

MANDELA MED PULSE



Medical School

NEWSLETTER

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IN THIS ISSUE

1. FROM THE DIRECTOR'S DESK: DR RENO MORAR, NELSON MANDELA UNIVERSITY MEDICAL SCHOOL ...	3
2. MEET OUR NEW STAFF:	4
• Prof Keshena Naidoo • Dr Lorenzo Boretti • Dr Harlem Gongxeka • Mr Analo Mgolodela	
3. IN THE SPOTLIGHT	8
Staff	
• Worthy Winner: Dr Simo Zulu receives top research award	
Students	
• Heroes in Scrubs: Mandela Day Magic at Dora Nginza Hospital	
4. EVENTS AND INITIATIVES	11
• From Classroom to Community • Dialogue on the State of Gender-Affirming Health Care in the Eastern Cape • Shaping the Future of Health Sciences Education: Learning & Teaching Colloquium 2025	
5. NEWS AND VIEWS	14
• Words That Heal • Ask Dr K: Your medical ethics consultation column • A Half-Century of Care: celebrating the Department of Nursing Science's 50-year anniversary • Unlocking New Ways of Learning: Mandela Med Reflections on SAAHE 2025	
6. FUNDING	19
• Thank you to our donors • How you can help • Donations: step-by-step guide	



“Collaboration has truly been the pulse of our success this year, with partnerships that stretch across universities and communities”

1. FROM THE DIRECTOR'S DESK

A Director's Reflections – Celebrating Our Journey Through 2025

As we reach the end of 2025, I find myself reflecting on a year that has felt a bit like an intercalated exam - challenging, surprising, and ultimately, rewarding. It has been a year in which our students and staff have shown that determination, collaboration and a sense of humour can indeed be the best prescription for tough times.

Our corridors have echoed not only with the sounds of lectures and clinical reasoning, but also with laughter and spirited debate! Above all, our Medical School community has continued to thrive. We've seen innovations in teaching and learning, creative approaches to community engagement, and research that begins to push boundaries and inspires hope. Our staff have gone beyond the call of duty, mentoring, guiding and uplifting our students, while these students have reminded us of our joint purpose - to serve, to heal, and to lead with empathy.

Collaboration has truly been the pulse of our success this year with partnerships that stretch across universities and communities. We have demonstrated that when we work together, even the most complex challenges begin to look manageable. Teamwork, after all, is much like our anatomy - everything is connected, and when one part functions well, the whole system benefits.

Of course, resilience has been our constant companion. Whether navigating the shifting sands of coping with our resource constraints, or facing the unpredictable curveballs of life, our staff and students have shown an inspiring ability to adapt and persevere. It reminds me of the words of our Nelson Mandela: “Do not judge me by my success, judge me by how many times I fell down and got back up again.” In this spirit, with every challenge we faced, this has only strengthened our resolve and sharpened our sense of purpose.

So, as we close the year, let's take a moment to celebrate not just what we've achieved, but how we achieved it - with courage, creativity and an enduring belief in one another.

Here's to more learning, laughter and leaps of faith in 2026. Here's to celebrating the first group of qualifying Mandela Doctors at the end of 2026.

Let 2026 be a year filled with contagious optimism!

2. MEET OUR NEW STAFF:

Prof Keshena Naidoo

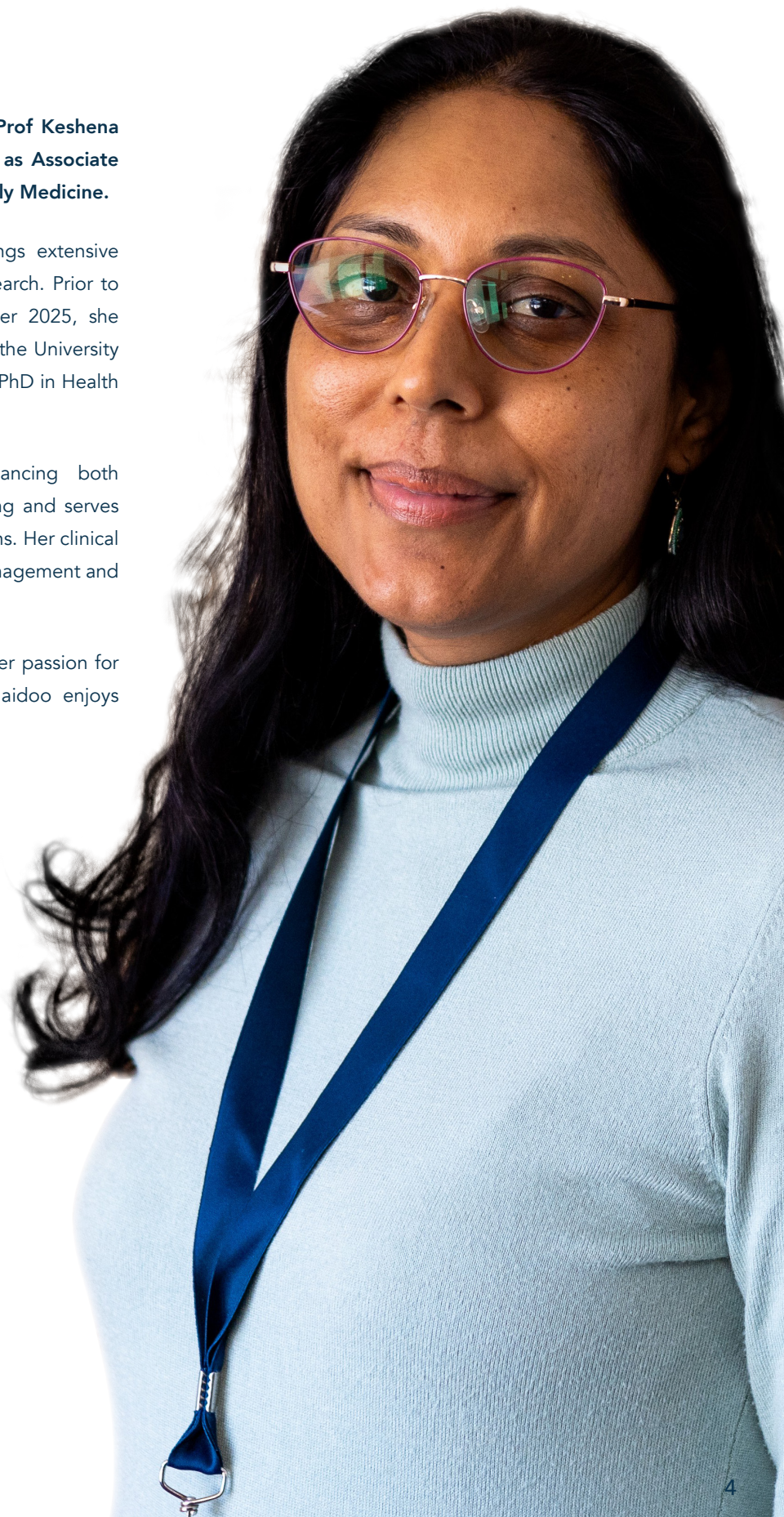
ASSOCIATE PROFESSOR
AND HEAD OF THE DEPARTMENT
OF FAMILY MEDICINE

The Medical School is delighted to welcome Prof Keshena Naidoo, who joins Nelson Mandela University as Associate Professor and Head of the Department of Family Medicine.

A specialist Family Physician, Prof Naidoo brings extensive experience in clinical practice, teaching and research. Prior to joining Nelson Mandela University in September 2025, she served in the Department of Family Medicine at the University of KwaZulu-Natal, where she also completed her PhD in Health Professions Education.

Prof Naidoo is deeply committed to advancing both undergraduate and postgraduate medical training and serves as an examiner for the College of Family Physicians. Her clinical and research interests centre on diabetes self-management and interprofessional collaboration and care.

Beyond her professional pursuits, which reflect her passion for patient-centred, team-based healthcare, Prof Naidoo enjoys travelling and good food.



Dr Lorenzo Boretti

ACADEMIC CLINICAL HEAD: PERIOPERATIVE CARE (ANAESTHETICS), NELSON MANDELA UNIVERSITY MEDICAL SCHOOL AND LIVINGSTONE TERTIARY HOSPITAL COMPLEX

A warm welcome to Dr Lorenzo Boretti, who serves as the Academic Clinical Head for Perioperative Care (Anaesthetics) at the Nelson Mandela University Medical School and the Livingstone Tertiary Hospital Complex. Prof Mda was previously Adjunct Professor in Paediatrics and Child Health at Sefako Makgatho Health Sciences University from 2012 to 2018.

He is an anaesthetist with a PhD in Physical and Analytical Chemistry and formal training in operational excellence and Lean Sigma, which guide his approach to leadership, quality improvement and system design.

Dr Boretti has been instrumental in strengthening perioperative systems and clinical governance within the complex. He currently chairs the Hospital Electronic Health Record Implementation Committee and plays an active role in the South African Society of Anaesthesiologists, contributing to provincial leadership, transformation and wellness initiatives.

His leadership philosophy reflects Mandela University's vision of producing "Mandela Doctors": clinicians who serve with skill, integrity and compassion. Through close collaboration with the Eastern Cape Department of Health and national partners, he continues to advance equitable training, sustainable service delivery and a culture of excellence across the perioperative platform.



Dr Harlem Gongxeka

ACADEMIC CLINICAL HEAD OF DEPARTMENT:
IMAGING DIAGNOSTICS AND
THERAPEUTICS (RADIOLOGY)

The Medical School warmly welcomes Dr Harlem Gongxeka, who joins us as Senior Lecturer and Head of Department: Imaging Diagnostics & Therapeutics (Radiology).

A seasoned radiologist and committed educator, Dr Gongxeka brings more than two decades of clinical and academic experience spanning major teaching hospitals, including Steve Biko Academic Hospital, Walter Sisulu University and the University of Pretoria.

After completing his MBChB at MEDUNSA and later an MMed in Diagnostic Radiology at the University of Pretoria, he built

a distinguished career shaped by service in emergency medicine, anaesthesiology and general practice, particularly within the Eastern Cape. His leadership roles include chairing national radiology committees, coordinating registrar academic programmes and contributing to radiology training across South Africa.

Dr Gongxeka is a published researcher, an experienced examiner for the South African College of Radiology, and a regular contributor to conferences and workshops. His local and international collaborations reflect a deep commitment to advancing imaging science and improving patient care

Multilingual and grounded in community-oriented practice, Dr Gongxeka embodies the Medical School's mission of excellence, service and socially responsive healthcare. We look forward to the impact of his leadership in radiology education.



Mr Analo Mgolodela

MEDICAL SCHOOL LOGISTICS COORDINATOR

The Medical School is delighted to welcome Mr Analo iThemba Mgolodela, who joins as Logistics Coordinator. Born in Whittlesea and originally from Queenstown, Mr Mgolodela brings over 12 years of diverse professional experience in logistics, teaching and operations to his role.

He holds qualifications in Logistics Management, having begun his career while completing his studies part-time. His professional journey includes six years in logistics operations, spanning transportation, imports, exports, warehousing and operations management, and eight years in education.

Five years of his career as an educator were spent teaching English as a second language online and the remaining three teaching higher certificate modules in Logistics and Supply Chain Management at tertiary level.

A proud husband and father of two daughters, aged nine and three, Mr Mgolodela describes himself as detail-oriented, hands-on and deeply passionate about collaboration and continuous learning. As he says, "I love working with people and alongside them."



3. IN THE SPOTLIGHT

STAFF

WORTHY WINNER: Dr Simo Zulu receives top research award

Dr Simo Zulu from the Department of Human Biology and Integrated Pathology is the 2025 Emerging Researcher of the Year for the Faculty of Health Sciences. His research focuses on brain cells to understand the longer-term impact of HIV.

Heather Dugmore reports.

"With the high prevalence burden of HIV in South Africa, I want to understand the longer-term impact of HIV in the brain, and so my research is focused on HIV-associated neurocognitive disorders," says Dr Zulu, who joined the Medical School in 2021 as a senior lecturer and researcher. Prior to this he was a postdoctoral researcher at the University of Cape Town, where he started this research.

"What attracted me to this field of medical science is my desire to understand the human body as a whole; how the brain functions with every part of the body and how disease develops at the cellular and cellular pathway level. From here, I sought to understand what causes neurocognitive disorders in order to find novel ways of treating them."

"What attracted me to this field of medical science is my desire to understand the human body as a whole"



He explains that with the introduction of antiretrovirals we can now manage HIV, but we need to understand the longer-term risks of HIV-associated neurocognitive disorders, such as memory and motor impairment and vascular disorders such as hypertension. "People on antiretrovirals generally don't manifest severe symptoms but most clinical research states that approximately 20% of HIV-infected people, whether they are on antiretrovirals or not, are affected by neurocognitive disorders. Some studies say as high as 30%," Dr Zulu says.

To research this, his team - which currently includes two master's students he is supervising and a doctoral student he is co-supervising - are studying specific brain cells; these are lab-generated and are exactly like human brain cells. We can grow them and study their response when exposed to "different viral components, such as the HIV Tat protein which is important for viral replication, and the gp120 protein which is found on the surface of the HIV virus. It attaches to CD4 cells which are crucial for a healthy immune system because they assist in coordinating the body's response to infections."

They are interested in how the HIV Tat and gp120 protein interact with key brain cells called astrocytes in order to simulate how HIV interacts with brain cells. "Once we understand this at the cellular and cellular pathway level then it becomes easier to develop novel drugs that could target this," he says.

Unique experience being part of a new Medical School

"It's been an amazing journey and a unique experience to be part of starting a new Medical School," says Dr Zulu. "I've been part of its growth from less than 20 staff members into this massive school with so many departments. I've contributed to the development of the physiology curriculum and integrated it with what the students learn in other disciplines, such as anatomy.

"My biggest dream is for every citizen in our country to have access to the best medical and healthcare resources, and to have all health sciences professionals contributing research towards the health of the country and finding ways of treating the diseases that affect our population."

POWER COUPLE

Dr Zulu is married to Dr Sanelisiwe Nzuza-Zulu, a lecturer in Pharmacology in the Department of Pharmacy. She took up her post at Nelson Mandela University while Dr Zulu was busy

with his postdoctorate at UCT, and he then moved to the new Medical School. They live in Walmer and had their first child in August this year, a baby boy named Buntu.

Raised by strong women

Dr Zulu was raised by his mother and grandmother in Inanda township, Durban. His mother was initially a waiter who then became a community liaison officer for developments in Inanda. His grandmother was a street vendor. "I grew up loving science and I enjoyed reading everything to do with the subject, whether it was physics or biology," says Dr Zulu, who attended Mqhawwe High School in Inanda where his matric biology teacher, the late Mr Sibisi, further inspired his love of biology. "He taught it in a ways that made it so interesting for the whole class," he says.

Heroes in Scrubs: Mandela Day Magic at Dora Nginza Hospital

BY KAVIR DULLABH, 4TH-YEAR MEDICAL STUDENT

"The day reminded me that, despite the challenges we face as medical students and healthcare workers, this is what our calling is truly about."

Mandela Day is celebrated annually as a day devoted to service, a moment when people dedicate their time and effort to improving their communities. It is an international day of action that honours Nelson Mandela's life and legacy.

On 18 July 2025, within the Paediatric Department at Dora Nginza Hospital in Gqeberha, my clinical rotation group experienced the true meaning of what Mandela Day encompasses. Through our clinical coordinators, Dr Kelly Russell and Dr Lisa Horak, we were invited to participate in the department's Mandela Day programme, a day filled with colour, laughter and compassion.

Superheroes, smiles and small acts of kindness

From consultants and registrars to medical students, everyone arrived dressed as superheroes to cheer up the children. The wards came alive with laughter and excitement, creating a playful and comforting environment where our little patients could believe that real superheroes were helping them get better.

A bake sale was held to raise funds for the neonatal department and no treats were left behind! In addition, donations of baby clothing were collected from various contributors to support our smallest members of the department.



ALL HANDS ON DECK: Mandela University medical school students don capes, compassion and good cheer at Dora Nginza Hospital in Gqeberha.

A CPR awareness drive was held for the mothers, during which they were taught the basics of CPR and what to do in the event of choking. These simple but lifesaving lessons went a long way in empowering mothers with practical knowledge and confidence.

Footprints of Ubuntu

A few members of our group joined the allied workers in gently painting the babies' feet and stamping them onto paper, creating precious keepsakes for their families. All these activities filled the hospital with warmth, hope and a sense of community. These seemingly small but selfless acts reflected the true philosophy of Ubuntu.

In essence, the day reminded me that, despite the challenges we face as medical students and healthcare workers, this is what our calling is truly about.

A heartfelt thank you to Dr Russell, Dr Horak, and the entire Paediatric Department for including us in such an inspiring and unforgettable experience.

In the words of Nelson Mandela, *"It is in your hands to create a better world for all who live in it."*



MAKING MEMORIES: Medical School students assisted with creating footprints of babies' feet at Dora Nginza Hospital in Gqeberha.

4. EVENTS AND INITIATIVES

From Classroom to Community

“For many students, the experience marked their first opportunity of direct community interaction as future doctors.”



HEALTH CHECK¹: Students conducting medical tests for the public at Cleary Park Shopping Centre.

Third-year medical students brought diabetes and hypertension awareness to Cleary Park Shopping Centre as part of their Health Promotion module, led by Dr Amy Stickells, the YCRL300 module Clinical Skills Facilitator

By Dr Amy Stickells

For Nelson Mandela University's third-year medical students, theory came to life on 24 July 2025, when the YCRL300 Health Promotion class set up two stations at Cleary Park Shopping Centre in Gqeberha to offer free blood pressure and blood glucose screenings to the public.

Armed with testing kits and educational brochures they had designed themselves, the students spent the day engaging shoppers about diabetes and hypertension, two of South Africa's most pressing health challenges. This community engagement effort, held in honour of Nelson Mandela Day, encouraged both students and community members to take proactive steps toward better health.

“It was wonderful to see our students putting their knowledge and compassion into practice,” says Dr Stickells. “They weren't just measuring blood pressure - they were connecting with people, translating what they've learned into real impact.”

Putting theory into practice

For many students, the experience marked their first opportunity of direct community interaction as future doctors.

“Patients are just people,” student Noreen Nieuwoudt says. “I think we can easily forget that in a busy hospital; here we got to see them going about their normal business.”

Another student, Minette Fourie, shared a moment that underscored the value of early detection: “I measured a lady's glucose (and) her reading was extremely high, even though she shared that she uses her insulin as prescribed. Screening and early detection can play a massive role in preventing serious health complications. Many people don't realise that they have a health problem because they feel well and do not have any symptoms.”

The day reinforced one of the core messages of the Medical School's humanising healthcare philosophy: that medicine begins with empathy and engagement. The YCRL300 class left Cleary Park with a deeper understanding of how small acts of service can ripple outward to strengthen community health.

“That's part of the vision of the Mandela Doctor,” Dr Stickells explains. “To change the world, maybe not all at once, but one conversation, one test, and one community at a time.”



HEALTH CHECK²: Students conducting medical tests for the public at Cleary Park Shopping Centre.

Dialogue on the State of Gender-Affirming Health Care in the Eastern Cape

BY PROFESSOR ELMA DE VRIES

On 16 October 2025, Nelson Mandela University's Transformation Office hosted a dialogue event held at the Ocean Science Conference Centre titled, "The State of Gender-Affirming Health Care in the Eastern Cape".

Speakers included Prof Elma De Vries (Nelson Mandela University), Dr Madeleine Muller (Senior Lecturer for Walter Sisulu University), Siyanda Mhlom (Gender Equality Activist) and Tandile Mbatsha (Gender Dynamix).

The devastating effects of the USAID and PEPFAR funding cuts were discussed, such as the closure of the Wits RHI Transgender clinics in Gqeberha and East London, and the difficulty for transgender and gender diverse people of accessing care.

Prof De Vries and Dr Muller spoke about the progress that is being made with the National Department of Health rolling out Key Population Sensitisation Training in all the provinces and identifying Centres of Excellence that will provide care for transgender and gender diverse people. In Gqeberha, Korsten clinic has been identified as a Key Population Centre of Excellence.

Mbatsha, from the NPO Gender Dynamix, discussed their work in assisting Mandela University's Transformation Office to develop a Policy for Inclusive Gender Identities, Expression and Sexual Orientation. Gender Dynamix is the first registered African-based public benefit organisation to focus solely on the transgender and broader gender diverse community.



HELPING HANDS: Speakers and colleagues at Mandela University's Transformation Office event were (left to right) Tandile Mbatsha (Gender Dynamix), Siyanda Mhlom, Dr Madeleine Muller (WSU), Prof Elma de Vries and Vuyo Ngcofe (Transformation Office).

Shaping the Future of Health Sciences Education: Learning & Teaching Colloquium 2025

The Faculty of Health Sciences hosted a two-day Learning & Teaching Colloquium on 16–17 July at the Ocean Sciences Campus, inviting academics and practitioners to rethink how health-sciences education must evolve to meet South Africa's complex social, geographic and digital realities.

Andrew Marriott reports

Framed around the theme "Health Sciences Education in Context: Innovation and New Direction", the programme brought together keynote speakers, panel conversations, practical workshops, and poster sessions designed to spark honest, applied debate. The event emphasised curriculum as an active force for change by means of developing socially responsive, community-centred and digitally capable graduates. transgender and broader gender diverse community.



Organisers from the Faculty of Health Sciences grouped activity around seven sub-themes that cut across pedagogy and practice:

- Critical pedagogies language and multilingualism
- Student participation and assessment
- Indigenous knowledge systems
- Interdisciplinary education and collaborative practice (IPECP)
- Work-integrated learning (WIL)
- Opportunities and challenges of Artificial Intelligence in the classroom

These themes shaped both theoretical discussion and hands-on sessions that modelled new teaching practices.

Sessions deliberately mixed research, lived experience and practical tools. For example, a panel on gender-affirming healthcare explored how power and professional identity show up in curricula and clinical training, and a workshop addressed using AI to build question banks for assessments. The colloquium also offered professional development recognition (CPD points) for full attendance.



Overall, the event centred on two linked goals: Firstly, to share and scale innovative classroom and clinical teaching practices, and secondly, to imagine curricula that advance health equity, cultural relevance and interprofessional teamwork.



5. NEWS AND VIEWS

Words That Heal

The Linguistics team's innovative approach to language learning has earned institutional recognition and strengthened human-centered medical education.

Andrew Marriott reports

A team from the Nelson Mandela University Department of Linguistics and Applied Linguistics has been recognised with the Institutional Learning and Teaching Excellence Team Award for their groundbreaking work in developing the language learning components of the YTHP100 and YTHP200 modules at the Medical School.

The team comprises Chanel van der Merwe, Dr Thoko Batyi, Alan Murdoch and Nobuntu Ntantiso.

Their teaching philosophy is built on four core principles: culturally informed language learning, a humanising approach, mutual vulnerability and sensitivity to diverse ways of knowing. Through this approach, the team helps medical students engage meaningfully with patients in multilingual and multicultural contexts.



BREAKING BARRIERS: Celebrating their Institutional Learning and Teaching Excellence Team award are Department of Linguistics and Applied Linguistics colleagues (from left) Nobunto Ntantiso, Chanel van der Merwe, Dr Thoko Batyi and Alan Murdoch.

Putting words into action

The language learning components developed into the modules introduced innovative practices such as language resource pairs, where students from different linguistic backgrounds learn from one another, and language portraits, which invite both students and lecturers to share their own language journeys.

Another inclusive teaching innovation includes the Traditional Medicine and Euphemism lectures, which expose students to alternative ways of knowing, such as understanding the role of traditional healers and medicines in African communities, to exploring the cultural nuances of language, respect and taboo. These activities build the essential qualities required for compassionate healthcare, namely trust, awareness and mutual respect.



BEST OF THE BEST: The Department of Linguistics and Applied Linguistics Team receive their Institutional Learning and Teaching Excellence Team award at the Tramways Building event in Gqeberha in October 2025.

The award recognises a unique intersection of language, culture and medical education, directly reflecting the Medical School's values of humanising healthcare and transformative learning in shaping socially conscious doctors equipped to serve South Africa's multilingual communities.

Ask Dr K: Your medical ethics consultation column

DR YOSHNA KOOVERJEE, SENIOR LECTURER: MEDICAL PRACTICE



Hello Mandela doctors in training!

Our quarterly Medical Ethics column "Ask Dr K" is your chance to ask about the real-life ethical dilemmas you encounter as a medical student. Email your questions and Dr Yoshna Koooverjee will explore options on the right thing to do.

Have you ever experienced a situation where you witnessed a colleague's unprofessional post on social media and felt conflicted about the right thing to do? Our question today is: **"Is it my duty to report an unprofessional social media post, or should I first try talking to the colleague about it?"**

In classroom discussions about witnessing unprofessional behaviour, students commonly respond that such incidents should be reported, or the colleague should be confronted. In real life, neither reporting nor confrontation are easy, and they may not be the most ethically appropriate response. A third option is to approach (rather than confront) the colleague to discuss the post. It might be tempting to choose "Do nothing" as option four, but as caring, committed Mandela doctors, this is not an option we would consider lightly.

A key factor in how we resolve this dilemma depends on balancing risks and benefits. As health care professionals, our core responsibility is to ensure that we minimise harm or risk of harm. Where the social media post breaks the law or poses direct risk to the patient, for example by disclosing confidential information, then reporting it to the relevant authority would be the right action, as required by law and institutional policy. So why then does reporting pose an ethical dilemma to us?

The answer perhaps is in Professionalism. As members of a profession, we abide by ethical codes which regulate our professional practice. One of the ways we demonstrate professionalism is to support fellow professionals. Another is to avoid bringing the profession into disrepute (another harm to

consider in our risk-benefit analysis). Maintaining professional reputation does not mean covering up unprofessional actions, but rather engaging in professional self-regulation through collegial discussion about upholding professional standards. Reporting colleagues removes that opportunity.

This is also the reason that confrontation is ethically problematic, as it does not allow for collegial support or professional growth. Despite being well-intentioned, confronting the colleague about their unprofessional posts could have unintended negative consequences, including heightened emotional responses and physical conflict. Neither of these outcomes is likely to further our goal of minimising harm, whether to the patient, the profession or society.

An ethical response to a colleague's unprofessional social media post would be to approach rather than confront them. The aim is to engage in a calm, respectful discussion about the intention of the post, why it is inappropriate and the necessity of removing it, as well as any further actions that should be taken. These further actions may well be the need to report; for instance, when the content is illegal or causes serious harm. Even in the case of less serious infringements, the follow-up action might include posting an apology and acknowledgement of error.

In Professionalism, as in the rest of ethics, doing the right thing takes daily practice. This is no easier in the social media space. What do you think is the right thing to do? Share your thoughts or dilemmas with us...

If you would like your medical ethical questions to be considered for the next column, please email Yoshna.Koooverjee@mandela.ac.za

A Half-Century of Care: celebrating the Department of Nursing Science's 50-year anniversary

Nelson Mandela University Medical School proudly congratulates the Department of Nursing Science on its golden anniversary — a remarkable milestone marking five decades of excellence in nursing education and compassionate service.

Founded in 1975 under the pioneering leadership of the late Professor (Sister) Mary Mellish, the first nurse in South Africa to obtain a Doctor Curatationis, the department has long been a cornerstone of the Faculty of Health Sciences and a pillar of healthcare education in the region.

As the oldest department in the Faculty, Nursing Science has grown from strength to strength, adapting to the evolving needs of the healthcare sector while continuing to nurture graduates who embody the values of empathy, professionalism, and service.

The Medical School celebrates the Department's enduring commitment to innovation, leadership and community care — qualities that reflect the University's shared vision of transforming healthcare in South Africa.





SHIFTING PERSPECTIVES: (from right to left) Dr Khuliso Ramashiya, Mr Majara Moshoeshoe, Dr Nkosinathi Bikani, Dr Sarvesh Balkaran, Dr Aamina Ditta, Dr Saadiya Seedat, Dr Bronwyn Boesack, Mr Nervin Orren and Prof Elma de Vries

The 2025 Southern Africa Association of Health Educationalists (SAAHE) Conference in Bloemfontein offered Nelson Mandela University staff and students a transformative window into the evolving landscape of health professions education.

Andrew Marriott reports.

Bringing together educators, clinicians, curriculum designers, researchers and students from across the country from 2-4 July this year, SAAHE created a dynamic environment for interrogating the future of teaching, learning and assessment in medicine.

For many attendees, the experience was equally exciting and humbling. Specialist General Surgeon Dr Bronwyn Boesack describes arriving at the conference as “an overwhelming fearful anxiety provoking impending doom ... completely and utterly overwhelmed and intimidated by these leading experts in medical education.” Yet the fear quickly turned into insight and inspiration, unlocking a renewed vision for surgical training.

Key takeaways for her department include strengthening learning objective alignment, revisiting core competencies, broadening assessment strategies, leveraging LOOOP (curriculum mapping software) for improved mapping, and engaging more deliberately with the role of AI in surgical education. The teacher was the student and I have lived to tell the tale,” she says.

Student voices: growth, identity and new possibilities

The Nelson Mandela University medical student representatives brought a deeply reflective lens to the conference experience.

MBChB II student Nervin Orren notes that the event “was such an eye-opener and made me realise that there’s so much more to medicine than what we know or think.” He found comfort in connecting with peers and mentors outside the classroom, and was particularly moved by a student-led presentation that emphasised the courage of saying, “I don’t know.” The conference also sparked discussions on establishing a student research society at Mandela University, inspired by interactions with UCT delegates.

Third-year student Majara Moshoeshoe highlighted the power of diverse perspectives, particularly around sustainability, mentoring and the ethical responsibilities of future clinicians. Mr James Irlam’s (UCT) talk on eco-ethical practice resonated deeply, prompting him to consider the hidden environmental impact of routine clinical work.

Conversations on mentorship structures raised further critical questions: “What if incorporating such roles ... might encourage the development of consultants who understand students?” He also emphasises concerns about over-reliance on AI, cautioning that “critical thinking ... is vital for safe and effective clinical practice.”

Dr Nkosinathi Bikani from the Obstetrics and Gynaecology Department reflected on the generational shifts shaping modern medical education, particularly the innovative learning preferences of Gen Z. "One way of learning isn't really greater than the other," he says, emphasising blended learning, simulation, digital literacy and purposeful group work as essential to professional identity formation.

Across all voices, a common thread emerged: SAAHE 2025 reshaped how staff and students view themselves as learners, teachers and future health professionals. The conference served not only as a platform for sharing ideas, but also as a catalyst for renewed passion, collaboration and innovation at Mandela University Medical School.

About SAAHE

The Southern Africa Association of Health Educationalists (SAAHE) brings together educators, clinicians and students committed to strengthening health professions education across the region.

SAAHE provides a national platform to share ideas, benchmark curricula and showcase innovation. For Mandela University, the 2025 conference reaffirmed the importance of collaboration, reflective practice and preparing future-ready, compassionate Mandela Doctors.

2025 Focus Areas:

- Teaching and learning in a post-COVID, AI-accelerated world
- Clinical education and mentoring
- Sustainability and eco-ethical practice
- Assessment innovation
- Student voice, identity formation and well-being.

6. FUNDING

Thank you to our donors

We are deeply grateful to our donors for their contributions. Your kindness and support have made a significant impact on the lives of students, and we are truly appreciative of your selfless act. Thank you for making a difference.

Your contributions bring hope and relief, and we are honoured to have such compassionate individuals as part of our network.

With sincere gratitude.

The Nelson Mandela University Medical School

HOW YOU CAN HELP

NELSON MANDELA UNIVERSITY TRUST

MEDICAL SCHOOL BURSARIES AND SCHOLARSHIP DONATIONS

The Nelson Mandela University Trust (IT48/2001(E)) is one of the fundraising arms of the University. Nelson Mandela University is the sole beneficiary of the Trust. The Trust is registered with SARS as a Public Benefit Organisation (PBO Registration Number: 130003878).

The Trust may issue Section 18A tax certificates for certain categories of donations that qualify for tax rebates. Amendments to the B-BBEE framework also mean that donors who support Black South Africans, as defined in the B-BBEE codes, may receive certification to assist them with their B-BBEE scorecard.

Sound corporate governance is at the heart of the responsibilities of 11 Trustees. The Trust is independently audited each year and has achieved unqualified audit opinions for many years. More information on the Trust, as well as copies of its annual reports and audited financial statements, can be found at <https://srma.mandela.ac.za/Nelson-Mandela-University-Trust> Change the World.

DONATIONS: STEP-BY-STEP GUIDE



1) ENGAGEMENT

Medical School engages with potential donors



2) EMAIL CONFIRMATION

Donor sends email to Medical School **sherwin.king@mandela.ac.za** confirming amount and general conditions (e.g. first-year)



3) GENERATION OF INVOICE

Email confirmation sent to Ms Jennilee Bezuidenhout **jennilee.bezuidenhout@mandela.ac.za** who issues Trust invoice to donor



4) ISSUING OF INVOICE

The invoice: bank details + short information form for Section 18A tax certificate



5) PAYMENT RECEIPT

Donor pays invoice – funds transferred to Financial Aid under donor conditions



6) FUNDING ALLOCATION

Medical School + Financial Aid allocate funding to student/s in need



7) ISSUING OF S18A CERTIFICATE

The Trust issues thank you letter + Section 18A tax certificate



8) ISSUING OF B-BBEE CERTIFICATE

B-BBEE certification (if required) arranged with Faculty of Health Sciences after funds have been disbursed.

CONTACT US

Comments, compliments, complaints? Please connect with us to share your thoughts and feedback on our Medical School newsletter.

Your voice counts. Please send us suggestions, stories and ideas for future issues – this is your newsletter, and we'd love to grow it with you.

Contact us. Drop us an email @ andrew.marriott@mandela.ac.za

GOT A MINUTE? TAKE OUR SURVEY

Answer these quick
questions to help the
Mandela Med Pulse team
improve our newsletter.
Together, we can!

<https://forms.office.com/r/0Y3vx0t1YH>