and Sweden. The biggest network created to do so is SASUF. Make use of the opportunity when you are in Sweden to strengthen these ties." SMU's Internationalisation and Research and Innovation Directorates will be evaluating the needs of the researchers currently working within SASUF, as well as the needs of the institution to establish further partnerships and collaborations for the university. [Q](#)



Dr Bronwin Van Wyk

visits Tanzania for a National Workshop on Quality and Safety in Multidetector Computed Tomography

A senior Lecturer at Sefako Makgatho Health Sciences University and Deputy Director of the Medical Physics Department at Dr George Mukhari Academic Hospital, Dr Bronwin Van Wyk was invited to be one of the International Atomic Energy Agency (IAEA) experts to discuss Computed Tomography (CT) technology. He made presentations and conducted comprehensive lectures regarding Quality and Safety in Multidetector CT. The workshop was hosted by the Ocean Road Cancer Institute from 13 - 17 November 2023, in Dar es Salaam, Tanzania.

continues to page 18...

CT is defined as an imaging procedure that uses special x-ray equipment to create detailed pictures or scans of areas inside the body. During the workshop, Dr Van Wyk and other experts offered practical sessions where participants experienced first-hand operation of the CT machines, learning to optimize scan parameters to ensure patient safety. They also delivered comprehensive lectures on the fundamentals of Picture Archiving and Communication Systems (PACS), Digital Imaging and Communications in Medicine (DICOM), and medical monitors' advancements, benefits and challenges. The experts showcased techniques and methods used to ensure that PACS, DICOM, and medical monitors work properly.

Dr Van Wyk further conducted interactive sessions and facilitated questions and answers (Q&A) sessions and round table discussions on the advancements and controversies in the realm of PACS, DICOM, and medical monitors. "Day one was interesting, as we had the Regional Minister of Health Dr Rashid Mfaume present to open the training programme. He emphasized the need for trainees to train others when they get back to their respective institutions. The need for paediatric protocols on CT scanners was emphasized to participants during my discussions with them and their feedback has been good during this training," informed Dr Van Wyk.



Lectures that were conducted throughout the workshop included topics such as the History and different Generations of CT, Reconstruction Algorithms in CT, Multidetector CT technology (SOMATOM GO CT scanner tips) and Paediatric CT imaging amongst others. Not only did Dr Van Wyk contribute towards teaching, learning and community engagement in Tanzania but also participated in research and innovation.





SMU participates in the Vice-Chancellor's Language Policy Colloquium at UKZN

SMU, represented by the acting Vice-Chancellor, Prof Tandi Matsha-Erasmus and the Senior Director: Human Resources, Ms OR Ramsingh, participated in the 3rd Colloquium on Language Policy for Higher Education at the University of KwaZulu-Natal from 5 to 6 December 2023. The Colloquium sought to address the intersection between policy and practice under the theme Language Policy Colloquium on the intersection of Policy and Practice.

In her address, Professor Nobuhle Hlongwa, Chairperson of USAf Community of Practice for African Languages (CoPAL) highlighted the importance of language policy in higher education given its centrality to access, social coherence and social justice. She further emphasized that the importance of indigenous South African languages implies more than their existence but meaningful implementation to address the intersection between policy and practice. Focus must, therefore, be placed on monitoring and evaluation which plays an important role in ensuring effectiveness, informing decision making and enhancing accountability. The Colloquium brought together policy makers and practitioners, and provided a framework for best practice in higher education.


The keynote address was delivered by Professor Leketi Makalela from the department of Language and Literacies at the University of the Witwatersrand. His topic was Moving beyond the rhetoric to implementation: Realising the vision of Multilingualism in South African Universities. He underlined the significance of the occasion by pointing to the announcement by the Department of Basic Education that from 2025, African languages will be used in teaching and learning beyond just Grade 3. He further indicated that the Department of Higher Education and Training (DHET) has made funding available for universities to move from rhetoric to implementation. His insights on the topic were deep and provocative, leaving the audience with much to ponder. He strongly advocated for the decolonization of multilingualism if our universities are to move from the rhetoric to implementation. Furthermore, he noted the challenges around digitalizing African languages with ancient views on how African languages should look like, reminding the audience that identity is critical to language and how we make sense of the world around us.

He further bemoaned the fact that multilingual students are disproportionately disadvantaged and marginalized and referred to this as a “pandemic against academic access and successes”. This, he argued, was not about what you know but how you come to know what you know. Hence, methodologically, it is critical that multilingualism is used. As he further stated, you can speak English but not necessarily be connected to it in a deep way, and instead we have English unilingualism, acting against the foundation of a multilingual society. He recommended a more horizontal approach to multilingualism and translanguaging; students graduating with a requirement for African language formal learning (normalize the normal) and digitalisation.

Furthermore, the colloquium focused on best practices, funding and resource sharing models, with speakers addressing issues around implementation, planning and funding to support multilingualism. This is important given that the implementation of the Language Policy is a call for all institutions to strengthen and institutionalize multilingualism.

In his address, the Professor Bismark Tyobeka, Vice-Chancellor and Principal, North West University presented multilingualism as a transformative resource, emphasizing the need to move from policy to practice. The need for the development of models for capacity development and planning for impact, monitoring and evaluation was emphasized.

What is encouraging is that funding has been secured to support universities with implementation through the University Capacity Development Programme (UCDP). An amount of R70,2 million has been set aside for this project, with each university being eligible for a R2.5 million tranche in 2024. The University of the Western Cape has been appointed as the project manager to review funding applications from universities.

At the end of the Colloquium as the acting VC, Prof Matsha-Erasmus said, “it left one realizing that at SMU we need to start a structured conversation on Multilingualism and to raise awareness of the conversations taking place out there”.



SMU Department of Nursing Science celebrated the National Pregnancy Awareness Week

In celebration of the National Pregnancy Awareness Week, Sefako Makgatho Health Sciences University (SMU)'s Nursing Science Department joined hands and observed the Awareness under the theme No woman or girl should be harmed by conception or childbearing, from the 6th to 10th of February 2024.

The Department used the Awareness to strengthen pregnancy education and discuss crucial issues that promote healthy pregnancy and safe motherhood. Midwifery and Neonatal Nursing Science Lecturer Kagiso Tukisi indicated that this Awareness is a strategy by the Department of Health implemented to prevent and minimize the potential risks attached to pregnancy which will reduce the total number of deaths of mothers and babies due to pregnancy-related conditions.

He further indicated that this was a students' midwives-led initiative which showcased the quality of midwives' graduates SMU produces. Tukisi explained that Midwives oversee the management of all the pregnancies from the clinics where they provide basic antenatal and pregnancy care services to pregnant

women up to the hospital level where they care for high-risk pregnant women. The Nursing Science students “brought the curtains down” on the week by showcasing a theatrical drama depicting factors pregnant women face on a daily basis.

The Kgabo Community Health Centre Midwife specialist Ms Francina Baloyi indicated that she offers adolescent and youth-friendly services to the Garankuwa and surrounding communities. She stressed issues around maternity care which provided education about the danger signs experienced during pregnancy (Depression and Anxiety, Gestational Diabetes, Infections, High Blood Pressure, Preeclampsia, and Preterm Labour), early pregnancy detection, and promoting the midwifery profession. “The Department of Health allocated this awareness week to midwives for them to utilize this time to promote their profession which addresses issues related to the theme. We offer pregnancy education to emphasize how important it is for a woman to visit a health centre immediately after finding out that they are pregnant and to also wipe the stereotype of midwives always being rude towards patients,” informed Baloyi.

Another crucial aspect that was discussed included teenage pregnancy and its implications for teenagers' livelihoods. To further reinforce the education on pregnancy awareness, a topic about midwifery litigation was also covered since midwives directly collaborate with pregnant women. Litigation is defined as 'the process of taking legal action against someone or an organization.'

A third-year student in Bachelor of Nursing and Midwifery Aaliyah B Adams indicated that she attended this event to honour pregnant women and celebrate awareness. Aaliyah shared her experience and said, “I learned the litigations that come with the midwifery profession, the importance of respect, love, and togetherness in a community. I also learned how important it is for one to attend antenatal clinics when pregnant and if you know of someone who is pregnant to teach them about the complications and as well as the importance of pregnancy.”





SMU Campus Health and Counselling Unit commemorates the Sexual & Reproductive Health Awareness Week

Sefako Makgatho Health Sciences University (SMU)'s Campus Health and Counselling Unit responded to the national call by observing the Sexual and Reproductive Health Awareness Week under the theme 'Sexual Health is for everyone' from 13-14 February 2024.

The week is marked to raise awareness about reproductive health and educate people about sexual wellness in reducing the spread of sexually transmitted infections. According to the World Health Organization (WHO), there are over 30 different bacteria, viruses and parasites that are transmitted through sexual contact. The SMU Health Promoter Kelebogile Nonkwelo stated that they commemorate this event to provide knowledge about intimacy, contraception and Gender-Based Violence.

She indicated that they organised the awareness programme for two days to prioritize all the students who are living on and off campus. On behalf of the Campus Health and the

Counselling Unit, the health promoter said that, "The Sexual Health is for everyone" theme means that every student has a right to sexual and reproductive health. This includes access to safe methods of contraception, free condoms, free HIV test, emergency contraception, referral for Termination of Pregnancy, long-term contraceptives, pap smear, free Sexually Transmitted Infections (STI) treatment without being judged or discriminated on account of age, colour, race, gender and sexual orientation.

The organizations that played a significant role on the programme include Ga-Rankuwa Young Adult Against HIV/AIDS and MIET Africa, who were responsible for Tuberculosis (TB) and STI screening, Human Immunodeficiency Virus (HIV) and Blood Pressure (BP) testing. DKMS Africa were responsible for blood cancer awareness, Childline for psychosocial support, Khulanathi EduHub (Campus Health peer educators) for distribution of condoms and recruitment and the Community Oriented Substance Use Programme (COSUP) for drug and substance abuse awareness.

SMU student Bakang Tsubane shared her views and experiences about the sexual and reproductive health campaign. She indicated that she was provided with information about the importance of getting tested and how to prevent getting sexually transmitted infections. "I would strongly advise fellow students to engage in testing because testing will give them powerful information on how to keep their health intact," encouraged Bakang.



Risk champions held a Forum to entrench Strategic and Operational Practices

The Risk Management Office held its quarterly and end-of-the-year Risk Champions Forum, aimed at providing an information-sharing platform for risk champions. The forum seeks to create a conducive environment where risk management within a school, division or department becomes an acceptable daily activity. The session equipped the risk champions with information to conduct a fraud risk assessment and to ensure that the principles and practices of risks management are communicated and embedded into strategic and operational practices. In this context, the champions are responsible for ensuring that the action plans are reported within the approved timelines in line with the departmental, school or unit's operational plan.

The SMU Chief Risk Officer Mr Tshepo Mofokeng made a compelling presentation focusing on Risk Management in an evolving Higher Education sector. He presented an overview of SMU strategic changes and their impact on institutional operations. These include risk indicators such as community unrest, cyber security and the National Student Financial Aid Scheme (NSFAS). Mofokeng further indicated that "The risk management maturity within SMU is gradually improving and can generally be said to have evolved from the initial to the basic stage. The crux to improvements will be when senior managers and executives at all levels, use risk assessment information to make decisions about excellence, growth and sustainability. It is also encouraging that the risk assessments conducted at the operational level have enhanced the appetite of management in managing risk," acknowledges Mr Mofokeng.



The Director of Finance and Reporting, Mr Mahlatholle Masha made a presentation on anti-bribery and anti-corruption in Higher Education, focusing on the SMU's Anti-Bribery and Anti-Corruption Policy. The policy sets guidelines to ensure that the University effectively fights corruption, bribery, and anti-competitive collusion; conduct all its business with transparency and integrity, enforce a zero-tolerance approach to bribery and corruption, and act with honesty and professionalism in all its business dealings and relationships. He appealed to the champions to embody fundamental principles of fraud and corruption prevention. "Practice good ethical conduct, have zero tolerance, education and awareness, and implement effective monitoring," said Masha.

CfERI hosts Inaugural Student Entrepreneurial Friday Awareness Campaign



The programme presents CfERI as a resource available to the SMU community for business incubation; virtual entrepreneurship platforms, Wadhvani Entrepreneurship Programme, the United States South Africa Virtual Incubator (USSAVI) and Intellectual Property (IP) Wise.

CfERI Acting Manager, Dr Taurai Hungwe in his address highlighted the incubation process, indicating that it consists of ideation and pitching, selection and application, pre-incubation, incubation and development, acceleration, graduation and exit and post-incubation support. He further explained that during the pre-incubation stage, students are required to come up with business ideas to be developed at the Centre.

The Centre for Entrepreneurship Rapid Incubator (CfERI) hosted its inaugural Entrepreneurship Friday Awareness campaign on 9 February 2024. Entrepreneurship Fridays is a dynamic initiative aimed at fostering an entrepreneurial spirit, innovation and business acumen among students, academics and communities around SMU. This monthly campaign serves as a platform for raising awareness of entrepreneurship, imparting knowledge and inspiring action. Through targeted activities and events, the initiative seeks to empower aspiring entrepreneurs, promote economic growth and to drive positive social change.

The Centre has commenced with the process of identifying people who will be able to assist the students in coming up with value propositions for their businesses. “We also want to accelerate the business idea and be able to register your companies. Another thing which you might find disturbing is when several businesses and business owners having the same bank account. Thus, no distinction between business transactions and personal use. We want you to be trained so that you can become aware of the importance of separation of self from the business and gain knowledge on best business



practices. Above all, we are going to facilitate programs such as accounting, marketing and business registration for you to be able to understand how business is run,” said Dr Hungwe.

“We will bring you in here to ensure that you acquire all the necessary skills that an entrepreneur needs. We will assist you to be able to register your companies. Once you have registered your companies, you will move on to the production stage. When you want to produce if you are going to produce, for example, hair oil, we will provide you with that space and this will be your home. Your business' physical address and space where you are going to say if anybody wants to see where you are manufacturing these things, then they can come and find me here,” concluded Dr Hungwe.

Mr Charles Bolton, Director of Entrepreneur and Opportunity at Southern and Eastern Africa Wadhvani Foundation, in his address, highlighted what the Wadhvani Ignite entrepreneurship programme entails and pointed out that the programme learning outcomes included understanding start-up frameworks, developing a growth and innovative mindset, learning how to pitch ideas, developing soft skills, research and to analyse market trends, understand market and customer dynamics, evaluate business scenarios, manage resources effectively, undertaking competition mapping, understand product market fit, make informed decisions and take calculated risks.



Mr Pontso Mampuru from the Technology Transfer Office (TTO) focused his address on what intellectual property is all about, forms of IP, trademarks, patents, registered designs, plant breeder's rights, geographical indications, trade secrets, and copyrights. To illustrate his point, he used the analogy of house ownership. “The house that you live in, you have ownership for it in terms of title deeds, the car that you drive you also have ownership. Intellectual property, just like any other property can be owned and exploited for commercial gain.

He further stated that intellectual property can be the creation of minds, inventions and designs, literary and artistic works that can be used in commerce. Hence, it is important to differentiate yourself from the competitors by registering your trademark, and that your trademark must be able to distinguish your goods to avoid confusion in the eyes of the consumer, “Mr Mampuru alluded.

Nondumiso Nkosi, who is currently registered as a Master of Science (Medical Virology) student shared her experience regarding the Entrepreneur Programme, indicating that the programme was incredibly enriching and inspiring, as it reaffirmed her passion for entrepreneurship and provided her with the knowledge, aspiration, and connections needed to pursue her entrepreneurial dreams with confidence and determination. “The workshop's keynote speakers offered practical knowledge and tools to help navigate the entrepreneurial journey, covering topics such as business planning, marketing strategy, and financial management. I left the event feeling equipped with new insights and strategies to take my entrepreneurial aspirations to the next level. I am looking forward to the next session and hope I will learn more,” Nondumiso expressed. Q

He further indicated that “Wadhvani Ignite is a programme for aspiring student entrepreneurs who were developed to take an idea, and it has an ideation process. Even if you do not have a real tangible idea of what you want to do, as long as you have a line of interest or a line of study or course that you want to turn into a business after leaving the campus, you can follow that route because what we will do over 14 weeks is to give you the skills and the tools that you can go and replicate and reapply again after leaving campus. Our role, goal, vision, and mission are job creation, pure and simple. He further indicated that they want.



FACT SHEET: SKIN CANCER

WHAT IS SKIN CANCER?

Abnormal or out-of-control growth of abnormal cells in the skin (often the top layer of skin called epidermis). However, this is not limited to the epidermis.

Three main 3 types of skin cancer

- Basal cell carcinoma
- Squamous cell carcinoma
- Melanoma

CAUSES OF SKIN CANCER

Two main causes of Skin cancer

- Ultraviolet rays from the sun
 - UV tanning beds
-
- Skin cancer affects people of all races.
 - The most important thing to do is to protect your skin from the sun.
 - If you notice any unusual change on your skin, get it checked by your doctor or dermatologist.
 - The good news is that if skin cancer is caught early, it can be treated and eliminated.

TYPES OF SKIN CANCER

Basal cell carcinoma

- Most common skin cancer
- Typically occurs on areas exposed to the sun such as face, ears, neck, scalp, shoulders and back.
- Both, occasional (intermittent) and intense exposure to UV rays cause it.
- It looks like a patch/ shiny bump or growth which may be pigmented in darker skin types.

Squamous cell carcinoma

- Second most common skin cancer
- Also occurs in sun-exposed areas.
- However, it sometimes grows rapidly and metastasizes (spreads) to other areas or organs in the body.

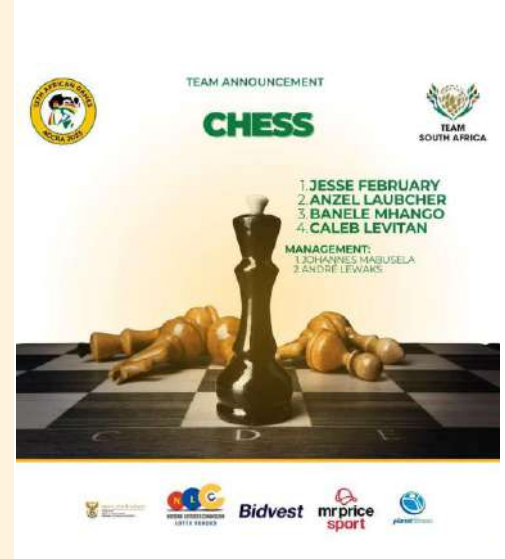
Melanoma

- Arises from melanocytes – cells that produce melanin pigment/colour in the skin.
- May arise from moles on the skin.
- Moles can occur anywhere on the body and are often triggered by sun exposure as well.
- This is the most dangerous of the 3 most common skin cancers.
- It can spread more rapidly to other organs.
- In people of colour, it most commonly occurs on the palms and soles of feet.

TREATMENT

- Surgical excision of the cancer
- This may be followed by radiotherapy or chemotherapy, depending on its size or if it has spread to other organs.

SMU Coach to Lead South African Chess Team at Africa Games



On the verge of competing at the upcoming 13th African Games (AG), SMU's Sports and Recreation Chess Coach, Mr Johannes Mabusela recently got appointed to lead Team South Africa Chess at the continental tournament to be held in Accra, Ghana from 8 - 23 March 2024. The AG will be used as an official qualifier for the XXXIII Olympic Games, Paris 2024. The tournament seeks to promote Africa's arts and culture, which will in effect lead to socio-economic development across the continent.

Coach Mabusela expressed his excitement, indicating that it is an honour for him to lead a South African team to the 13th African Games, and that this will be his first-time coaching at a major event. The coach stated that his approach towards preparing players for this competition includes ensuring that they sufficiently training before and during the event.

"I played twice at All African Games (now known as African Games); before in Abuja and later in Maputo where I received two silver medals and a bronze medal. This places me in a position where I can help our athletes to bring a medal or two home. This call-up will assist to improve the level of professionalism in the SMU's chess programme. Chess is a mind game and I believe a well-prepared player can overcome any challenge," concluded Coach Mabusela.

SMU's Sports Officer Busisiwe Sijora indicates that Coach Mabusela's appointment to lead Team South Africa Chess is a testament to his dedication, expertise, and passion for the game. "Throughout his tenure as our chess coach, he demonstrated an unwavering commitment to nurturing talent, fostering sportsmanship, and instilling a love for the game in all our players. His leadership has not only elevated our chess programme but has also inspired countless individuals to pursue excellence both on and off the board," explained Sijora.

Coach Mabusela indicated that these kinds of events offer the best opportunity to network and learn from other sports professionals and to grow as a coach. He expressed gratitude towards SMU for taking a chance on him to run its chess programme.



Institutional

Values

Aligned to Strategic Plan 2021-2025

Accountability:

We are obliged to answer for the execution of our responsibilities. Accountability cannot be delegated, whereas responsibility can be

1. delegated without abdicating accountability.

Effective Leadership

We are results-driven and focus on achieving strategic objectives and positive outcomes.

2.

Efficiency

We pledge to be efficient stewards of the resources entrusted to our care for maximum benefit to the University.

3.

Excellence

Performance excellence in the core and operational functions of the university.

4.

Integrity

We act with integrity in accordance with the highest academic, professional, and ethical standards.

5.

Respect

We respect and honour the dignity of each person, embrace civil discourse, and foster a diverse, inclusive, and safe community.

6.

Student Centered

Promoting student-centeredness as the heart of the academic enterprise.

7.

Ubuntu

encompasses respect, dignity, value, acceptance, sharing, co-responsibility, humanness, social justice, fairness, personhood, morality, group solidarity, compassion, conciliation etc.

8.

The University is a values-driven institution. Our people adopt and live on values and shapes our culture lived by the alignment of the objectives of all stakeholders. Our institutional values guide our behaviors and actions every day.

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