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jT News

JuniorTukkie

October 2022 Edition



Make today matter



International Day of Peace: We are not bound to our past

By Robyn Schnell (Department of Historical and Heritage Studies)

The International Day of Peace, also known as Peace Day, is celebrated annually on 21 September.

Introduced by the United Nations (UN) in 1981, Peace Day is dedicated to strengthening the [ideals of peace](#). On [Peace Day](#), all nations are invited to work towards [maintaining worldwide peace](#). The theme for Peace Day 2022—'End racism. Build peace'—holds powerful significance for South Africans. Although our nation's history is associated with racism, there were also meaningful attempts to achieve peace, as seen in the peaceful efforts made during the

anti-apartheid struggle. Although apartheid was dismantled in 1994, racism is still prevalent in all aspects of South African life.

While we cannot escape our violent past, we are also not bound to it!

We can observe Peace Day through [different activities](#), such as meditation and prayer vigils. We can also participate in a Minute of Silence, also known as 'The Peace Wave', at 12:00 noon to demonstrate a united desire for peace.

Peace Day is a time to commemorate humanity's progress towards a peaceful existence and to think about how we can contribute towards achieving peace in our country and around the world.

'Let there be justice for all. Let there be peace for all. Let there be work, bread, water and salt for all. Let each know that for each the body, the mind and the soul have been freed to fulfill themselves.'

(Nelson Mandela)



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Six things I wish I knew before varsity: Perspectives of EMS students

By Faculty of Economic and Management Sciences

The digital world has made it easy to access information, but regardless of how easy it may be to find online information about the exciting life that awaits you as a University of Pretoria (UP) student, it is often better to be informed by those who have already walked the path that lies ahead of you.

Students in the Faculty of Economic and Management Sciences (EMS) who have 'done it and got the T-shirt' shared what they wish they had known before joining UP.

If you missed the #ChooseUP virtual event, catch up via bit.ly/3LnP9fx to learn more about the Faculty of Economic and Management Sciences' various programmes and student support, and to meet some of the staff members in the Faculty.

Courtney Smith

Third-year BAdmin (Public Management and International Relations) student

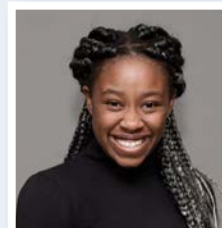
- It is important to create a balance between academics and life outside of academics. It is so easy to become completely absorbed by your studies that you forget that as a student you should also have fun.
- You need to keep track of assessments and assignments that are due because lecturers do not have time to check students' progress to ensure that their assignments will be completed on time.



Mahlohonolo Ngomane

Third-year BCom (Accounting Sciences) student

- I wish I had known how intense my study programme would be. I knew it would be tough, but was not mentally prepared for the challenge. Accounting was my favourite subject in high school, but when I started my studies at the University, I realised that I had to become a critical thinker.
- Consistency is key. It is very important to be consistent in your studies.



Clive La Vita

Third-year BCom (Economics) student

- It is important to keep a budget—being broke at university is not a very pleasant thing.
- University is not like high school—you cannot study in the same way at university as you did in high school.



Pro tip: EMS has a team of Faculty Student Advisors (FSAs) who are available to assist students with adjusting to university life, stress management, study skills, time management, goal setting and motivation.

Steven Chepkonga

Quantity Surveying student and cricket star

By Elzane Van Eck

Steven Chepkonga is building his career not only as a construction professional, but also as a young cricket star.

Steven, who is currently a BSc (Quantity Surveying) Honours student in the Department of Construction Economics, is also an avid cricket player. He was selected for the 2022 Tuks cricket team. The team participated in the Varsity Cup championship that took place from 3 to 6 October 2022.

Steven started playing cricket at the age of seven and played in the first team in high school. He said: 'When I arrived at Tuks I decided that I would play the sport for fun. However, while I was bowling a session on my own in the nets after an exam,

I was spotted by Curtly Diesel, the assistant coach of the first team, who invited me to train with the squad. Next thing I knew I was in the team that won the Varsity Cup in Potchefstroom and then on a plane to Dubai for the Red Bull World Finals'.

Assupol Tuks of the University of Pretoria have been the most successful team in the history of the Red Bull Campus Cricket tournament. Having won their national championship several times, Assupol Tuks has also won the Red Bull Campus Cricket World Finals on three different occasions (2014, 2015 and 2019), making them the most successful team in the history of the tournament.

Read more here: www.redbull.com/int-en/event-series/campus-cricket-world-cup.



↑ Steven Chepkonga

Steven made his debut as a professional playing for the Titans in 2022 and hopes to secure a professional cricket contract. If this does not happen, he will be happy to focus all his time and energy on building his career as a quantity surveyor.

Double celebration as twin brothers are awarded UP computer science degrees

Media article: DIA

Johannesburg twins, Connor and Liam Mayston, had a double celebration when they both graduated from the University of Pretoria (UP) with computer science degrees during UP's recent spring graduation ceremonies.

Connor and Liam (22) received their degrees in computer science. 'In our first year we started with computer engineering, which is mostly hardware, but then decided that we preferred a more software-oriented form of study,' Connor said. 'That's why we only finished halfway through the year.'

Liam, who has been employed at a software developing firm since the beginning of the year said that having a twin brother in the same class had its advantages. 'Connor and I have always been together, which makes things easy when you need help. We were always right next to each other. We lift each other up. We went to university together and shared an apartment. So even doing a second degree would be easy as help is always at hand when you need it.'

He added that they watched television from a young age, enjoyed technology when mobile devices were available and did coding at school. 'In my opinion, a degree in computer science is an excellent qualification, especially for the future, since everyone needs software and every company needs a website.'

Connor, who works with the software development team at a large motor vehicle retail chain, stated that being awarded the degree was a vindication of their hard work and an indicator of a bright future. 'It's a bit of a relief to be done with studying for now, but we plan to enrol for the honours programme next year.'

Asked why they chose to study at UP, Connor said: 'The first reason was that we believe UP offers a better engineering programme than most other universities in South Africa, and since we started as computer engineers, it was an obvious choice. UP is not far from our home and many of our friends also enrolled to study at UP.'

Liam agreed and said that one could not go wrong with a well-recognised degree. 'That's



↑ Connor and Liam Mayston

why we are enrolling for the honours degree; it will elevate our qualification even further. A degree is an important tool for getting ahead in life, especially if one wants the option to travel.'

Connor added that his studies have taught him how to think and interact with the problems presented to him, which 'is the best thing I can say I've learnt at the University'.

Read the full article here: www.up.ac.za/news/post_3103324-double-celebration-as-twin-brothers-graduate-with-up-computer-science-degrees | Website www.up.ac.za/computer-science

Meet smWoef, the University of Pretoria's new robotic dog

By *Primarishni Gower*

It can dance, sniff and do a backflip with ease. Actually, it's a bit of a show-off, only too happy to be a great source of pride and joy to the University of Pretoria (UP), whether prancing around an avocado orchard or accompanying the Vice-Chancellor and Principal, [Professor Tawana Kupe](#), when he entertains VIPs.

It is smWoef, the University's new robot dog, a 12 kg [Unitree A1](#) that stands less than half a metre tall.

However, smWoef is not UP's only robot. [Libby](#), a robotic library assistant, has been working at the Merensky Library on UP's Hatfield Campus since 2019, and [Stevie](#) started working in the intensive care unit (ICU) at the Steve Biko Academic Hospital in July 2021. Stevie sets the scene for telemedicine—ICU teams in Germany not only attend ward rounds in Pretoria virtually, but can interact with Stevie by telephone.

[Professor Wynand Steyn](#), Head of the [Department of Civil Engineering](#) in UP's [Faculty of Engineering, Built Environment and Information Technology](#), was the one who named smWoef, a four-legged robot that resembles a dog. The 'sm' stands for smart since it is a Smart Alternative Transportation Platform connected to the internet, and 'woef' is the Afrikaans spelling of 'woof', the sound a dog makes. Despite the formulation of its name, however, it is pronounced as 'smwoef', a single syllable.

smWoef arrived at UP from China last year without its lithium-ion battery pack, which had to be shipped separately because of its hazardous nature. Due to the COVID-19 pandemic, the battery could not be shipped from Hong Kong for months. However, the enterprising researchers at UP's Engineering 4.0 facility—which focuses on research on smart transport, cities and infrastructure—made a plan.

[André Broekman](#), who was in the final year of his PhD in railway engineering, explained: 'We tethered it to an electrical cable, so that it looked as if it was on a leash. However, earlier this year we finally received the batteries and the controller, after which smWoef could start walking about and doing its thing. It is still a puppy undergoing its training courses, and we're keeping it busy!'

Most of its day-to-day workings fall on [Jordan Mostert](#), a civil engineering technologist who, quite by chance, landed at UP for his two-year internship with the Department of Science and Innovation. 'When smWoef came, I'm the one who figured out his applications and how exactly he works. It's a once-in-a-lifetime opportunity



The "sm" stands for "smart" because it is a Smart Alternative Transportation Platform connected to the internet, and "woef" is the Afrikaans spelling for "woof", the sound a dog makes, because smWoef is a four-legged robot that resembles a dog.

for me," Mostert said. "At the moment it's a big learning tool for us in terms of programming, in terms of data collection, in terms of what type of applications he can be used for. We're basically finding out what kind of terrains and what type of environments he can handle. Once we have a solid proof of concept we can apply it to different scenarios and get data."

Mostert also developed a little mounting platform with a GoPro camera and a Wi-Fi sensor for smWoef to enable communications in various environments.

One of the highlights of these trials was smWoef's visit to [ZZZ's](#) headquarters in Mooketsi, Limpopo, where it navigated between avocado trees to test its ability to collect data for the generation of a future digital copy of the surroundings.

They went there because it had been suggested that smWoef could be used in orchards to count fruit and take air quality measurements. "It's an ideal candidate for that because it can do it continuously and track changes over time," Broekman said. He added that the agriculture industry is "very pro-technology" in terms of logging data, measuring parameters, making improvements, and being more profitable. "They understand the value-added functionality of technology. They're also very excited about the potential of where we're going." So too are Broekman, Mostert and other UP researchers.

"As a research institution, we are showing these proofs of concepts, we're developing this cutting-edge technology. Even though the applications are not at a commercial

level yet, we're showing what is possible, and coming up with these novel ideas," Broekman said.

smWoef, which cost about US\$15 000 (R250 000), weighs about 12kg. It has four motors that allow it to move at up to 4.4km/h. It can operate at up to 8m by remote control or be programmed for longer distances. Its modular shape allows it to carry equipment weighing up to 5kg, such as a super-fast laser LiDAR (light detection and ranging) scanner. It has ports on its back for inputting Internet of Things (IOT) devices such as temperature sensors and an artificial nose.

"It's a computer on feet," Broekman said. Being able to gauge temperature means it can, for example, monitor greenhouses for optimum growth of seedlings, and test industrial cooling systems. Being able to smell means it can operate like a sniffer dog because they can programme it to analyse and track a smell. Being able to traverse difficult-to-access terrains, and do so without leaving DNA like humans, means it can collect data from scenes without contaminating them.

"The sky's the limit. It's almost like 'What do you think you can use it for?' We're enjoying throwing around ideas and coming up with even more exciting ways that smWoef can change the way we do things."

Broekman said.

Radiography Diagnostic second-year clinical module CDR 200

By Dr Kathryn Malherbe (PhD Clinical Anatomy)



Students who are completing the Radiography Diagnostic second-year clinical module CDR 200 have to be able to identify the various items used during fluoroscopy screening examinations. Radiographers play an integral role in functional diagnostic imaging using contrast media. Their ability to prepare and assist by using various trolley items strongly supports learning while they work through the module.

On Friday, 9 September, Dr Kathryn Malherbe (PhD) decided to shake things up and organised a scavenger hunt during which the class had to find a list of procedural items in the various departments of the Steve Biko Academic Hospital.

To ensure that all the groups would participate in the hunt, they were required to prove their participation by taking selfies showing them holding the various items. Everyone had fun and many entertaining photos were received. After finding all the items on the scavenger hunt list, each team received the final 'treasure clue', which led them to the Radiography Department corridor, where they had to search for a little

black box that contained the answers to the scavenger hunt. To commend them on the good work done, winning teams and solo winners were elected and rewarded with gifts after the event.

This event has ensured that the students who participated will always remember the procedural items and their functions

by making use of game-based learning and creative thinking during their studies.

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↑ Contrast media in screening procedures



↑ Posing for non-sterile gloves found

Specialist Senior Student Advisors in the DESA Recruitment Division

Neo Makhubedu

'I left Johannesburg for Pretoria to join the University of Pretoria's Department of Enrolment and Student Administration as a Specialist Senior Student Advisor in October 2016.

As a philanthropist at heart, I knew that the responsibilities that were part of my new job would enable me to make a difference in the community. I have been in the education sector for 12 years and have gained vast experience in the fields of career counselling and marketing.

In 2021, I completed my Postgraduate Certificate in Education. I had enrolled for this qualification to gain a better

understanding of the education system, which is a daily requirement in my line of work.

I am a young and dedicated individual who seeks to improve the lives of learners through the JuniorTukkie project as their participation in this project helps them to make a smooth transition from high school to university.'

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↑ Neo Makhubedu

Nancy Mashele



↑ Nancy Mashele

'I joined the UP Recruitment Division in 2015. When I joined the team of Senior Student Advisors I expected to be assigned a number of schools to visit, but to my amazement I was asked to join the JuniorTukkie team.

I am now a JuniorTukkie External Project Coordinator, which is a totally new role created in this division. I soon realised that this was my chance to craft a new career path, and instead of visiting schools I now visit CSI Groups all over the country. Every time I visit prospective students I am given an opportunity to guide them towards achieving their dreams by advising them on subject choices that will lead to successful future careers. This

new role is a source of joy and it gives me immense pleasure to meet with students or alumni who thank me for having made their academic journey smoother and helping them to realise their dreams.'

'My feelings can be summarised by the saying: "To teach is to touch lives forever". In every area I visit, my mission is to teach and change lives for the better.'

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↑ Themba Maluleka

'I am the JuniorTukkie Events Coordinator in the University of Pretoria's Department of Enrolment and Student Administration (DESA). In this position I am privileged to regularly interact with people, both

Themba Maluleka

inside and outside the University. I have participated in numerous outreaches to disadvantaged and previously disadvantaged communities far and near, which had a positive impact on many people. I hope that I can make a personal contribution to improving the lives of young South Africans by informing them about educational opportunities and pointing them in the right direction.

I am responsible for organising the Grade 11 Summer School and the Grade 12 Winter School. I assist Dr Lombard with the e-Learning/JT Online as well as with the Grade 11 Empowerment Week and the Grade 12 Preparation Conference.

I have been employed in the higher education environment and in different departments within the University of

Pretoria for approximately 13 years, during which time I have gained much experience in student administration and marketing.'

'As a self-motivated person I enjoy working at one of South Africa's top universities. My dream is that all South African youth will be able to obtain some form of education after completing high school, and that many will aspire to study at a university at some point in their lives.'

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Selena Davids

'My passion has always been to develop leaders by uplifting and helping young people to improve their lives. As both a qualified teacher and a human resources practitioner, people improvement has always been one of my priorities.

Over the years I have worked with university students at various South African universities and have also completed a couple of stints internationally.

In 2005, I was employed as a Communication Practitioner responsible for student recruitment in the Faculty of Education at the University of Pretoria (UP), and in 2012 I joined the UP Hatfield Student Recruitment team as a Student Specialist Consultant. Not long after that I joined the JuniorTukkie (JT) team.

I am currently the JuniorTukkie Project Coordinator for internal projects, responsible for the execution of a variety of projects for school learners and

university students. My work includes organising the Grade 11 Empowerment Week and the Grade 12 Preparation Conference sponsored by Investec. I am also responsible for all institutional information sessions for Grades 9 to 11 and the prestigious Top Achievers Function for Grade 11 learners. The purpose of these functions is to promote a closer relationship between school learners and their parents, and the University.

My job description also includes the role of Guardian for the JT Student Ambassador's Society for first- to final-year undergraduates. In 2018, a JT alumni group was established with a view to providing mentorship and monetary support.'

'Knowledge is power' – Through inspirational leadership, I aim to foster personal growth by imparting skills and knowledge to every person I encounter.



↑ Selena Davids

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Science meets creativity in culinary arts

By Dr Hennie Fisher

'I am totally in love with the creative artistic aspects of food, but my background in science has always made me curious about the functionalities of food as a product.'

These are the words of Dr Hennie Fisher, who teaches Culinary Arts in the Department of Consumer and Food Sciences in the Faculty of Natural and Agricultural Sciences (NAS).

He explained: 'Culinary Arts is a core subject for fourth-year BConSci (Hospitality Management) students and those who have enrolled for BSc (Culinary Science). At other universities across the globe, departments of Consumer or Human Ecology often fall under other faculties, such as Humanities, Human Nutrition and the Arts. At the University of Pretoria (UP), we are fortunate to be part of the Faculty of Natural and Agricultural Sciences, which provides an ideal platform for integrating hard sciences and soft sciences, such as culinary arts.'

Dr Fisher completed his BSc and honours degrees in non-food-related areas at UP, but has always been drawn to food preparation and cooking. 'My master's and PhD degrees were in food-related fields, and I am very

fortunate to adore my work. I thoroughly enjoy interacting with young people and appreciate their interest in and curiosity about food, the culture of food and our South African food heritage. It is also great to see our ever-evolving cuisine through the eyes of younger generations.

'I have several postgraduate students who work primarily on cultural food, indigenous plants and food ingredients. Nothing gives me more pleasure than waiting for the first rains and seeing blackjacks (*Bidens pilosa*) and khakibos (*Tagetes glandulifera*) springing up all over, knowing that I will soon use them to produce the best indigenous green risotto or sourdough bread. I believe we have a solid but largely uncelebrated and unacknowledged food heritage in South Africa, which is an ideal area for nation-building and unity. It is also a mostly unexplored area of research in our country. It offers many opportunities to students who wish to continue with postgraduate studies after obtaining their undergraduate degrees.

'Personally, I enjoy entertaining people at home and on a large scale at the University. Commercial kitchens have a different life, different energy and a different momentum, which can be somewhat addictive. In professional kitchens there is a systematic organisational momentum that has an underlining militaristic precision, and when



↑ Dr Hennie Fisher

it all comes together, it is just the best feeling ever.

'At home we regularly entertain and I enjoy devising menus for friends. Then it is about the gentle rhythm of beautiful music, slow food preparation, table settings, wine selection and appreciation, and eventually serving guests without spending time in the kitchen and leaving them unattended. I sometimes like making beautiful cakes. Even though I am a self-taught cake decorator, the meticulous precision—rather than the hard-core creative artistic process of detailed work—is probably again what appeals to the more analytical science part of my brain,' Dr Fisher concluded.

Read the full article here: www.debeernecessities.com/2022/02/19/hennie-fisher-is-a-chef-who-paints-exquisite-pictures-while-creating-special-cuisine | Website www.up.ac.za/departments-of-consumer-and-food-sciences

BSc (Culinary Science)

Culinary science is a broad-based discipline that combines food chemistry, microbiology, culinary art and food product development, and lends itself to innovation and entrepreneurship. The practical training includes the characterisation of various food ingredients and their utilisation in recipe development. The research component focuses on understanding the functional properties of various food types and their application in the food service industry.

This degree is for those who are not only interested in creating food that tastes and looks great, but also want to understand why food tastes and looks the way it does.

Any candidate wishing to pursue a career in the culinary science stream requires not only technical ability, but also has to be an analytical problem solver who pays attention to detail.

What makes this programme unique?



This degree offers a seamless integration of culinary art and science to equip future graduates with a degree embedded in science and technology and tailored to changing culinary trends.

Which companies employ our graduates?



Research institutions, food processing companies (McCain, Enterprise, BRM Foods, Mondelez), flavour houses (McComick, Firmenich), the food service industry (Famous Brands), Leading retailers (Woolworths, Pick n Pay, Checkers), government institutions and various institutions of higher learning.

What career opportunities exist for graduates?



Culinary scientists, culinologists, sensory analysts, food researchers, food product developers, food service managers, safety and quality assurers, food production managers, entrepreneurs and food legislation experts.



'I was very excited when I heard about the BSc (Culinary Science) programme. I enrolled because it offers a perfect mix between food and science, which are two of my major passions. I really enjoy my study programme because it includes cooking and recipe development, but does not neglect the science behind what happens to the food on the molecular level. The BSc (Culinary Science) degree opens the door to many careers in the food industry, but my dream job is to be a flavour scientist.'

– **Danae Bezuidenhout: BSc (Culinary Science) graduate**



'This degree combines the creativity of culinary arts with the rationality of food science and through my studies I have obtained a unique scientific view of food service management. Over the past four years I have realised the importance of consumer satisfaction to both food service managers and food technologists. I believe that my degree will open many doors for me in the future, notably in my main field of interest, which is recipe development. I enjoy applying my specific scientific knowledge while experimenting with food.'

– **Christine Janik: BSc (Culinary Science) graduate**

Minimum admission requirements

Programme	Minimum requirements for NSC/IEB for 2023			
	Achievement level			APS
	English Home Language or English First Additional Language	Mathematics	Physical Sciences	
BSc (Culinary Science) [4 years] Close on availability of space: As soon as the number of places available for this programme are filled, it will be closed for further applications.	5	5	5	32

Two NAS students receive Society of South African Geographers awards

By the Department of Geography, Geoinformatics and Meteorology

Two postgraduate students from the Department of Geography, Geoinformatics and Meteorology recently received awards from the Society of South African Geographers (SSAG).



↑ Christina Thaele

Christina Thaele, who conducted her research under the guidance of Prof Liesl Dyson and Mr Erik Becker from the Centre for Climate Research Singapore, was awarded the prestigious 2022 SSAG Master's Bronze Medal for her MSc dissertation titled 'Characteristics of warm season supercell thunderstorms over the Gauteng and Mpumalanga Provinces of South Africa'.

This medal is awarded to the best geography MSc completed by way of a research dissertation in a given year in South Africa. In her dissertation, based on the first study of its kind ever undertaken in this country, Christina provides a radar climatology of supercell thunderstorms over the Highveld of South Africa and a step-by-step guide to the identification of supercell thunderstorms on radar. She has already shared this information with South African weather forecasters at a workshop held at the University of Pretoria. The list of dates on which supercell thundershowers occurred provides numerous opportunities for further research.



↑ Kayla Theron

Kayla Theron, who graduated with an honours degree in Geoinformatics this year, was awarded the SSAG Outstanding Honours Research Award for 2022. She received the award for her honours project titled 'A street segment analysis of crime in Khayelitsha, South Africa', completed in 2021 under the supervision of Prof Greg Breetzke and Mr Lourens Snyman.

Website www.up.ac.za/geography-geoinformatics-and-meteorology



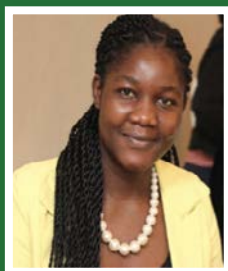
NAS students' view of Women's Month

By Martie Meyer

Women come in all sizes, shapes and colours, and the same variety can be seen in their opinions and world views.

That is one of the reasons why the Faculty of Natural and Agricultural Sciences (NAS) decided to celebrate Women's Month by conducting short interviews with a few undergraduate and postgraduate students.

Postgraduate students



Prisca Atieno
PhD student in Agricultural Economics

↑ Prisca Atieno

Q: How much do you think the role of women has changed over the years? Women are more empowered and contribute to economic development. The United Nations Sustainable Development Goal 5, which emphasises the need for women's empowerment, has dramatically shifted the role of women in many countries. Moreover,

global advocacy and gender empowerment and equality programmes have enabled women to contribute to and stimulate economic growth, productivity and development. It is also important to note that although much progress has been made, much more needs to be done.

Q: What difference can women make? Women can take up more leadership roles and participate in policy formulation. Although they are the critical source of labour in agriculture, women are the lowest paid if one considers the amount of work they do and the hours they contribute to agriculture. Besides, they have other responsibilities, such as taking care of their children and families and performing household chores.

Q: What challenges have you experienced as a woman in your student life? Having to balance student life and family life is a great challenge. I am a mother who must ensure that my child receives the necessary attention while I am also pursuing my academic studies.

Q: Female role model? I look up to so many female role models. One of them is my mentor, Prof Sheryl Hendriks, who has guided and supported me through this academic journey. I also look up to my mother, a powerful woman who gave life to me and supports everything I do.

Q: What inspires you? The ability to make a difference in someone's life inspires and motivates me. Through my research in food security policy, I hope to contribute to evidence-based policy that will improve food security and ensure zero hunger, especially among women and children, who are the most vulnerable.



Ayla Malan
PhD student in Microbiology

↑ Ayla Malan

Q: How much do you think the role of women has changed over the years? Nowadays, women are appointed to and successfully fulfilling more prominent roles, such as company directors and global leaders.

Q: What difference can women make? We can mentor younger generations of women on the possibilities and opportunities that exist, both in academia and in society.

Q: What challenges have you experienced as a woman in your student life? Writing semester tests in the evening and walking through dark streets and alleyways to get to my car.

Q: Female role model? My mother.

Q: What inspires you? The successes of people around me, especially those who show kindness and compassion towards their fellow citizens.



Martha Muruya
MSc student in Biochemistry

↑ Martha Muruya

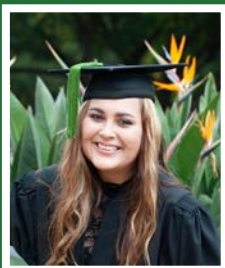
Q: How much do you think the role of women has changed over the years? The confines of traditional gender stereotypes have loosened. Women are taking up space in male-dominated fields and making their voices heard, but not without a struggle. Although greater efforts have been made to bridge the gender gap, the fight for gender equality is far from over.

Q: What difference can women make? Women can provide unique perspectives to sufficiently understand and tackle global challenges. As women's representation in our Faculty continues to increase, more young women could be inspired to pursue careers in STEM, which could have ripple effects in our country.

Q: What challenges have you experienced as a woman in your student life? One of the most significant challenges I have faced as a woman in my student life is sadly one shared by most, if not all, women in South Africa, which is that I fear for my safety due to the ongoing violence against women.

Q: Female role model? It sounds cliché that my mother is my female role model, but I don't say this lightly. She embodies what it means to 'take up space' and 'push to be heard', and she empowers many others to do the same. She is a force to be reckoned with. If I could be even half the woman my mother is, it would count as one of the most significant accomplishments of my life.

Q: What inspires you? I firmly believe we are a part of something much bigger than ourselves. Striving to live my life according to this conviction is what inspires me.



Lu-Nita Berrange
MSc student in Chemistry

↑ *Lu-Nita Berrange*

to achieve success. Over the years, women have discovered new interests and taken on new challenges to improve their societal status.

Q: What difference can women make? I'm not sure about you, but I am naturally inclined to nurture. I take a softer approach when working with students and establishing boundaries. Women in science can foster a sense of community and belong in their circles, which will help others around them thrive.

Q: What challenges have you experienced as a woman in your student life? Being a woman who lacks the physical strength to pick up heavy items and work long hours has been a problem for me. Women sometimes have to be able to say: 'Yes, I can do it, but I would prefer to watch someone else doing it.' In my opinion we should all be able to realise what we can and cannot do and be sensible enough to seek assistance when necessary.

Q: Female role model? I greatly admire the female scientist Rosalind Franklin for her DNA discovery, even though she never received the recognition she deserved. Even if women's hard work is not always readily acknowledged, we should keep pursuing our dreams. However, I cannot think of a better role model than my mother. After seeing how hard she worked to achieve her goals, I was inspired to strive even harder to realise my aspirations.

Q: What inspires you? When I wake up in the morning, I am inspired by two things. First, I can teach as I participate in the first-year Chemistry practicals. The eagerness of the students to learn motivates me to get up and get dressed for class. The second thing that inspires me is that every day is an opportunity to learn more.



Zeenat Patel
BScHons student in Environmental Science and Geography

↑ *Zeenat Patel*

Q: How much do you think the role of women has changed over the years? Women have realised that they can fulfil any societal role, depending on their specific abilities.

Q: What difference can women make? Women can make a difference in any way they wish, but I think it is essential to make previously male-dominated spaces more inviting to women. Rather than being 'the woman in the room', we should work towards inviting other women into the room.

Q: What challenges have you experienced as a woman in your student life? Although I have been fortunate and have not experienced direct, explicit challenges, I have found many situations in which I do not necessarily feel safe. I have also found that women are sometimes not taken seriously in student leadership spaces.

Q: Female role model? I would have to say my mom and my late grandmothers, who have demonstrated fantastic resilience through many challenging times.

Q: What inspires you? Seeing others passionate about what they do and knowing that I, too, can make a difference somewhere. Knowing and feeling that you can make a positive contribution makes all the difference.

Undergraduate students



Emre Holz-Leite
Student in BSc (Biological Sciences)

Q: How much do you think the role of women has changed over the years? The role of women has changed drastically. Women have become more prominent in the workplace and, most importantly, have moved away from the idea that a woman's place is in the kitchen.

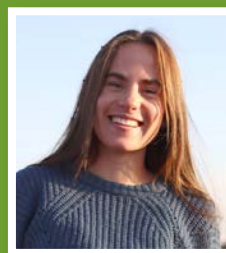
↑ *Emre Holz-Leite*

Q: What difference can women make? We can start by changing the social construct of women being weak. Women are mentally and physically strong. You have to look at our female athletes to realise that.

Q: What challenges have you experienced as a woman in your student life? I have been very blessed not to have experienced any prejudice because of my gender. I am surrounded by a lovely group of people who do not make assumptions based on gender.

Q: Female role model? Most certainly, my mom. Without her guidance, I would not be the self-assured, confident woman I am today.

Q: What inspires you? Poetry, music, family, sports, friends, kindness, rain and people who enjoy their work.



Catha Holz-Leite
Student in BSc (Biological Sciences)

Q: How much do you think the role of women has changed over the years? The role of women has changed significantly. They used to be seen as housewives whose sole responsibility was to raise children and take care of the household, but now they have become trailblazers.

↑ *Catha Holz-Leite*

Q: What difference can women make? We can stand together to raise awareness of the violence, abuse and harassment women are exposed to daily. We can create a safe space for women where they can talk about their problems without feeling judged and undermined.

Q: What challenges have you experienced as a woman in your student life? Since women who walk alone at night are often harassed or hurt, I sometimes feel afraid when I have to walk on campus after writing a test in the evening.

Q: Female role model? My mom. She taught me to stand up for myself and pursue my dreams for the future. She also taught me that even though I cannot always be strong, I can always be brave.

Q: What inspires you? I am inspired by many things, for example, when I see people who are passionate about what they do. When I see such passion in others, I am motivated to do the things I enjoy most. I also find inspiration in music and poetry. Rainy and windy days bring me peace and inspire me to go with the flow and enjoy the ride.

'Today is a great opportunity, no matter your age. Looking back in a few years, today will seem like the time when you were young and full of potential or the moment when you could have started early or the turning point when you made a choice that benefited your future. The moment in front of you right now is a good one. Make the most of it.'

(James Clear)



NAS Student Administration first to participate in Enterprise Service Management system (online helpdesk project)

By Martie Meyer

The Faculty of Natural and Agricultural Sciences (NAS) is improving service delivery by being the first faculty at UP to participate in the student administration call centre and service portal project.

The NAS student administration office handles large volumes of enquiries from students and parents, and this system has significantly reduced the turnaround time for resolving queries.

According to Information Technology Services, Service Management Automation

(SMA) is becoming a key enabler of digital transformation and modernisation efforts. Some of the benefits of SMA include a customised service portal to the NAS environment, with service and support offerings designed to help students and staff alike. Knowledge articles are used extensively to assist staff and students with self-help information that is always available. The system can also recognise recurring enquiries and then attempts to provide a context-relevant solution.

‘Since the return to campus, the NAS Student Administration Department has had to deal with the usual walk-in, as well as an increasing number of online enquiries. SMA dramatically improves our ability to provide good service and timely feedback to our

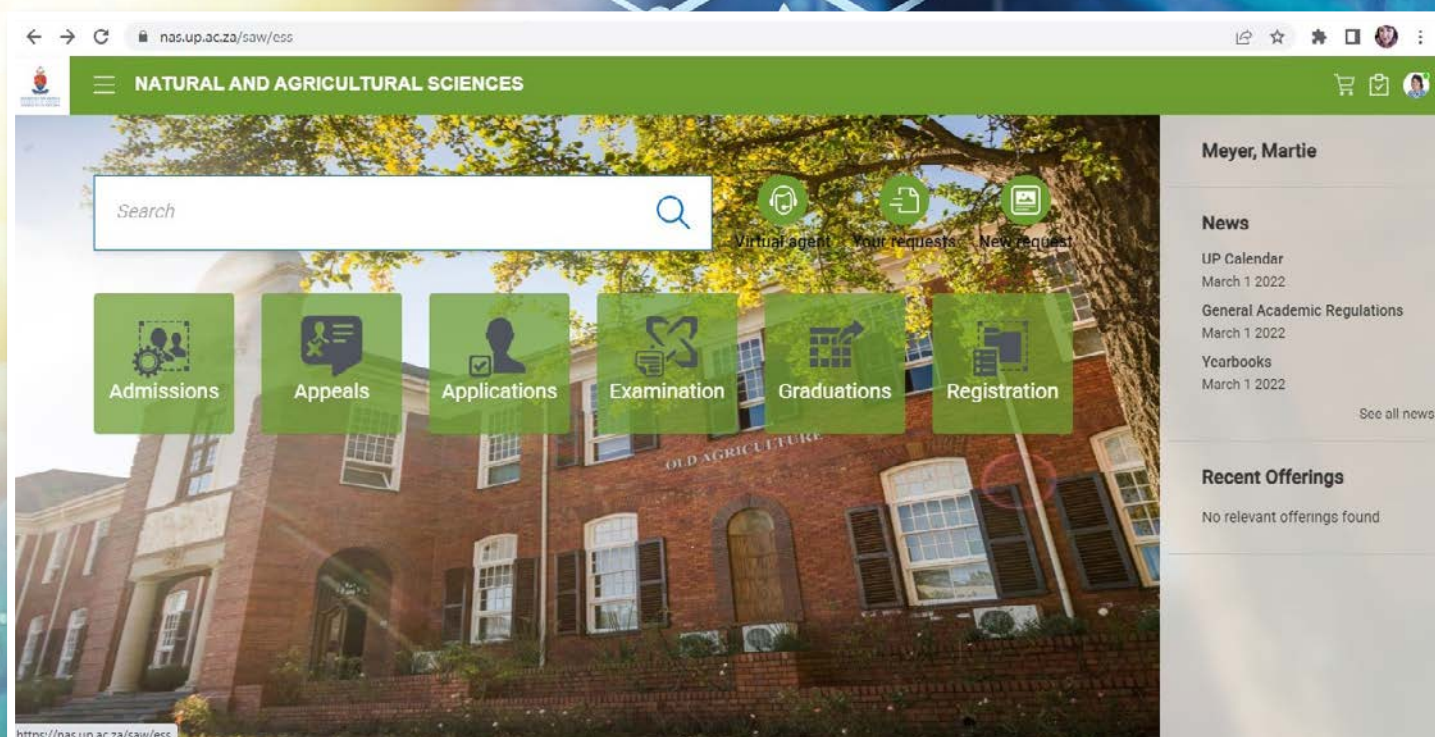
students’, said the Dean of the Faculty, Prof Barend Erasmus.

A chatbot functionality with access to all the information across the system is available to guide students to up-to-date information and help. The system also provides staff and students with the functionality to track enquiries and interact with agents.

Since March 2022, more than 5 000 enquiries have been received and resolved through the online system.

To access this **NAS online enquiry system**, go to <https://nas.up.ac.za/> and log in with your UP-Portal credentials.

Screenshot of online enquiry system





Theology and animal-assisted therapy

By Bernalee Botha

The integration of Theology and animal-assisted therapy is an attempt to help the youth of South Africa to experience hope, healing and growth, and to build resilience through interacting with therapy dogs.

Animal-assisted therapy incorporates playful ways to enhance children's self-acceptance, positive relations with others, autonomy, environmental mastery, purpose in life and personal growth. It also focuses on the dimensions of wellness, namely spiritual, intellectual, emotional, social, physical and environmental wellness and creativity (once children are older, occupational and financial wellness will be investigated).

The pastoral counsellor (facilitator of the sessions) acts as an agent of hope, aiming to contribute to the overall wellbeing of children. The goal is to guide individual children to focus and build on the qualities and strengths they can use to help others and the communities in which they live to not only endure and survive, but to flourish in all aspects of their lives.

The integration of theology and animal-assisted therapy can contribute to helping children to see themselves as God sees them, to take agency over their stories and—if necessary—rewrite the narrative. Throughout the sessions emphasis is placed on Imago Dei as all children should come to realise that they were created in the Image of God and that they have to take care of the Creation.

I worked as a volunteer at a park where children play after school. On the first visit I noticed a little girl who seemed to be interested in the dog, but completely ignored me. She did not respond to any of my questions until finally I decided to ask whether she would like to join us for

a walk. To my surprise she nodded and slowly started walking in our direction. That is where my interest in animal-assisted therapy was sparked. Some 15 minutes later this girl answered every question that I asked her. She was energetic and seemed happy as she played with the therapy dog, Bellah. Before she left she wrapped her arms around me and gave me a hug. I was speechless. I stood in awe as I realised that the dog had acted as a mediator and had achieved a breakthrough with the child in less than 20 minutes. I sincerely doubt that this girl would have noticed me or allowed me into her life without the help of the friendly, four-legged friend.

I have been doing individual counselling with this girl for the past five months and the transformation has been remarkable. She is now making new friends, encourages people to pet the dog, and in a group setting often allows other children to take a turn to hold the leash. Only a few months ago she had refused to do so. She often suggests that the dog might be thirsty. We then search for the nearest tap so that the dog can have a drink of water. This suggests that she understands that the pet is dependent on a human for care. It can also indicate an ability to empathise. The girl did not know at first how to interact with me or with the dog. After five months I now realise that her awkward silence was a cry for help, a plea for love, acceptance and affection.

The value of theology and animal-assisted therapy is vastly underestimated in South Africa. This initiative could provide the South



↑ Bernalee Botha (PhD candidate in Practical Theology) and Bellah

African youth, as well as older people, with the platform they need to change their stories and contribute to the wellbeing of others in their communities. Frederick Douglass stated: 'It's easier to build up a child than to rebuild a broken adult.'

As civilians in SA we have an opportunity and a responsibility to reach out to children and ensure that they can have the best possible future. We should aspire to be the people we needed when we were younger.

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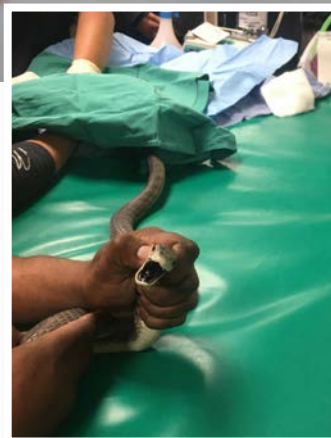
Sometimes we also treat dangerous and highly venomous patients

By Dr Jacques O'Dell

Normally veterinarians deal with venomous snakes only when pets have been bitten. However, the Faculty's wildlife veterinarians regularly have to treat snakes as patients, and on occasion some highly venomous ones like this black mamba (*Dendroaspis polylepis*) that was recently brought to the Faculty's wildlife clinic with a minor tail injury. According to specialist wildlife veterinarian Dr Jacques O'Dell, this was perhaps the most dangerous patient the Faculty has ever had on campus.

Due to the nature of the tail injury, specialist wildlife veterinarian Prof Katja Koepfel administered a local anesthetic, amputated the tip of the tail and sutured the wound. Throughout the treatment process the snake was restrained by an experienced snake handler.

Read more on the [Faculty of Veterinary Science Facebook page](#).



Throughout the procedure, the snake was restrained by an experienced snake handler

At UP's Mamelodi Animal Health Clinic the emphasis is in care and competence

For more than a decade, the Mamelodi Animal Health Clinic has helped local residents to take care of their pets. This primary care clinic on the University of Pretoria's (UP's) Mamelodi Campus, managed by the UP Faculty of Veterinary Science, is a satellite clinic of the Onderstepoort Veterinary Academic Hospital (OVAH). Vaccinations and

sterilisations are among the valuable services provided under the ethos 'It takes nothing from a human to be kind to an animal'. The clinic forms part of UP's endeavours to provide services to communities situated around its campuses, as well as valuable hands-on clinical experience for its final-year veterinary science students.

According to Dr Jeanne Rudman, the current resident veterinarian, the facility has over the past 11 years seen a significant growth in the number of animals it cares for each month. She ascribes this to the level of service provided, the passion and enthusiasm of the visiting students, and their rapport with community members and their pets.

Since its establishment, the clinic has significantly raised awareness among community members about how to best care for their dogs and cats. 'Through our vaccination programme we are helping to create a rabies-free Mamelodi. Many people have their animals vaccinated or successfully treated, for instance when puppies pick up the potentially deadly parvovirus,' said Dr Rudman.

Read more: <https://bit.ly/3q6w0VS>

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Naomi Wolfaardt (veterinary science student, right) at the Mamelodi vaccination station, teaching an owner how to deworm his dog.



Every week, Dr Jeanne Rudman (left) and her team welcome a new group of six final-year veterinary science students and a final-year veterinary nursing student from the Faculty of Veterinary Science when they visit the Mamelodi Campus to help out at the clinic on a rotational basis.

TuksRes Leadership Training Camps 2022

By Carmen Fernandes and Constant Hoogkamer



The University of Pretoria has many exciting experiences to offer its students, and life at a Tuks residence is certainly a unique experience that you do not want to miss.

During August, our chairpersons and House Committee members for 2022/2023 attended training camps where leaders from the different residences were able to interact and form bonds with each other, and to work towards creating an exciting residence atmosphere for the year ahead.

The chairpersons who attended the training camps travelled to the Mongena Private Game Lodge, where they discussed student and leadership development and gained important knowledge, skills and values relating to residence life to equip them for their task.

Two weeks later, the TuksRes House Committee members from the various residences arrived at Mopani Lodge to set sail on their voyage into their term of leadership. House Committees had the wonderful opportunity to network with representatives from all 23 undergraduate residences and hold discussions on student leadership and what it means to provide a safe, comfortable and pleasant environment for all students in their homes away from home. These House Committee members have not only begun planning for the year ahead, but are fully equipped to continue sailing towards another year of fun! We are looking forward to serving our students and welcoming our first-year students in 2023.



Students competing in a teambuilding archery activity



The 2022/2023 group of UP TuksRes chairpersons who attended a training camp from 12–14 August 2022

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Make today matter

About JuniorTukkie

*The **JuniorTukkie programme** of the Department of Enrolment and Student Administration at the University of Pretoria has been established to assist learners from Grade 9 to 12 to make responsible study and career choices. The JuniorTukkie programme provides among others, a wide variety of services to learners such as first-hand information on study and career options, the development of leadership qualities, life skills, study skills, engagement in community projects, and many more.*

Join the JuniorTukkie initiatives

Become a JuniorTukkie member:

Complete the membership form at www.up.ac.za/juniortukkie > Become a JuniorTukkie.

Utilise the JuniorTukkie Online e-learning platform:

Register on the JuniorTukkie Online platform at juniortukkie.online.

Receive important notifications via the JuniorTukkie App:

Register on the JuniorTukkie App at juniortukkieapp.co.za.

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Produced by the Department of Enrolment and Student Administration in October 2022. Comments and queries can be directed to ssc@up.ac.za or Tel: +27 (0)12 420 3111.

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