

LEARNING AND TEACHING
MATTERS

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Word of Welcome from the Deputy Vice-Chancellor: Learning and Teaching

Dear Colleagues, Students, and Partners,

Welcome to the second semester edition of our Learning and Teaching Newsletter. This publication continues to showcase the creativity, commitment, and collaborative spirit that defines Nelson Mandela University's approach to education.

In this issue, we highlight how our community is responding to the evolving demands of Learning and Teaching, from AI-integrated classrooms and multilingual learning tools to student-led wellness campaigns and transformative outreach initiatives. These stories reflect our shared commitment to humanising pedagogy, inclusive innovation, and student success.

We celebrate the launch of new modules like Social Consciousness for Sustainable Futures, the expansion of digital platforms such as Funda LMS, and the growing impact of initiatives like the UAV Test Platform and Mindjoy AI tutor. Our faculties are not only advancing academic excellence but also deepening social engagement, from residence wellness visits to mobile law clinics and STEAM co-labs with local schools.

As we move forward, may this newsletter inspire us to continue building a learning environment that is responsive, resilient, and rooted in justice. Together, we are shaping futures, one student, one innovation, one partnership at a time.



Dr Muki Moeng

**Deputy Vice-Chancellor: Learning and Teaching
Nelson Mandela University**

Learning and Teaching Week 2025

Reimagining Learning: Transformation, Technology and Teaching for a New Era



Nelson Mandela University hosted its third annual Learning and Teaching (LT) Week from **27–29 August 2025**, continuing the institutional commitment to the Dynamics of Humanisation in higher education. This year's theme, "Reimagining Learning: Transformation, Technology and Teaching for a New Era," invited staff, students, and strategic partners to critically reflect on how the university can shape responsive, ethical and future-fit learning ecosystems.

Building on the previous two years, where the focus was first on a humanising pedagogy of care, and then on re-evaluating graduation, this year's programme foregrounded the convergence of transformation, digital innovation, and inclusive pedagogies. In her foreword, DVC for Learning and Teaching, Dr Muki Moeng, reminded attendees that SoTL enables academics to see classrooms as sites of inquiry and transformation, rather

than mere delivery spaces.

The event unfolded over three dynamic days, each exploring a vital theme in education. Day 1 focused on Transformational Teaching Practices, where "transformation trees" and visioning sessions inspired new approaches to co-creating knowledge. Day 2 brought AI and Digital Tools to the forefront, with rich discussions on ethics, multilingualism, and policy—emphasising humanising digital engagement over fear. Day 3 celebrated Creative and Humanising Pedagogies, drawing from African oral traditions and hybrid learning reflections to highlight creativity and relationality as pillars of future-ready education.

Chair of LT Week, Prof Annaline Keet, encouraged participants to view the week as a space for "bold thinking, creative expression, and critical dialogue."

Launch of the Social Consciousness for Sustainable Futures Module

Following years of piloting and offering the course as a **Short Learning Program** (SLP) to students and staff with the University and beyond, it was launched as a foundational credit-bearing course offered within the Humanities, Law and Education Faculties.

The course provides students with an interdisciplinary platform to critically and ethically interrogate pressing global challenges such as inequality, climate change, gender justice, technological disruption, and the pursuit of meaningful work. In doing so, it embodies Nelson Mandela University's

commitment to transformation, social justice and sustainability. The ultimate aim is to instil in students knowledge and values that are characteristic of the attributes associated with a Mandela graduate.

At the launch students who participated in the pilot programmes and the SLPs shared about the impact of the course in their academic and extra-curricular experiences, including how it inculcated values of embracing differing views, interest in personal histories, and changing mindsets about views that are often presented as norm.



“ Learning isn't just about technology, it's about transformation. It's about using every tool, every voice, to humanise education. ”

Africa Teaching and Learning Week 2025

“Nelson Mandela University successfully hosted its first Africa International Teaching Week, creating a platform for global academic exchange and collaboration. The focus of the AITW was on ESG in various fields including but not limited to Human Resource Management, Marketing, Logistics Management, Economics, Tourism and Development, and Accounting.

The programme included lectures, interactive discussions, and strategic conversations. Academic engagement deepened through various sessions thus fostering interdisciplinary learning and collaboration between the experts, staff and students. Highlights of the week include a cocktail evening, Breakfast Talk, International University Expo, Campus Tours and an excursion to Addo Elephant Park.



The Africa International Teaching Week demonstrated Nelson Mandela University’s commitment to collaboration, knowledge sharing, and cultural exchange and created meaningful connections among academics (local and international), students, and institutions, paving the way for future partnerships and initiatives in relation to learning and teaching, research and engagement.”



Academic Planning and Quality Advancement (APQA)

Every semester brings new challenges that call on us to think differently about how we design, deliver, and sustain quality in learning and teaching.

The Academic Planning and Quality Advancement Unit (APQA) and the Teaching Development Unit (TD) have been working closely together to ensure that our qualifications remain not only philosophically sound but also aligned with national policy and legislative requirements.

This year, the partnership has seen the rollout of six faculty-specific workshops, focusing on the re-registration of Higher Education Qualifications Framework (HEQF) aligned qualifications. These workshops provided a vital space for academics to engage with the complexities of curriculum compliance while also reflecting on how qualifications can better serve the changing needs of the world.

The Department of Higher Education and Training (DHET), through its impactful University Capacity Development Programme (UCDP), celebrated the achievements of the New Generation of Academics Programme (nGAP) lecturers, the Nurturing Emerging Scholars Programme (NESP) and the University Staff Doctorate Programme (USD) participants at Rhodes University from 16 to 18 September 2025.

The Joint UCDP Send-off Colloquium brought together all 26 public universities in Makhanda, Eastern Cape.

Beyond workshops, the Unit has been actively contributing to major institutional projects that matter for our future:

- **Themed Review on Modes of Learning and Teaching Provision** – A self-evaluation report is underway to assess how effectively the institution functions in distance-mode delivery.

While all programmes are accredited in contact mode, the pandemic made it necessary to rethink provision and flexibility in learning

- **Re-registration of HEQF-aligned qualifications** – An ongoing process to ensure all qualifications remain current with CHE and SAQA requirements.

- **Improvement Plan of the Institutional Audit** – Addressing issues raised by CHE, the University is actively implementing improvements to strengthen the academy.



**higher education
& training**

Department:
Higher Education and Training
REPUBLIC OF SOUTH AFRICA





Collaboration also extends to people. On 01 July 2025, the Unit welcomed Ms Vuyiseka Sityoshwana as the Quality Consultant. She joins the university from the University of Fort Hare, where she occupied the same position.

Her duties include internal review of existing programmes and service departments. She is presently leading the Self-Evaluation Report of a Themed Review on Modes of Learning and Teaching Provision.



To strengthen the unit's capacity, Dr Itumeleng Morolong joined as Senior Quality Consultant on 1 October 2025.

Formerly a Quality Enhancement Advisor at the Central University of Technology since 2013, he now collaborates with faculties, risk management, internal audit, and service departments to embed quality culture within the Quality Assurance and Combined Assurance Frameworks.

These efforts, alongside cross-faculty partnerships and alignment with national frameworks, ensure Mandela University's teaching and learning remain credible and future-focused.



Teaching Enhancement Short Learning Programme : *Celebrating inaugural recipients*

On 31 July 2025, the LT Collab Teaching Development Unit celebrated the completion of its inaugural “Higher Education Context” Short Learning Programme (SLP) at the Beach Hotel. Eight academics were honoured in a ceremony attended by senior university leaders, reflecting Nelson Mandela University’s commitment to academic excellence. Led by Dr Noluthando Toni and Ms Anne Olsen, the SLP ran from June to September 2024 and explored the global and local dynamics of higher education through a reflexive pedagogical lens.

Participants praised its design for fostering professional growth and aligning with Vision 2030 and the Humanising Pedagogy framework. This successful pilot sets the stage for a full suite of Teaching Enhancement



From front to back: Mr Gideon Brunsdon, Dr Aaysha Kholvadia, Ms Amanda Moni, Ms Marie Williams, Ms Vuyolwethu Nyati, Ms Tania Shrosbree, Prof Pamela Maseko, Dr Noluthando Toni, Dr Muki Moeng, Ms Anne-Mart Olsen, Dr Nandipha Sithuba, Prof Zenixole Tshentu, and Dr Phumeza Kota-Nyati.

LEARNING INNOVATION AND DESIGN (LXD)

The LT Collab’s LXD cluster launched an upgraded Funda LMS, enhancing integration with platforms like Microsoft Teams, Inspira, and iClicker—set to go live in 2026. This supports seamless hybrid and blended learning. AI has taken centre stage in Semester 2, with LT Week highlighting ethical integration in classrooms. The studio team continues using AI tools for course content, and a pilot AI tutor in ICT is set to expand to

Business and Economic Sciences in 2026. With SETA funding secured, LT Collab is upskilling staff through GenAI workshops at George and 2nd Avenue campuses, focusing on academic writing and research integrity. A fully online SLP is also in development to help staff confidently integrate AI into teaching, preparing students for an AI-driven future.

Sip-Sip Series:

Empowering Students Toward Healthier Choices

Student social workers recently facilitated a three-part wellness programme, the Sip-Sip Series, designed to support students in moving from simply contemplating change to actively adopting healthier behaviours.



The sessions focused on self-reflection, understanding triggers, and building practical coping strategies.



Part 1: A Sip & Me

This session encouraged self-reflection and motivated participants to make changes. Students explored the “why” behind substance use by examining patterns, frequency, and context, while considering the impact of stress, academic pressure, and past trauma.

Part 2: A Sip and Part Change Chats

In this session, students learned to identify emotional, environmental, and social triggers that lead to substance use. They worked on developing realistic coping strategies and explored healthier alternatives for managing challenges

Part 3: Me Beyond the Sip

The final session is designed to focus on strengthening support networks and practising coping skills, including stress management, grounding techniques, and effective communication. Students will reflect on their progress and set intentions for sustainable change moving forward

Residence Visits

Emthonjeni Student Wellness facilitated at least 28 residence visits, guided by student leaders and tailored to address the identified needs of the students. These visits were co-designed with students as partners in determining the type of support required.



The initiative enabled early identification of psychosocial challenges while equipping students with skills and resources to enhance their holistic well-being and academic success. Topics included substance abuse vs use workshop, mental health first aid training,

healthy relationships, and the Care Series workshops, which focused on navigating academic anxiety and stress.

Substance Abuse Interventions

Integrated awareness workshops were provided to students for substance abuse-related challenges.

These sessions, facilitated by student social workers in collaboration with lecturers, primarily from the Social Development Profession and the Education department, were conducted in lecture rooms.

Though concise, the sessions effectively raised awareness, helping students self-introspect on whether their level of substance use was safe or posed potential risks. To date, three workshops have been facilitated in classes.



Student social workers hosted an interactive awareness campaign at Kraal, SouthCampus, helping students distinguish between substance use and abuse. The event, held in collaboration with the Hope Revolution Organisation and the Eastern Cape Liquor Board, featured engaging activities and T-shirt giveaways.

Reimagining the First-Year Journey

Highlights from the 2025 FYS Indaba

The FYS Indaba, held in August, brought students and staff together to reflect on the first-year journey and co-create practical solutions for smoother academic and social adjustment. While earlier challenges such as delayed communication and uncertainty about support services were acknowledged, the emphasis shifted to the improvements now taking root including clearer outreach, more interactive Thrive sessions, and a stronger sense of belonging fostered by FYS



Buddies. The Indaba reaffirmed that small gestures, like a warm welcome or a guided campus tour, can make a big difference in student success and confidence.

1

Coming Together

Students and staff gather at the Indaba to reflect on the first-year experience and collaborate on solutions.

Strengthening Support

Communication improves, Thrive sessions become more interactive, and FYS Buddies deepen belonging through small gestures.

2

3

FYS Indaba: Coming Together

Students and staff gather to reflect on the first-year journey and co-create meaningful solutions.

Wellness Day Activation

Social Wellness Day

This event comprised an interactive icebreaker activity designed to help students connect, get to know one another, and build new friendships. The activity employed fun, thought-provoking questions that explored various aspects of social wellness, including communication, expectations, and social support.



Emotional Wellness Day

The Emotional Wellness day was merged with the CARE SERIES, in which students were guided and given a CARE series worksheet to identify their allies and relaxing strategies

Physical Wellness Day

This Wellness Day emphasised the importance of holistic wellbeing and integrating physical activities as a way to take care of one's mental health. Physical Activities were conducted with mini-psychoeducation sessions, highlighting the importance of overall wellness in student life.

Arts Expression

Missionvale Campus introduced Arts Chillas, in which our peer helpers facilitated Arts expressions sessions at the shuttle stops on Thursdays while students waited to go home.





Executive Dean of Science
Professor Christa Grobler

It is my pleasure to welcome you to the Faculty of Science section of the DVC Learning and Teaching Newsletter. As we navigate an era shaped by global uncertainty and rapid scientific advancement, our faculty remains steadfast in its pursuit of excellence, relevance, and transformative impact through science education, research, and innovation.

In alignment with Nelson Mandela University's Vision 2030, we continue to embed humanising pedagogies, sustainability science, and interdisciplinary collaboration into everything we do.

"Amid global uncertainty and rapid scientific change, the Faculty of Science remains committed to excellence, relevance, and transformative impact"

Dr Nicole Vorster

Formulation Science & Entrepreneurship

Dr Nicole Vorster, senior Chemistry lecturer at Nelson Mandela University, promotes entrepreneurship through her BSc Honours in Formulation Science, skincare workshops, and her own brand, Agri-Extracts. "We inspire women to start small, formulating products in their kitchens, sharing samples with friends, and growing from there," she explains. Launched in 2008, the Honours programme blends science and business, requiring students to develop and pitch unique product ideas. Graduates have joined global brands like L'Oréal or pursued further studies. Nicole's workshops offer hands-on



experience, supported by graduate interns. A new InnoVenton facility will enable small-scale manufacturing, bridging the gap between home production and commercial scale. Her brand, O-lyf, uses olive pomace by-products to create sustainable skincare.



With patents in South Africa and Europe, her work reduces agricultural waste and shows how teaching, innovation, and entrepreneurship can solve real-world problems and prepare students for diverse careers.



GMMDC & Isuzu Partnership Boosts STEM Education

The 2024 relaunch of the partnership between Isuzu Motors South Africa (IMSAf) and Nelson Mandela University's Govan Mbeki Mathematics Development Centre (GMMDC) has led to notable improvements in Maths and Physical Science at KwaZakhele, Newell, and Sophakama high schools: 24% in Maths and 16% in Physical Science. IMSAf committed R1.5 million to the three-year initiative, which saw 10 out of 45 learners achieve distinctions or major improvements, and over 50% earn Bachelor passes in 2024.

The programme uses innovative tools like GammaTutor and MobiTutorZA, which work offline and support effective teaching. "This is a commendable outcome given the challenges these schools face," said Natalie Gill, GMMDC Project Leader.



From left, Amyoli Maposela (KwaZakhele High School), Prof Werner Olivier (GMMDC: Retired Director), Komane Pitso (Isuzu: Executive Vice President for Commercial Operations), Amkele Mini (Sophakama High School), Celestin Ndhlovu (Isuzu: Executive Vice President for Corporate Services), Lunamandla Ngqolombe (Newell High School) and Oyisa Qovane (Newell High School)

IMSAf aims to close the skills gap by promoting STEM education and driving meaningful change in under-resourced communities.

Dr Muedanyi Ramantswana & Ewayne Le Roux – Global and Local Knowledge Sharing

Dr Muedanyi Ramantswana (Forestry) and Ewayne Le Roux (Accounting) are advancing knowledge and policy at both international and national levels. Dr Ramantswana delivered a keynote at the 2025 IPEF Forest Plantation Congress in Brazil, presenting innovations in



silviculture, including AI-driven systems and digitalisation. His work forms part of the Modern Silviculture Research Project, in collaboration with Prof Saulo Guerra (UNESP). Meanwhile, Ewayne Le Roux published an article in Accountancy SA (July 2025) titled “Transparency, Accountability and Trust”, addressing sustainability

reporting challenges in South African municipalities and advocating for community-driven solutions. Their contributions reflect Mandela University’s commitment to impactful research and collaboration—locally and globally.

Academics Support High School Innovator’s Vision For Wireless Communication



Grade 11 learner Christopher May, from Otto du Plessis High School, earned a silver medal and a R40 000 WITS University bursary for his Fractal Geometry Antenna Project in September last year.

With support from the Centre for Broadband Communication (CBC), May designed a compact, high-performance antenna capable of operating across a broad frequency range, an impressive achievement at school level.

The CBC provided access to advanced

testing facilities, where Master’s student Sandi Bangani and PhD student Lillian Mutia assisted with data collection and performance evaluation over three days. The final validation was completed under the supervision of CBC senior researcher and director Dr David Waswa, using state-of-the-art equipment for bandwidth, signal quality, and radiation pattern analysis.

The project highlights the CBC’s role in nurturing young innovators and building future research capacity in South Africa.



Executive Dean - Faculty of Law Dr Lynn Biggs

This year, we continue to strengthen our curriculum with global perspectives, enhance student support, and build bridges between academia and legal practice.

From international collaborations to new mentoring initiatives, our work reflects a deep commitment to justice, innovation, and excellence. The Faculty of Law is not only a place of rigorous scholarship it is a space for cultivating principled, ethical, and socially conscious legal professionals.

"This year, the Faculty of Law deepens its global outlook, strengthens student support, and bridges academia with legal practice. Through international partnerships and mentoring, we remain committed to justice, innovation, and the development of ethical, socially conscious legal professionals."

AI vs. Law:

Environmental Law Students Tackle ChatGPT's Eight Legal Errors in Innovative Spot Test

Environmental Law students participated in a unique assessment in which Dr Tanya Wagenaar used ChatGPT to generate an answer to a complex legal question, but instructed it to include deliberate mistakes. Students were then tasked with identifying the errors in the model's response. Although ChatGPT was asked to include five mistakes,

it produced eight, providing a deeper learning opportunity. The exercise helped students sharpen analytical reasoning, verify legal accuracy instead of assuming correctness from AI tools, and reflect on responsible use of technology in legal research.

Innovative Teaching and Student Support Initiatives in the Faculty of Law

Ms Rorisang Matlala led targeted answering technique sessions in Administrative Law, guiding students to deconstruct questions and integrate case law, legislation, and theory. She also employed storytelling to make case law more accessible. To enhance teaching methods, the faculty hosted Learning and Teaching Hubs, including sessions on using interactive whiteboards and incorporating AI tools like GAMMA for presentation design.

Quarterly meetings between FLTC leadership and academic staff revealed concerns about

student non-attendance. In response, regular engagements between the Dean's Office and student leaders highlighted the need to clarify readmission rules.

This led to a Deanery Roadshow, where the Dean, Deputy Dean, student leaders, and support staff addressed core module lectures to explain readmission policies, promote class attendance, encourage consultations, and introduce student success coaching and supplemental instruction.

Mandela Day Outreach and International Student Exchange

Bridging communities and expanding horizons

On Mandela Day, 18 July 2025, the Faculty of Law hosted a mobile law clinic in Helenvale, offering free legal services to the community. Under the supervision of two academics, the clinic director, and candidate legal practitioners, ten senior LLB students assisted residents with drafting wills, resolving homestead disputes, and navigating eviction processes. The initiative reflected the faculty's commitment to social justice and experiential learning.

In parallel, Drs. Welgemoed and Denson coordinated an international student exchange to Maribor University through the Erasmus+ Programme. From a pool of

28 applicants, six top-performing students were selected to study examinable modules worth 17 credits abroad. Running from 23 November 2025 to 17 February 2026, the exchange offers students a transformative opportunity to engage with diverse legal systems and academic cultures.

Together, these initiatives exemplify the Faculty of Law's dedication to cultivating ethical, globally minded legal professionals who are equipped to serve both local communities and international contexts.



Faculty Matters: Engineering,
the Built Environment and Technology



**Acting Executive Dean Engineering,
the Built Environment and Technology**
Professor Dalenca Pottas

In 2025, our faculty continues to respond to the evolving demands of industry and society through curriculum transformation, strategic partnerships, and cutting-edge research. From integrating Artificial Intelligence into our engineering programmes to strengthening community engagement through career expos and mentorship, EBET is positioning itself as a hub of technological advancement and impact-driven learning.

“In 2025, our faculty advances curriculum, partnerships, and research to meet evolving industry and societal needs. From AI-integrated engineering programmes to community-focused initiatives, EBET is shaping a future of innovation and impact-driven learning.”

MULTILINGUAL POCKET COMPANION PROJECT

The Multilingual Pocket Companion project develops an engaging, visually driven educational booklet and video series that explains key architectural theory concepts to first-year students using accessible language and relatable analogies. This project reflects our commitment to inclusive and creative teaching practices.



UCDG Language Development Project

The UCDG Language Development Project aims to advance multilingual accessibility in built environment education by developing contextually relevant architectural and construction literacy resources in English, Afrikaans, isiXhosa, and Zulu.

The drafting of glossaries, commissioning of translations, and hosting of educator workshops are underway to ensure that diverse student cohorts can access and understand built environment concepts.



Faculty Matters: Engineering, the Built Environment and Technology



CaseQuest Initiative

Our CaseQuest initiative equips lecturers with the tools to develop case studies grounded in industry realities, ensuring students engage deeply with authentic problem scenarios. Partnerships with industry are underway, and EBET staff have completed specialised training in case writing to strengthen this approach.

UAV Test Platform

Likewise, the UAV Test Platform is giving engineering students hands-on exposure to aerodynamics and flight dynamics, turning complex theories into practical problem-solving opportunities.

The first “trainer” drone has moved into the build stage, supported by updated course content and student participation. This project transforms abstract theory into applied problem-solving experiences.

Multi-disciplinary RC Boat Challenge

Our Multi-disciplinary RC Boat Challenge is another example where students from different engineering disciplines collaborate to design, build, and test prototypes in a competitive yet supportive environment.

This collaborative competition models the kind of teamwork and applied problem-solving demanded in professional practice.



Teacher-Student STEAM Co-Lab

The Teacher-Student STEAM (**Science, Technology, Engineering, Art, Mathematics**) Co-Lab builds bridges between schools and universities, fostering transferable skills like adaptability, teamwork, and reflective thinking. It seeks to equip high school learners (Grades 8–12) with the transferable competencies they need to successfully transition into higher education and beyond.

While these learners often arrive at university with strong subject-specific knowledge, they frequently lack critical soft skills such as time management, collaborative problem-solving, adaptability, effective communication, and reflective thinking.



From Theory to Practice We Learn!

We are proud to showcase our Civil Engineering final-year students as they delivered their capstone presentations!

This milestone provided a valuable opportunity to witness how they transformed classroom learning into practical, innovative solutions demonstrating curiosity, creativity, and real-world engineering application.

Well done to our talented students, Lukhanyo Mdlalo, Lisakhanya Mahlakahlaka, Lubabalo Zabo, and Lindokuhle Moyeni.

Your hard work, dedication, and excellence are truly inspiring. Here's to shaping future leaders and problem-solvers! Innovation starts here and the future looks promising.



Mindjoy Pilot Project

The Mindjoy Pilot Project aims to integrate AI technology to enhance NMU's academic programs, improving student engagement, efficiency, and relevance.

In a world where AI is transforming industries, this initiative is essential to equip students with the skills and adaptability required to thrive in the 21st century.

This initiative will focus on developing comprehensive AI skills and strategies across the faculty, fostering an AI-positive culture that enhances teaching, learning, and research capabilities. Mindjoy was deployed as both an interactive tutor which is available 24/7, as well as a marking assistant.



By embracing AI through the Mindjoy Pilot Project, NMU isn't just preparing students for the future it's empowering them to shape it.





Executive Dean - Business and Economic Sciences Professor Hendrik Lloyd

The Faculty of Business and Economic Sciences continues to build on its commitment to academic excellence, relevance, and student success through responsive teaching and learning strategies. Highlights this year include the successful rollout of the BDT x NMU Mentorship Programme, which connects postgraduate Financial Planning students with industry professionals to enhance their career readiness. economies.

“The Faculty of Business and Economic Sciences remains committed to academic excellence and student success. This year’s highlight is the BDT x NMU Mentorship Programme, connecting Financial Planning postgraduates with industry professionals to boost career readiness.”

Pinnacle Programme:

Boosting Agri-Advisors in the Eastern Cape

The Business School's Leadership Effectiveness Advancement Programme (LEAP) is helping NMU staff grow as strategic leaders. Phase 6, "Leading Within NMU," gave participants a chance to engage directly with senior university leaders on Vision 2030, institutional goals, and emerging opportunities. Speakers included Prof Heather Nel on strategic direction, Dr Muki Moeng on

Learning and Teaching, and Mr Mike Monaghan on financial sustainability.

Other contributors explored governance, ethics, HR, and institutional culture. LEAP blends coaching, peer learning, and personal development planning to build a vibrant leadership community. Participants leave with deeper insight into NMU's mission and their role in shaping its future.



From Vision to Action: Mandela University's LEAP Programme Strengthens Leadership for 2030 and Beyond

The Nelson Mandela University Business School's Leadership Effectiveness Advancement Programme (LEAP) empowers staff to navigate leadership challenges and strengthen performance. Designed to "Unleash the Leader Within," the programme supports personal growth through coaching and competency assessments, with each participant developing a Personal Development Plan.

A key aim is creating a strong learning community. Participants work with facilitators, coaches, line managers, peers and University leadership, forming supportive networks beyond the programme.

In September, Phase 6, "Leading Within Nelson Mandela University," gave participants a two-day opportunity to engage with senior leaders on strategic priorities, institutional goals and emerging opportunities.

University leaders shared key insights. Prof Heather Nel outlined the Vision 2030 strategy, Dr Muki Moeng presented the vision for

Learning and Teaching and Mr Mike Monaghan discussed finances and sustainability. Prof André Keet explored "Self and Structure Co-



Constitution," Mr Luthando Jack highlighted the role of people and operations, Mr Edgar De Koker addressed governance and ethics, Dr Amber Anderson spoke on institutional culture and Dr Nandipha Sishuba focused on humanising HR practices.

By connecting participants with University leadership, LEAP strengthens strategic awareness and provides a broader understanding of the institution.

NELSON MANDELA
UNIVERSITY

ACCOUNT *ability*

Wed / Thur (weekly)
13:15 - 14:00

South Campus

Whether you're exploring career options, building your professional network, or simply passionate about numbers with purpose — our new interactive ACCOUNTability series helps you connect theory with practice — directly from those shaping the profession.

Through a series of engaging presentations, participating firms dive into key themes from the competency framework including digital and business acumen. Look forward to expert-led sessions, engaging discussions, and valuable networking opportunities.

Details and more information on presenters and topics will be shared in class, on social media and via the Funds Marketing & Events page.

Account-ability (Department of Accounting Sciences)

Whether it's exploring career paths, building a professional network, or discovering the purpose behind the numbers - our new interactive Account-ability series helps students connect theory to practice, guided by those shaping the profession.

Account-ability was created as an innovative collaboration with our industry professionals. The local audit and accounting firms are given a one-hour slot on campus to present on one of the Professional Values, Acumen, and Attributes

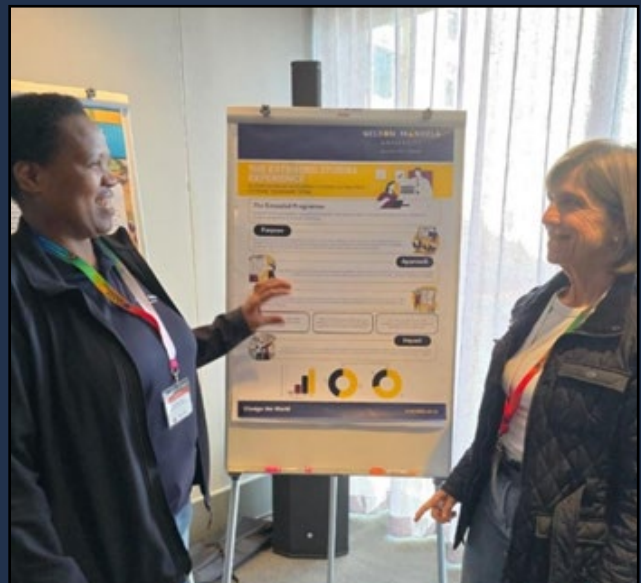
that our profession is based on. They focus on practical tips and ideas for the students to start working on developing these skills as part of their holistic skillset for becoming future business leaders. By hearing these messages directly from potential employers, we hope to embed the importance of these and create awareness of lifelong learning and being self-directed learners. We hope to continue to grow this series into a full-year series for 2026.

Show casing a pilot to increase the pool of tutors for extended programme students

Ms Suzan Terblanche and Ms Bukiwe Peter presented a pilot project at the SAAA Conference in July 2025, focused on training extended programme students to become tutors.

The initiative aims to boost academic support by empowering students to help their peers apply accounting concepts more effectively.

By developing tutoring skills, students not only reinforce their own learning but also contribute to a collaborative and supportive learning environment. The pilot has shown promise in improving engagement and performance, and there are plans to expand the tutor pool in future.



[LEFT] Ms Bukiwe Peter [RIGHT] Ms Suzan Terblanche

Can You Believe Accounting Students Can Also Do a Moot Court?

Accounting students at Nelson Mandela University took part in a unique moot court competition focused on tax law. This initiative challenged students to argue real-world tax cases, including topics like loyalty programmes, ova donation, and tax residency. The experience helped students sharpen critical thinking, ethical reasoning, and communication skills, key attributes for future

Chartered Accountants. It also aligned with SAICA's professional competencies and NMU's graduate attributes, blending technical knowledge with practical advocacy. The moot court proved that accounting students can thrive in legal-style debates, showcasing their ability to interpret legislation, build arguments, and present confidently in front of panels.

Accounting Moot Court

"Where Tax Meets Debate"

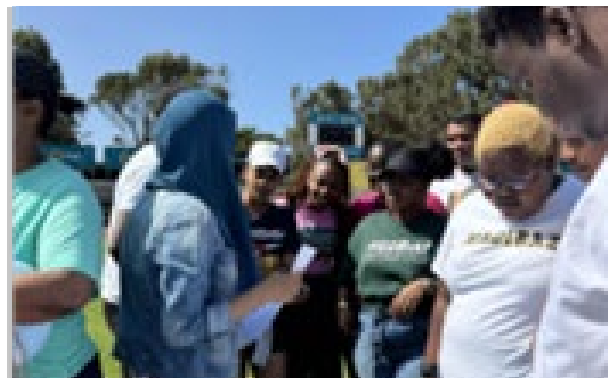


Tax Spring Day Festival

Learning Through Play

Nelson Mandela University's Tax Spring Day Festival transformed tax education into a fun, interactive experience. Held at Madibaz Stadium, the event featured games like Snakes & Ladders and VAT Track Jump, designed to reinforce key tax concepts in a playful way. Sponsored by EY, BDO, and KPMG, the festival blended entertainment with serious learning. Students engaged in problem-solving activities that built confidence and deepened their understanding of tax topics.

The initiative supports SAICA's values and NMU's graduate attributes, showing that learning can be both effective and enjoyable.





Executive Dean - Health Sciences Professor Zuki Zingela

It is an honour to welcome you to the Faculty of Health Sciences section of the DVC Learning and Teaching Newsletter. In a time when the call for compassionate, community-oriented healthcare has never been more urgent, our faculty stands firm in its mission to produce graduates who are clinically skilled, socially responsive, and emotionally intelligent.

"This year, we continue to respond to the complexities of the healthcare landscape through innovation in curriculum design, a renewed focus on interprofessional learning, and a strong commitment to student development and academic excellence"

From the Dean's Office

Prof Zukiswa Zingela, Executive Dean, has been featured in the Top 40 Influential Women in the inaugural South African Women in Science Awards (SAWISA) publication.

This milestone celebrates women scientists and affirms the Department of Science, Technology and Innovation's commitment to transforming South Africa's scientific landscape.



School of Behavioural and Lifestyle Sciences

Human Nutrition and Dietetics Department
Second-year students launched a campus-wide nutrition campaign to address student hunger and poor dietary habits. As part of the Nutrition in Lifestyle and Preventative Care module, students designed and implemented interventions including cooking demos, food giveaways, budgeting workshops, and recipe sharing.
Human Movement Sciences Department

The department continues to build internal capacity through "Learn & Grow" sessions, fostering innovative teaching and collegiality. The "Stars Amongst Us" initiative celebrates monthly staff excellence in research, teaching, service, and teamwork.

School of Clinical Care and Medicinal Sciences

Emergency Medical Care Department Students and staff participated in the Gariiep Rescue Exercise, a nine-day national and international disaster simulation. The immersive experience builds leadership, adaptability, logistics management, and collaboration, with structured debriefings that enhance reflective practice and confidence.

Radiography Department

The Living Library Initiative brings second-year students together to share real clinical experiences linked to theoretical concepts. Through structured dialogue and questioning, students integrate classroom learning with workplace realities, deepening critical thinking and professional identity.

Pharmacy Department

Innovations include a multilingual pharmacology glossary, flipped classrooms, generative AI for adaptive assessments, and interprofessional simulations with nursing, dietetics, and emergency medical care. These efforts promote inclusive, active learning and prepare graduates as collaborative professionals responsive to South Africa's healthcare needs.

Nursing Department

Prof Wilma Ten-Ham Baloyi received a special award from the African Health Excellence Awards for her outstanding research contributions.





Executive Dean - Humanities
Professor Pamela Maseko

In 2025, our work is deeply aligned with Nelson Mandela University's Vision 2030, especially the call to revitalise the Humanities through Africanisation, interdisciplinarity, and the promotion of multilingualism. From launching innovative qualifications to advancing digital and creative scholarship, we are redefining the role of the Humanities in transforming society and empowering communities.

"In every project, from language policy to community arts, the Humanities affirm our shared dignity and belonging. Our students and staff inspire with their purposeful, creative, and compassionate leadership."

Multilingualism Indaba: Embracing Linguistic Diversity in Higher Education

Co-hosted by Nelson Mandela University and Rhodes University, the Multilingualism Indaba celebrated the power of language in shaping inclusive education. Under the theme "Milestones in Motion: Collaborating for Multilingual Futures,"

Staff and students from Humanities, Law, and Science showcased how collaboration across institutions and languages can transform teaching and learning.



The Executive Dean and Deputy Dean with staff and students from Humanities, Law and Science Faculties. They all made presentations at the Multilingualism Indaba

Clan & State (Nation) Symbols of the First Nations of South Africa

In a groundbreaking collaboration, 2nd-year Graphic Design students from the Faculty of Humanities partnered with the Indigenous Knowledge Systems of the Built Environment Unit (IKSBEU), led by Prof. Magda Minguzzi, to co-create symbolic designs with KhoiSan communities. Launched in May 2025, the project began with indigenous leaders sharing their tribes' histories, cultural values, and symbolic traditions. These rich narratives became the foundation for the students' research and creative process.

The initial symbol designs have since been approved, and students are now refining colour palettes and final versions. This initiative marks the first phase of a broader vision to preserve and celebrate indigenous heritage through design. With a successful "proof of concept," the project aims to grow, engaging more student cohorts and indigenous communities in future iterations.



Mr Nii Botchway Graphic Design Lecturer, Dept of Visual Arts, Faculty of Humanities



Briefing KhoiSan Chiefs tribes to 2nd year Graphic Design students
16 May 2025



Learning and Teaching From and With the Community for Impact

The Eco-IKS Project

The Faculty of Humanities, through its School of Governmental and Social Sciences, is reimagining education by integrating indigenous knowledge into science learning. Since 2024, the Eco-Indigenous Knowledge Systems (Eco-IKS) Project has hosted over 90 school learners, community elders, and university staff in workshopsthemed“ScienceisEverywhere.” These sessions explore agricultural systems, plant-based medicine, and

Khoisan heritage, guided by both academics and indigenous leaders. The project highlights the value of transdisciplinary collaboration, showing how community wisdom and scientific inquiry can co-create sustainable solutions. By involving elders and learners from the same communities, the initiative fosters inclusive learning and affirms that knowledge comes in many forms, academic and ancestral.



Learners in the ECO-IKS Project building plant beds for indigenous plants under the watchful eye of community elders and university



Executive Dean - Faculty of Education Professor Heloise Sathorar

I am particularly inspired by the ways in which our academic and support teams continue to walk alongside students, recognising that teaching is not only about knowledge transmission, but also about nurturing the whole human being. May the stories in this section serve as a reminder of our shared responsibility to co-create spaces

“Whether through academic outreach in under-resourced schools, staff development initiatives, or curriculum innovation, our goal remains clear: to prepare educators who not only teach, but lead with heart, care, and critical consciousness”

A Leap of Faith: Nelson Mandela University to the UK

Caroline Boshoff, an Honours student in Educational Psychology, has been selected for the prestigious Abe Bailey Travel Bursary Tour.

She'll join young South African leaders on a three-week journey to the UK, visiting top universities and engaging in leadership discussions. As the only Education student among 18 universities, Caroline proudly represents the teaching profession.

She hopes to learn about inclusive education abroad and share insights back home. Guided by faith and supported by her mentors and the Faculty of Education, she's ready to represent Nelson Mandela University with pride, purpose, and passion.



Learning Beyond Borders: Reflections on the MOVE IT! in Berlin : Joshua Jacobs

Attending the MOVE IT! program at TU Berlin opened my eyes to new ways of thinking about education. From Germany's dual vocational system, where students learn through both school and industry, to the integration of well-being and happiness into the curriculum, the experience was transformative. I shared South Africa's approach to the 4Cs, creativity, critical thinking, communication, and collaboration — and



found surprising common ground with peers from Austria and beyond. Sessions on digital citizenship reminded me how vital it is to teach students to think critically in a world shaped by social media. I return home inspired to rethink vocational training, prioritize well-being,

and prepare learners for a digital future, proof that learning truly knows no borders.

Reflection on the Recent Science Exhibition at the Ocean Science Centre

The recent Science Exhibition at the Ocean Science Centre brought together learners from 21 schools for a day of hands-on exploration in Science, Technology, Engineering, and Mathematics (STEM). From the moment learners arrived, their curiosity and enthusiasm filled the space, turning every activity into a moment of discovery.

Interactive exhibits and live demonstrations encouraged thoughtful questions and lively engagement, thanks in large part to the passionate student assistants who

facilitated the sessions. Behind the scenes, careful planning and teamwork ensured the event ran smoothly. Special thanks go to Nondumiso for her exceptional coordination and to Prof Sathorar for his visionary support.

This successful event reaffirmed the power of collaboration in promoting STEM education and inspired plans for future exhibitions with broader participation. It was more than a showcase—it was a celebration of learning, community, and the potential of young minds.



SCOOP A SOUP, GET A SLICE OF BREAD

The iSondlo sokuCinga Initiative: Nourishing Minds, One Meal at a Time

A STUDENT-LED SOLUTION TO STUDENT HUNGER


The First-Year Experience Programme (FYEP), in collaboration with Mr Reinhold Gallant, coordinator of the Peace Society, has launched a heartwarming initiative to support students in need: "Scoop a Soup, Get a Slice of Bread." Launched on 4 August 2025 at South Campus, this project invites students and staff to volunteer and contribute to a cause that's already making a tangible difference.

This project responds to a growing concern across the university — many unfunded and underfunded students are facing hunger, which directly affects learning, wellbeing, and sense of belonging. Food insecurity is not limited to any single faculty, and this initiative reflects a collective commitment to dignity, care, and support for all students.

Beyond a meal, the programme offers a safe and welcoming space where students are seen, valued, and

WHAT'S ON THE MENU ?

Each week, students are served a warm, nutritious meal — from hearty soups to traditional favourites — all accompanied by slices of bread.

	Week 1	200	Lentil Soup & Bread
	Week 2	250	Vegetable Soup & Bread
	Week 3	160	Samp & Beans with Beef

encouraged. No student is turned away. The pilot will continue at South Campus, with expansion to Missionvale Campus planned. Staff and students are encouraged to volunteer or partner with the project to help ensure its sustainability and reach.

Compassion in action starts with a single bowl of soup and grows through community.



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