

CONGRATULATORY MESSAGE

Graduation is a momentous occasion, representing the crowning moment of all your hard work and the many sacrifices that you and your loved ones made to reach this milestone.

For us, graduation is the highlight of the university year as we witness successful students cross this stage to be capped and enter a new chapter in their lives. Each of you has a unique story to tell.

We salute and applaud your achievement and wish you all the best in your future endeavours, since your time here at the Nelson Mandela Metropolitan University (NMMU) was but a stepping stone towards your tomorrow.

We trust that NMMU has equipped you not only with an excellent academic qualification for the many challenges of life and work, but also with life-changing experiences to shape your future.

It is our wish that you will leave here today as proud NMMU graduates who will continue to champion social justice and equality, and be change agents in building a better society and a better world.

Thank you for offering us the privilege of making NMMU a part of your life. Your success is our success, and as NMMU alumni, we look forward to watching your story unfold.

Congratulations!

Ms Santie Botha
Chancellor



Prof Derrick Swartz
Vice-Chancellor



ABOUT NMMU

Nelson Mandela Metropolitan University (NMMU) is a new generation university, distinguished by a wide range of study options and access routes open to students. With 415 programmes from certificate through to doctoral level across 200 different career fields, NMMU truly is a comprehensive university.

Founded on more than a century of quality higher education, NMMU nurtures innovation, fosters creativity, embraces technology and develops people to meet the challenges of tomorrow. NMMU is a product of a merger of the University of Port Elizabeth and the PE Technikon in 2005. Prior to such a merger, the Vista University campus of Port Elizabeth was incorporated into the former University of Port Elizabeth. The university has a strong track record of research, working extensively in partnership with business and industry, making NMMU a valued contributor to the socioeconomic development of the region and beyond.

This year (2016), the university has 26602 students and close to 3990 permanent and contract staff, based on six campuses in Nelson Mandela Bay and George.

Leaders

NMMU's Vice-Chancellor is Professor Derrick Swartz, the Chancellor is Ms Santie Botha and the Chair of Council is Judge Ronnie Pillay.

Location

Five of NMMU's campuses are in Nelson Mandela Bay and one is in George on the Garden Route. The six campuses are:

- South Campus in Summerstrand (within a 720-hectare private nature reserve)
- North Campus in Summerstrand
- Second Avenue Campus, home to the new "green" Business School, in Summerstrand
- Bird Street Campus which will be a new postgraduate arts hub in Central
- Missionvale Campus in Missionvale
- George Campus in George

Facilities and supportive teaching and learning environment

NMMU is privileged to have outstanding facilities. All students have access to well-equipped laboratories, some of which are open 24/7, and free Wi-Fi throughout all its campuses. All the lecture halls are equipped with the latest technology and students have the opportunity of using additional e-learning tools online. The campus libraries and information services network offers a state-of-the-art integrated online system. There are cafeterias, food courts and coffee shops.

A range of opportunities are provided to enhance the academic success of students. These include a first-year orientation programme, peer-facilitated learning opportunities (eg, Supplemental Instruction, e-PAL, tutorials, practicals, mentor programmes, 'Keys to Success' workshops and online resources). NMMU also promotes both in and outside of the class learning to enhance holistic student development. To recognise the learning that takes place outside of the class, NMMU has developed an innovative, electronic co-curricular record system.

The University also offers the finest sporting facilities in the Eastern Cape and numerous venues for conferences, meetings and other special events.

Faculties

NMMU has seven faculties. They are:

- Arts
- Business and Economic Sciences
- Education
- Engineering, the Built Environment and Information Technology
- Health Sciences
- Law
- Science

Academic focus areas

Though NMMU prides itself on its vast range of programme offerings, it has a number of strategic areas in terms of its core business of teaching and learning, research and engagement. They are:

- Health and wellness
- Economic and business development with a focus on job creation and entrepreneurship
- Materials and process development for industry and manufacturing
- Emerging information and communications technology for development
- Environmental and natural resource management
- Culture, communication and language
- Leadership, governance, democracy and justice
- Educational development in support of excellence in teaching, learning and curriculum
- Infrastructure and human settlement development

Strategic research areas

- Biodiversity conservation and restoration
- Coastal marine and shallow water ecosystems
- Cyber citizenship
- Democratisation, conflict and poverty
- Earth Stewardship Science
- Health and wellbeing
- Humanising pedagogies
- Manufacturing technology and engineering
- Nanoscale characterisation and development of strategic materials
- Science, Mathematics and Technology Education for Society
- Strategic energy technologies
- Sustainable human settlement development and management
- Sustainable local economic development

Research and Engagement entities

NMMU has 30 focused institutes, centres and units that exist over and above the formal academic structures that are aimed at promoting research, technology transfer and innovation. They include the likes of InnoVenton; NMMU's Institute for Chemical Technology and Downstream Chemicals; eNtsa, an institute that focuses on seeking solutions through engineering; Earth Stewardship Science Research Institute (ESSRI); and Institute for Coastal and Marine Research. Many are award-winning entities. The University also has a further 12 engagement institutes, centres and units and two clinics serving society in various initiatives.

'Green' endeavours

In line with its value of respect for the natural environment, NMMU is involved in a large number of "green" initiatives that will not only reduce its own carbon footprint but is also assisting others in seeking renewable energy resource solutions. The university's new Business School, for example, was the first in the country to be awarded four-star "green" accreditation for a public and education building by the Green Building Council of South Africa in 2013. The "green" agenda is supported by the Centre for Renewable Energy, which is recognised as a research leader in the field.

International links

Just over 8% of NMMU's student body comes from 64 different countries outside of South Africa. The Office for International Education fosters relationships and manages inter-institutional linkages to enrich both NMMU staff and students. These partnerships also foster our growing research. NMMU regularly sends students abroad.

Reasons to be proud:

- NMMU's diversity and multiculturalism. Our African students alone come from 34 countries on the continent.
- The High Resolution Transmission Electron Microscopy (HRTEM) Centre, which opened in 2011, is the only place in Africa where scientists can view atoms in line with NMMU's growing prominence for nanoscience.
- More than 40% of NMMU academic staff have doctoral degrees when compared to the national average of 33%.
- New infrastructure like the iconic Engineering block on North Campus and the new Human Movement Science Building complete with a 100m research sprint track on South Campus.
- NMMU has excellent links with industry and business, particularly within the pharmacy, tourism and automotive industries.
- NMMU's ongoing education partnership with Fifa, as one of only two presenters in Africa of an international sports management programme through the Centre International d'Etude du Sport (CIES).
- The success of being the first student racing team from Africa to successfully compete in the Formula Student event in Germany. NMMU students designed and built a racing car to exacting specifications.
- The university was selected in 2012 to facilitate the country's first electric e-mobility programme and technical centre, called the uYilo e-mobility programme.
- NMMU has extensive expertise within the field of friction processing which has resulted in numerous national awards for the patented technology, WeldCore®. This technology has also aligned the strategic partnership between NMMU and Eskom.
- NMMU's accounting and pharmacy students who continue to produce top results in their national external examinations.
- NMMU's international award-winning choir which continues to perform around the globe to wide acclaim.

ACADEMIC DRESS

Special academic attire was designed for office bearers at Nelson Mandela Metropolitan University to be worn at prestigious academic events like graduation.

Each outfit – from that of the Chancellor and Vice-Chancellor to those of the Executive Deans – has been especially selected to signify a particular office, in keeping with attire worn by academics at leading universities throughout the world.

The gowns, caps and hoods of NMMU graduates were similarly inspired and are explained in detail below.

Academic dress for graduates at NMMU is as follows:

Doctoral degrees

Gown: Cardinal red polyester cashmere gown with long pointed sleeves pleated up with blue cord and button and lined with blue satin with 125mm facings and a blue collar.

Hood: Full shape hood in cardinal red polyester cashmere lined with faculty colour satin and edged around the cowl with 75mm faculty colour ribbon with 15mm blue ribbon overlaid central. 50mm wide straight neckband in cardinal red polyester cashmere, 25mm faculty colour ribbon in centre of neckband with 15mm blue ribbon overlaid central to faculty ribbon.

Cap: Round doctor's bonnet in black velvet with faculty colour cord and tassel.

Master's degrees

Gown: Black gown, long pointed sleeves pleated up with blue twisted double cord and button. Similar cord detail is used.

Hood: Full shape blue hood lined faculty colour satin and edged around the outside of the cowl with 75mm faculty colour with ribbon. 50mm straight neckband in blue with 25mm faculty colour ribbon centred.

Cap: Black mortarboard with blue tassel.

Postgraduate diplomas

Gown: Black gown, long pointed sleeves pleated up with blue twisted double cord and button. Similar cord detail.

Hood: Blue simple shape hood lined silver grey satin. Straight neckband with 15mm faculty ribbon on top edge of neckband and around cowl. 15mm silver grey ribbon on bottom edge of neckband and around cowl spaced 20mm away from the faculty colour.

Cap: Black mortarboard with blue tassel.

Bachelor honours degrees

Gown: Black gown, long pointed sleeves pleated up with blue twisted double cord and button. Similar cord detail.

Hood: Blue simple shape hood lined silver grey satin with 50mm wide straight neckband in faculty colour. Cowl edged 75mm faculty colour ribbon on the outside. 15mm silver grey ribbon runs along the outer edge of the cowl, overlaid on faculty ribbon and on top edge of neckband.

Cap: Black mortarboard with blue tassel.

Four-year bachelor's degrees (including Bachelor of Technology degrees)

Gown: Black gown, long pointed sleeves pleated up with blue twisted double cord and button. Similar cord detail.

Hood: Blue simple shape hood lined silver grey satin with 50mm wide straight neckband in faculty colour. Cowl edged 75mm faculty colour ribbon on the outside. Silver grey cord runs along the outer edge of the cowl, overlaid on faculty ribbon and on top edge of neckband.

Cap: Black mortarboard with blue tassel.

Three-year bachelor's degrees

Gown: Black gown, long pointed sleeves pleated up with blue twisted double cord and button. Similar cord detail.

Hood: Blue simple shape hood lined with silver grey satin with 50mm wide straight neckband in faculty colour. Cowl edged 75mm faculty colour ribbon on the outside.

Cap: Black mortarboard with blue tassel.

Advanced diploma

Gown: Black gown, long pointed sleeves pleated up with blue twisted double cord and button. Similar cord detail.

Hood: Blue simple shape hood lined with silver grey satin with 50mm wide straight neckband. 15mm faculty colour ribbon on top and bottom of neckband around cowl.

Cap: Black mortarboard with blue tassel.

Diploma

Gown: Black gown, long pointed sleeves pleated up with blue twisted double cord and button. Similar cord detail.

Hood: Blue simple shape hood with 50mm wide straight neckband. 25mm faculty colour ribbon on centre of neckband.

Cap: Black mortarboard with blue tassel.

Faculty colours

Arts:	Yellow
Business & Economic Sciences:	Plum
Health Sciences:	Apple green
Law:	Grey blue
Education:	Orange
Science:	Dark green
Engineering, the Built Environment and Information Technology:	Light blue
Business School	Black and magenta

Messrs T. Birch & Co (Pty) Ltd and its subsidiary, Croft Magill & Watson (Pty) Ltd, have been appointed as official robe-makers to the University and as contracted suppliers of choice to students for graduation academic attire.

The Image Factor has been appointed as the official photographer of the University.

AUTUMN GRADUATION CEREMONIES: APRIL 2016

Thursday, 7 April 2016		
Ceremony 1	15:00	George Campus Faculties of Business and Economic Sciences and Education
Friday, 8 April 2016		
Ceremony 2	10:00	George Campus Faculty of Science
Tuesday, 12 April 2016		
Ceremony 3	09:30	Faculty of Business and Economic Sciences (School of Management Sciences - excluding Undergraduate Diploma qualifications) Faculty of Law
Ceremony 4	14:30	Faculty of Business and Economic Sciences (School of Economics, Development and Tourism and Graduate School)
Wednesday, 13 April 2016		
Ceremony 5	09:30	Faculty of Engineering, the Built Environment and Information Technology (School of the Built Environment and School of Information and Communication Technology)
Ceremony 6	14:30	Chancellor's Medal and Honorary Doctoral degree Faculty of Education (Undergraduate and postgraduate qualifications) Faculty of Health Sciences (Postgraduate qualifications including Bachelor of Technology degrees)
Thursday, 14 April 2016		
Ceremony 7	09:30	Faculty of Business and Economic Sciences (School of Industrial Psychology and Human Resources)
Ceremony 8	14:30	Faculty of Science
Friday, 15 April 2016		
Ceremony 9	09:30	Faculty of Engineering, the Built Environment and Information Technology (School of Engineering)
Ceremony 10	14:30	Faculty of Arts (Postgraduate qualifications including Bachelor of Technology degrees)
Saturday, 16 April 2016		
Ceremony 11	09:30	Faculty of Health Sciences (Undergraduate qualifications)
Ceremony 12	14:30	Faculty of Business and Economic Sciences (School of Accounting)
Monday, 18 April 2016		
Ceremony 13	09:30	Faculty of Arts (Undergraduate degree qualifications)
Ceremony 14	14:30	Faculty of Arts (Undergraduate diploma qualifications)
Tuesday, 19 April 2016		
Ceremony 15	09:30	Faculty of Business and Economic Sciences (School of Management Sciences – Undergraduate Diploma qualifications)

OFFICE-BEARERS OF THE UNIVERSITY

CHANCELLOR

MS S BOTHA: BEcon, BEconHons(US)

CHAIRPERSON OF COUNCIL

JUSTICE R PILLAY: BA, LLB(UDW)

VICE-CHANCELLOR

PROF DI SWARTZ: BA(UWC), MA, DPhil, Doctor in Human Rights Law (hc)(Essex University, UK)

DEPUTY VICE-CHANCELLOR: INSTITUTIONAL SUPPORT

DR SW MUTHWA: BA(SW)(Fort Hare), BA(SW)Hons(Wits), MSc, PhD(London University, UK)

DEPUTY VICE-CHANCELLOR: RESEARCH AND ENGAGEMENT

PROF AWR LEITCH: BSc, BScHons, MSc, PhD(UPE)

DEPUTY VICE-CHANCELLOR: TEACHING AND LEARNING

PROF DM ZINN: BA, BAHons, HDE(UCT), MEd, DEd(Harvard University, USA)

EXECUTIVE DIRECTOR: FINANCE

MR MR MONAGHAN: BCom(UPE), BComHons(UNISA), Professional Accountant(SA)

EXECUTIVE DIRECTOR: HUMAN RESOURCES

MR S HLOHLOLO (ACTING): BAHons(UDW)

REGISTRAR

DR F GOOLAM: BSc, HDE, BEd, MEd(UDW), PhD(UP)

PRESIDENT OF ALUMNI ASSOCIATION

DR R JONAS: BA(UWC), HDE, BAHons(Unisa), MA(UPE), PhD(NMMU)

EXECUTIVE DEANS OF FACULTIES:

ARTS

PROF MJR BOSWELL: BSocSc, BSocScHons, MSocSc(UCT), PhD(Vrije Universiteit, Netherlands)

BUSINESS AND ECONOMIC SCIENCES

DR I LAGARDIEN: PGDip(UCT), MSc(London School of Economics), PhD(University of Wales), Graduate Diploma(UCT)

EDUCATION

DR SF MOENG: BA, HDE, BEdHons(UPE), MSc(St Cloud State University, USA), DEd(NMMU)

ENGINEERING, THE BUILT ENVIRONMENT AND INFORMATION TECHNOLOGY

DR OSW FRANKS: BSc MechEng, MInd Admin(UCT), Hons (B&A)(US), PhD (Engineering Science)(USF - USA), Pr Eng

HEALTH SCIENCES

PROF HV EXNER: BChD(UP), MSc Dent Sc(US), PhD(Medunsa), DHA(Dent)(UP), EDP(US)

LAW

PROF A GOVINDJEE (ACTING): BA, LLB(RU), LLM(UPE), LLD(NMMU)

SCIENCE

PROF A MURONGA: BSc,UED(UNIVEN), BScHons, MSc(UCT), PhD (University of Minnesota, USA)

DEAN OF TEACHING AND LEARNING

PROF CD FOXCROFT: BA, BAHons, MA, DPhil(UPE)

DEAN OF STUDENTS

MR M NCAPAYI (ACTING): BA, BAHons(UFH), BAHons(UPE), MA(NMMU)

ORDER OF PROCEEDINGS

ENTRANCE OF ACADEMIC PROCESSION

(The congregation is requested to rise while the academic procession enters the hall)

MOMENT OF SILENCE

Director: Marketing and Corporate Relations
(The congregation is requested to remain standing)

CONSTITUTION OF CONGREGATION AND WELCOME

Chancellor
(The congregation is requested to take seats)

CHORAL ITEM

NMMU Choir

CONFERRING OF HONORARY DOCTORAL DEGREES

Chancellor

AWARDING OF QUALIFICATIONS

Chancellor

DISSOLUTION OF CONGREGATION

Chancellor

NATIONAL ANTHEM

(The congregation is requested to stand for the singing of the National Anthem)

DEPARTURE OF ACADEMIC PROCESSION

(The congregation is requested to remain standing until the academic procession has left the hall)

INFORMATION TO MEMBERS OF THE CONGREGATION

Members of the congregation are requested:

- *To rise and remain standing while the academic procession enters and leaves the hall.*
- *Not to leave the hall before the end of the ceremony.*
- *To switch off cellular phones.*
- *Not to move around in the hall.*
- *Not to eat and drink in the hall.*
- *Not to get up and take photographs during the ceremony.*
- *To keep cheering and ululating to a minimum, respecting fellow congregants.*

The words *Cum Laude* indicates that the diploma or degree is awarded with distinction to the candidate/s listed.

FACULTY OF EDUCATION

NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (FOUNDATION PHASE)

BOUAH, Michelle Mathilda
MAROGO, Nobubele
MATSHIKILI, Buyiswa Joyce
MDE, Nofika
MEKANA, Ntombizanele Julia
MONI, Tembi

MPOTO, Nowelile Kholiswa
MTEBENI, Lindiwe Ignatia
NKONZO, Stella Zuziwe
PLAATJIE, Nosimphiwe Lucricia
XOLO, Ntombenhle Philliphina
ZAZA, Mirriam

NATIONAL PROFESSIONAL DIPLOMA IN EDUCATION (INTERMEDIATE PHASE)

FILLIS, Michelle
MOTSEKI, Dieketseng Eunice

QUTA, Siviwe

BACHELOR OF EDUCATION (INTERMEDIATE PHASE)

SOTOMELA, Tenjiwe

BACHELOR OF EDUCATION (INTERMEDIATE PHASE: LANGUAGE IN LEARNING AND TEACHING)

MANELE, Victoria Elthima Justine
NGIDI, Lufefe Ian
SPHERE, Curwin Henry

Cum Laude
BEZUIDENHOUT, Micke

BACHELOR OF EDUCATION (SENIOR PHASE: SCIENCE AND MATHEMATICS)

NGONGOMA, Hlengiwe Celiwe

BACHELOR OF EDUCATION (FURTHER EDUCATION AND TRAINING)

BOUWER, Isabel
DEDISA, Nadia Elana
DINGELA, Mthunzi
DLEVU, Nomveliso Thombi

HARDY, Sorika Jolene
JACOBS, Sheneez Carmen
NTSIMANGO, Athi Chulumanco
SENYUKO, Xolisile

ADVANCED CERTIFICATE IN EDUCATION: LANGUAGE IN LEARNING AND TEACHING

HLWATIKA, Nomawisile
MCETYWA-NGQELE, Noluthando

SABISA, Sindiswa

ADVANCED CERTIFICATE IN EDUCATION: SCHOOL LEADERSHIP

CUNGE, Ntemi Primrose
JONAS, Victor
LUGEBU, Piliswa

PALMER, Patrick Douglas
PETER, Mxolisi Michael

ADVANCED CERTIFICATE IN EDUCATION: SPECIAL NEEDS EDUCATION (REMEDIAL)

FROLICK, Beraldene Lynett
GQOLA, Mvuselelo Lindy
JACOBS, Senobia Laurika
LANGLEY, Lucinda Eleanor
PEPETA, Nqabisa Rejune

Cum Laude
DE JAGER, Nicolene
EVERT, Angela Karin
JACOBS, Courteney
PETZER, Lindie
POTGIETER, Karla
SCHEEPERS, Danél
VAN DER BERG, Mare-Lize

POSTGRADUATE CERTIFICATE IN EDUCATION (FURTHER EDUCATION AND TRAINING)

GOULDING, Rachida Veronique
KEPU, Melikhaya Lennox
MANGCANGAZA, Zukile Clerence
SHICANI, Sandisiwe

SITOTO, Sizwe Mpumelelo
TOTYI, Nondumiso Gloria
VERMAAK, Sheldon

BACHELOR OF EDUCATION HONOURS

GANNA, Linda
JORDAAN, Danielle
MAGWACA, Phumla Pamela
MAGXAKI, Kholeka Stella
MANASE, Zibuko Khayaletu Rousseau

MBONISWA, Khanyiso Thankwell
NDLOVU, Thobeka Winnifred
NGQUMETYANA, Zoleka Charmaine
QWEQWE, Vuyolwethu
TSAULWAYO, Nkosinathi Christopher

FACULTY OF HEALTH SCIENCES

DIPLOMA IN NEPHROLOGY NURSING SCIENCE

FREDERICKS, Nadia
JOHN, Shireen
KHOMO, Thobekile Innocentia
KING, Sihle Junerose
KUNJU, Eliza
MADIGA, Melitah Mmahlodi
MALEJANE, Topo Keemenao Fortune
MANYISANE, Nomzamo
MCITAKALI, Lerato
MKHIZE, Silindile Lycan
MOFOKENG, Lourainne Adendah Letshego
MOORE, Lynn Sandra
MPAWENAYO, Abdul Shomari

MQINGWANA, Noncedo Reinette
MSOMI, Thandiwe Priscilla
NDLOVU, Nompumelelo
NYANDA, Hlengiwe Aurelia
PATTINSON, Surika
RAPHULU, Naledzani Patience
ROBSON, Jaqueline Lerato
SIMPSON, Gertrude Jane
SNYMAN, Natasha
VAN WYK, Anel

Cum Laude
NAIDOO, Thirusha

DIPLOMA IN NURSING ADMINISTRATION

UITHALER, Venesa Vernetha

DIPLOMA IN NURSING EDUCATION

DU TOIT, Annemie
MAFANYA, Fundiswa
MTYEBI, Nomakhaya
NONTSONTA, Zikhona Theo

NTULI, Mbulelo
ROLOMANE, Elmanique Noluvuyo
STONO, Ncediswa
TIRY, Yunus

POSTGRADUATE DIPLOMA IN HEALTH AND WELFARE MANAGEMENT

ADAMS, Daluxolo Mike
BOTHSA, Jacqueline Abegale
MABASO, Zamokuhle Gerald
MAKUZENI, Lindelwa Princess

NIKELO, Awonke Doctor
NTSAKA, Ayanda
OLIVERA, Shanene Corene
TALENG, Thabo

BACHELOR OF TECHNOLOGY: ENVIRONMENTAL HEALTH

GWILIZA, Sihle
KAMA, Nombasa
LUSIZI, Nwabisa

MAN LEE, Lailaa
TYHULU, Bukelwa

BACHELOR OF TECHNOLOGY: RADIOGRAPHY: DIAGNOSTIC

JARVIS, Shauna Alika

BACHELOR OF ARTS HONOURS (HUMAN MOVEMENT SCIENCE)

DE VILLIERS, Christine
JONES, Craig Stuart

LONGBOTTOM, Luke
MACLACHLAN, Jason John

BACHELOR OF ARTS HONOURS (HUMAN MOVEMENT SCIENCE) (BIOKINETICS)

BANKS, Timothy Charles
CASTELEIN, Shani
CLARKE, Larissa Pamela
COLANANNI, Jacques Cesare

DU PLESSIS, Mizaan-May
DURRHEIM, Chad Linken
GERBER, Jaque
JOUBERT, Nandi

KAPP, Gideon Smit Stephanus
KATUSHABE, Tindi Edgar
MEEDING, Candice
NYIKADZINO, Natalie Amy Tendai
RADEMEYER, Tineke Tonia

SEPTEMBER, Nicole Dawn

Cum Laude
MEIER, Catherine Anne

BACHELOR OF ARTS HONOURS (PSYCHOLOGY)

BOOTH, Alexandra Victoria
BOWLER, Callyn Leigh
CASOOJEE, Shazia
CRUSE, Tamlin
FRANSE, Twyla
GEACH, Stephanie Cythia
GODUKA, Lelethu Talia
JACOBS, Nadine
MACKAY, Matthew Edward
MAYE, Nolitha
MAYTHAM, Lauren Kyle
MODISI, Refilwe Kebodirile Merapelo
MUNNICK, Janice Kimlyn
NKOSI, Ntokozi
PUNGULA, Amanda
RASEKHWELA, Malesela Sophy
SHABANE, Pinky Neliswa

SIBAM, Zimkhitha
SLABBERT, Maryna
TEBEKANA, Aviwe Zuziwe Nomalibongwe
TONI, Spuxolo
VAN SCHALKWYK, Mikaila
XIMBI, Lerato Nikita

Cum Laude
FUTTER, Tamlin Sandra
HEMMINGS, Tanya Arlene Simone
KOURIE, Mark Francis
LANDSBERG, Melissa
NONKWELO, Kayla Nicole
VAN KERKHOF, Michelle
VAN NIEKERK, Kira
VAN STADEN, Dete
VON RUBEN, Adriana

BACHELOR OF ARTS HONOURS IN SOCIAL WORK

Cum Laude
MADATT, Musiegh

BACHELOR OF NURSING HONOURS

ABRAHAMS, Bishmeen
(*Advanced Psychiatric Nursing Science*)
ADAMS, Jebasco
(*Advanced Psychiatric Nursing Science*)
ADAMS, Maritsa
(*Advanced Psychiatric Nursing Science*)
ADEBAYO, Veronica Folake
(*Advanced Midwifery and Neonatal Nursing Science*)
BALISO, Phumzile
(*Advanced General Nursing Science*)
BROWN-EDWARDS, Cathy Jerry-Ann Rochelle
(*Advanced Primary Health Care*)
BUQEKILE, Zola
(*Advanced Psychiatric Nursing Science*)
CAINE, Martha Belinda
(*Advanced General Nursing Science*)
DOLPH, Donovan Donald
(*Advanced Primary Health Care*)
DU TOIT, Schirevandra Raylene
(*Advanced General Nursing Science*)
ELS, Marna
(*Advanced Midwifery and Neonatal Nursing Science*)
FEBANA, Busisiwe Monica
(*Advanced Psychiatric Nursing Science*)
FELIX, Rehanna Theresa
(*Advanced Psychiatric Nursing Science*)
FOURIE, Naomi
(*Advanced Midwifery and Neonatal Nursing Science*)
GXIDOLO-NGCOSINI, Ntombizodidi Alicia
(*Advanced Psychiatric Nursing Science*)
HENDRICKS, Thenjiwe
(*Advanced Midwifery and Neonatal Nursing Science*)
JOHNSON, Natasha Christine
(*Advanced General Nursing Science*)
JONAS, Lindill
(*Advanced Primary Health Care*)

JORDAAN, Sania Duncan
(*Advanced General Nursing Science*)
KHAN, Zurina
(*Advanced Primary Health Care*)
KOYANA, Tandiwe Marjorie
(*Advanced General Nursing Science*)
LOTTER, Maryke
(*Advanced General Nursing Science*)
MAREE, Michelle Desiree
(*Advanced Primary Health Care*)
MMBO, Unathi Hlonelwa
(*Advanced Primary Health Care*)
MNTUYEDWA, Nomathamsanga Euginia
(*Advanced Psychiatric Nursing Science*)
MNYAKA, Norah Philiswa
(*Advanced Psychiatric Nursing Science*)
MOSS, Thembeke Magdeline
(*Advanced Primary Health Care*)
MRWEBI, Nontobeko Dorothy
(*Advanced Psychiatric Nursing Science*)
NDIMBA, Phindiswa Phyllis
(*Advanced Midwifery and Neonatal Nursing Science*)
NDODANA, Nonkosi Pearl
(*Advanced Psychiatric Nursing Science*)
NJAJULA, Nosipiwo
(*Advanced Psychiatric Nursing Science*)
NJIBANA, Ntomboxolo Pamella
(*Advanced Psychiatric Nursing Science*)
NQINANA, Nzinyelwa Cynthia
(*Advanced Primary Health Care*)
NTLIZIYWANA, Noxolo
(*Advanced Midwifery and Neonatal Nursing Science*)
OERSON, Samantha Olivia
(*Advanced General Nursing Science*)

PANYANE, Lietlhare Faith
(Advanced Primary Health Care)
PASIYA, Nokubona
(Advanced Psychiatric Nursing Science)
PATEL, Yvonne Elizabeth
(Advanced General Nursing Science)
PIENAAR, Kirsten Margaret
(Advanced General Nursing Science)
POKELA, Kefiloe
(Advanced Psychiatric Nursing Science)
ROBERTS, Jennifer Katé
(Advanced General Nursing Science)
SCHOLTZ, Lilian Maria
(Advanced Psychiatric Nursing Science)
SHAZI, Rebecca Nokuphiwa
(Advanced General Nursing Science)
SHIYA, Nomhle Mavis
(Advanced Midwifery and Neonatal Nursing Science)
SITHOLE, Hlumbane Petunia
(Advanced Psychiatric Nursing Science)

STIGLINGH, Dave Lee
(Advanced General Nursing Science)
SYCE, Nadine Elizabeth
(Advanced General Nursing Science)
TSHAWA, Noxolo Rachel
(Advanced General Nursing Science)
VAN SCHALKWYK, Laureaza
(Advanced General Nursing Science)
VAN ZYL, Lezane (Advanced General Nursing Science)
VILJOEN, Christina Elizabeth
(Advanced General Nursing Science)
YASO, Nonzukiso
(Advanced Psychiatric Nursing Science)
YOSE, Olivia Koliswa
(Advanced Psychiatric Nursing Science)

Cum Laude

GESWINT, Natasha Bernice
(Advanced Primary Health Care)

MASTER OF ARTS (COURSEWORK)

ELLERBECK, Timothy Albert
(Sport Science)

Title of treatise:

SUPRA-MAXIMAL SPEED INTERVAL TRAINING EFFECT ON 40M STANDING START SPRINT AND TIMED 3000M RUNNING PERFORMANCE IN MODERATELY TRAINED FEMALE RUNNERS: ALTERNATE ANTI-GRAVITY TREADMILL AND DOWNHILL RUNNING

Supervisor: Dr M Baard
Co-supervisor: Mr M Kramer

MASTER OF ARTS (RESEARCH)

BAATJES, Tashrique
(Human Movement Science)

Title of dissertation:

THE PHYSICAL ACTIVITY AND HEALTH-RELATED FITNESS OF FEMALE STUDENTS AT A SOUTH AFRICAN UNIVERSITY

Supervisor: Prof CM Walter
Co-supervisor: Dr DJL Venter

BONNESSE, Matthew Gregory – **Cum Laude**
(Human Movement Science)

Title of dissertation:

IMPACT OF A VISUAL SKILLS TRAINING PROGRAM ON VISUAL PERFORMANCE OF CRICKET FIELDERS

Supervisor: Prof R du Randt
Co-supervisors: Mr R Raffan and Dr DJL Venter

FRONEMAN, Carmen Michelle – **Cum Laude**
(Psychology)

Title of dissertation:

DATING IN THE DARK: A PHENOMENOLOGICAL STUDY OF THE LIVED EXPERIENCE OF ONLINE RELATIONSHIPS

Supervisor: Prof JG Howcroft
Co-supervisor: Ms T Lambert

KOSE, Zamakayise Zukisa
(Psychology)

Title of dissertation:

THE EXPERIENCES OF MEN WHO HAVE SEX WITH MEN [MSM] IN ACCESSING PUBLIC PRIMARY HEALTH CARE SERVICES IN THE EASTERN CAPE PROVINCE, SOUTH AFRICA

Supervisor: Prof DS Elkonin
Co-supervisor: Prof N Phaswana-Mafuya

MILLARD, Lourens
(*Human Movement Science*)

Title of dissertation:

IMPACT OF VISUAL SKILLS TRAINING ON THE VISUAL ABILITY OF ELITE RUGBY PLAYERS

Supervisor: Prof R du Randt

Co-supervisor: Mr R Raffan and Dr DJL Venter

OETTLE, Ryan Andrew

(*Psychology*)

Title of dissertation:

A CROSS-CULTURAL EXPLORATION OF THE INTERNATIONAL AFFECTIVE PICTURE SYSTEM IN A SAMPLE OF SOUTH AFRICAN UNIVERSITY STUDENTS

Supervisor: Mr K van Rooyen

MASTER OF ARTS IN CLINICAL PSYCHOLOGY (COURSEWORK)

CRAMER, Ryan

Title of treatise:

EXPERIENCES OF NEWLY QUALIFIED SOUTH AFRICAN PSYCHOLOGISTS DEALING WITH SUICIDAL BEHAVIOUR

Supervisor: Prof CN Hoelson

MAVUMENGWANA, Ziyanda

Title of treatise:

A RURAL XHOSA WOMAN'S EXPERIENCE OF MARITAL SATISFACTION

Supervisor: Ms T Lambert

MCGIVERN, Kelly Berene – **Cum Laude**

Title of treatise:

A PSYCHOBIOGRAPHICAL STUDY OF THEODORE ROBERT BUNDY

Supervisor: Prof JG Howcroft

STRYDOM, Yolandi Eloise

Title of treatise:

THE RELATIONSHIP BETWEEN RECEIVING AN HIV TEST RESULT AND THE TRAUMATIC STRESS SYMPTOMS OF RAPE SURVIVORS

Supervisor: Mr K van Rooyen

Co-supervisor: Prof DS Elkonin

VAN DER MEULEN, Christine

Title of treatise:

FACTORS CONTRIBUTING TO PAEDIATRIC HIV DISCLOSURE BY CAREGIVERS

Supervisor: Prof DS Elkonin

VENTER, Doreen Yvonne – **Cum Laude**

Title of treatise:

PERSONALITY TRAITS AND SELF-PRESENTATION ON FACEBOOK: A SYSTEMATIC REVIEW

Supervisor: Prof JG Howcroft

Co-supervisor: Ms T Lambert

MASTER OF ARTS IN COUNSELLING PSYCHOLOGY (COURSEWORK)

BUHRMANN, Mimmie Petronella – **Cum Laude**

Title of treatise:

EXPERIENCES OF UNIVERSITY STUDENTS WITH SYMPTOMS OF DEPRESSION AND ANXIETY IN A MINDFULNESS BASED INTERVENTION

Supervisor: Prof CN Hoelson

KOLVER, Christél

Title of treatise:

COMPARING THE PERFORMANCE OF 3 TO 6 YEAR OLD CHILDREN ON THE PERFORMANCE AND PRACTICAL REASONING SUBSCALES OF THE GRIFFITHS MENTAL DEVELOPMENT SCALES - EXTENDED REVISED WITH THE FOUNDATIONS OF LEARNING SUBSCALE OF THE GRIFFITHS - III

Supervisor: Mrs L Currin
Co-supervisors: Prof L-A Stroud and Mr J Cronje

MIANO, Pamela Wanjiru – **Cum Laude**

Title of treatise:

POSITIVE PSYCHOLOGY INTERVENTIONS IN A STUDENT COUNSELLING CENTRE: AN EXPLORATORY STUDY

Supervisor: Prof DS Elkonin
Co-supervisor: Dr JM van Lingen

STOLARCZYK, Elizabeth Maria

Title of treatise:

SYSTEMIC INFLUENCES ON THE CAREER DEVELOPMENT OF A SAMPLE OF BLACK SOUTH AFRICAN ADOLESCENT FEMALES: ADOLESCENT AND PARENTAL PERSPECTIVES

Supervisor: Prof MB Watson
Co-supervisor: Dr M McMahan

MASTER OF ARTS IN HEALTH AND WELFARE MANAGEMENT (COURSEWORK)

ROSSOUW, Gwynneth Lezel

Title of treatise:

THE RELATIONSHIP BETWEEN MILLION'S PERSONALITY STYLES AND THE SECONDARY TRAUMATIC STRESS BELIEFS OF TRAUMA COUNSELLORS

Supervisor: Mr K van Rooyen

MASTER OF NURSING (COURSEWORK)

FLIPPIES, Emirenthia Emogin Elouise

(Advanced General Nursing Science)

Title of treatise:

THE RELATIONSHIP BETWEEN ORGANISATIONAL CONTEXTUAL FACTORS AND CLINICAL PRACTICE GUIDELINE IMPLEMENTATION IN PRIVATE CRITICAL CARE UNITS

Supervisor: Prof PJ Jordan
Co-supervisors: Ms C Bowers and Dr DJL Venter

FOUCHE, Moira Sandy

(Advanced Midwifery and Neonatal Nursing Science)

Title of treatise:

EXPERIENCES OF WOMEN WHO GAVE BIRTH BEFORE ARRIVING AT A MIDWIFE OBSTETRIC UNIT

Supervisor: Prof SV James

JIKIJELA, Pretty Thobeka

(Advanced Midwifery and Neonatal Nursing Science)

Title of treatise:

MOTHERS' EXPERIENCES WITH REGARD TO CARING FOR THEIR NEONATES FOLLOWING A CAESAREAN SECTION DELIVERY

Supervisor: Prof SV James

NJIKIJA, Vuyelwa Francina

(Advanced Midwifery and Neonatal Nursing Science)

Title of treatise:

THE ROLE OF ASSESSMENTS IN ENHANCING MIDWIFERY PROGRAMME OUTCOMES AT A PUBLIC NURSING EDUCATION INSTITUTION IN THE EASTERN CAPE PROVINCE

Supervisor: Prof SV James

TUSWA, Bulelwa Martha
(Advanced Psychiatric Nursing Science)

Title of treatise:

EXPERIENCES OF PROFESSIONAL NURSES WORKING IN RURAL PRIMARY HEALTH CARE CLINICS REGARDING THE NURSING MANAGEMENT OF MENTALLY ILL CLIENTS IN THE EASTERN CAPE

Supervisor: Prof J Strümpher

VUSO, Virginia Zanyiwe
(Advanced Midwifery and Neonatal Nursing Science)

Title of treatise:

ENHANCING CLINICAL PREPAREDNESS OF BASIC MIDWIFERY STUDENTS: PERCEPTIONS OF MIDWIFERY EDUCATORS

Supervisor: Prof SV James

MASTER OF NURSING (RESEARCH)

BREYTENBACH, Hester Cecilia

Title of dissertation:

A BEST PRACTICE GUIDELINE FOR EVIDENCE BASED TEACHING STRATEGIES FOR NURSE EDUCATORS

Supervisor: Prof PJ Jordan

Co-supervisor: Dr W Ten Ham-Baloyi

DASI, Peggy

Title of dissertation:

EXPERIENCES OF MIDWIVES CARING FOR MOTHERS WHO LOST THEIR BABIES AT BIRTH

Supervisor: Prof EJ Ricks

Co-supervisor: Prof SV James

FOURIE, Claire

Title of dissertation:

OPTIMIZING ASPECTS THAT FACILITATE SKILL ACQUISITION IN PRIVATE DIALYSIS UNITS

Supervisor: Prof RM van Rooyen

Co-supervisor: Dr SM du Rand

GERBER, Karin

Title of dissertation:

OPTIMISING THE WORK INTEGRATED LEARNING OF STUDENT NURSES

Supervisor: Prof RM van Rooyen

Co-supervisor: Prof PJ Jordan

MADUNA, Ntsepiseng Elizabeth

Title of dissertation:

MIDWIVES' PERCEPTIONS IN KWAZULU-NATAL PUBLIC HOSPITALS REGARDING THEIR LEVELS OF COMPETENCY IN CARDIOTOCOGRAPHY

Supervisor: Prof SV James

NGWANYA, Thandi Rose-Mary

Title of dissertation:

FACILITATED EMPOWERMENT OF MIDWIVES TO ENHANCE UTILIZATION OF ANTENATAL CARE SERVICES BY PREGNANT WOMEN IN MNQUMA SUB-DISTRICT IN THE EASTERN CAPE PROVINCE

Supervisor: Prof SV James

Co-supervisor: Dr M Williams

SCHLEBUSCH, Linda-Marié – **Cum Laude**

Title of dissertation:

WORKPLACE VIOLENCE AMONG PROFESSIONAL NURSES IN A PRIVATE HEALTHCARE FACILITY

Supervisor: Dr SM du Rand

STEVENS, Annette Kay

Title of dissertation:

VIEWS OF GRADE NINE LEARNERS REGARDING THE MARKETING OF NURSING AS A CAREER TO ATTRACT SCHOOL-LEAVERS TO THE PROFESSION IN THE NELSON MANDELA BAY MUNICIPALITY

Supervisor: Prof EJ Ricks
Co-supervisor: Dr M Williams

VAN ROOYEN, Annessy Elaine

Title of dissertation:

EXPERIENCES OF MEDICAL PRACTITIONERS REGARDING THE ACCESSING OF INFORMATION AT THE POINT-OF-CARE VIA MOBILE TECHNOLOGY FOR CLINICAL DECISION MAKING AT PUBLIC HOSPITALS

Supervisor: Prof EJ Ricks
Co-supervisor: Prof PJ Jordan

MASTER OF SCIENCE (RESEARCH)

OXLEY OXLAND, Ingrid

(Dietetics)

Title of dissertation:

KNOWLEDGE, ATTITUDES AND EXPERIENCES OF DIETITIANS IN RELATION TO TUBERCULOSIS AT THE WORKPLACE

Supervisor: Dr J Steenkamp
Co-supervisor: Dr H Johannes

MASTER OF SOCIAL WORK (RESEARCH)

BOSHOFF, Marcelle Dianne

Title of dissertation:

THE EXPERIENCES OF OLDER PERSONS AND THEIR ADULT CHILDREN ON MAINTAINING POSITIVE PARENT-CHILD RELATIONSHIPS

Supervisor: Mrs N Perumal

MASTER OF TECHNOLOGY: BIOMEDICAL TECHNOLOGY (RESEARCH)

MATHOBELA, Kegomoditswe Prudence

Title of dissertation:

BIOLOGICAL ACTIVITIES OF SELECTED SOUTH AFRICAN MEDICINAL PLANTS TRADITIONALLY USED TO TREAT URINARY TRACT INFECTIONS

Supervisor: Prof N Smith

MASTER OF TECHNOLOGY: RADIOGRAPHY (RESEARCH)

VAN DE VENTER, Riaan – *Cum Laude*

Title of dissertation:

REPORTING ON RADIOGRAPHIC IMAGES IN AFTER-HOURS TRAUMA UNITS: EXPERIENCES OF RADIOGRAPHERS AND MEDICAL PRACTITIONERS

Supervisor: Dr SM du Rand
Co-supervisor: Ms T Grobler

FACULTY OF EDUCATION

MASTER OF EDUCATION (CURRICULUM POLICY, DEVELOPMENT AND MANAGEMENT) (COURSEWORK)

TSOTSO, Nosipho Patience

Title of treatise:

AN INVESTIGATION OF THE TEACHING STRATEGIES EMPLOYED BY A SELECTION OF EDUCATORS AT AN FET COLLEGE TO SUPPORT AT RISK L2 TOURISM STUDENTS

Supervisor: Dr K Pillay

MASTER OF EDUCATION (RESEARCH)

CAMPHER, Roelof Petrus

Title of dissertation:

A QUALITATIVE STUDY: EDUCATOR TARGETED BULLYING BY LEARNERS IN A HIGH SCHOOL IN PORT ELIZABETH

Supervisor: Dr CAG Jordaan

DE JAGER, Marina

Title of dissertation:

INTRODUCING AN INTERVENTION PROGRAMME FOR GRADE 2 AFRIKAANS HOME LANGUAGE LEARNERS WITH READING, COMPREHENSION AND PHONICS BARRIERS

Supervisor: Prof JL Geldenhuys

DEYSEL, Sanet

Title of dissertation:

AUDITORY PROCESSING PROBLEMS WITHIN THE INCLUSIVE FOUNDATION PHASE CLASSROOM: AN EXPLORATION OF TEACHERS' EXPERIENCES

Supervisor: Dr M Khau

FERREIRA, Xanthe Rune

Title of dissertation:

AN EXPLORATORY INVESTIGATION ON THE SUBSEQUENT EXPERIENCES OF EMOTIONAL, VERBAL AND PHYSICAL ABUSE BY LEARNERS ON THE WELL-BEING OF HIGH SCHOOL TEACHERS IN PORT ELIZABETH

Supervisor: Dr CAG Jordaan

JACOBS, Elfean Randall

Title of dissertation:

TEACHERS' PERCEPTIONS WHETHER SCHOOL MANAGEMENT TEAMS CONTRIBUTE TOWARDS TEACHER LEADERSHIP IN PRIMARY SCHOOLS

Supervisor: Dr KV Arnolds

MATTHEWS, Thomas Phillip

Title of dissertation:

A POSITIVE BEHAVIOUR INTERVENTION APPROACH TO DISCIPLINE AT A PRIMARY SCHOOL IN PORT ELIZABETH

Supervisor: Dr EH Lombard

NEL, Chantel Eve

Title of dissertation:

EXPLORING FATHERS' READING INVOLVEMENT IN A GRADE 4 CLASSROOM

Supervisor: Dr D Geduld

NOMBEWU, Sakhiwo Bridget

Title of dissertation:

THE ROLE OF THE HEAD OF DEPARTMENT IN MAINTAINING THE MOTIVATION OF ENGLISH FIRST ADDITIONAL LANGUAGE TEACHERS TEACHING IN EDUCATIONALLY DEPRIVED COMMUNITIES

Supervisor: Mrs E Lombard

VAN NIEKERK, Johannes Frederick

Title of dissertation:

THE EFFECTIVENESS OF BRAIN-COMPATIBLE BLENDED LEARNING MATERIAL IN THE TEACHING OF PROGRAMMING LOGIC

Supervisor: Prof P Webb

DOCTOR OF PHILOSOPHY: EDUCATION

GELDENHUYS, Martha Maria

Title of thesis:

ADDRESSING GENDER-BASED VIOLENCE IN THE AGE OF AIDS: RURAL YOUTH ENGAGING PEERS THROUGH SOCIAL MEDIA

Supervisor: Prof N de Lange

GUDYANGA, Anna

Title of thesis:

PARTICIPATION OF ZIMBABWEAN FEMALE STUDENTS IN PHYSICS: SUBJECT PERCEPTION AND IDENTITY FORMATION

Supervisor: Dr K Adams
Co-supervisor: Dr RTSP Kurup

MANYUMWA, Canisius

Title of thesis:

TEACHING FOR CRITICALITY: AN ANALYSIS OF THE CURRENT STATUS AT TWO TEACHER EDUCATION COLLEGES IN ZIMBABWE

Supervisor: Prof SE Blignaut

MANYUMWA, Ennie

Title of thesis:

A FRAMEWORK FOR THE INCLUSION OF STUDENTS WITH VISUAL IMPAIRMENTS: A CASE OF A ZIMBABWE STATE UNIVERSITY

Supervisor: Prof JL Geldenhuys

FACULTY OF HEALTH SCIENCES

DOCTOR OF PHILOSOPHY

BRAND, Carrie

(Psychology)

Title of thesis:

THE VOICE OF THE CHILD IN PARENTAL DIVORCE: A NARRATIVE INQUIRY

Supervisor: Prof JG Howcroft
Co-supervisor: Prof CN Hoelson

DEFFERARY, Tanya Elizabeth Michelle

(Psychology)

Title of thesis:

RESILIENCE AND ATTACHMENT AS MEDIATORS IMPACTING UPON THE PSYCHOSOCIAL SEQUELAE OF UNWANTED EARLY SEXUAL EXPERIENCES

Supervisor: Prof JG Howcroft
Co-supervisor: Prof L-A Stroud

MORRIS-PAXTON, Angela Ann

(Psychology)

Title of thesis:

IMPACT OF A HOLISTIC LIFESTYLE MANAGEMENT EDUCATION PROGRAMME ON HEALTH AND EDUCATION OUTCOMES OF SOCIO-ECONOMICALLY DISADVANTAGED UNIVERSITY STUDENTS

Supervisor: Dr JM van Lingen
Co-supervisor: Prof DS Elkonin

MUROMO, Tinashe

(Psychology)

Title of thesis:

PERCEIVED DECISION-MAKING FACTORS IN THE USE OF TRADITIONAL AND ALTERNATIVE MEDICINE FOR PEOPLE LIVING WITH HIV AND AIDS

Supervisor: Prof DS Elkonin
Co-supervisor: Dr J von der Marwitz

DOCTORAL DEGREE CITATIONS

THE DEGREE OF DOCTOR OF PHILOSOPHY: EDUCATION

MARTHA MARIA GELDENHUYS

Previous qualifications:

2007	Bachelor of Education	University of KwaZulu-Natal
2008	Bachelor of Education Honours	University of KwaZulu-Natal
2011	Master of Education (Educational Psychology)	University of KwaZulu-Natal

Thesis:

ADDRESSING GENDER-BASED VIOLENCE IN THE AGE OF AIDS: RURAL YOUTH ENGAGING PEERS THROUGH SOCIAL MEDIA

This qualitative study positioned in a critical paradigm employed visual-participatory research methodology to work with purposively selected learners from a secondary school in rural Vulindlela in KwaZulu-Natal, responding to the following research question: How might rural school youth engage peers using the social media in a participatory-cultural framework to contribute to addressing gender-based violence in their community?

Digital storytelling was employed as the main visual method of data generation, in order to express the participants' understanding of, and solutions to, gender-based violence. The generated stories were then used by the participants to engage their peers in addressing GBV using social media. Such democratization of research strengthened the youth agency and highlighted participatory youth and peer culture aimed at social action.

The findings clearly demonstrate the negative psychosocial impact of gender-based violence on young people; but they also show how young people recognise gender-based violence as a complex problem, and can consider possible context-appropriate ways to take action against such gender-based violence. The thesis draws attention to the educative and generative potential of the social media and digital technologies; and it highlights the need for providing better-informed and more hands-on support for youth workers, teachers, and communities in engaging young people as active agents for change through the social media and digital technologies. It also bears implications, not only in the context of youth participation in rural South Africa, but also in other similar contexts in the rest of the sub-Saharan African region, where GBV has continued to disempower the majority of women and girls relative to men and boys.

The thesis makes a significant contribution to the understanding of education and youth engagement in relation to gender-based violence, the social media and digital technologies.

THE DEGREE OF DOCTOR OF PHILOSOPHY: EDUCATION

ANNA GUDYANGA

Previous qualifications:

1981 Secondary School Teacher's Certificate
1986 BEd
1999 MEd

Gweru Teachers' College
University of Zimbabwe
University of Zimbabwe

Thesis:

PARTICIPATION OF ZIMBABWEAN FEMALE STUDENTS IN PHYSICS: SUBJECT PERCEPTION AND IDENTITY FORMATION

In her doctoral study, Anna investigates the extent to which various contextual factors influence the identity formation of A-level female students in relation to their perceptions of, and participation, in physics. Among other issues, the key factors that appear to have had a strong influence in shaping the identity of female students were: cultural perceptions; the influence of parents and siblings; O-level experience; A-level physics teachers' attitudes; classroom and laboratory experience, as well as male-peer influence.

The facets of identity-formation revealed as positively contributing to the development of an orientation towards physics by female students included: the presence of female physics teachers as role-models, the motivation from O-level science teachers, parental support and encouragement, high levels of self-confidence and self-esteem. The gender insensitivity displayed by male teachers, male-peer harassment and gender stereotyping are key factors in identity-formation found as inhibiting the development of an orientation towards physics by female students. The contribution to knowledge in this study lies in its focus on the relationship between female students' identity and their participation in physics.

The findings from the study provide a deeper understanding, both empirically and conceptually, of the issue of female under-representation in science education within the constructs of identity and identity formation.

THE DEGREE OF DOCTOR OF PHILOSOPHY: EDUCATION

CANISIUS MANYUMWA

Previous qualifications:

1979	Diploma in Philosophy	The Regional Major Seminary, Harare
1982	Secondary Teacher's Certificate	University of Zimbabwe, Harare
1989	Bachelor of Education	University of Zimbabwe, Harare
1999	Master of Education in Philosophy	University of Zimbabwe, Harare

Thesis:

TEACHING FOR CRITICALITY: AN ANALYSIS OF THE CURRENT STATUS AT TWO TEACHER EDUCATION COLLEGES IN ZIMBABWE

In this doctoral study, entitled "Teaching for criticality: An analysis of the current status at selected teacher-education colleges in Zimbabwe", Canisius Manyumwa has investigated the prevalence of critical thinking skills and critical pedagogy, in what he conceptualises as criticality, in the current teacher-education colleges in Zimbabwe. The education system in Zimbabwe is an adoption and adaptation of former colonial education that ended in 1980 with the attainment of independence. However, much of the ethos and many of the practices of colonial education appear to have defied the transition, resulting in a transmission-based education system that is averse to critical thinking and critical pedagogy. This was a qualitative study that utilised a multi-site case-study approach. The study used Antonio Gramsci's 'cultural hegemony' and Malewski and Jaramillo's 'epistemologies of ignorance' as its theoretical framework. The main findings were that there were low levels of criticality in the teacher-education programme; because critical thinking and critical pedagogy were generally viewed negatively in those institutions. The key operational documents in the programme, the syllabus and the examination question papers, did not reflect any meaningful critical thinking or critical pedagogic concepts or demands. The research participants demonstrated an inadequate understanding of critical thinking and critical pedagogy.

From the findings in the study, the candidate suggested a nationwide campaign to raise teacher educators' awareness of the nature and value of criticality. He also recommended some formal educational programmes for key players in the teacher-education system who could help to advance the current understanding of critical thinking and critical pedagogy.

THE DEGREE OF DOCTOR OF PHILOSOPHY: EDUCATION

ENNIE MANYUMWA

Previous qualifications:

1981 CE

2000 BEd (Educ. Admin.)

2006 MEd (Psych)

University of Zimbabwe
Zimbabwe Open University
Masvingo State University

Thesis:

A FRAMEWORK FOR THE INCLUSION OF STUDENTS WITH VISUAL IMPAIRMENTS: A CASE OF A ZIMBABWE STATE UNIVERSITY

The aim of this study was to explore the experiences of students with visual impairments in a selected state university in Zimbabwe, in order to develop a framework for their inclusion. Bronfenbrenner's ecological and Bandura's agentic theories served as the theoretical framework for this study; as they both stress the bidirectional relationship between an individual and the environment. A transformative paradigm guided this study, and emphasised the need to improve the social situation of individuals with disabilities, in order to bring about a more equitable society. A qualitative case study design was used, which incorporated purposeful sampling in the selection of both the selected university and the participants. The data-collection methods were rich in drawing together semi-structured interview, photo-voice, documentary analysis and observation. The data generated were analysed following emergent themes that were used to answer the research questions. The findings revealed that the university started enrolling visually impaired students in 2004; but the policy on such inclusions is still absent.

The students' positive experiences resulted from single room allocations and the support received from friends and caring staff. Negative experiences emanated from bureaucratic admission procedures, the challenges of adjusting to university life in the absence of orientation and mobility training, financial challenges, hostile social environment and the students' perceptions of themselves. The conclusion reached was that although the university was sensitive to issues of inclusion, there were still some deficiencies in the system that negatively impacts on the inclusion of these students. The study recommended a synthesised framework, which shows the different committees and support systems, which can be formed at different levels, in order to facilitate the development of a comprehensive policy on inclusion, and to enable its implementation.

THE DEGREE OF DOCTOR OF PHILOSOPHY (PSYCHOLOGY)

CARRIE BRAND

Previous qualifications:

2002 BAHons (Psychology)

Nelson Mandela Metropolitan University

2008 MA (Counselling Psychology)

Nelson Mandela Metropolitan University

Thesis:

THE VOICE OF THE CHILD IN PARENTAL DIVORCE: A NARRATIVE INQUIRY

Parental divorce is considered to be one of the most stressful events in the lives of children. The adult perspective has dominated the discourse on divorce; and only recently, has research started to consider the viewpoint of the children. Research indicates that the nature of the divorce process, as experienced by the child, is the most important factor in post-divorce adjustment. It also remains a relatively unexplored area, with research on the manner in which children experience the divorce process being limited.

The current study has aimed to conduct a narrative inquiry into the experiences and perceptions of parental divorce, by a purposive sample of 9 to 10 year-old children. The primary aim of the study was to highlight and honour the voice of the child in the parental-divorce process.

The current research was qualitative in nature and adopted a narrative paradigm. Five children were interviewed qualitatively, using an unstructured interview. The data were analysed by using thematic analysis. Seven themes were identified. The first theme explored children's endeavours to describe and explain parental divorce. An additional six themes were developed around the types of stories children told of the divorce process. These themes included: *What is a Divorce? Stories of Loss, Stories of Gain, Stories of Change, Stories of Stability, Healing Stories, and Complicating Stories.*

This study has endeavoured to provide divorced parents and those working with children a greater understanding of the way in which children perceive parental divorce, and to provide insight into the factors that facilitate children's positive adjustment to parental divorce.

THE DEGREE OF DOCTOR OF PHILOSOPHY (PSYCHOLOGY)

TANYA ELIZABETH MICHELLE DEFFERARY

Previous qualifications:

2006 BAHons (Psychology)

Nelson Mandela Metropolitan University

2008 MA (Counselling Psychology)

Fort Hare University

Thesis:

RESILIENCE AND ATTACHMENT AS MEDIATORS IMPACTING UPON THE PSYCHOSOCIAL SEQUELAE OF UNWANTED EARLY SEXUAL EXPERIENCES

Unwanted early sexual experiences (UESE) are traumatic experiences that many children worldwide are exposed to on a daily basis. Some of these victims struggle to adapt to life; whereas others become survivors, exhibiting post-traumatic growth after such an experience. South Africa has some of the highest UESE prevalence rates in the world, thereby highlighting the importance of research conducted within this field. With an overarching psycho-fortogenic framework, and through the implementation of a convergent parallel mixed-method research design, the study has explored and described whether resilience and attachment act as mediators impacting upon the psychosocial sequelae, which a UESE survivor might experience. The study was divided into three phases. Phase 1 consisted of a small-scale survey design, which was conducted with 304 participants; while Phase 2 consisted of nine semi-structured interviews with UESE survivors. Finally, Phase 3 provided an integrated summary of the findings from the first two phases.

During Phase 1 significant findings relating to the survivors of UESE, their levels of resilience and attachment relationships, were outlined. Of the total sample, 32% males and 31% females indicated that they had been exposed to an UESE. Most of the perpetrators were known to the survivors, with friends being identified as the most common perpetrators. Parental relationships characterised by trust, open communication and less alienation were found to impact upon the degree to which participants reported being bothered by the UESE. Furthermore, parental alienation at the time of the UESE had a significantly negative impact on the survivors' adult-relationship styles. During Phase 2, a number of themes emerged, including the manner of disclosure, the reasons for delayed disclosure, the relationship to the confidant, the confidant's response to disclosure, the effects of the response to disclosure, the impact of the UESE upon the survivor, as well as the impact of the UESE on relationships, coping/resilience, advice to professionals, the confidant, and the survivor. The results of the study confirmed the research hypothesis that resilience and attachment act as mediating factors impacting upon a variety of psychosocial sequelae, which an UESE survivor might experience. The levels of self-disclosure were also found to be a mediating factor.

THE DEGREE OF DOCTOR OF PHILOSOPHY (PSYCHOLOGY)

ANGELA ANN MORRIS-PAXTON

Previous qualifications:

1987	Bachelor of Science in Nutrition	Donsbach University, USA
1992	Master of Science (Nutritional Medicine)	Galien University Tutorial College, UK
2001	Master of Arts in Complementary Health Studies (with distinction)	University of Exeter, UK
2004	Postgraduate Certificate in Education	Plymouth University, UK

Thesis:

IMPACT OF A HOLISTIC LIFESTYLE MANAGEMENT EDUCATION PROGRAMME ON HEALTH AND EDUCATION OUTCOMES OF SOCIO-ECONOMICALLY DISADVANTAGED UNIVERSITY STUDENTS

Anja Morris-Paxton's extensive literature review highlights the global increase in disorders of lifestyle, and the particular vulnerability of populations in developing countries, like South Africa. Higher education provides an ideal opportunity for educators to deliver interventions that could positively influence students' health attitudes and lifestyle choices. The aim of this study was to develop, implement and explore the impact of a holistic health education and lifestyle-management academic module on a group of socio-economically disadvantaged Higher Education students in the Eastern Cape. Using the mixed-methods approach incorporating both quantitative and qualitative methodologies in a pre-post experimental design, Anja explored the variables of student wellness, the sources of health information, the value attached to health information, wellness priorities, and academic performance.

This was the first doctoral study to use the Wellness Questionnaire for Higher Education, a Health Professions' Council of South Africa-approved psychometric measure developed at NMMU, as one of the data sources. The findings showed an increase in students' wellness over the period of the intervention – most significantly in the areas of Physical and Environmental wellness. This corresponded with an increase in the value attached to information in these areas, which was attributed to the programme. A positive correlation was found between year-end student wellness and academic success; and this relationship was particularly strong for higher-performing students.

The study demonstrated the value of an integrated holistic health education and lifestyle-management module in the first year of higher education; and it provides the basis for future interventions and further research in this field.

THE DEGREE OF DOCTOR OF PHILOSOPHY (PSYCHOLOGY)

TINASHE MUROMO

Previous qualifications:

1985	Diploma in Education	Gweru Teachers' College, Zimbabwe
1994	Bachelor of Science Honours in Psychology	University of Zimbabwe
2002	Master of Philosophy in Psychology	University of Zimbabwe

Thesis:

PERCEIVED DECISION-MAKING FACTORS IN THE USE OF TRADITIONAL AND ALTERNATIVE MEDICINE FOR PEOPLE LIVING WITH HIV AND AIDS

In his doctoral thesis entitled: *Perceived decision-making factors in the use of traditional and alternative medicine for people living with HIV and AIDS*, Tinashe Muromo has made a significant contribution to the field of treatment of HIV and AIDS. This qualitative study, utilizing Interpretive Phenomenological Analysis, explored the participants' perceptions, beliefs and attitudes towards the use of traditional and alternative medicine for the treatment of HIV and AIDS. As predicted by the Integrative and Behaviour Model (IBM), both perceived individual and environmental factors were found to be key in influencing decision-making on the use of traditional and alternative medicine by people living with HIV and AIDS. Although there were a number of incidents, in which either individual or environmental factors were perceived as independently influencing the traditional and alternative medicine decision-making process; there was significant mutual influence between the environment and the individual. Such mutual causation was abstracted as reciprocal determinism. The IMB model assumes a unidirectional causation, in which the environment could affect the individual factors. While the present study has identified and demonstrated these environmental effects on the individual, it also identified and presented a reverse causation, in which the individual would also affect the environment with respect to the motivation for traditional and alternative medicine use. This is a work of immense practical value to authorities developing treatment programmes; and it has the potential to be extended to other populations and countries.

HONORARY AWARD CITATIONS

SHARANJEET SHAN

CHANCELLOR'S MEDAL IN THE DISCIPLINE OF MATHEMATICS EDUCATION

SHARANJEET SHAN was born and brought up in a deeply patriarchal Sikh household in the Punjab, India. At 19, just as she was entering her final year of study in medicine, the unthinkable act of falling in love with a fellow student of another religion, her family arranged for her to be married immediately to a Sikh man living in Britain.



After her 'banishment' from the family to the United Kingdom, she completed a basic qualification in mathematics education, followed by an Open University course in developing mathematical thinking. Her interest in the role of pseudoscience in the enactment of slavery and colonialism then led her to complete a Master's degree in Social Science.

Challenges of survival in a very traditional arranged marriage ended after 16 years when her husband passed away after a long illness. Soon thereafter, at the age of 39, she assumed a new name (the one she has now) and wrote an autobiography 'In My Own Name', which was published by The Women's Press in 1985 followed by Cambridge University Press as a school text in the United Kingdom schools. On publication she was declared a pariah in Sikh communities, both in England and India.

While at a Mathematics Education conference in Quebec Canada, a chance encounter with the South African delegation posed her a challenge yet again. She was invited to come to South Africa and be a part of the new dispensation. Her mandate from the Board of Trustees of the small Maths Centre project was to construct a Maths organisation which will meet the needs of the new curriculum for learners from disadvantaged communities. On being offered the position she made a brief tour of the country and, as she believed she could make a difference, she accepted.

In the nineties there were few exciting and interesting books on teaching mathematics that involved primary school children in problem solving. Sharanjeet used her nights and weekends to produce Grades 1-6 teacher and learner text books as a contribution to the transformation of mathematics education in the country. As these books generated revenue in excess of R30 million, sufficient income became available to Maths Centre satellite units in the North-West province, Mpumalanga, the Eastern Cape, KwaZulu-Natal and Limpopo. The opening of the Maths Centre in King William's Town proved to be the catalyst for shared activities with the then University of Port Elizabeth's Department of Science, Mathematics and Technology Education (SMATE).

A window of funding opportunity offered by the Business Trust and the Zenex Foundation in 2000 enabled the Maths Centre, in partnership with our university, to facilitate accredited programmes for thousands of teachers around South Africa. The programmes offered were the Advanced Certificate in Education (ACE) in Mathematical Literacy, the ACE in Language in Learning and Teaching, and the Bachelor's degree in Science, Mathematics and Technology Education. Through this process more than 2000 advanced certificates and bachelor degrees were awarded by the University of Port Elizabeth and then Nelson Mandela Metropolitan University. Sharanjeet believes that this was a "most brilliant" partnership model and that it is still relevant and scalable today.

A 'hard core' supporter of the educational and social philosophy of Paulo Freire, and his ideas of 'education for liberation' and 'pedagogy of hope' and the quest for a humanizing world, Sharanjeet believes in promoting transformative education in a system that she sees as being framed by "conforming, informing and deforming education delivery". She believes that, regardless of the numerous development debates that constantly take place, there is still insufficient urgency to meet the crisis that faces the country and believes that her role as a "disruptive educational social entrepreneur" is necessary if our country is to advance its citizenry via education. In recognition of her contribution to pioneering work in Mathematics Education in South Africa, and tirelessly championing poor and marginalised communities, it is an honour for Nelson Mandela Metropolitan University to award the Chancellor's Medal in the discipline of Mathematics Education to Sharanjeet Shan.

IMTIAZ SOOLIMAN

DOCTOR OF PHILOSOPHY (*HONORIS CAUSA*)



Born in 1962 in Potchefstroom in the North West, the importance of community in Imtiaz Sooliman's life started in this small, four-district town where he lived with his family in a communal atmosphere. He began his schooling here and later moved to Sastri College in Durban.

He qualified as a medical doctor at the then University of Natal Medical School in 1984, a career he later gave up in pursuit of his passions in humanitarian aid.

As the inspirational founder, director and visionary of *Gift of the Givers*, a South African NGO founded in 1992, he has been instrumental in changing the lives of millions of people in more than 41 countries around the world. Gift of the Givers is the largest disaster response NGO of African origin, delivering life-saving aid in the form of search and rescue teams, medical assistance, nutritional support, water and basic necessities. It is also the first such agency to be accredited by the Proudly South African foundation.

Imtiaz has put up hospitals, run clinics, created agricultural schemes, dug wells, built houses, developed and manufactured energy food, renovated fishing boats, offered scholarships, and provided shelter and food to millions through the organisation he founded.

Gift of the Givers is responsible for a series of firsts: innovating the world's first containerised mobile hospital, the world's first groundnut-soya high energy and protein supplement, and they possess Africa's only "life locator", a device used to detect people alive under rubble.

As the leader of the foundation, Dr Sooliman has travelled to some of the most war-torn regions on the planet. He has braved bombings in Syria, witnessed the aftermath of the devastating earthquake in Haiti, and has been held at gunpoint in Bosnia.

He has also been a continuous supporter of the people of Palestine, which remains a cause close to his heart. Since 2002, Dr Sooliman and his team have been providing aid to the people of the region in the form of food and medical supplies, as well as through the establishment of a Childcare centre in Gaza. Established in the eastern Gaza strip, the aim of the centre is to help preserve and increase the skills of Palestinian children that have been weakened by poor living conditions. In the past four years, Gift of the Givers has delivered over R30 million in aid to the region.

In 2003, his organisation became the first in South African history to receive R60 million from the South African Government for humanitarian aid in KwaZulu-Natal and the Eastern Cape. In total, Gift of the Givers has delivered R1.5bn in aid to 41 countries in a 24 year period.

Amongst Dr Sooliman's numerous awards, he has received the President's Order of the Star of South Africa (the highest South African award), an Excellence in Health Care Award from the South African Medical Association, the Presidential Award for assistance in the Pakistan Earthquake from President Pervez Musharraf, the Paul Harris Award – Rotary International's Highest Award and in 2010, the Order of the Baobab in Silver by President Zuma.

Sooliman has been involved in several associations, religious organisations and school-governing bodies progressively as a student, medical doctor and an active member of civil society. He is also an honorary black belt in karate and has been entered into the World Martial Arts Hall of Fame.

For his contribution to society through his incredible humanitarian work and his substantial contributions in advancing the frontiers of scholarly knowledge, both nationally and internationally, through social engagement in the form of health and education, it is an honour for Nelson Mandela Metropolitan University to confer the degree of Doctor of Philosophy (*honoris causa*) on **Imtiaz Sooliman**.



VISION

To be a dynamic African university, recognised for its leadership in generating cutting-edge knowledge for a sustainable future.

MISSION

To offer a diverse range of quality educational opportunities that will make a critical and constructive contribution to regional, national and global sustainability.

To achieve our vision and mission, we will ensure that:

- Our values inform and define our institutional ethos and distinctive educational purpose and philosophy.
- We are committed to promoting equity of access and opportunities so as to give students the best chance of success in their pursuit of lifelong learning and diverse educational goals.
- We provide a vibrant, stimulating and richly diverse environment that enables staff and students to reach their full potential.
- We develop graduates and diplomates to be responsible global citizens capable of critical reasoning, innovation, and adaptability.
- We create and sustain an environment that encourages and supports a vibrant research, scholarship and innovation culture.
- We engage in mutually beneficial partnerships locally, nationally and globally to enhance social, economic, and ecological sustainability.

VALUES

i. Respect for diversity

- We reflect and serve diverse regional, national and global communities
- We promote an open society where critical scholarship and the expression of a multiplicity of opinions and experiences are actively encouraged
- We foster an environment in which diversity is appreciated, respected and celebrated
- We are committed to accessibility, inclusivity and social justice

ii. Excellence

- We promote, recognise and reward excellence in our teaching, learning, research and engagement
- We promote, recognise and reward excellent service delivery to all our stakeholders
- We provide a supportive and affirming environment that enables students and staff to reach their full potential
- We adopt innovative approaches to promote excellence in our institutional policies, structures, processes and systems

iii. Ubuntu

- We are a people-centred university
- We respect the dignity of others
- We recognise our mutual interdependence
- We promote compassionate and responsible citizenship

iv. Integrity

- We act with integrity and accept responsibility for our actions
- We behave in an ethical and professional manner
- We conduct our activities in an accountable and transparent manner
- We ensure the integrity of our information, systems and processes

v. Respect for the natural environment

- We care about the environment and recognise our responsibility to conserve, protect and properly manage natural resources for ourselves and future generations
- We promote the integration of sustainability principles into our academic practices, institutional operations and design of physical infrastructure
- We encourage mutually beneficial and sustainable approaches to community service and engagement
- We inspire students and staff to embrace environmentally friendly practices

vi. Taking responsibility

- We acknowledge our personal responsibility for ethical behaviour towards others
- We assume responsibility for the achievement of personal and institutional goals
- We accept responsibility for our actions and the consequences thereof
- We provide an environment that encourages students and staff to take responsibility for their academic and professional endeavours

EDUCATIONAL PURPOSE AND PHILOSOPHY

- We provide transformational leadership in the service of society through our teaching and learning, research and engagement activities.
 - To achieve this we are committed to developing the human potential of our staff and students in the full spectrum of its cognitive, economic, social, cultural, aesthetic and personal dimensions in the pursuit of democratic citizenship.
- We adopt a humanising pedagogical approach that respects and acknowledges diverse knowledge traditions and engages them in critical dialogue in order to nurture a participative approach to problem-posing and -solving, and the ability to contribute to a multi-cultural society.
- We inspire our stakeholders to be passionate about and respectful of an ecologically diverse and sustainable natural environment.
- We will be known for our people-centred, caring, values-driven organisational culture that will allow all members of the university community to contribute optimally to its life.

CONGRATULATORY MESSAGE FROM THE ALUMNI ASSOCIATION

Congratulations on your achievement! You are now an alumnus of NMMU. We would like to take this opportunity to introduce you to the NMMU Alumni Association.

Once you have obtained your NMMU certificate, diploma or degree you become an alumnus of the university and a member of the NMMU Alumni Association. The Association is recognised by the NMMU Council as a structure of the University. The Association supports and enhances the realisation of the University's vision and mission through maintaining and expanding positive relationships with its members.

The University can be supported in a variety of ways including sharing news, expertise, skills, networks and contributions in cash and kind. Cash donations to the Alumni Fund are used to fund bursaries, projects and the NMMU Capital and Endowment Campaign. Every contribution makes a difference. Donations can be made online as well.

Join our existing alumni chapters nationally and internationally or help establish new ones to maintain and build our networks. We encourage you to remain active NMMU ambassadors.

The role of the Alumni Relations Office

The Alumni Relations Office is responsible for the day-to-day management and running of the Alumni Association, the University Shop and all matters related to alumni relationship building.

We kindly request all alumni to ensure that we have your latest contact details to invite you to chapter socials and networking events as well as provide you with information regarding alumni and NMMU achievements. You are also requested to send us news regarding your or fellow alumni achievements and interesting experiences for publication in our newsletters and on the website.

Please visit our website for more information <http://alumni.nmmu.ac.za> or e-mail us at alumni@nmmu.ac.za or join our Facebook page **NMMU Alumni**. Other contact details include tel. +27 41 504 3935 and fax +27 41 504 1417. You are also most welcome to visit the Alumni Relations Centre on the North Campus in Port Elizabeth.

Remember to buy your memorabilia from the University Shop during graduation.

We look forward to hearing from you. Stay connected to your *alma mater*!