

VISION 130
Renew and Reimagine
towards 2034



EXCELLENCE

GRADUATION CEREMONY



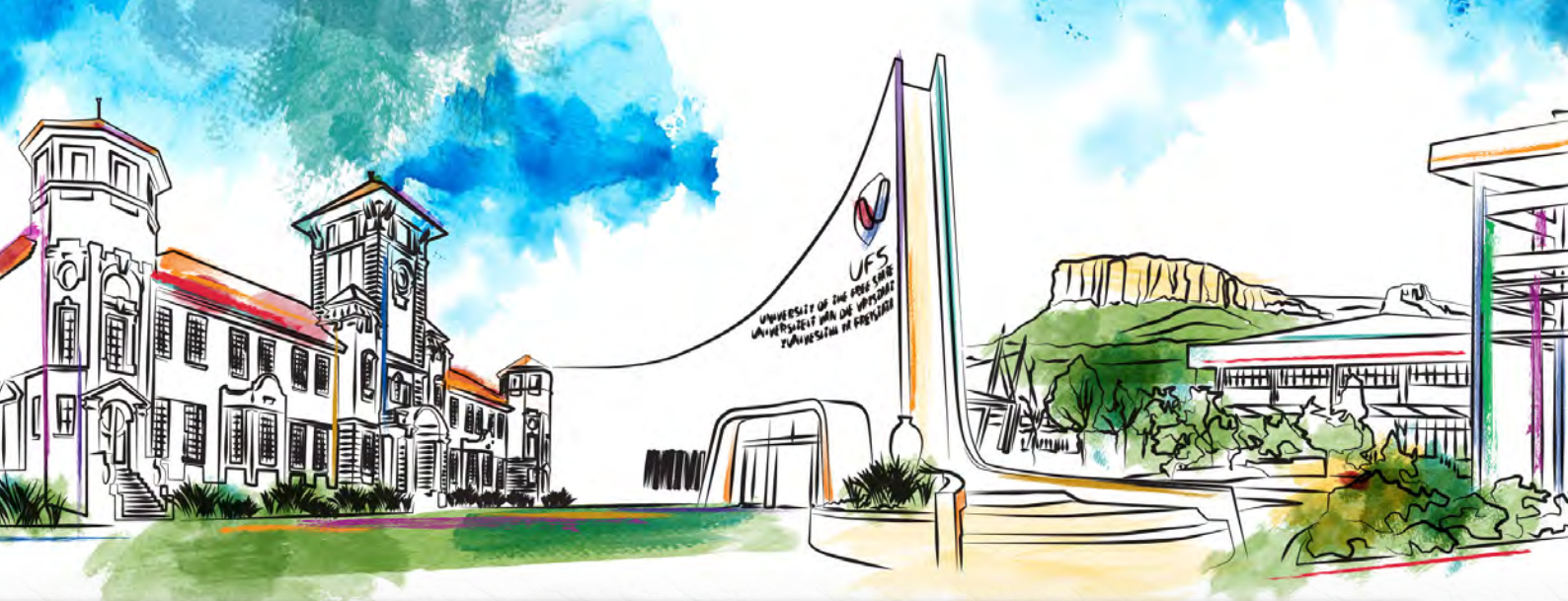
THURSDAY 7 DECEMBER 2023 | 14:30

Faculties of Education, Economic and Management Sciences, and Law

Higher certificates, advanced certificates, bachelor's degrees,
honours degrees, postgraduate certificates, postgraduate diplomas,
master's degrees, and doctoral degrees



UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
YUNIVESITHI YA FREISTATA



PROGRAMME

7 DECEMBER 2023
14:30

BLOEMFONTEIN
CAMPUS

CONSTITUTION OF THE CONGREGATION

OFFICIAL WELCOME

MUSICAL ITEM

PRESENTATION OF CANDIDATES

CONGRATULATORY MESSAGE

NATIONAL ANTHEM OF SOUTH AFRICA

DISSOLUTION OF THE CONGREGATION

PLEASE NOTE

List of candidates receiving degrees, diplomas, and certificates:

Degrees, diplomas, and certificates of candidates who are unable to attend the graduation ceremony will be conferred in absentia.

An* next to a name indicates that the degree, diploma, or certificate is awarded with distinction.

By attending the graduation ceremony, you agree that the UFS may use photographs taken by the official photographer in which you appear for marketing purposes.

By attending the graduation ceremony, you agree that the UFS may use video footage taken by the official videographer in which you appear for marketing purposes.

In order to maintain the dignity of the ceremony, you are requested to take note of the following:

- Please stand as the procession enters the hall
- Do not move around during the ceremony in order to take photos
- Please refrain from unacceptable actions such as whistling
- Please put your cellphone on silent so as not to disturb the proceedings
- We strive to conduct the ceremonies in a dignified manner
- Please do not leave the hall before the graduation proceedings have been concluded
- Family and friends who are unable to attend may watch the full graduation ceremonies through our livestream link at <https://livestream.ufs.ac.za>.

Nkosi sikelel' iAfrika

NATIONAL ANTHEM OF SOUTH AFRICA

Maluphakanyisw' uphondo lwayo,
Yizwa imithandazo yethu,
Nkosi sikelela, thina lusapho lwayo.
Morena boloka setjhaba sa heso,
O fedise dintwa le matshwenyeho,
O se boloke, O se boloke setjhaba sa heso,
Setjhaba sa South Afrika -
South Afrika.
Uit die blou van onse hemel,
Uit die diepte van ons see,
Oor ons ewige gebergtes,
Waar die kranse antwoord gee,
Sounds the call to come together,
And united we shall stand,
Let us live and strive for freedom,
In South Africa our land.



Inspiring excellence, transforming lives through quality, impact, and care.

BLOEMFONTEIN, QWAQWA AND SOUTH CAMPUS

ABOUT THE UFS

The University of the Free State (UFS) has a proud history as one of the oldest institutions of higher education in South Africa. It opened its doors in Bloemfontein in 1904 as the Grey University College, with six students in The Humanities. Today it is a multi-campus institution, with two diverse campuses in Bloemfontein and one in Qwaqwa in the scenic Eastern Free State, accommodating more than 40 000 students in its seven faculties (Economic and Management Sciences, Education, Health Sciences, The Humanities, Law, Natural and Agricultural Sciences, Theology and Religion), with an increasing number of international students and associates, and an ever-widening scope of active involvement in and contribution to its surrounding communities.

For the past 119 years, the UFS has been delivering quality graduates who have made their mark in various sectors. What sets the institution apart is its holistic student support initiatives, enabling it to achieve some of the highest success rates in the country. Delivering students who are in high demand in the global job market remains a top priority. An established network of industry partners and close collaboration with the public and private sectors, as well as a continuous process of transformation and curriculum renewal,

dovetail to produce highly employable graduates.

UFS research efforts are driven by dedicated scholars, some of whom are international leaders in their fields, with industry and social impact and real-world application.

Through the principle of engaged scholarship, the UFS responds to societal needs by using its scholarly and professional expertise with an intentional public purpose and benefit.

The UFS is an institution that goes all out to provide its students and staff with an outstanding university experience. Everything the institution does is rooted in its values of excellence, innovation and impact, accountability, care, social justice, and sustainability.

The UFS aspires to be a research-led, student-centred, and regionally engaged university that contributes to development and social justice through the production of globally competitive graduates and knowledge. Our *Vision 130* is an elaboration of our strategic intent to reposition the university for 2034, when we will commemorate our 130th anniversary.

GRADUATION CEREMONY 2023

Honorary Awards | Honorary Doctorates

1950	GLP Moerdyk – DLitt (h.c.)		JA Stegmann – DCom (h.c.)		MK Seely – DSc (h.c.)
1951	NC Havenga – LLD (h.c.)	1987	WA Joubert – LLD (h.c.)		C Seerveld – DPhil (h.c.)
1952	Thos Blok – DEd (h.c.)		B Kok – DPhil (h.c.)		F van Z Slabbert – DPhil (h.c.)
	SHS Rubidge – DSc (h.c.)		WP Venter – DCom (h.c.)		JC Steyn – DLitt (h.c.)
1955	CR Swart – LLD (h.c.)	1988	JJN Cloete – DAdmin (h.c.)		PA Verhoef – DTh (h.c.)
	CA v Niekerk – LLD (h.c.)		FC Fensham – DLitt (h.c.)		L van den Heever – LLD (h.c.)
1958	CPB Brink – LLD (h.c.)		JW vd Riet – DPhil (h.c.)		HA Wessels – LLD (h.c.)
	CF Visser – DEd (h.c.)	1989	BJ Meyer – DSc (h.c.)	2005	A du P Heyns – DMed (h.c.)
1959	DB Bosman – DLitt (h.c.)		N van Uden – PhD (h.c.)		JJF Durand – DPhil (h.c.)
	SP le Roux – DScAgric (h.c.)	1990	MG Corbett – LLD (h.c.)		JA Groenewald – DSc (h.c.)
	DF Malherbe – DLitt (h.c.)		JS Rabie – DLitt (h.c.)		WH Neuser – DTh (h.c.)
	GH v Rooyen – MA (h.c.)	1991	SS Brand – DCom (h.c.)		M Ramos – PhD (h.c.)
1960	SPE Boshoff – DLitt (h.c.)		JWL de Villiers – DSc (h.c.)		SJ Terreblanche – DCom (h.c.)
1961	T Boydell – DPhil (h.c.)		GT Fagan – DArch (h.c.)	2006	T Moss – PhD (h.c.)
1962	ES Botes – DEd (h.c.)		JH Hofmeyer – PhD (h.c.)		PV Cox – PhD (h.c.)
	PE Rousseau – DSc (h.c.)	1992	E v Heerden – DLitt (h.c.)	2007	BJ (Bannie) Britz – DArch (h.c.)
1963	EH Louw – LLD (h.c.)		JP Louw – DLitt (h.c.)		KPD Maphalla – PhD (h.c.)
	EN Roberts – DSc (h.c.)		H Olivier – DSc (h.c.)	2008	D Ferreira – DSc (h.c.)
	JGF (Kaalkop) vd Merwe – DCom (h.c.)	1993	JD Anderson – DMed (h.c.)	2009	JC Loock – PhD (h.c.)
	HF Verwoerd – DLitt et Phil (h.c.)		RR Arndt – DSc (h.c.)		LTC Harms – LLD (h.c.)
1966	PSZ Coetzee – DPhilTh (h.c.)		SJ Naudé – LLD (h.c.)	2010	P Gordhan – PhD (h.c.)
	PJ du Toit – DSc (h.c.)	1994	JJ Human – DPhil (h.c.)		BBS Ngubane – PhD (h.c.)
	MS Louw – DCom (h.c.)		JA Myburgh – DMed (h.c.)		AH Strydom – PhD (h.c.)
1967	SM Naudé – DSc (h.c.)		JP vd Walt – DSc (h.c.)		M Jones – PhD (h.c.)
	LC Steyn – LLD (h.c.)	1995	WA Landman – DEd (h.c.)	2011	D Tutu – DTh (h.c.)
	BJ Vorster – LLD (h.c.)		WL Mouton – DPhil (h.c.)		P Fourie – DLitt (h.c.)
1968	SJ Naudé – DCom (h.c.)	1996	WDO Marasas – DSc (h.c.)		OG Winfrey – DEd (h.c.)
1969	CW (Nellie) Swart – DPhil (h.c.)		NE Wiehahn – LLD (h.c.)		RWM Frater – PhD (h.c.)
	AJJ Wessels – DCom (h.c.)	1997	AP Brink – DLitt (h.c.)		A Sawyer – DEd (h.c.)
1970	GS Nienaber – DLitt (h.c.)		B Hurwitz – DPhil (h.c.)	2012	RJ Goldstone – LLD (h.c.)
	HO Mönnig – DSc (h.c.)	1998	FC Müller – DMed (h.c.)		ER v Heerden – DLitt (h.c.)
1971	N Diederichs – DCom (h.c.)	1999	FM Claerhout – DPhil (h.c.)		M Nussbaum – DLitt (h.c.)
	RS Verster – DPhil (h.c.)		JJF Hefer – LLD (h.c.)		OW Prozesky – MD (h.c.)
1972	LW Hiemstra – DPhil (h.c.)		S Nigam – DSc (h.c.)		FDJ Brand – LLD (h.c.)
	PJ Meyer – DPhil (h.c.)		WL Nkuhlu – DCom (h.c.)	2013	ZKG Mda – DLitt (h.c.)
1975	PJ Nienaber – DLitt (h.c.)		MA Ramphela – DPhil (h.c.)	2014	ML Blum – PhD (h.c.)
	De la H de Villiers – DScAgric (h.c.)		HJO van Heerden – LLD (h.c.)		L Mulvey – DLitt (h.c.)
	GJ Stander – DSc (h.c.)		FJ van der Merwe – PhD (h.c.)	2015	L Brahimi – DPhil (h.c.)
1976	AJA Roux – DSc (h.c.)	2000	MH Daling – DCom (h.c.)		JM Samuel – DEd (h.c.)
1978	SP Botha – DSc (h.c.)		TN Liversedge – PhD (h.c.)		MA Oduyoye – DTh (h.c.)
	EM van Zinderen Bakker – DSc (h.c.)		I Mahomed – LLD (h.c.)		JD Sacks – DEcon (h.c.)
	HB Thom – DEd (h.c.)	2001	BP Gilbertson – DCom (h.c.)	2016	RJ Khoza – DEcon (h.c.)
1979	FCL Bosman – DPhil (h.c.)		NR Mandela – LLD (h.c.)		TA Manuel – DEcon (h.c.)
	G Cronjé – DSocSc (h.c.)		EC Taglauer – DSc (h.c.)		M du Preez – PhD (h.c.)
	CJF Human – DCom (h.c.)	2002	BH Meyer – PhD (h.c.)		J Samoff – DPhil (h.c.)
1980	G Boonzaier – DPhil (h.c.)		BAK Rider – LLD (h.c.)		F Haffajee – PhD (h.c.)
1981	PW Botha – DPhil (h.c.)		CF Slabber – PhD (h.c.)	2017	PH Holloway – DSc (h.c.)
	B Human – DCom (h.c.)		JM Stetar – DEd (h.c.)		M Botha – LLD (h.c.)
	SG Shuttleworth – DSc (h.c.)	2003	EWA de Corte – DEd (h.c.)	2019	BL Fanaroff – DSc (h.c.)
1982	BLS Franklin – DPhil (h.c.)		HA Serebro – DPhil (h.c.)		J Mofokeng wa Makhethe – DLitt (h.c.)
	GvN Viljoen – DEd (h.c.)		AG Sykes – DSc (h.c.)		MB Molemela – LLD (h.c.)
1983	L Luyt – DCom (h.c.)	2004	S Badat – DPhil (h.c.)	2021	ZM Yacoob – LLD (h.c.)
	SF Zaaïman – DPhil (h.c.)		R Bringle – DPhil (h.c.)		SM Pityana – DPhil (h.c.)
1984	HS Steyn – DSc (h.c.)		J de Wet – DMus (h.c.)		RJ van Niekerk – DLitt (h.c.)
	FR Tomlinson – DScAgric (h.c.)		CF Fauconnier – DSc (h.c.)	2022	WK Byanyima – PhD (h.c.)
	JH vd Berg – DMed (h.c.)		GJ Gerwel – DPhil (h.c.)		DM Davis – LLD (h.c.)
1985	L Alberts – DSc (h.c.)		WD Jonker – DTh (h.c.)		DE Moseneke – LLD (h.c.)
	GG Cillié – DPhil (h.c.)		A Krog – DLitt (h.c.)		AL Sachs – LLD (h.c.)
	SPD le Roux – DLitt (h.c.)		K Mokhele – DPhil (h.c.)		MJ Wingfield – DSc (h.c.)
	A Polson – DPhilMed (h.c.)		CJC Nel (Postuum) – PhD (h.c.)	2023	M Musk – DDiet (h.c.)
	J du P Scholtz – DPhil (h.c.)		L Quayle – DMus (h.c.)		A Ekwamu – DSc (h.c.)
1986	S Grové – DMus (h.c.)		T (Karel) Schoeman – DLitt (h.c.)		D Pepler – DSc (h.c.)
	FP Retief – DMed (h.c.)		YK Seedat – DMed (h.c.)		PCJ Vale – PhD (h.c.)

Shields of Honour, Council and Chancellor's Medals

1994	Prof FO Müller (Shield of Honour)		Prof SA Petersen (Shield of Honour)
	RE Schoombie (Shield of Honour)	2008	Ludo Helsen (Shield of Honour)
1995	Prof FO Müller (Chancellor's Medal)	2009	Prof JU Grobbelaar (Council Medal)
	RE Schoombie (Chancellor's Medal)	2010	Mrs AM Dippenaar (Chancellor's Medal)
1996	Prof S Mittman (Shield of Honour)	2014	Dr H Verster (Chancellor's Medal)
1997	Prof M Jansens (Shield of Honour)	2014	Mr JL Pretorius (Chancellor's Medal)
1998	Prof CJC Nel (Chancellor's Medal)	2016	Mr AD Osler (Chancellor's Medal)
	Prof C Swanepoel (Chancellor's Medal)		Ms M van der Merwe (Chancellor's Medal)
1999	WJ (Hansie) Cronje (Shield of Honour)	2017	Ms JS Isaacs (Chancellor's Medal)
	Prof David Justice (Shield of Honour)	2019	Mr JF de Villiers (Chancellor's Medal)
2000	Prof P Rosseel (Shield of Honour)		Ms EM Oosthuizen (Council Medal)
	Prof MJ Viljoen (Chancellor's Medal)	2022	Dr N Pearce (Chancellor's Medal)
2001	Prof PC Potgieter (Chancellor's Medal)		Mr N Janse van Rensburg (Council Medal)
2002	T Moss (Shield of Honour)	2023	Prof MG Lötter (Chancellor's Medal)
	Prof CD Roode (Chancellor's Medal)		Prof SC Brown (Council Medal)
2003	Prof HC Janse van Rensburg (Council Medal)		

MESSAGE FROM VICE-CHANCELLOR AND PRINCIPAL | PROF FW PETERSEN

Welcome to the graduation ceremony of the University of the Free State (UFS).

Today is a special day indeed. Few events and occasions hold as much significance as your graduation. This day is just as important for those who have supported you along the way. Many of you had to overcome a lot during your journey to get here today. Many of you are the first in your families to reach this milestone. You have earned this moment and you should be extremely proud. Always acknowledge and recognise the significance of your achievements as you transition from being a University of the Free State (UFS) student to a UFS graduate.

Graduands, you have had the honour of studying at an institution that commands a track record that is on par with well-regarded national peers, as reflected in the 2024 Times Higher Education World University and Impact Rankings. Sufficient evidence indicates that higher education has the potential to function as an agent of change and a means of serving the greater good. Although the mission of our university has always been to equip you with knowledge and skills needed to make a difference in your field of study, we are also mindful that values are as important for you to make a difference in your communities.

The UFS places great emphasis on ensuring that students and staff have an outstanding university experience. In our pursuit of excellence, we are proud that our environment is conducive for intellect and knowledge to flourish. As such, our values of excellence, innovation and impact, accountability, care, social justice, and sustainability are embedded in all activities across the institution.

Graduands, irrespective of what you undertake in the future, remember to pursue your passion, and continuously have the desire to make a difference in the lives of others. Surround yourself with real people in real communities, while inculcating kindness, empathy, passion, and awareness of the real issues. If you want to tackle the unfinished goals of this country and create a better world – build bridges, remain morally astute, and grow your coalitions. Life can be challenging if you are on your own – however, great results can be achieved if you work as a collective.

It is up to you to align yourself with those who have a common cause, heal the divisions that keep us separated, and carry along those who have been left out and are struggling.

Congratulations to all our graduands. May you have continued success in all your endeavours!

Best wishes

PROF FW PETERSEN

VICE-CHANCELLOR AND PRINCIPAL | UNIVERSITY OF THE FREE STATE

Welkom by die Universiteit van die Vrystaat (UV) se gradeplegtigheid.

Vandag is voorwaar 'n spesiale dag. Min gebeurtenisse en geleenthede het soveel betekenis as 'n mens se gradeplegtigheid. Hierdie dag is net so belangrik vir diene wat julle langs die pad ondersteun het. Baie van julle moes talle uitdagings te bowe kom tydens julle reis om vandag hier te wees. Baie van julle is die eerste in julle gesinne om hierdie mylpaal te bereik. Julle het hierdie oomblik verdien en julle kan baie trots wees daarop.

Erken en herken altyd die belangrikheid van jou prestasie waar jy van 'n student van die Universiteit van die Vrystaat (UV) beweeg na 'n UV-gegraduateerde.

Gegradueerdes, julle het die eer gehad om aan 'n instelling te studeer wat 'n prestasierekord het wat gelykstaande is aan welbekende nasionale eweknieë, soos weerspieël in die 2024 Times Higher Education World University en Impact-ranglys. Talle bewyse dui daarop dat hoër onderwys die potensiaal het om te dien. Alhoewel die missie van ons universiteit nog altyd was om julle toe te rus met kennis en vaardighede wat nodig is om 'n verskil in julle studieveld te maak, is ons ook bedag daarop dat waardes vir julle net so belangrik is om 'n verskil in julle gemeenskappe te maak.

Die UV plaas groot klem daarop om te verseker dat studente en personeel 'n voortrefflike universiteitservaring het. In ons strewe na uitnemendheid is ons trots dat ons omgewing bevorderlik is vir intellek en kennis om te floreer. As sodanig is ons waardes van uitnemendheid, innovasie en impak, aanspreeklikheid, omgee, sosiale geregtigheid en volhoubaarheid ingebed in alle aktiwiteite oor die instelling heen.

Gegradueerdes, ongeag wat julle in die toekoms aanpak, onthou om julle passie na te streef en behou die begeerte om voortdurend 'n verskil in ander se lewens te maak. Omring juis met regte mense in regte gemeenskappe, terwyl julle welwillendheid, empatie, passie en bewustheid van werklike kwessies inskerp. As julle die onvoltooides doelwitte van hierdie land wil aanpak en 'n beter wêreld wil skep – bou brúe, bly moreel skerp-sinnig, en laat julle koalisisies groei. Die lewe kan



uitdagend wees as 'n mens op jou eie is – goeie resultate kan egter behaal word as julle as 'n groep saamwerk.

Dit is julle verantwoordelikheid om juisself in ooreenstemming te bring met diegene wat 'n gemeenskaplike saak het, die verdeeldheid te genees wat ons verdeeld hou, en om diegene wat uitgelaat is en sukkel, met julle saam te neem.

Baie geluk aan al ons graduandi. Mag julle voortgesette sukses in al julle ondernemings behaal!

Beste wense

PROF FW PETERSEN

VIKANSIELIER EN PRINSIPAAL | UNIVERSITEIT VAN DIE VRYSTAAT

Re a le amohela moketeng wa kabo ya dikgau wa University of the Free State (UFS).

Letsatsi lena ke le kgethehileng ka nnete. Ke diketsahalo tse mmalwa haholo tse bohlokwa jwalo ka ho abelwa kgau ya yunivesithi. Letsatsi lena le bohlokwa hape le ho batho ba ileng ba le tshetsa leetong la lona. Ba bangata ba lona le ile la hlola maima a mangata leetong la lona ho fihla mona kajeno. Ba bangata ba lona ke lona ba pele malapeng a lona ho fihlella sehloholo sena sa katleho. Le fihlelle motsotsong ona mme re motlotlo ka lona haholo.

Ka dinako tsohle amohelang le ho lemoha bohlokwa ba dintlha tseo le di fihleletseng ha jwale le tlaha boemong ba ho ba moithuti mona University of the Free State (UFS) ho fetela boemong ba ho ba graduate ya UFS.

Baithuti ba seng ba tla abelwa dikgau tsa yunivesithi, le bile le tlotla ya ho ithuta setheong sa thuto se nang le nalane e ntle e kgemang le bomphato ba yona ba hlomphehang naheng, jwalo ka ha ho boletswe ho 2024 Times Higher Education World University and Impact Rankings. Ho na le bopaki bo hlwellanang hodimo bo bontshang hore thuto e phahameng e na le monyetla wa ho sebetsa jwalo ka kofuto e hlaisang phetoho le mokgwa o hlaisang melemo e meholo ka ho fetisisa. Le hoja Mishini- thomo ya yunivesithi ya rona ka dinako tsohle e bile ho le hlomella ka tsebo le bokgoni bo hlokalalang ho etsa phetoho dithutong, re boela re lemoha hore dintho tsa boleng di bohlokwa ho etsa phapang metseng ya lona.

UFS e kgothaletsa haholo ho etsa bonnete ba hore baithuti le moifo ba na le boiphihlelo bo hlahetseng ka mahetla ba yunivesithi. Maikemisetsong a rona a ho hahamalla diphihlelo tse ipabolang, re motlotlo hore tikoloho ya rona ke e loketseng bakeng sa ho fana ka bohale le tsebo ho atleha. Ka lebaka lena, makgabane a rona bakeng sa diphihlelo tse ipabolang, mehopollo e metjha le tshusumetso e ntle, boikarabelo, tihokomelo, le toka e se nang leeme setjhabeng, le ho tswella ke dintho tse bopelatseng mesebetsing yohle ya setheo sena sa thuto.

Baithuti ba seng ba tla abelwa dikgau tsa yunivesithi, ho sa natswe hore na le tla etsa eng nakong e tlang, hopolang ho phehella ditabatabelo tsa lona ka tsheseho, mme le tsele pele ho ba le takatso ya ho etsa phapang bophelong ba batho ba bang. Etsang hore le dikadiketswe ke batho ba sebele metseng ya sebele, ha le ntshe le ruta le ho jala mosa, kutlwelobohloko, tjanjello, le temoho ya ditaba tsa sebele. Haeba le batla ho sebetsana le dipakane tse sa qetwang le ho theha lefathe le betere – hahang marogo, dulang le le bohale, le ho theha maqhama a lona a ditshebedisano. Bophelo e ka ba bo phephetsang haeba o sebetsa o le mong – le ha ho le jwalo, diphetho tse babatsehing di ka fihlellwa ka tshhebedisano le ho ba ngatana-ngwe.

Dintho di mahetleng a lona ho iphaphatha le batho ba nang le dipheo tse tshwanang, ho kwala dikgeo tse re arohanyang, le ho jara batho ba ileng ba siuwa morao le ba nang le mathata a ba sitisang.

Re thoholetsa baithuti kaofela ba rona ba seng ba tla abelwa dikgau tsa bona tsa yunivesithi. E se ka le ka ba le katleho e tswelang pele mekutung ya rona kaofela!

Ditakaletso tse ntle

MOPROFESARA FW PETERSEN

MOLAETSA: MOTLATSA MOKANSELIRI LE HLOOHO YA UNIVESITHI

VISION130

*Renew and Reimagine
towards 2034*

The University of the Free State (UFS) aims to continue growing and extending its influence and impact locally, regionally, and globally. Vision 130 is an elaboration of our strategic intent to reposition the institution for 2034, when the university will commemorate its 130th anniversary. It reflects our ambition to be a university with a consistent outward focus, and to be profound in what we deliver – building on past achievements, while constantly transforming ourselves in order to stay relevant within the dynamic and ever-changing international higher education sphere.

VISION

The UFS aspires to be a research-led, student-centred, and regionally engaged university that contributes to development and social justice through the production of globally competitive graduates and knowledge.

MISSION

The university's ultimate goal is to impart and generate new knowledge that impactfully supports societal development.

VALUES

The UFS subscribes to a set of values, explicated below, which shape and inform our culture and provide a framework for our actions and decisions.

Our values are realised through the conduct of the wider university community:

excellence, innovation and impact, accountability, care, social justice, and sustainability.



EXCELLENCE



**INNOVATION
AND IMPACT**



ACCOUNTABILITY



CARE



SOCIAL JUSTICE



SUSTAINABILITY

OFFICE-BEARERS



CHANCELLOR
Prof BF Mohale
Professor of Practice (JBS)



VICE-CHANCELLOR AND PRINCIPAL:
Prof FW Petersen
PhD (SU)



CHAIR OF COUNCIL:
Mr D Noko
HND Mechanical
Engineering (UJ)



DEPUTY VICE-CHANCELLOR: RESEARCH AND INTERNATIONALISATION
Prof V Reddy
PhD (UKZN)



DEPUTY VICE-CHANCELLOR: OPERATIONS
Prof P Naidoo
PhD (VISTA)



DEPUTY VICE-CHANCELLOR: INSTITUTIONAL CHANGE, STRATEGIC PARTNERSHIPS AND SOCIETAL IMPACT:
Dr M Qhobela
PhD (KSU)



DEPUTY VICE-CHANCELLOR: ACADEMIC
Dr EL van Staden
DPhil (UJ)



EXECUTIVE DIRECTOR: STUDENT AFFAIRS
Mr T Hlasho
MPhil (NMU)



REGISTRAR:
Mr NN Ntsababa
MPA (NMU)



CAMPUS PRINCIPAL: QWAQWA CAMPUS
Dr M Mandew
PhD (UN)



PRESIDENT OF CONVOCATION:
Dr PD du Toit
PhD (UFS)



PRESIDENT GENERAL: INSTITUTIONAL STUDENT REPRESENTATIVE COUNCIL:
Sifundo Thami Masuku

DEANS



**DEAN:
ECONOMIC AND
MANAGEMENT SCIENCES**

Prof P Burger
PhD in Economics (UFS)



**DEAN:
EDUCATION**

Prof LC Jita
PhD (MSU)



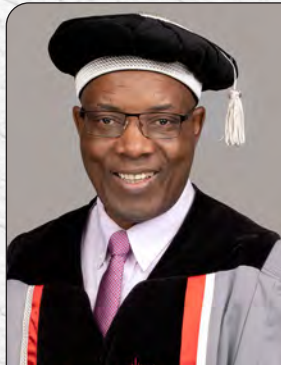
**DEAN:
HEALTH SCIENCES**

Prof GJ van Zyl
PhD (UFS)



**DEAN:
THE HUMANITIES**

Prof MA Masoga
PhD in Philosophy (UFS)



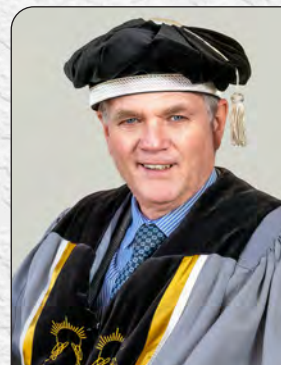
**DEAN:
LAW**

Prof SD Kamga
LLD (UP)



**DEAN:
NATURAL AND
AGRICULTURAL SCIENCES**

Prof PD Vermeulen
PhD (UFS)



**ACTING DEAN:
THEOLOGY AND RELIGION**

Prof F Tolmie
PhD, DTh (UFS)

GUEST SPEAKER

MRS TIRELO SIBISI



Tirelo Sibisi is currently the Managing Director of Dinare HR Consulting and serves as the Deputy Chairperson of the Council of the University of the Free State (UFS). She is a Master of Business Administration graduate from Henley Business School and completed further studies at the University of Michigan and North-West University.

She is a seasoned business leader with more than 25 years of experience in the field of human resources and development. As the former Group Human Resources Executive for AngloGold Ashanti, she was responsible for the human capital portfolio globally across its operations in South Africa, Ghana, Tanzania, USA, Australia, and South America. Among others, this entailed attracting, retaining, and developing a highly engaged, diverse, and productive workforce.

Sibisi has built strategic knowledge and expertise across multiple industries, including information technology, construction, and health care. Among others, she worked at Netcare, was the group executive for human resources and corporate social investment at PPC Ltd, spent seven years at Telkom, and ten years at IBM SA and Europe. Her extensive experience covers various strategic roles, including human resource strategy development, performance management, succession planning, executive compensation, organisational design, diversity and inclusion, and culture transformation.

In addition, she served as an independent non-executive director for the Institute of People Management (IPM) and AngloGold Ashanti Ghana. In 2018, she was named the Human Resources Director of Year by the IPM. She is a well-rounded human resources generalist with strengths in several fields.



DEAN |

PROF LC JITA

CERTIFICATES

ADVANCED CERTIFICATE IN FOUNDATION PHASE TEACHING

BOEZAK, Carissa Cordelia*

BOLOKO, Mapula Jermina*

CHOTHIA, Fathima*

DELPORT, Crystal*

DITSHEGO, Agnes Selaelo

DUMANI, Bongwiwe*

EDWARDS, Samantha Cheryl*

FIHLANE, Elizabeth Kelibone

GALLANT, Judean Hillary*

GQAMANE, Nolofefe

GQWETA, Nosibusiso Nomsuthu*

HADEBE, Nomthandazo Zanele

HADEBE, Sithembile

HLUNGWANI, Nndanduleni Jane

JANSE VAN RENSBURG,
Margaretha Susanna*

JOHNNIE, Funiwe Florah

KGOTHULO, Mathapelo
Motlalekgomo Joyce*

KLIP, Kelebogile Mary

KOBUOE, Matseleng Suzan

LAAT, Lesego Gladys*

LUMKWANA, Nonceba Priscilla*

MABETA, Palesa*

MABHALARANE, Phumza*

MABOZA, Nosiphiwo

MABULA, Masehlohoana*

MADIGOE, Mashienyane Selinah

MAKGALANE, Kelebogile Esther

MAKHAYA, Lydia Vongani

MALANGENI-NTSANTSA, Laetitia
Nomalady*

MAPHALALA, Sonto Nontobeko

MASHILE, Polticia Bamphile*

MASONDO, Zamanyanda
Siphiwokuhle

MASUKELE, Thandeka Emily*

MASWANGANYI, Tshekani Suzan

MAYA, Nthuthu Sylvia

MAZIBUKO, Sbongile Phelomena*

MCHUNU, Witness Khumbuzile*

MDUNGELA, Thakane Alinah*

MGBISA, Ramatsimela
Magdelina

MHAGA, Nosikhusele*

MHLAKAZA, Kedibone Leah

MKHONTO, Nombuso

MNCWANGO, Ntombifuthi
Brenda*

MNDEBELE, Zanele Iris

MODIPA, Mabejane

MOLAPO, Morongwa Adelaide

MOLEFE, Nompumelelo Nitza

MOONSAMY, Rosann*

MPHATSOANYANE, Malisebo
Merriam

MSOMI, Ntando*

NKGAPELE, Winnie Poppy

NXULWA, Nonkoliseko*

RAMAWELA, Nnono Irene*

RAMONAKGA, Lydia Kgaugelo*

RAPULUNGOANE, Lerato
Mamosuwe*

REUBEN, Mantoa Sylvia

SEABI, Mabore Rethabile*

SEBEELA, Alidah Madisebo*

SEFAFE, Lea Lucia*

SENOAMADI, Sewela Charlotte*

SEREKO, Gomotsegang Joyce

SERITILI, Betty Mpeti*

SHARP, Natasha*

SINGAMA, Nombulelo Patricia*

SLIEDRECHT, Penny Beynon*

SMIT, Nolene

SODIDI, Nomfihlakalo*

SYED, Sumaiyah*

THOELENG, Mamokanye
Anacietta*

THWALA, Nonkanyiso Snamiso

TSHAKAZA, Zivele*

TSHEBI, Nondumiso Beauty*

TSHISIKHAWE, Tshifaro Plantina*

XULU, Nokwazi

YINGWANE, Elizabeth



**ADVANCED CERTIFICATE IN
FURTHER EDUCATION AND
TRAINING ENGLISH FIRST
ADDITIONAL LANGUAGE
TEACHING**

MAAKE, Makgobole Japhter
MOTHLASEDI, Penwell

**ADVANCED CERTIFICATE IN
FURTHER EDUCATION AND
TRAINING LIFE SCIENCES
TEACHING**

MTHEMBU, Khethiwe Ignatia
SHEBU, Shirley Poppy

**ADVANCED CERTIFICATE
IN INTERMEDIATE PHASE
TEACHING**

ABRAHAMS, Ilke*
AXFORD, Tayla*
BEDDY, Cathleen Elizabeth*
BIYELA, Nkosinathi Sydney
BOSCH, Bianca
BUTHELEZI, Msawenkosi Thabo
Lancelot*
BUTHELEZI, Nontokoza
CAMPHER, Delicia Grizelda*
DE KOCK, Gretha*
ELS, Madeli Magdeleen
FICK, Yolandie*
FREDERIKS, Martelize*
HARTNICK, Arthrodene
Sherrylene*

HENDRICKS, Juliano*
HLALELE, Makgauta Magdeline
IYER, Jayanthi*
JANSEN, Lynette Crizelle*
JOSEPH, Jizelle Celeste
KENYA, Thando
KHUGUVHILA, Naledzani
Samuel*
KUNENE, Cabangile Princess
LEPHONDO, Nombulelo Lisbeth*
LUKHELE, Madile Rebecca
MADINI, Mfundisi*
MAFOTJA, Sello Elizabeth*
MAHAYE, Happiness Simangele
Zamokuhle*
MAHLALELA, Thembekile
Simangele*
MAJA, Zelda Rebecca*
MANO, Sekgopo Agrineth*
MAPHUMULO, Thandokuhle
Nokuthula Clearance
MASENA, Alina Mamotlalo*
MATIKWANE, Nondumiso
Petronella*
MATINI, Andisa*
MATLEBE, Martha Mmotseng
MATUMBA, Ntsundeni*
MAWIRE, Agnes*
MDHLULI, Busi Carol*
MDLULI, Sibongile
MHLONGO, Happiness Sipiwi*
MKHIZE, Nonhlanhla Faith
MKWANAZI, Mamatona Rose

MOIANE, Kokwana Christina*
MONATE, Manthabeleng Gladis
MONYAKI, Paballo Solomon
MOTSETSE, Maleshoane Evelyn*
MOTSOWA, Kgareba Donald*
MPONTSHANE, Noxolo Maningi*
MTHETHWA, Glenrose Nomusa*
MTHETHWA, Themba Lucky*
NEL, Luné*
NGOMANE, Sebenzile Khoni*
NGUBANE, Nyakazile Precious*
NGWENYAMA, Joyce Getrude*
NKOSI, Busisiwe Nokulunga*
NKOSI, Thabile Thembelihle*
PATO, Philisa
PETERSEN, Agnes Jean*
POOPA, Ingret Kefiloe
RAMAILA, Gravett Rabogale*
RAMOSHABA, Mapula Angelina*
RAMUKHUVHATHI, Thendo
Uzzel*
RWAIRWAI, Busisiwe Vinolia*
SALANI, Rhulani*
SEGANENO, Mpho Gift*
SEHLABELA, Mapula Pamela*
SELLO, Thabang Elias
SIBHENYA, Nomabele Hendrietta
SINAKGOMO, Dipatane Joseph
SWANEPOEL, Warren Joe*
THANYANI, Mulalo*
THOBELA, Agnes Sister*



TSHIGABE, Noncebo Pamela
TSHIVHIDZO, Ookeditse*
VAN DER LINDE, Chantel*
VAN JAARSVELD, Denise*
WILSON, John David*
ZIBI, Khululeka*
ZONDO, Maweli Zamani*

ADVANCED CERTIFICATE IN SENIOR PHASE ENGLISH FIRST ADDITIONAL LANGUAGE TEACHING

KGOMOESWANA, Mpho Mack*
KHASEBE, Dimakatso Thembu*
KWITSHI, Nofika Daphne*
MBONGWA, Thobekile*
SHOZI, Nokuthula Rita
VAN HEYNINGEN, Donna
Maxine*

ADVANCED CERTIFICATE IN SENIOR PHASE LIFE ORIENTATION TEACHING

MOJAJE, Sabata Paulus Paulus
MOKHUTSHWANE, Jacob
Cheanyane
XIMBA, Nondumiso Sindiswa
Lorraine*

ADVANCED CERTIFICATE IN SENIOR PHASE MATHEMATICS TEACHING

KHOZA, Phethwayini Patricia
MHLUBULA, Stanley Philemon*

ADVANCED CERTIFICATE IN SENIOR PHASE SOCIAL SCIENCES TEACHING

MOFOKENG, Lebohang Simon
SHEZI, Snikeziwe Agreeneth
SIGASA, Aaron Mathalaza

BACHELOR'S DEGREES

BACHELOR OF EDUCATION IN FOUNDATION PHASE TEACHING

MBATHA, Lungelo Nduduzo

BACHELOR OF EDUCATION IN INTERMEDIATE PHASE TEACHING

DLAMINI, Solomzi
LOUW, Astridt Loureeze
MONARENG, Sphehile Sandile
TAU, Letlotlo Tshepang Benjamin

BACHELOR OF EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING

BUJRAM, Sai Rishi
MABUSHA, Thembiso Mechell
MAKGOPYE, Thamsanqa
MAKHATHINI, Thandolwethu
MKHATSHWA, Sibusiso Wiseman
MOLLO, Refilwe Rebecca
PITA, Velile

SITHOLE, Simanga Alf
TSHOUTE, Nthabiseng Portia

POSTGRADUATE CERTIFICATES

POSTGRADUATE CERTIFICATE IN EDUCATION IN FURTHER EDUCATION AND TRAINING TEACHING

MDLETSHE, Busiswa Mandy
MKHWANAZI, Nkosithandile
MNTAMBO, Londiwe Nomusa
Precious
MOKOENA, Tlhoedi Petrus

POSTGRADUATE CERTIFICATE IN EDUCATION IN SENIOR PHASE AND FURTHER EDUCATION AND TRAINING TEACHING

MLOTSHWA, Mahingi
MSIMANG, Fisokuhle
TJOTJIE, Tshokolo Patrick

MASTER'S DEGREES

MASTER OF EDUCATION WITH SPECIALISATION IN COMMUNITY PSYCHOLOGY IN EDUCATION

WINDVOËL, Simphiwe



Dissertation Title: TEACHERS' LIVED EXPERIENCES OF SCHOOL VIOLENCE: A PHENOMENOLOGICAL CASE STUDY

Supervisor: Dr CC Okeke

MASTER OF EDUCATION WITH SPECIALISATION IN CURRICULUM STUDIES

LEHLAKOLA, Kgopiso Daniel

Dissertation Title: ENHANCING SKILLS ACQUISITION IN ELECTRICAL, INFRASTRUCTURE AND CONSTRUCTION STUDIES

Supervisor: Dr MF Tlali

Co-supervisor: Dr ME Dlamini

MAKHASANE, Makananelo

Dissertation Title: EXPLORING ONLINE TEACHING STRATEGIES USED BY HIGH SCHOOL TEACHERS IN TEACHING SESOTHO DURING COVID-19

Supervisor: Dr T Mafugu

Co-Supervisor: Dr MS Mokoena

MASUKU, Sbonelo Qiniso

Dissertation Title: ENHANCING THE ACADEMIC PERFORMANCE OF GRADE 12 PROGRESSED LEARNERS IN ENGLISH FIRST ADDITIONAL LANGUAGE

Supervisor: Prof B Dube

NDABANKULU, Amanda

Dissertation Title: EXPLORING HOW AN INDUCTION PROGRAMME SUPPORTS TEACHERS' SELF-EFFICACY IN THE THABO MOFUTSANYANE DISTRICT

Supervisor: Dr M Müller

Co-Supervisor: Dr CT Tsotetsi

NZIMANDE, Enosancia Morongwenyane

Dissertation Title: EXPLORING TEACHERS' PERCEPTIONS AND PRACTICES OF SCIENCE, TECHNOLOGY, ENGINEERING AND MATHEMATICS EDUCATION IN LIFE SCIENCES CLASSROOMS

Supervisor: Dr T Mafugu

Co-Supervisor: Dr M Tsakeni

SEBOHOLI, Tankiso

Dissertation Title: COMPREHENSIVE SEXUALITY EDUCATION: THE EXPERIENCES OF TEACHERS IN ONE BLOEMFONTEIN SECONDARY SCHOOL

Supervisor: Ms V Jagessar

TSOAELA, Mokgasi Benjamine

Dissertation Title: EXPLORING THE USE OF YOUTUBE VIDEOS IN THE TEACHING AND LEARNING OF FRACTIONS IN GRADE 4

Supervisor: Dr N Mpalami

MASTER OF EDUCATION WITH SPECIALISATION IN EDUCATION LAW

HLASA, Boithatelo*

Dissertation Title: THE PERCEPTIONS OF TEACHERS ON THE IMPLEMENTATION OF THE SCHOOL PROGRESSION POLICY IN PRIMARY SCHOOLS

Supervisor: Dr N Gcelu

MULAUDZI, Lebohng Victoria

Dissertation Title: EVALUATING THE CONSTITUTIONALITY



OF THE NATIONAL SCHOOL NUTRITION PROGRAMME GUIDELINE FOR SECONDARY SCHOOLS DURING BREAKS

Supervisor: Prof JM Reyneke

Co-Supervisor: Dr N Gcelu

MASTER OF EDUCATION WITH SPECIALISATION IN EDUCATION MANAGEMENT AND LEADERSHIP

KOLOTI, Machogoane Sanah

Dissertation Title: COLLABORATIVE STRATEGIES TO ENHANCE TEAMWORK IN SECONDARY SCHOOLS

Supervisor: Dr L Mdogana-Zide

Co-supervisor: Dr ME Dlamini

MAHOKO, Neo

Dissertation Title: FACTORS INFLUENCING LECTURERS' RETENTION IN A SOUTH AFRICAN UNIVERSITY

Supervisor: Dr BI Omodan

MAJONG, Nomase Sarah

Dissertation Title: EXPLORING LEADERSHIP PRACTICES

OF ADDRESSING LEARNER-ON-TEACHER VIOLENCE IN SECONDARY SCHOOLS

Supervisor: Dr SD Makhasane

MALUNGA, Aaron Beresford Frobisher

Dissertation Title: LEGISLATIVE COMPLIANCE: EXPLORING THE RELATIONSHIP BETWEEN SCHOOL GOVERNING BODIES AND SCHOOL MANAGEMENT TEAMS

Supervisor: Dr DP Larey

MOKOENA, Thembisile Lina*

Dissertation Title: AN EXPLORATION OF THE ROLE OF COLLEGE MANAGEMENT TEAMS IN ENHANCING COLLEGE LECTURERS' WORKPLACE EXPERIENCES

Supervisor: Dr CT Tsotetsi

MONA, Sandra Nontuthuzelo

Dissertation Title: THE INFLUENCE OF TRANSFORMATIONAL LEADERSHIP ON TEACHER PROFESSIONALISM OF GRADE 6 TEACHERS IN THE XHARIEP DISTRICT

Supervisor: Dr J Hamilton

MONYEKE, Tefo

Dissertation Title: MANAGEMENT OF IMPLEMENTATION OF THE CURRICULUM ASSESSMENT POLICY STATEMENT FOR ENGLISH FIRST ADDITIONAL LANGUAGE

Supervisor: Dr N Gcelu

MASTER OF EDUCATION WITH SPECIALISATION IN EDUCATION POLICY STUDIES

MMADI, Lesetlela Alex

Dissertation Title: THE PERCEPTIONS OF TEACHERS ON THE IMPLEMENTATION OF THE NATIONAL POLICY ON RELIGION AND EDUCATION AT SCHOOLS

Supervisor: Dr BS Nhlumayo

MASTER OF EDUCATION WITH SPECIALISATION IN HIGHER EDUCATION STUDIES

DU PREEZ, Isabel Magritha*

Dissertation Title: INSTRUCTIONAL DESIGN STANDARD FOR ONLINE LEARNING MATERIAL AT SOUTH



AFRICAN HIGHER EDUCATION
INSTITUTIONS

Supervisor: Prof L Jacobs

Co-supervisor: Mr JJ Moller

**MASTER OF EDUCATION
WITH SPECIALISATION IN
PSYCHOLOGY OF EDUCATION**

MOFOKENG, Mantwa Mirriam

Dissertation Title:
PSYCHOSOCIAL FACTORS
INFLUENCING EFFECTIVE
LEARNING AMONG BASOTHO
LEARNERS DURING THE
COVID-19 PANDEMIC IN A
RURAL HIGH SCHOOL

Supervisor: Dr KR Mukuna

MOFOKENG, Sentele Patricia

Dissertation Title: THE
EFFECTS OF COVID-19
ON BASOTHO LEARNERS'
WELLBEING IN A RURAL HIGH
SCHOOL

Supervisor: Dr KR Mukuna

**MASTER OF EDUCATION WITH
SPECIALISATION IN SUBJECT
EDUCATION IN MATHEMATICS**

GALAWÉ, Busisiwe Faith

Dissertation Title: THE USE OF
INDIGENOUS GAMES IN THE
TEACHING OF GEOMETRIC
PATTERNS IN MATHEMATICS IN
THE INTERMEDIATE PHASE

Supervisor: Prof MD Mosimege

MUSI, Sophie

Dissertation Title: EXPLORING
COMMON ALGEBRAIC
EXPRESSION CHALLENGES
IN A GRADE 10 MATHEMATICS
CLASSROOM

Supervisor: Dr MM Moleko

**MASTER OF EDUCATION WITH
SPECIALISATION IN SUBJECT
EDUCATION IN NATURAL
SCIENCES**

MOFOKENG, Lerato Alphonsina

Dissertation Title: EXPLORING
TEACHERS' PERCEPTIONS
AND PRACTICES OF
EDUCATION FOR SUSTAINABLE
DEVELOPMENT IN LIFE
SCIENCES CLASSROOMS

Supervisor: Dr M Tsakeni

**MASTER OF HIGHER
EDUCATION STUDIES**

MOYO, Grate Ndabezihle*

Dissertation Title: EXPLORING
THE TEACHING AND LEARNING
OF ACCOUNTING: A CASE OF A
SOUTH AFRICAN UNIVERSITY

Supervisor: Dr BB Moreeng

Co-supervisor: Dr MS Mosia



DOCTORAL DEGREES

DOCTOR OF PHILOSOPHY

DA SILVA, Liza

Liza da Silva was born on 19 November 1964 in Harrismith, Free State. She matriculated at Jim Fouché High School in 1982. She graduated with a B.Com. in 1985 at UFS, B.Com.Honours (Statistics) at UFS in 1986 and M.Com. (Statistics) cum laude in 1987 at UFS. Her career as a lecturer at UFS started in 2013 where she is currently still employed.

With her thesis titled: **FLIPPING THE CLASSROOM TO ENHANCE STUDENT ENGAGEMENT IN FIRST-YEAR STATISTICS EDUCATION**, the candidate contributes to the best practice in making use of the availability of technology and variable teaching strategies such as 'flipping the classroom' whereby students had to take responsibility for their own learning. This study explores the effectiveness of a flipped classroom (FC) variant approach with students engaging with content outside of class by viewing video-lectures. They could use technology to collaborate with their peers or the lecturer. A randomised pre-test-post-test control design was applied to a sample of Extended Curriculum Programme students in a first-year statistics course. This research found that the FC intervention as applied by the researcher resulted in a significant increase in student performance on their final marks. Another factor which indicated that student engagement was enhanced was the fact that student-staff interaction significantly increased in the experimental group.

Supervisor: Dr S van der Merwe

DONDA, Lindelihle Pretty-Girl

Lindelihle P Donda was born on 03 November 1975 in Newcastle, KwaZulu Natal, South Africa. She obtained her secondary education in Dannhauser, where she matriculated at Mana High School in 1993 and later attained her Secondary Teachers Diploma at Elijah Mango College of Higher Education in 1997. She also graduated from the University of Johannesburg with both an Advanced Certificate in Education (Economic Sciences) and BEd Honors in Education, Training and Development in 2005 and 2009, respectively. She had started her teaching career in 1998 - to date.

With her thesis titled **A STRATEGY TO TEACH BUSINESS OPPORTUNITIES CREATION SKILLS USING INFORMATION, COMMUNICATION AND TECHNOLOGY**, the candidate enriches the field of teaching business skills using ICT, specifically within the context of real-world trading scenarios in Business Studies. Lindelihle thoughtfully engaged a diverse group of stakeholders, including those from municipal local economic development, ICT experts, live share trading practitioners, teachers, and post-school learners, in developing a strategy for fostering business opportunity creation skills. This strategy blends elements of bricolage and participatory action methodologies, offering a promising avenue for meaningful learning facilitation and self-directed education extending beyond formal academic settings. The positive feedback from participants, particularly those with professional expertise in this context, and reports of students' enthusiastic involvement in collaborative live share trading experiences emphasize the potential of this iterative three-step strategy. It signifies a meaningful step toward effective teaching and learning in the realm of business skills using ICT.

Supervisor: Dr MF Tlali

MANZINI, Shalati Doreen

Shalati Doreen Manzini was born on 9 September 1969 in Nkowankowa, 20km from Tzaneen, Limpopo Province, South Africa. She matriculated at Hudson Ntsanwisi Secondary School in 1987. Shalati completed a Bachelor of Arts in Education at



the University of Limpopo in 1991 and became a teacher. She was later promoted to become a Deputy Principal and Principal. Shalati is currently a Circuit Manager for the Nkowankowa Circuit and has continued her educational journey, attaining a BEd (1996) from the University of South Africa, BA (Honours) in 1999, and a Master in Development (2007) both from the University of Limpopo.

With her thesis titled: **THE NATURE AND PRACTICE OF DISTRIBUTED LEADERSHIP IN SELECTED SECONDARY SCHOOLS OF SOUTH AFRICA**, Manzini contributes to the scholarship on school leadership and sheds insights on how schools in South Africa take on a distributed leadership approach. Using a qualitative multiple-case study, informed by the distributed leadership and stakeholder theories, the candidate explored how distributed leadership is understood and how this understanding shapes teaching and learning in schools. Her findings suggest that distributed leadership is understood as an approach in which "all persons with capacity" are allowed to lead in some specific situations, as and when the need arises. However, the study revealed discrepancies in participants' understanding of the concept "all persons", which meant *employees* to some, and *stakeholders* to others. This discrepancy has ramifications on how a distributed leadership for the improvement of teaching and learning is practiced in schools, for better or worse.

Supervisor: Prof LC Jita

Co-Supervisor: Dr E Muresherwa

TANKISO MPHUNYANE, Libokoana Mathaabe

Libokoana-'Mathaabe Tankiso-Mphunyane was born on the 1st October 1983 at Pela-Tsoeu in Leribe district, Lesotho. She attended school at St Dominic Primary school (Primary level) in 2007 and Botha Bothe High School (Post Primary level) in 2002. She obtained Bachelor of Education in 2008 and Master of Arts with Education in 2014 at National University of Lesotho. Her career as a teacher began in 2008 and rose through the ranks to become MOET inspector Mokhotlong (2017-2019) and in Botha Bothe (2019) up to date.

With her thesis, titled: **A RELATIONAL LEADERSHIP STRATEGY FOR THE IMPLEMENTATION OF THE INTEGRATED CURRICULUM IN LESOTHO**, the candidate makes a contribution to the implementation of the integrated curriculum in Lesotho. With this contribution, she attempts to propose a relational leadership strategy for implementing of the integrated curriculum. The results of this exploration serve as an indication of the value this type of strategy holds for the attempt to find a solution to the implementation of the integrated curriculum in Lesotho.

Supervisor: Dr CT Tsotetsi

WESSELS, Jacoba Danilina

Danila Liebenberg, now Wessels, was born in Bloemfontein in 1970. She matriculated at Bloemfontein Secondary School in 1988. Thereafter, she obtained a BA with distinction, majoring in Literature Science and Psychology in 1991, an Honours degree in Psychology with distinction in 1992 and an MBA in 2013, all from the University of the Free State. She has been working at the University of the Free State for the past 14 years and is currently the Assistant Director at the Centre for Graduate Support.

Her thesis, titled: **FACILITATING LEARNING IN A SECOND LIFE™ CLASSROOM: THE CASE OF THE UNIVERSITY OF THE FREE STATE**, contributes to scholarship on learning facilitation in Second Life™ in the African higher education context. There is a huge knowledge gap regarding the African learning experience in Second Life™ and Second Life™ learning theories. Therefore, this study was an exploration of universities' learning facilitation landscape in Second Life™ and learning facilitation experience in a Second Life™ classroom at the University of the Free State. Findings showed that mainly public universities of medium size, using traditional classroom facilitation methods and traditional classroom layout, are facilitating learning in Second Life™. The UFS study indicated that learning happened in Second Life™ at this African



university. Subsequently, a set of markers was compiled to guide effective learning facilitation in a Second Life™ classroom at an African university and a learning theory was proposed.

Supervisor: Dr C Ndeva-Ndereva

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN CURRICULUM STUDIES

KAGOLA, Obakeng Abednego

Obakeng was born in Wolmaransstad in the North West Province. He started his education at Ragogang Primary School and completed his secondary education at Reabona Secondary School. He obtained his B.ED Foundation phase and an Honours degree in learner support at the North West University, Mahikeng campus. In 2020, he obtained his Master of Education at Nelson Mandela University. Obakeng is currently a lecturer at Nelson Mandela University in the Faculty of Education. His research interests include pedagogies in Early Childhood Education, gender and sexuality with a focus on social justice and inclusion for all in education.

With this thesis, titled: **A PARTICIPATORY VISUAL EXPLORATION OF NURTURING MASCULINITY AMONGST EASTERN CAPE-BASED XHOSA MALE FOUNDATION PHASE TEACHERS**, the candidate contributes to scholarship on male foundation teacher identity. The qualitative study adopted a transformative paradigm and employed participatory visual research methodologies (PVRM) as its design. Two feminist theories, namely Raewyn Connell's theory of masculinity and a feminist post-structural lens, guided the interpretation of the data. The findings in this doctoral project show that the Xhosa male Foundation Phase teachers participating in this study nurtured learners by modelling respect, care and self-support through their various practices in and around their classrooms. The study emphasises the need for further research in South Africa; there is currently little research on learners' perceptions and experiences of being nurtured by male Foundation Phase teachers, and male educators of young children bring a unique dynamic to the classroom that is worthy of ongoing attention.

Supervisor: Dr M Müller

Co-Supervisor: Prof C Beyers

MANYINYIRE, Fanuel

Fanuel Manyinyire was born in Masvingo on 30 June 1962. He completed secondary education at Pamushana high school in 1980 and a diploma in Education at the University of Zimbabwe (UZ) in 1985. He attained a Bachelor of Education degree from UZ in 1992 and Msc in Education in 2017 from London South Bank University and the PhD in Curriculum Studies in 2023, at the UFS. He became a secondary school teacher in 1986 and then lecturer at Belvedere Technical Teachers' College in 2000, where was appointed head of department for Professional Studies and Contemporary Subjects from 2013 until now.

With thesis, titled: **INFLUENCE OF TECHNOLOGY MEDIATED TEACHING AND LEARNING IN THE PREPARATION OF PRE-SERVICE TEACHERS WITH DISABILITIES**, the candidate contributes to the understanding of inclusive practices that support the acquisition of professional skills by pre-service teachers with disabilities. Despite attempts at integrating technologies in pedagogic processes, students with disabilities were not adequately accommodated in the mainstreamed contexts, hence, they often sought to counteract the anomaly by using self-acquired technologies and at times in ways that evaded notice of teacher educators. A recommendation is made that inclusive practices require (i) periodic upgrading of technologies to meet advancement trends and to be fit-for-purpose, (ii) capacity development of teacher educators to nurture positive perception, attitudes, and relevant skills, and (iii) well formulated inclusivity policies to enhance participation and acquisition of requisite professional knowledge and skills by pre-service teachers with disabilities.

Supervisor: Dr M Tsakeni



MOLAHLOE, Maretsepile Relebohile

Maretsepile Molahloe was born in Thaba-tseka on June 26, 1982. She completed her secondary education in Mokhotlong and graduated from St James High School in 2000. In 2006, she earned her bachelor's degree in science education from the National University of Lesotho. Her educational journey continued, and she obtained an honours degree in science education in 2009 and Master of Science in Education in 2011 at the University of Witwatersrand. Maretsepile embarked on her career as a science teacher in Maseru in 2006. She has since progressed in her professional journey and currently holds the position of Curriculum Evacuator at the National Curriculum Development Centre in Lesotho.

In her thesis, titled: **EXPERIENCES OF SCIENCE TEACHERS IN TEACHING LEARNERS WITH HEARING IMPAIRMENT IN LESOTHO SECONDARY SCHOOLS**, the candidate has made a significant contribution to the teaching of science to hearing-impaired learners. Molahloe employed a qualitative research approach in her study, which involved four Science teachers working in secondary schools dedicated to serving hearing-impaired learners. These teachers acknowledged that language barriers and contextual challenges pose significant obstacles when teaching science to hearing-impaired learners. However, these teachers firmly believe that there are effective teaching strategies available, provided they take into consideration the diverse needs of these learners. The study concludes that due to the challenges and a lack of professional development, hearing-impaired learners continue to be taught in a manner similar to their hearing counterparts. The research therefore recommends that teachers undergo capacity-building workshops to prepare them to effectively teach science to learners with hearing impairments.

Supervisor: Prof ML Mokhele-Makgalwa

NUKU, Bomkazi

Bomkazi Nuku was born at Libode, Eastern Cape, on the 21st of February 1973. She matriculated at St Patrick's Senior Secondary School in 1992. She obtained her Senior Teachers Diploma at Butterworth College of Education in 1996. She obtained her Baccalaureus Bibliothecologiae (B.Bibl) at the University of Transkei. In 2012 she graduated at the University of the Free State with Honors in Professional Management and Leadership. She completed her Master's in Education (Policy Studies & Governance) at the University of the Free State in 2019. She is currently responsible for the development of libraries in Free State schools

With her thesis, titled: **THE INTEGRATION OF INFORMATION-HANDLING SKILLS INTO THE SOUTH AFRICAN SECONDARY SCHOOL CURRICULUM**, the candidate contributes to scholarship in curriculum studies by picking good practices on how secondary school teachers in Motheo district develop information-handling skills. The study was motivated by the realization that Information-handling skills do not receive the desired attention in most secondary schools in South Africa, resulting in poor performance in certain subjects, a reality that extends to tertiary level. This consequently led to the interviewing and observing of librarians and teachers of different subjects in the sampled schools, in the Motheo district. Even though the study highlight some challenges, significant insights were also revealed, that strengthen the resolve that with enough effort and sound pedagogy on the part of the teachers, information handling skills can be adequately developed.

Supervisor: Dr SA Ntsala

VENTER, Elizabeth Petronella

Zettie Venter was born a Free Stater in Bethlehem, on 19 October 1969, and matriculated in 1987 at Retief High School, Kestell. She obtained the degree B. Sc. Agriculture in 1992, a Higher Education Diploma (HED) in 1995, B Sc. Hons in 2002, B Psych. in 2006, and M Ed with distinction in 2019 at the UFS. Zettie's career as educator began in 1993 at Seotlong Agricultural and Hotel School and she was employed as Physical Sciences educator at Welkom-Gimnasium from 2003 – 2018, serving various provincial bodies until 2021. Currently she is a research associate at the UFS Office for International Affairs.



With her thesis, titled: **A COLLABORATIVE EXPLORATION OF PEDAGOGICAL REFRAIN WITHIN SCIENCE EDUCATION**, the candidate contributes to post-qualitative inquiry, moving with the complexities of life-living and interrogating her own pedagogy. She used the concept of the refrain (Deleuze and Guattari 1988: 310), here understood as coinciding memory and imagination, and expressed response to educational experience by employing collaborative arts-based methodologies, such as community drumming, tapping into sensory and imaginary knowledge amongst humans and the more-than-human. Her use of the concept refrain opened preverbal knowledge for this candidate about different subjectivities of peers and mentors informing her pedagogy. Through this candidate's use of pedagogical refrain, post-qualitative arts-based inquiry holds significance in crafting programs for science educator development. By showing appreciation for life's complexities informing her pedagogy, the candidate suggests that science education value response through artmaking twofold: educators' being and becoming and complexities in education as ever evolving and changing.

Supervisor: Dr M Müller

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN EDUCATION MANAGEMENT AND LEADERSHIP

SASERE, Oluwasola Babatunde

Oluwasola Babatunde Sasere was born on the 04 December 1975 in Igbemo - Ekiti, Nigeria. He matriculated at Oloketuyi Memorial Grammar School, Igbemo-Ekiti, with excellent West African Examination Council results in the year 1996. He graduated with a Bachelor of Education (Hons) degree at Obafemi Awolowo University Ile – Ife, Nigeria in 2004 and a Master of Education degree at Ekiti State University, Nigeria in 2018. His academic career began as a graduate assistant and ad-hoc lecturer in the universities where he obtained his postgraduate degrees. Oluwasola has published in a couple of reputable journals, and he is currently a Postdoctoral Research Fellow at North West University, South Africa.

With his thesis, titled: **LEADERSHIP ROLES OF SCHOOL ADMINISTRATORS IN TEACHERS' PROFESSIONAL DEVELOPMENT IN NIGERIA**, the candidate contributes to the scholarship on human resources management in education with a focus on school leadership practices of promoting teachers' professional development. The study used a two-pronged theoretical framework of distributed leadership theory and adult learning theory. Using a qualitative research approach, Sasere selected 12 participants from three schools. The findings suggest that while the participants subscribed to school-based teacher professional development as an alternative to the deficient cluster-based teacher professional development, the Nigerian National Policy on Education (NPE) does not make provision for it. Hence, the study proposed a School-Oriented Teacher Professional Development Framework (STPDF) sensitive to the context.

Supervisor: Dr SD Makhasane

SHALE, Motsamai Ishamel

Motsamai Ishamel Shale, born on May 31, 1961, in Thaba Nchu, matriculated privately through Damelin and completed teacher training at Strydom College in 1980. He furthered his education with a BA and BEd from Vista University, a PGDE from the University of the Free State (UFS), and an MBA from MANCOSA. Beginning as a teacher in Botshabelo, he swiftly rose to School Principal in 1981. Motsamai also engaged in the Teachers Opportunity Program, emphasizing his commitment to professional development. Currently, he holds the position of President of the South African Principals Association (SAPA) in the Free State, highlighting his leadership in education.

With his thesis, titled: **A FRAMEWORK TO IMPROVE CURRICULUM LEADERSHIP IN PRIMARY SCHOOLS**, makes a significant contribution to the field of curriculum leadership design, with a specific focus on the responsibilities held by School Management Teams (SMTs) led by principals and members of school communities. To gain insights into the roles of these stakeholders in enhancing learner achievement and addressing underperformance, the candidate selected two schools for



study. Employing a qualitative approach, this research highlights the potential of such interventions in addressing persistent underperformance in schools. The study's key finding emphasizes that effective curriculum implementation necessitates the active participation of all stakeholders in leadership roles. In essence, curriculum leadership is a shared responsibility, where the collective engagement of school communities, including SMTs and principals, is vital to ensure successful curriculum execution and, ultimately, improved learner outcomes. This research provides valuable insights for enhancing curriculum leadership in primary schools.

Supervisor: Dr. MD Tshelane

ZUZANI, Zola Noble

Zola Noble Zuzani was born in the township of Kwa Langa in Uitenhage in 1974. He matriculated at Phaphani High School in 1994 and then completed a Diploma in Creative Writing from Intec College in 1996. He graduated with a BA (Communication and English) at Andrews University in 2000 and an MA (Communication, Media, and Culture) at the University of Western Sydney in 2004. He completed a Postgraduate Diploma (Educational Management and Leadership). His career included working in South Korea as a teacher, SAQA, CHE, and Henley Business School as a senior education administrator.

With his thesis, titled: **THE MANAGEMENT OF DEVELOPMENT SUPPORT MECHANISMS TO NURTURE THE nGAP FEMALE ACADEMICS INTO LEADERSHIP POSITIONS** the candidate contributes to scholarship on the management of developmental support mechanisms for nGAP black female academics focusing on the role played by assigned mentors. Using qualitative method approach, Zuzani sampled five universities from South Africa to understand mentor-mentee interaction in the nGAP. Using talent management as a theoretical framework, the candidate has demonstrated that the conceptualisation of nGAP differs from institution to institution and this relates to the autonomy vested in them. Some nGAP academics attest to being fully supported and developed while doing their PhD while others have reservations in this regard. The study presents an argument that some form of control mechanism need to be built-in into the memorandum of understanding between DHET and Universities regarding the realisation of the nGAP.

Supervisor: Dr JS Kabi

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN POLICY STUDIES IN EDUCATION

CAMPHER, Roelf Petrus

Roelof Petrus Campher was born in Port Elizabeth, South Africa on 27 January 1969. He matriculated from the Otto du Plessis High School in the city in 1986. In 1993, he graduated with a bachelor's degree in Secondary Teaching from the University of Port Elizabeth. He graduated with a BEd Honours degree (cum laude) in 2015 and subsequently with a master's degree in Education in 2016 (both at the Nelson Mandela University). His career as a Geography and Social Sciences educator began in 1994. He advanced to become a Deputy Principal at an independent high school in Gqeberha, South Africa.

With this thesis, titled: **CONSTRUCTING AN INFORMATION BASE ON TEACHER-TARGETED BULLYING TOWARDS POLICY FORMATION, THE CANDIDATE CONTRIBUTES TO SCHOLARSHIP ON THE WORKPLACE VICTIMISATION OF TEACHERS.** The study focused on the prevalence of teacher bullying by learners, peers, school management, parents, and officials in South African educational institutions, and shed light on the destructive impact it has on the victims personally and professionally, but also on the teaching and learning outcomes. The candidate argues that legal deficiencies result in a lack of protection for teachers. He showed that during COVID-19, some teachers felt more protected because of time away from work, but the pandemic also exacerbated victimisation at times. Based on this mixed methods study where data was



generated through document analyses, as well as surveys and interviews with teachers and government officials – and framed within his non-reactive victimisation model – the candidate presents a comprehensive information base for policy formulation.

Supervisor: Prof L Jacobs

Co-Supervisor: Prof M Reyneke

MOHOEBI, Matseliso Alice

Matseliso Alice Mohoebi was born on 7th October 1984 in Botha-Bothe, Lesotho. She matriculated at Holy Family High School in 2002. She graduated with a BED degree at the National University of Lesotho in 2007 and later she obtained BED honours in 2010 and in 2013, she graduated with Master of Education in Education Management, Leadership and Policy from the University of Witwatersrand. Her career as a teacher began in 2007 where she rose to the ranks of Senior Specialist Teacher.

With her thesis, titled: **USING A CRITICAL ANALYSIS OF THE LESOTHO INCLUSIVE EDUCATION POLICY (2018) TO EXPLORE TEACHERS' INCLUSIVE PRACTICES**, Matseliso Alice Mohoebi contributes to promoting inclusive education policies in Lesotho secondary schools. As a qualitative study, she sampled nine teachers and one special education manager where a collage group portrait discussion, focus group discussion and a semi-structured interview were used to collect data to explore how the Lesotho Inclusive Education Policy (2018) informs teachers' inclusive practices. The findings revealed teachers' practices as being inconsistent with the expectations of the policy. The classroom practices are inclined more towards teacher-centred approach. The Inclusive Pedagogy theory highlights lack of teachers' positive attitudes and beliefs in the policy, and resources to achieve the objectives of the policy. The study concludes that successful implementation of inclusive education depends on teachers' competencies and resources to help with the proper implementation of the LIEP 2018 policy.

Supervisor: Dr FP Khanare

Co-Supervisor: Dr C Tsotetsi

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN PSYCHOLOGY OF EDUCATION

BOSCH, Levina Catherina

Levina Catherina Bosch was born in Kimberley, Northern Cape. She matriculated in Jacobsdal and attained a Diploma in Somatology (Cum Laude) and a PGCE (Cum Laude) at Central University of Technology. In 2009 she completed her B. Ed Honors Inclusive Education (Cum Laude) from the University of the Free State and a Master of Education at the University of the Free State in 2011. Her career as a lecturer began in 2007 at Motheo TVET College where she excelled and was appointed in 2020 as the South African National World Skills Expert for Beauty.

With her thesis, titled: **EXPLORING THE INFLUENCE OF NEUROFEEDBACK TRAINING ON GRADE R LEARNERS' CONCENTRATION LEVELS FOR SCHOOL READINESS** the candidate contributes to the development of foundation phase learners, especially the concentration levels for school readiness of Grade R learners in their transition to Grade 1. A mixed method approach was followed to establish how teachers perceive neurofeedback and the implementation thereof, as well as the influence of neurofeedback training on Grade R learners' concentration levels. Findings from the study were significant as learner-participants who received training improved in all five concentration indicators. Data further revealed that teachers felt positive in terms of the possible implementation of Brain Gain Neurofeedback training into the South African school curriculum.

Supervisor: Prof C Beyers

Co-Supervisor: Dr KR Mukuna



DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN SCIENCE AND TECHNOLOGY

DAVID, Wayne Anthony

Wayne Anthony David was born on 09 September 1970 in Pietermaritzburg, KwaZulu-Natal. He matriculated at Heather High School in 1989 and attained a B-Tech Management Science from Durban University of Technology in 2010. He later graduated with a Master's Degree in Education at the University of KwaZulu-Natal in 2016. His career path was directed in international and multi-national organizations focusing on analytical and strategic planning. He excelled in conceptualizing and implementing trade and brand activities, specifically by providing innovative solutions to address complex challenges in the market. He enjoys working and leading teams towards achieving high-quality results.

With his thesis, titled: **A STRATEGY TO TEACH BUSINESS OPPORTUNITIES CREATION SKILLS USING INFORMATION, COMMUNICATION AND TECHNOLOGY**, the candidate explores the professional development of engineering-related TVET lecturers in the context of industry demands. This research emphasizes these lecturers' crucial role in fostering collaboration between colleges and industries to sustain knowledge creation. Wayne utilized complexity theory and Bricolage principles to develop a knowledge-creating model that promotes sustainability. Building on the results of a mega-project survey, Wayne conducted interviews, discussions, seminars, and observations at various TVET workshops and campuses. The model gained the interest of a small-medium enterprise owner for potential business expansion. This work contributes to the scholarship of engagement by fostering synergies between educational institutions and industries to support sustainable learning environments.

Supervisor: Dr MF Tlali

Co-Supervisor: Dr NJP Teis

TAOLANE, Bonnqe Mamolibeli

Bonnqe Taolane was born on 16 December 1971 in the Makhakhe village of Mafeteng District (Lesotho). She holds a double accredited Master of Educational Research and Training from the ERASMUS MUNDUS exchange program between NUL (Lesotho), KAHO/Odisee (Belgium) and University of Aix Marseille (France) since 2015. She graduated with a Bachelor of Science Education (NUL) specialising in Chemistry and Mathematics. Bonnqe has 29 years experience in the field of education in different capacities, from a high school teacher, a regional mathematics inspector (South) to manager (Subject and Research & Evaluation) and the current position at the Examinations Council of Lesotho.

With her thesis, titled: **INTEGRATING INFORMATION AND COMMUNICATION TECHNOLOGIES INTO THE TEACHING AND LEARNING OF SCIENCE IN LESOTHO**, the candidate not only contributes to the scholarship on the integration of ICTs in classroom practice, but also to the emerging discourses on alternative ways to think about the policy-practice gap in ICT policy implementation studies. A multi-case study was adopted to examine teachers' practices of ICT integration and the discourses that inform their practices. The study concludes that- there are both productive and conflicting discourses on ICT integration for primary schools in Lesotho and that teachers' practices are constructed within these conflicting policy environments, resulting in both innovate and less innovative classroom practices based on the teachers' interpretations and creativity. The study proposes a Basic ICT-Integration Model (BIIM) that takes account of both the physical and policy environment, among others.

Supervisor: Prof T Jita

Co-Supervisor: Prof LC Jita

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN SUBJECT EDUCATION IN NATURAL SCIENCES

HLAELA, Nthoesele

Nthoesele Hlaela was born on 31 January 1982 in Quthing, Lesotho. She completed her secondary education at Mopholosi High school in 1999. She attained a BSc in education, awarded as the best student in Physics Education at the National



University of Lesotho in 2005. She then received a BSc Honours with distinction in 2009, a MSc in 2011 at the University of the Witwatersrand and the PhD in Physics Education in 2023. She taught Mathematics and Physics at St Joseph High School before her promotion to lecturer and HOD of Sciences at the Lesotho College of Education.

With her thesis, titled: **EXAMINING THE COMPONENTS OF PEDAGOGICAL CONTENT KNOWLEDGE AND THE CONSTRUCTION OF PHYSICS TEACHERS' CLASSROOM PRACTICES**, the candidate responds to the age-old question on what do teachers need to know to teach well? In her exploration of Teachers Professional Knowledge for Teaching, she focuses on the components of pedagogical content knowledge that Physics teachers in Lesotho possess and how they draw on these components to construct their classroom practices in a variety of contexts. Using a mixed method approach and a sample of 87 qualified Physics teachers, the findings revealed low levels of pedagogical content knowledge components, the lowest being content knowledge and the knowledge of students. The study also found a mismatch between the pedagogical content knowledge on-action and the pedagogical content knowledge enacted in classroom contexts. Hlaela thus argues that contextual factors shape classroom practice construction much more than the pedagogical content knowledge of the teachers.

Supervisor: Prof LC Jita



DEAN |

PROF P BURGER

CERTIFICATES

HIGHER CERTIFICATE IN MANAGEMENT DEVELOPMENT

BOUCHER, Danelle*
 CASTER, Goerg-Leen
 Gayroonisha
 CHANNON, Albert, William*
 DITLHAKANYANE, Makhokolotso
 Sylvia
 HOOSAIN, Zainudien
 KARRIEM, Wafeeqa*
 MAFOKOSI, Rethabile
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 MAJOKWENI, Khanyisa
 Zakwamhlombe*
 MARITZ, Brendon
 MATHIBI, Medupe Michael
 MATONA, Ntsoaki Monica
 MOFOKENG, Mmamallane
 MOLETSANE, Retshidisitswe
 MRAJI, Mbongiseni Leonard*
 MTETWA, Nokulunga Noluthando
 NKGUDI, Viola Martha*
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 PARKIN, Sarel Johannes*
 PINZI, Thandiwe*
 PRETORIUS, Nichola Bridget
 Maria*

SAKWE, Refilwe Thato
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 THERON, Gert Jacobus*
 THOMAS, Maria Magdalena Aletta
 VAN WYK, Belinda Jaqueline

HIGHER CERTIFICATE IN ECONOMIC AND MANAGEMENT SCIENCES COMMERCE

DHLAMINI, Keabetswe Yvonne
 KATOYI, Athenkosi
 KGADITSE, Precious Tlhokomelo
 LUBISI, Dineo
 MAPEEA, Moeketsi
 MATSEKE, France Mashilo
 MBATHA, Nomfundo Sbongile
 MSIBI, Zendulo Victor
 NDLEBE, Siphumelele
 NDWENI, Kukhanya Busisiwe
 SOMETSEWU, Sesona
 THUBAKGALE, Karabo
 TYHALI, Phelele
 VILAKAZI, Maria Mbali

HIGHER CERTIFICATE IN ECONOMIC AND MANAGEMENT SCIENCES ADMINISTRATION

KHOLUMO, Thabo Vincent
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 MOKHAMPANYANE, Mphonyane
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 MQWEBA, Rethabile
 RATONA, Kagiso
 TOBIAS, Lumeece Glory-Jane

BACHELOR'S DEGREES

BACHELOR OF ADMINISTRATION

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 Rashiida
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 MAKHUBO, Nokwanda
 MAQWELANE, Nandipha
 MASUKU, Philisiwe Zandile
 MBEWU, Emihle
 MDHLULI, Nosipho Clementine
 MGIBA, Thabiso
 MGUNI, Nomfundo Sandra
 MNGUNI, Kgothatso Belaphi
 MOGASHWA, Gasengwana Lydia
 MOHLALA, Hope
 MOKGORO, Tshiamo



MOKUINING, Nolywe Fawcett
MOKUPO, Letshepa
MOLEKANE, Ramasela Chamine
MOREKI, Lawrence Karabo
PHOSHOKO, Karolo Collen
RADEBE, Bekezela Welcome
SITHOLE, Msizi Neliswa
TALE, Nandi
TEME, Sibongile Lebohang Violet
TLHOGOE, Orekgethetse
Naphtally
ZULU, Silindile Snethemba

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NGWENYA, Simphiwe
WILLIAMS, Timothy Kyle

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KULA, Mandisa Ngoyi
MAMPHISWANA, Nthangeni
MANWELL, Mario Naledi
MANYATHELA, Mpathwenhle
MCINTYRE, Esteen
MODISE, Moitheri Mmina
Jacqueline

RISENGA, Masungulo Adventia
Dulcie
SEDIMO, Gida
WILSON, Whillmarischa Rulene

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LILLANE, Lubna
MANALA, Martin
RANTSANE, Felleng Angela

BACHELOR OF COMMERCE WITH SPECIALISATION IN ENTREPRENEURIAL MANAGEMENT

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SCHUTTE, Karl Albers

BACHELOR OF COMMERCE WITH SPECIALISATION IN GENERAL MANAGEMENT

TSHABALALA, Palesa Gloria

BACHELOR OF COMMERCE WITH SPECIALISATION IN HUMAN RESOURCE MANAGEMENT

BOTA, Zizipho

BACHELOR OF COMMERCE WITH SPECIALISATION IN INVESTMENT MANAGEMENT AND BANKING

SWANEPOEL, Pieter Frederik
TWALA, Jabulile

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WILLEMSE, Dean Angelo

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LIPHOTO, Matsebo Angelina
LWANANA, Thando
MAISTRY, Tracy Phyllis
MALOKA, Miriam Litlhare
MASETI, Neziswa
MATLALA, Nthabiseng Evelyn
MOCWANA, Mamonthwane
Sanah
MOETI, Moipone Martha
MOKOENA, Thabiso Johannes
MOSELANE, Keneilwe Prudence



MPETE, Kgotso Paulus
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Goodman
OBERHOLZER, Chris Burger
PADAYACHEE, Jaya Krisna
PILLAY, Raymond
PRATT, Michelle Karen*
RAMAHLAHA, Mohau William
RAMAHLELE, Bonolo Victoria
REGAL, Ashley-Shé
TSOEUTE, Jennivive Vivian
VAN ANTWERP, Tinus Antonie*
VAN DER MERWE, Catherine
Pamela

POSTGRADUATE DIPLOMAS

POSTGRADUATE DIPLOMA IN BUSINESS ADMINISTRATION

ADAMS, Anika
DIAMOND, Tumelo
DUBULA, Mncedisi Mcdonald
KHEDAMA, Leane Cathrine
LEPHOLE, Lintle Sylvia
LEROIBAKI, Malehlohonolo
MACHEU, Evelyn Mpho
MAKHETHA, Pulane Suzan
MALATALIANA, Teboho
MANAKANA, Tlou Christopher
MAPENA MPOTA, Makarabo
Pulane

MARAIS, Stephan
MARANYANE, Malia
MASAKALA, Tshidiso Joel
MASUKU, Sifiso Innocent
MASUPE, Puseletso Lucia
MATHEKGA, Koena Keith
MIDDLETON, Catriona Gracilia
Shantall
MOETI, Jonathan
MOGOROSI, Katlego Motlanalo
MORAPELA, Katleho Sebatso
Prudence
MOSHOESHOE, Shweshwe
MOTHABENG, Teli Ian
MUDAU, Lorraine*
MZIMBA, Mbango Walter
NEL, Annamarie*
N'SA ILOSAU, Jean - Pierre
NTHUNYA, Madijana Jane*
PHAHLO, Kelebogile
RAPUDUNGOANE, Maruping
Gregory
SEBOKA, Tankiso Salman
SEMPE, Lerato Florence
SEUTLOALI, Molibeli
SHIKWAMBANA, James
Hlamalani
TAU, Benjamin Kagiso
ZULU, Matseliso Agnes

POSTGRADUATE DIPLOMA IN PUBLIC ADMINISTRATION

PHEKO, Ditaba Samuel

HONOURS DEGREES

BACHELOR OF ADMINISTRATION HONOURS

MDAKANE, Nolwazi

BACHELOR OF COMMERCE HONOURS IN MANAGEMENT ACCOUNTING

NAUDE, Zandalee Zia

BACHELOR OF COMMERCE HONOURS WITH SPECIALISATION IN ECONOMICS

MOLEFE, Khotso

BACHELOR OF COMMERCE HONOURS WITH SPECIALISATION IN FINANCE

AMEKYE, Samuel Thato Yaw

BACHELOR OF COMMERCE HONOURS WITH SPECIALISATION IN INDUSTRIAL PSYCHOLOGY

RAMOSENSA, Sehlomeng
Likhabiso Angelina

BACHELOR OF COMMERCE HONOURS WITH SPECIALISATION IN MARKETING

MOTLHANKE, Kelebogile



MASTER'S DEGREES

MASTER OF BUSINESS ADMINISTRATION

CHIKWATA, Kim Penny
JACOBS, Keenan Farell
KOLOBE, Mosiuoa Edward
MABUNDA, Nyeleti Charmaine
MANCOE, Boitumelo
MATHIBE, Refiloe
MKHUNGO, S bongiseni
MONESE, Limpho Azael
NEL, Pierre Retief
NTIA, Namhla
PIDERIT, Jarrod Charles Arthur
SAKOANE, Bokang
STANLEY, Ivan Vernon
TONDI, Nonkululeko Mamphela
WILLIAMS, Zoe Shaloom Natasha

MASTER OF COMMERCE

VAN NOORDWYK, Annemarie

Dissertation Title:
ENTREPRENEURIAL
ORIENTATION AND
NETWORKING: IMPLICATION
FOR SME PERFORMANCE

Supervisor: Prof B Neneh

MASTER OF COMMERCE WITH SPECIALISATION IN BUSINESS MANAGEMENT

ARENDSE, Angelo Ryan

Dissertation Title: STORE
ATMOSPHERICS, AFFECT AND
CONSUMER BEHAVIOURAL
INTENTIONS WITHIN THE
APPAREL INDUSTRY IN
CENTRAL SOUTH AFRICA

Supervisor: Dr ET Maziriri

Co-Supervisor: Dr TF Rukuni

MASTER OF DEVELOPMENT STUDIES

BUNGU, Johnson Kudzaishe
GXALABA, Fundiswa Elizabeth
MATHE, Siphwe Lorraine Thato
MODIRAPULA, Tshalofelo David
MODISE, Cynthia Nthabiseng
MOKOENA, Lehlohonolo Gibson
PETA, Theresa
SOSIBO, Phumlani Victor

MASTER OF INDUSTRIAL PSYCHOLOGY

TAYLOR, Tyra-Leigh

MASTER OF PUBLIC ADMINISTRATION

MGENGO, Ndoda
NNDANDULENI, Murendeni
PETSO, Ivy Naledi
TSHITANNYE, Pholoso Timothy



DOCTORAL DEGREES

DOCTOR IN PUBLIC MANAGEMENT

MORILLY, Simon West

Simon Morilly was born in Cape Town in 1961. He received his secondary education at Livingstone High School in Claremont, Cape Town, where he matriculated in 1979. He obtained a BComm Hons in 1999 at UWC, a PG Dip in Management at UKZN in 2002, and an MComm in Ethical Leadership and Strategy at UWC in 2013. He held various managerial positions at Old Mutual and Santam over the years and since May 2022 owns a consultancy practice, engaged in implementing important climate and disaster-related programmes involving the private sector and public sector and mentoring senior officials in municipalities.

With his thesis, titled: **AN EXAMINATION OF ROLE PLAYER INTERACTIONS IN CROSS SECTORAL PARTNERSHIPS IN MUNICIPALITIES – TOWARD IMPROVING SERVICE DELIVERY**, the candidate contributes to the scholarship and practice of municipal service delivery. The study utilises complexity theory to establish possible patterns of interaction between municipalities and the private sector as cross-sectoral partners. Through case study methodology, it focused on a service delivery improvement intervention by a private company in collaboration with three district municipalities. The research findings provide evidence of the complexity dynamics in the cross-sectoral partnerships that were investigated and its accompanying influence on the ability of such interventions to improve the capacity of municipalities to overcome an array of challenges to provide services in the best interest of local communities. The study provides a framework for improved future cross-sectoral collaboration and factors to be considered by leaders in both the municipal and private sectors.

Supervisor: Dr L Du Plessis

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN BUSINESS ADMINISTRATION

MATSASENG, Kopano Fairbridge

Kopano Matsaseng is a Lesotho-born South African, born in 1973. He matriculated from Maseru High School in 1989. He has 20 years of experience in the banking, education, and statistics sectors. After working for Barclays Bank Lesotho for three years, he enrolled at the National University of Lesotho and obtained a Bachelor of Arts degree in Economics and Accounting (1998). He pursued graduate studies at the University of KwaZulu-Natal, where he received an Honours degree in Economics (2000) and a Master of Commerce degree in Economics (2003). He is a deputy director at Statistics South Africa responsible for research and innovation.

With his thesis, titled: **INTERNAL INNOVATIVE CAPABILITY AND SUSTAINABLE COMPETITIVE ADVANTAGE IN THE SOUTH AFRICAN AUTOMOBILE MANUFACTURING INDUSTRY**, the candidate makes a valuable contribution by investigating the influence of internal innovative capability on the sustainable competitive advantage in the South African automobile manufacturing industry. The

quantitative results show that process innovation activities are important and that innovative capability is significantly correlated with a sustainable competitive advantage. The qualitative results reveal three important themes: the development of innovative capability, creation of sustainable competitive advantage and the maintenance of a unique value proposition. The study recommends a strategic

approach to sustainable competitive advantage that applies innovative capabilities to enhance product differentiation, limit both new competitors from entering the market and competition from existing competitors. Finally, by engaging in product



and process innovation activities, South African motor vehicle manufacturers can create products that are more appealing to customers, more efficient to manufacture, and more profitable.

Supervisor: Dr J Van Zyl

Co-Supervisor: Dr P Sarpong

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN DEVELOPMENT STUDIES

MANDAVHA, Ndovhatshinyani

Ndovhatshinyani Mandavha was born in Limpopo province, South Africa and completed secondary schooling at Azwifarwi Secondary School in 2003. She obtained her BA in Information Science from the University of Johannesburg in 2007 and pursued postgraduate studies in Development Studies, obtained an Honours in 2010 from Unisa and a Master's in 2012 from Nelson Mandela University. Her work experience is a hybrid of private and public sector employment, with experience in socio-economic development, programme and project management, and training and development.

With her thesis, titled: **ASSESSMENT OF BROAD-BASED BLACK ECONOMIC EMPOWERMENT COMPLIANCE ON ENTERPRISE AND SUPPLIER DEVELOPMENT THROUGH THE CAPABILITY APPROACH**, the candidate provides insight into the compliance of B-BBEE enterprise and supplier development (ESD) using the capability approach. Using mixed methods, the study captured the perspectives and experiences of two government officials, 20 corporates, and 401 SMMEs operating in the manufacturing sector. The findings reveal that while most corporates complied with ESD, the majority of SMMEs have not reaped the benefits of ESD initiatives. Moreover, the government lacked an implementation framework despite recognising the challenges, underscoring the complexities of

ESD. The study proposes a framework outlining steps for these stakeholders to enhance ESD's impact and to bring valuable change in their respective environments and into the business and lives of those who are being empowered.

Supervisor: Prof B Neneh

Co-Supervisor: Prof D van Rooyen

TANYANYIWA, Vincent Itai

Vincent Itai Tanyanyiwa was born in Goromonzi, Zimbabwe, on 24 March 1971. He received his secondary education in Murewa where he matriculated at Murewa High School in 1990. He obtained a Diploma in Education in 1995, the degree BSc. Geography and Environmental Studies in 2004, a Post Graduate Diploma in Project Planning and Management in 2008, the degree BSc. Special Honours in Urban Management Studies in 2017 and the degree MSc Social Ecology in 2007. He started his career as a high school teacher in Kariba. In 2009, he was appointed to the Department of Geography and Environmental Studies, at the Zimbabwe Open University.

With his thesis, titled: **THE URBAN LIVELIHOODS OF INFORMAL SECTOR PRACTITIONERS IN HARARE**, the candidate contributes to scholarship on the informal sector and urban governance in Africa and challenges the notion of the informal sector as a passive victim of state power. Embedding the research in the Sustainable Livelihoods Approach, the candidate uses a set of qualitative interviews with informal practitioners and city governors to highlight the agency of informal-sector practitioners in countering government power. Much animosity against informal-sector practitioners results from colonial legislation or an unfounded emphasis on urban modernity. The study highlights informal practitioners' agency in countering city actors' power. These informal traders typically pay informers or bribe the police to warn them of possible raids, have flexible business activities, and ensure they have multiple livelihoods. One paper has appeared in an international journal.

Supervisor: Prof L Marais

Co-Supervisor: Dr L Du Plessis



DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN ECONOMICS

KATUKA, Blessing

Blessing Katuka was born on March 17, 1989, in Bindura, Zimbabwe. He earned his Honours degree in Banking and Finance with first-class from Midlands State University and was awarded a book prize in 2013. He continued his studies at the same university, pursuing a Master of Commerce degree in Economics, for which he received another book prize in 2018. Currently, Blessing Katuka works as an analyst in the Financial Markets division of the Reserve Bank of Zimbabwe.

The his thesis, titled: **THE CAUSES AND IMPACT OF NON-PERFORMING LOANS (NPLs) ON THE BANKING INDUSTRY AND THE ECONOMY IN ZIMBABWE DURING DOLLARIZATION**, makes a significant contribution to the scholarly understanding of NPLs dynamics within Zimbabwe's banking sector. The study employs rigorous econometric approaches to investigate this critical issue and reveals following findings. Locally owned banks experienced a higher prevalence of NPLs compared to their foreign-owned counterparts. Over-lending behaviour had a negative and statistically significant impact on NPLs. Bank industry cost inefficiency stood at 18.64% and NPLs only decline when it falls below 7.14%. Enhancement in the rule of law, political stability, and control of corruption reduces NPLs. Fiscal balance positively and significantly affects NPLs. NPLs shocks affect banking industry stability and the overall economic performance. The research sheds valuable light on the intricate dynamics of NPLs in Zimbabwe's banking sector and their implications for the broader economy during the dollarization era.

Supervisor: Dr C Mudzingiri

Co-Supervisor: Dr E Vengesai

DOCTOR OF PHILOSOPHY WITH SPECIALISATION IN PUBLIC ADMINISTRATION AND MANAGEMENT

CHATANGA, Redemption

Redemption Chatanga was born on 11 January 1987 in Masvingo Province, Zimbabwe. She received her secondary education in Masvingo, where she matriculated at Mkwazine Secondary School in 2003. She obtained a BSc. Honours Degree in Administration in 2010 and an MSc. Degree in Public Administration in 2012, both from the University of Zimbabwe. Her career started as an administrative assistant in Harare, Zimbabwe, in 2010, at the Econet Joshua Nkomo Scholarship Fund, where she was a former recipient and the first undergraduate and postgraduate (MSc) studies graduate. At present, she is a full-time student.

With her thesis, titled: **COMMUNITY PARTICIPATION IN CLIMATE CHANGE POLICY FORMULATION AND IMPLEMENTATION IN LESOTHO**, the candidate contributes new perspectives for increased legitimacy, ownership and participation of communities in climate change policy processes. This contribution presents a contextual participatory strategy for community participation in Lesotho's future climate change policy formulation and implementation processes. Using the case of the Manonyane Communities in Lesotho, components of New Public Governance Theory such as sociopolitical, administrative and public policy governance were applied to analyse community participation as plural and pluralist processes during climate change policymaking. Through participatory methodologies such as storytelling, livelihood integration, and indigenous knowledge systems, this contextual participatory strategy presents a praxis for Lesotho policymakers to enhance community participation in future climate change policy processes. Significantly, this study draws attention to communities' participation in mitigating the impact of climate change on their livelihoods and achieving Lesotho's country targets for Sustainable Development Goal 13.

Supervisor: Dr MIM Biljohn

DEAN |
PROF S KAMGA

BACHELOR'S DEGREES

BACHELOR OF LAWS

ELS, Martin
 GUINEY, Itchell Sandy
 LESIE, Tshepang Patrick
 MADIA, Mathilda Nkhumbuleni
 MAENETJA, Quintin
 MAHWAYI, Thabiso Innocent
 MALEBO, Keabetswe Carol
 MALULEKE, Evans
 MOALAH, Kgomotso
 MOFOKENG, Teboho Richard
 MOHLOMI, Mogomotsi Ivan
 NXUMALO, Simanga Zipho
 SELLO, Thabiso
 SELORO, Paballo
 SENOKO, Karabo

SEPTEMBER, Keelan
 VISSER, Marizandri

POSTGRADUATE DIPLOMAS

POSTGRADUATE DIPLOMA IN LABOUR LAW

LEKHEHLE, Mpho Constance
 MBEKE, Antonate Sinazo
 MBUNGE, Sibongiseni Patronella
 MOGOROSI, Selebatso Rebecca
 MONTSHO, Lesang Godfrey
 NTLOLA, Nomsa Naomi

MASTER'S DEGREES

MASTER OF LAWS WITH SPECIALISATION IN CONSTITUTIONAL LAW AND PHILOSOPHY OF LAW

VORSTER, Janko*

Dissertation Title: GENDER TROUBLE IN THE CHURCH: PROMOTING ASSOCIATIONAL AUTONOMY THROUGH ONTOLOGICAL DIFFERENCE

Supervisor: Prof SA De Freitas

MASTER OF LAWS WITH SPECIALISATION IN ENVIRONMENTAL LAW

NKOSI, Mduduzi Lyson

DOCTORAL DEGREES

DOCTOR OF LAWS WITH SPECIALISATION IN MERCANTILE LAW

STOPFORTH, Grey

Grey Stopforth was born in Klerksdorp on 27 September 1985. He matriculated at Orkney High School in 2003 and obtained a Bachelor of Laws in 2008. He is a member of the Golden Key Society and obtained merit rewards during his undergraduate studies for his good academic achievements. He further graduated with a Master of Laws, specialising in Labour Law, in 2009. His career as an academic began in 2010 when he started as a part-time lecturer at the North-West University Potchefstroom



Campus after which he was appointed as a lecturer at the North-West University's Vaal Triangle Campus. He is currently a lecturer at the University of the Free State, specializing in labour law, future of work and legal education.

With his thesis, titled: **DECENT WORK FOR ON - DEMAND WORKERS IN THE MODERN - DAY GIG ECONOMY**, the candidate makes a valuable contribution to the legal theory of the lack of labour law protection for on-demand workers, inclusive of platform workers such as Uber drivers. The candidate through comparative and evaluative research, contributes to the knowledge base of the protection of on-demand platform workers and left no stone unturned to tender workable and practical solutions to the precarious situation that platform workers experience on a daily basis in the gig economy. The candidate advanced a multifaceted approach that endeavours to explore additional disciplines beyond the domain of law, with the aim of mitigating the decent work deficit experienced by on-demand online workers within the context of South Africa. Two accredited articles have been published based upon the doctorate.

Supervisor: Prof (Assoc) OM Smit

THE SEANAMARENA THE TRADITIONAL BASOTHO BLANKET

The Main Procession Graduation Gowns – embroidered with rich diversity



South Africa, and the Free State in particular, has a long-standing friendship with our neighbouring country, Lesotho.

Through a shared history, we have become co-creators of our futures. For this reason, the UFS decided to incorporate our tradition with that of the Basotho in the design of our Main Procession graduation gowns.

The gowns are inspired by the Seanamarena – the traditional Basotho blanket. The different patterns on the Seanamarena indicate the status one holds in the Basotho nation or reflect the occasion being celebrated. Keeping the Seanamarena pattern in mind, we combined our traditional academic designs with that of the Basotho nation.

YOKE PATTERNS

Yoke pattern for the Chancellor and Vice-Chancellor



This Seanamarena pattern is an interpretation of a design used exclusively for the king and chiefs – which means ‘to swear by the king’. This blanket has the highest status of all Basotho blankets.

Yoke pattern for the Chairperson of the Council



This Seanamarena Victorian crest motif appeared after the visit of the Prince of Wales to Lesotho in 1925, which made a profound impression on the local people. Customers refer to this blanket as ‘lesiba’ – meaning feathers – when buying it.

Yoke pattern for the Deputy Vice-Chancellor




This Seanamarena Poone design symbolises good crops, wealth, and fertility. The Poone is given as a present to honour an important visitor.

Yoke pattern for Registrar



The same Seanamarena Poone design used for the Deputy Vice-Chancellor applies to the Registrar, with some slight design and colour alterations.

The Deans wear gowns made in the colours of the faculties, or others which indicate the office they hold.



2023

#UFSAlumni #UFSGrad

CONGRATULATIONS CLASS OF 2023

Congratulations on your graduation! This officially makes you alumni of the University of the Free State. We are very proud of your achievements, excited to see what your future holds, and to connect with you in the bright future ahead of you!

KEEPING YOU INFORMED

Alumni are a real measure of a university's brand, and we strive to keep you informed of the latest news, campaigns, events, reunions, and projects emerging from the UFS. Stay connected by keeping an eye on our website, Facebook and LinkedIn pages, and email.

Through us, you are not just staying connected with the UFS, but also with other alumni. Let us connect you with alumni globally and reconnect with former peers.

KEEPING YOU CONNECTED

Not only do we want to keep you connected with what is happening at your alma mater, we want to keep on celebrating you too!

Make sure that you update your details every year in one of the following ways:

- Online at www.ufs.ac.za/alumni
- Email us at alumni@ufs.ac.za
- www.facebook.com/UFS.Alumni
- [www.linkedin.com/school u-f-s](http://www.linkedin.com/school/u-f-s)

Kindly ensure you include your full names, date of birth, cellphone number, and private email address when updating your details.

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