
FACULTY OF HUMANITIES – CEREMONY 1

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ORDER OF PROCEEDINGS

Academic Procession.

(The congregation is requested to stand as the procession enters the hall and is invited to participate in the singing of Gaudeamus)

The Chancellor will constitute the congregation.

The National Anthem.

The University Statement of Dedication will be read by a representative of the SRC.

Musical Item.

Welcome by the Deputy Vice-Chancellor, Professor F Petersen.

Professor Petersen will introduce Imam Rashied Omar.

Address by Imam Rashied Omar.

The graduands will be presented to the Chancellor by the Dean.

The Chancellor will congratulate the new graduates.

Professor Petersen will make closing announcements and invite the congregation to stand.

The Chancellor will dissolve the congregation.

The procession, including the new graduates, will leave the hall.

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

The music for the recessional march was composed by Emeritus Professor Klatzow.

GAUDEAMUS

Gaudeamus igitur, juvenes dum sumus,
Gaudeamus igitur, juvenes dum sumus,
Post jucundam juventutem, post
molestam senectutem,
Nos habebit humus, nos habebit humus.

Ubi sunt qui ante nos in mundo fuere?
Ubi sunt qui ante nos in mundo fuere?
Vadite ad superos, transite ad inferos,
Quos si vis videre, quos si vis videre.

Vita nostra brevis est, brevi finietur,
Vita nostra brevis est, brevi finietur,
Venit mors velociter, rapit nos atrociter,
Nemini parcetur, nemini parcetur.

Vivat Academia, vivant Professores,
Vivat Academia, vivant Professores,
Vivat membrum quodlibet, vivant
membra quaelibet,
Semper sint in flore, semper sint in flore.

NATIONAL ANTHEM

Nkosi sikelel' iAfrika
Maluphakanyisw' uphondolwayo,
Yizwa imithandazo yethu,
Nkosi sikelela, thina lusapho lwayo.

Morena boloka etjhaba sa heso,
O fedise dintwa la 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.

DISTINCTIONS IN THE FACULTY OF HUMANITIES

Bachelors degrees may be awarded with distinction

in a subject, where the student has an average of at least 75% and no mark below 70%

in the degree, where the student has both distinction in at least one subject and first class passes in at least 10 courses.

Honours degrees are awarded by class (first, second class division one, second class division two, or third).

Master's degrees may be awarded with distinction

for the dissertation, (in a coursework and dissertation curriculum) for especially meritorious work, the dissertation being in the first class (75% or better)

in the degree, for especially meritorious work, where the average is 75% or better and no component is below 70%.

NAMES OF GRADUANDS

An asterisk * denotes that the qualification will be awarded in the absence of the candidate.

A dagger † denotes that the qualification will be awarded posthumously.

FACULTY OF HUMANITIES

Dean: Professor S Buhlungu

ADVANCED CERTIFICATE IN EDUCATION

*In Education Management and
Leadership Development:*

Mahmooda Abderoef-Majiet
Graham Rodney Adams
Terence Trevor Adams
Chulaine Sophia Afrika
Gavin Ivor Alkana
Alvin Quintin Allies
Stanford Graham Allies
Stanley John Allies
Christopher David Arendse
Nompumelelo Princess
Bonyongo
Benita Campher
*Maria Campher
Rene Joy Carter
Mandisa Cenga
*Nolan Charles
Sharon Coetzee
*Joseph Patrick Cornelius
Sipiwozake Dubulekwele
Werner Ebersohn
Lydia Christina Engelbrecht
Avril Glenda Esterhuizen
*Vivienne Floris
*Vuyani Bruce Gugwini
Abduragman Petersen Jacobs
Leon George Jones
Leana Florence Le Breton
Estelle Mandisa Lehoke
Theodore Linderts
Yolanda Lupondo
Gregory Lee Maarman
Bayanda Madikane
Thobile Warren Majingo
Andile Mangali
Marsha Meryl Marsh-Van der
Rheede

*Ncediwe Grace Mayambela
Sipho Zulu Mayosi
Mxolisi Lovely Mbobo
*Nokuzola Brenda Mdepha
Gcinisile Mlungu
*Phakamisa Mngqaneni
Mbuyiseli Mnyaka
*Mlindeli Ngqobane
Mthobeli Payi
Emile Rupert Petrus
Pieter Michael Pieters
Elizabeth Albertina Plaatjies
Kholeka Shiella Qokela
(With distinction) Sunita Sankar
*Lindsey Joy Schultz
Samuel Sehloho
*Theliswa Perseverance Siyo
Isabella Catharina Smit
Elizabeth Swartz
Nomalizo Yvonne Tukwayo
*Johanna Adriana Van Staden
Nonzoleko Edith Velem-Madliwa
*Dudzile Meldith Vilakazi
Ethel Bukiwe Vuza
Clive Fernold Witbooi
Thenjiwe Lucricia Zinja

*In Language, Mathematics &
Curriculum Leadership -*

Intermediate Phase:

Wayne James Adams
Deon Johannes Bam
Deon Joseph Benjamin
(With distinction) Leonora Joy
Davids
Nompumezo Dlebusuku
Virginia Kemele
Eric Badiruang Lehoke
Dean David Manuel
Mzwandile Lucky Ngcayicibi
Chantel Delene Paulsen
*Portia Poggenpoel
Verity Charlene Rudolph
Valda Desiree Stevens
Keith van der Colff

*In Literacy, Numeracy and
Curriculum Leadership -*

Foundation Phase:

Gaynor Cozens
Shireen Johnson
Ella Klaasen
Lungelwa Doreen Koeli
*Nompumelelo Lovedelia Mpiti
Vuyokazi Ruth Ndabula
Gail Pamela Nefdt
*Thundezwa Ngwenya
Noluthando Jennifer Noshauta

Charlene Bonita Petersen
*Alison Raganya
Vivienne Veronica Abegail Riffel

In Mathematics:

Anthea Estelle Adriaanse
*Peter Botha
*Mark Anthony Daniels
(With distinction) Chrichana
Selena Felix
Johnathan Lesley Fischer
*Bashir Ahmed Madhi
*Graham Maurice Ritchie

In Science:

(With distinction) Lynn Irma
Adams
Charmaine Elizabeth Castle
Peter Chikohomero
Chrispen Chimwamafuka
Ebrahim Cornelius
Bernedette Minnie Cunningham
Shingirayi Prosper Dube
*Natalie Merle Goodall
Faldielah Haupt
Mymona Ismail
Ridwaan Knowlden
Senke Rosina Lonake
Mercia Amanda Mentor
Granada Elaine Muller
Charles Phiri
Veronica Qusheka
Gloria Miranda Nombuyiselo
Sidiya
*Henry George Stadler
Johannes Magiel Stanley
Charles Roland Tyers
Johanna Elizabeth Voegt

HIGHER CERTIFICATE IN EDUCATION IN ADULT EDUCATION

Zainab Adams
Karen Pearl Coetzee
*Mbali Nokwanda Dlamini
Monica Nosandile Duda
*Lana Gail Fortuin
Ebrahim Fourie
Madaneya Gallie
*Victor Calvin Gelderbloem
Geraldine Gordon
Jane Anne Harrison
*Bradley Mark Hermans
Carol Jacobs
Runiece Jehoma
Jennifer Christina Kenny

Kopano Kenneth Konopi
 (With distinction) Daniel Rosmat
 Kubayi
 Tebogo Leeuw
 Monyatso Viceroy Mahlatsi
 Mkhawuleli Maleki
 Thozama Gwendolyn Manana
 Matserane Chimurenga Wa
 Mapena
 Sibongile Masigo
 Henry Jabulane Matsabe
 *Thembinkosi Leonard Mchunu
 Faeza Meyer
 Veliswa Dumisa Bennedicta
 Mhlambiso
 Busisiwe Glory Mnisi
 Mafelile Olga Modupe
 Norris Tebogo Simphiwe
 Mofokeng
 Ntomboxolo Leticia Mve
 Nonzwakazi Michelle Mzamo
 *Nondilileko Millie Ndumela
 Cromwell Siphon Nhemu
 *Maswika Lazarus Nkadimeng
 Siphwiwe Louisa Nxumalo
 Janine Senoni Overmeyer
 *Phuti Onicca Ramoolla
 (With distinction) Chantel Reed
 Ondzongo Lhamann Saint-
 Expedit
 Siphon Samuel Shinga
 Zama Thomas Siweya
 *Mathuba Lengton Tetsoane
 Nobombu Toleni
 Tokozile Tyilekile
 *Nomvuyo Pearl Xhinti

POSTGRADUATE
 CERTIFICATE IN EDUCATION

In Intermediate and Senior Phase:
 Bongani Motaung

*In Senior Phase and Further
 Education:*
 Ulfa Hendricks
 Maryke Viviers

In Intermediate Phase Teaching:
 Lauren-Leigh Ables
 Ghafeetho Abrahams
 *(With distinction) Matthew James
 Ackermann
 *Ilva Ingeborg Anderssen
 Storm Baines
 (With distinction) Mia Bellingan
 Marc David Beretti

Lauryn Carver
 Washiela Coghlan
 *Kate Lynn Coulson
 Celine Borgin Fjeldheim
 Shaazia Gangat
 *Kate Joan Goddard
 *Bushra Feroza Gules
 Lauren Haupt
 Roland Didier Heidemann
 Jacqueline Marie Hugo
 *(With distinction) Victoria Sian
 Jackson
 Gina Joao
 Clelia Anne Kellett
 *Andrea Barrish Liddle
 *Megan Daniele Lyle
 Wendy-Lee Mackay
 *Nicole Menton
 Hanna Lisa Mielke
 Tamara Moodley
 Sholto Stuart Morgan
 *Chantelle Odendaal
 Chanelle Petersen
 Camilla Jane Proudfoot
 *(With distinction) Sylvia
 Georgiana Ractliffe
 (With distinction) Lesley
 Rollinson
 Abdeya Sasman
 *Kim Lara Sheppard
 Cameron Lorraine Skerritt
 *Tayla Leigh Smith
 Adele Gaynor Solomons
 (With distinction) Melanie Juliet
 *Helen Stewart
 Christine Caroline Torr
 Stephanie Leigh van Schalkwyk
 *Sallyanne Waltho
 *(With distinction) Frances
 Catherine Williamson
 Sarah-Jane Willis
 (With distinction) Killian Tracey
 Wolhuter
 *Martin Phillip Zoeller

In Foundation Phase Teaching:
 (With distinction) Yusra Abed
 Taliah Abrams
 Myrincia Botha
 *Amy Rene Bunce
 Angela Kathryn Butler
 (With distinction) Daniella Alicia
 Calthorpe
 (With distinction) Michelle Craig
 Carla du Toit
 Asheeqah Frydie
 Georgina Beatrice Harris
 Nuraan Hendricks

Shireen Joel
 Kim Taryn Kay
 (With distinction) Nabeela
 Manzoor Yoosuf Kidy
 *Katherine Amber Lanham
 Khanyisa Valencia Makahane
 (With distinction) Rebekah Kim
 McNaught
 Sarah Moross
 Fatima Parker
 (With distinction) Lailaa Parker
 *(With distinction) Laurine Sherrin
 Robb-Horning
 (With distinction) Colette Ruth
 Schachat
 *Emily van den Heever

*In Senior Phase and FET
 Teaching:*

Lindokuhle Basini
 Wendy Elizabeth Bell
 Dominique Sarah Benton
 (With distinction) Gabriella
 Simone Bishop
 (With distinction) Emma Caitlin
 Boshoff
 (With distinction) Tessa Jade
 Brown
 Sarah Margaret Caine
 Natasha Takwana Chigwada
 Taryn Joy Chitter
 Siân Lee Goodson Coutts
 Ghaaliema Davids
 *Lize Dekker
 *Michael Abraham de Villiers
 *(With distinction) Astrid Maria
 Diederichs
 (With distinction) Niki Dignon
 Waseem Domingo
 Sbonelo Doncabe
 *Brendan Lynford Dor
 *David Dornbrack
 *Jessica Jean Erwin
 *(With distinction) Zayd Moosa
 Gabru
 Rebecca Judith Goble
 Othusitse Fedelis Goiwakae
 *Daniel Bruce Gray
 (With distinction) Denise Mary
 Gray
 Pasqua Siobhan Heard
 Brittany Hoffman
 Erin Ianthe Hudson
 Naseemah Isaacs
 Jared Jamie
 Stacey Karnis
 Mabuse Isaac Kau
 Carmen Kathleen Kinsey

(With distinction) Hayley Ann Knight
 Tembakazi Lengisi
 *Ruth Loewenthal
 Lauren Deborah Louw
 *(With distinction) Georgina Elizabeth Marques
 Nompumelelo Melodius Mkhize
 Muhammad Tahir Mohamed
 Johnson Thapelo Montshwane
 Sanjay Naran
 Debra Aimee Orolowitz
 (With distinction) Irene Pampallis
 *Ragna Redelstorff
 (With distinction) Alexander Constantine Michael Richards
 Erin Janet Rogers
 (With distinction) Zaakirah Roomaney
 *Tessa Lisette Roos
 Yasr Ryklief
 Dexter John Archer Sagar
 *Kirstie Rae Samson
 Jason Enrico Sauls
 Sabiha Sayed
 Shelly Jane Schutte
 Moegamat Faizel Slamang
 *Mellisa Stanley
 (With distinction) Mikhaila Kim Steenkamp
 Mary-Louise Stein
 Pieter-Adriaan Stofberg
 *Robin Hamish Thomson
 Brindley Uytendogaardt
 *Aliece Margot van der Merwe
 Sarah Louisa Verster
 Sofia Helen Viruly
 *Fahd Waggie
 *(With distinction) Amy Weeber
 Dominique Penelope Winter
 Lauren Bridget Wise
 *Rozanne Deirdre Worsley-Worswick
 Anivuyina Samaqocwa Zukisani Yoyo

In FET Teaching:

*Katherine Anthea de Klerk
 Noluvuyo Eugene Hobana
 Wayne Gavin Isaacs
 Claire Elizabeth Knoetze
 *Lara Antoinette Meter
 Bulelwa Theodorah Mhlomi
 *Tasneema Scheepers
 Calvin Scholtz
 *(With distinction) Iniyam Subramoney

*(With distinction) Jacobus Wouter Theron
 Colin Adam Young

POSTGRADUATE DIPLOMA IN EDUCATIONAL TECHNOLOGY

*Emmanuel Akiiki Ahumuza
 *Tracey Benettolo
 *Emmanuel Chabala Chiluba
 Constance Chitekwe
 Nicolette Antoninia Crowster
 Shirley Esterhuizen
 *Robert Kisalama
 *(With distinction) Niall McNulty
 *Raymond Mugwanya
 *Rovincer Najjuma
 *Leah Namarome Sikoyo
 *Georgenia Stam
 Cheryl Marlene Thomas
 Ryan Williams
 *Amina Zawedde

POSTGRADUATE DIPLOMA IN EDUCATION

*Ibtisam Allie
 *Carol Sylvia Berry
 *Efrosina Marta Berta
 *Susan Margaret Heese
 *Linley Avant Holmes
 *(With distinction) David Graham Sizwe Jeffery
 †Nariman Khan
 *Theresa Lorenzo
 *Zingisa Ngwane
 (With distinction) Nicola Meryl Pallitt
 *Leonard David Van Minnen

DEGREE OF BACHELOR OF SOCIAL WORK

Ingela Susanne Amin (with distinction in Psychological Studies and Studies in Social Work and the degree with distinction)
 Lila Ivalu Azorin
 *Neo Gratitute Bacon
 Candice Bruyns
 Graeme Mcleod Budge
 Sibonelo Buthelezi
 Nicole Chalkley
 Patience Abigail Chavuraya

Gamuchirai Loreen Chibage
 Kim Connolly
 Claire Anne Corin
 Slade Lloyd Damon
 Olwethu Paul Deliwu
 Ziphwiwo Dlabantu
 Mandisa Prexedice Dlamini
 Kulthum Fataar (with distinction in Psychological Studies and Studies in Social Work and the degree with distinction)
 Chanel Catherine Fredericks
 Kelly Desirée Frieslaar
 Prosper Jonathan Gasva
 Hlozumuzi Denzeel Gwebu
 Sandra Gwese (with distinction in Studies in Social Work)
 Vafa Mahin Hakimi (with distinction in Studies in Social Work)
 Zena Gwyneth Haynes
 Felicity Grace Hogg
 Presley Garikayi Hove
 Leila May Jenkinson
 Virata Jugoo (with distinction in Psychological Studies and Studies in Social Work and the degree with distinction)
 Phindile Millicent Khoza
 Nina Thea Kleynhans
 *Jade Sarah Lawrence
 Vuyokazi Makapela
 Amanda Manqoyi-Ouamba
 Emily Joan Masters (with distinction in Studies in Social Work)
 Boniwe Memani
 Nonkululeko Precious Memela
 Salome Mentoer
 Zama Miya
 *Themba Moeketsi
 Boitumelo Christinah Molefe
 Vimbai Patience Mutangadura
 Akhona Mxatule
 Tembeka Mzozoyana (with distinction in Studies in Social Work)
 Phumelele Nondumiso Ndlovu
 Sithembiso Ndlovu
 Mninawa Ntshongwana
 Busisiwe Petronella Nyathikazi
 Katlego Fanesa Phiri
 Ingeborg Margarete Rode
 Nabeelah Shabudien
 Vusumuzi Sibiyi
 Wandile Israel Thabethe
 Marion Thomas
 Stephanie Jade Thomas

Khosi Tshangela
Adel Van Dyk
Megan van Vliet
Brittany Sarah Wiemers
Lucy Mary Catherine Woolcott
(with distinction in
Studies in Social Work and
the degree with distinction)
Mlungisi Khulani Zuma

DEGREE OF BACHELOR OF
EDUCATION (HONOURS)

(First class) Bronwyn Faye
Adonis
*Mogamat Armien Dollie
*Tamzyn Ashleigh Fabing
Roxanne Fourie
Samantha Bianca Henecke
*Naadira Kathrada
Deogratias Ngoie Kayumba
Johann Walter Koopman
*Nancy Makamo
Nomakhaya Anthonia Maneli
(First class) Ruschka Masoet
Goitsione Mogomotsi Mokou
Ginty Joelle O'Connor
Godspower Chidiuto Onwudiwe
(First class) Carla Petersen
*Stephanie Felicity Shave
Yusri van der Schyff
Emma Bernadette Vosloo
(First class) Digby Clarke Webb

DEGREE OF MASTER
OF EDUCATION

*In Applied Language and
Literacy Studies:*
Marlene Naomi Esau
(With distinction) Glynis Lloyd
(With distinction) Colleen
Patricia Moore

In Curriculum Studies:
*Nadia Ilse Lubowski

*In Educational Administration,
Planning and Social Policy:*
David Millar

In Education:
(With distinction) Andrew John
Barry

*In Information Communication
Technologies:*
Nyarai Tunjera

In Primary Education:
Samantha Kriger
Natasha Cara McConkey

In Science Education:
*Gillian Claire Kay

DEGREE OF MASTER OF
PHILOSOPHY IN EDUCATION

In Adult Education:
Colette Naomi Tennison

In Curriculum Studies:
Andrea Thompson

*In Information Communication
Technologies:*
Dominique Fagan
*Elina Tangeni Ithindi
Khanyisile Ngodwana

DEGREE OF DOCTOR OF
PHILOSOPHY

In Education:
Nicola Anne Fouché
Thesis Title: *Intensive care
nurses' experiences of death in
the ICU and the implications for
postgraduate nursing pedagogy:
a Heideggerian phenomenological
study*

Nicola Fouché holds a MSc
(Nursing), an Advanced University
Diploma in Nursing Education,
and a Diploma in Intensive
Nursing Science from UCT.
She is an experienced Critical
Care nurse, and convenes the
UCT Postgraduate Diploma in
Nursing (Critical Care Nursing).

Nicola Fouché's thesis
emerges from her Critical Care
nursing and teaching experience.
Despite Critical Care staff being
highly skilled and trained, there
is high staff turnover in especially
paediatric Critical Care units. Ms
Fouché reports that departing staff
give, as reasons for leaving, the
emotional burnout they suffer as a
result of a clash of priorities they
face; Critical Care units' concern to
preserve life at all costs; and nurses'
personal need to manage their
human contact with dying patients.
Ms Fouché also reports that
Postgraduate Diploma in Nursing
(Critical Care Nursing) students
express considerable unease
when confronted with discussions
of death. Using the interpretive
hermeneutics of Martin Heidegger
to explore the experiences of nurses
who have had patients die whilst
under their care, Nicola Fouché's
thesis analyses nurses' individual
and personal accounts, and
develops a proposal for curriculum
interventions that aim to prepare
nurses better than presently for the
personal confrontations they face
with death in Critical Care units.

Supervisor: Dr K Williams
(Higher and Adult Education
Development and Studies Unit)

Giulietta Domenica Harrison
Thesis Title: *Tools for learning:
a socio-cultural analysis of
pedagogy in early reading
competency.*

Giulietta Domenica Harrison holds the B Prim.Ed.; B Ed. (Hons); and M Ed. degrees, all from the University of Cape Town. She has extensive experience as a pre-school teacher and as Head of Department at Wynberg Girls Primary School in Cape Town. In 2013 Ms. Harrison was appointed Director of Centre for Social Development at Rhodes University.
Giulietta Harrison's

thesis examines pedagogic styles in five primary schools located in Cape Town. She explores the consequences that these styles may have on learners' learning and reading acquisition. Data collection techniques ranging from basal reading test, comprehension test, problem-solving test, lesson observations on film footages and teacher interviews were employed. Ten pedagogic styles were identified: integration of existing knowledge; practicing of concepts; collaborative learning; conscious mediation; use of the zone of proximal development; scaffolded learning; rote learning; worksheet-based learning; ability-

group teaching; and didactic teaching. Analysis of pre-test and post-test results as also of interview and observational data reveal significant improvement in reading competency when pedagogic styles are closely related to collaborative learning modes that simultaneously recognize (as well as integrate) individual learners' strengths and weaknesses or, more precisely, learners' emergent learning and developmental potentialities.

Supervisor: Dr A E Muthivhi
(School of Education)
Co-supervisor: Dr J Hardman
(School of Education)

ACADEMIC DRESS

OFFICERS OF THE UNIVERSITY

CHANCELLOR

The Chancellor wears a gown made from dark blue silk. The front of the gown has facings down each side made of dark blue velvet embroidered with a gold floral design. The gown and sleeves are lined with pale blue silk and the sleeves are looped up in front with a gold cord and button. The yoke of the gown is edged with gold cord. The gown is worn with a square blue velvet hat with a soft crown and gold tassel.

VICE-CHANCELLOR

The Vice-Chancellor wears a gown made from bright blue silk. The front of the gown has facings down each side and sleeve-linings of pale blue silk. The sleeves are looped up in front with a gold cord and button and the yoke of the gown is edged with gold cord. The gown is worn with a black velvet bonnet with a silver cord.

DEPUTY VICE-CHANCELLOR

A Deputy Vice-Chancellor wears a gown made from dark blue silk. The gown has closed sleeves with an inverted T-shaped opening at the level of the elbow to free the arms. The front of the gown has facings of light blue down each side. The sleeves are lined with light blue and the yoke of the gown is edged with silver cord. The gown is worn with a black velvet bonnet with a silver cord.

CHAIR OF COUNCIL

The Chair of Council wears a gown, of the same pattern as that worn by the Vice-Chancellor, made from light blue silk. The front of the gown has facings down each side and a yoke of dark blue. The sleeves are lined with dark blue and the facings and yoke are trimmed with gold cord. The sleeves are looped up in front with a gold cord and button. The gown is worn with a black velvet bonnet with a gold tassel.

MEMBERS OF COUNCIL

Members of Council wear graduate-pattern gowns made from black silk. The front of the gown has 10cm wide, light blue facings down each side trimmed with dark blue cord. The gown is worn with a black velvet bonnet with a blue cord.

REGISTRAR

The Registrar wears a gown made from black silk. The front of the gown has 10cm wide facings of blue silk down each side. The gown is worn with a black velvet bonnet with a white cord.

PRESIDENT OF CONVOCATION

The President of Convocation wears a gown made from black silk and has long closed sleeves with an inverted T-shaped opening at the level of the elbow to free the arms. The front of the gown has facings down each side and sleeves of blue silk. The gown is worn with a black velvet bonnet with a blue tassel.

ACADEMIC DRESS (continued)

GOWNS

A plain black gown styled after the pattern of the Oxford scholar's gown is worn by diplomats, and Bachelor's, Honours and Master's graduands. Senior doctoral graduands wear a scarlet gown, with facings the colour distinctive of the faculty in which the degree is awarded. PhD graduands wear a scarlet gown without facings.

HOODS

The hood is particular to the qualification and the faculty. Diplomates and Bachelor's graduands wear a black hood lined with white and edged with the colour distinctive of the faculty. Master's graduands wear a black hood lined with the colour distinctive of the faculty and edged with white, except in the case of the hood for the MMed degree, which is edged with red. Senior doctoral graduands wear a hood of the colour distinctive of the faculty and a black velvet bonnet with a cord of the colour distinctive of the faculty in which the degrees is awarded. PhD graduands wear a hood of scarlet lined with black and a black velvet bonnet with a cord of the colour distinctive of the faculty in which the degree is awarded.

DISTINCTIVE COLOURS

Faculty of Commerce	Yellow
Faculty of Engineering and the Built Environment	Green
Faculty of Health Sciences	Red
Faculty of Law	Old gold
Faculty of Humanities	Blue
Faculty of Science	Purple

HISTORICAL SKETCH

Founded as the South African College (a boys' school that aimed to provide higher education as well) in 1829, the University was established as the University of Cape Town in 1918.

The early history was one of great expectations and hard times and it was not until the early years of the twentieth century that the University was developed into a fully-fledged tertiary institution. A significant and pioneering development in the 19th century was the admission of women as degree students in 1886, many years ahead of most universities in the world.

At the start of the 20th century the University incorporated the Diocesan College, the teacher training classes of the Normal College, the South African College of Music and the Cape Town Schools of Fine Art and Architecture.

The Medical School was established and in the 1920s the University began a partnership with the local health authority (now the Provincial Government's health department) that saw the Medical School move from the Hiddingh Campus and the Green Point Somerset Hospital to Observatory (the rest of UCT's Upper Campus moved from Hiddingh to its present site, on part of Cecil Rhodes' estate, in 1928). This partnership allowed for the construction of the first Groote Schuur Hospital on a University site. The partnership continues to this day and now involves not only Groote Schuur as a teaching hospital but Red Cross Children's Hospital, Valkenberg and a growing number of primary health care sites.

The period between the end of World War II and 1994 was marked by two themes. Firstly, the University recognised that if it was to be fully South African, it would have to move beyond academic non-segregation to be fully inclusive. It would have to face the consequential and increasing clashes with a government determined to legislate for segregation and enforce the doctrine of apartheid. And secondly, the University intended to transform into a leading research institution.

Before World War II, the University was largely a teaching university and its students were mostly undergraduates. The research undertaken was sporadic, though in some cases notable. A research committee was appointed for the first time in 1945. The next 75 years saw a great expansion of research and scholarly work such that the UCT of 2014 has a greater proportion of highly rated researchers and gains significantly more research grants and awards than any other South African University.

The 1980s and 1990s were characterized by the deliberate and planned transformation of the student body. This was aided by the establishment of the Academic Development Programme aimed at helping students from disadvantaged educational and social backgrounds to succeed and the desegregation of student residences. As a result, a student body that was 90% white in 1979, when UCT marked its 150th anniversary, is in 2014 more than 50% black. The total student enrolment of just above 26 000, includes international students drawn from over 100 countries, a significant proportion of which are from SADC states. Particular emphasis is placed on postgraduate studies and more than 20% of these students will be enrolled in master's and doctoral programmes. A growing number of postdoctoral fellows contribute substantially to the research endeavours and reputation of the University (UCT has more than a third of the total number of post docs in South Africa).

UCT continues to work towards its goal to be Africa's leading research university. Its success can be measured by the scope of study it offers and the calibre of its graduates.

MISSION STATEMENT OF THE UNIVERSITY OF CAPE TOWN

UCT aspires to become a premier academic meeting point between South Africa, the rest of Africa and the world. Taking advantage of expanding global networks and our distinct vantage point in Africa, we are committed, through innovative research and scholarship, to grapple with the key issues of our natural and social worlds. We aim to produce graduates whose qualifications are internationally recognised and locally applicable, underpinned by values of engaged citizenship and social justice. UCT will promote diversity and transformation within our institution and beyond, including growing the next generation of academics.

Foundation statement underpinning the mission statement

Our research-led identity is shaped by a commitment to:

- academic freedom as the prerequisite to fostering intellectual debate and free inquiry;
- ensuring that research informs all our activities including teaching, learning and service to the community;
- advancing and disseminating knowledge that addresses the key challenges facing society – South African, continental and global;
- protecting “curiosity driven” research;
- nurturing and valuing creativity in the sciences and arts including the performing and creative arts;
- stimulating international linkages of researchers and research groupings.

We strive to provide a superior quality educational experience for undergraduate and postgraduate students through:

- providing an intellectually and socially stimulating environment;
- inspired and dedicated teaching and learning;
- exposure to the excitement of creating new knowledge;
- stimulating the love of life-long learning;
- the cultivation of competencies for global citizenship;
- supporting programmes that stimulate the social consciousness of students;
- offering access to courses outside the conventional curricula;
- attracting a culturally and internationally diverse community of scholars;
- guaranteeing internationally competitive qualifications;
- offering a rich array of social, cultural, sporting and leadership opportunities;
- providing an enabling physical and operational environment.

In advancing UCT as an Afropolitan university, we will:

- expand our expertise on Africa and offer it to the world;
- extend our networks on the continent, along with our global connections and partnerships;
- promote student and staff exchanges and collaborative research and postgraduate programmes;
- engage critically with Africa’s intellectuals and world views in teaching and research;
- contribute to strengthening higher education on our continent.

We strive to provide an environment for our diverse student and staff community that:

- promotes a more equitable and non-racial society;
- supports redress in regard to past injustices;
- is affirming and inclusive of all staff and students and promotes diversity in demographics, skills and backgrounds;
- offers individual development opportunities to all staff;
- is welcoming as a meeting space for scholars from Africa and around the world.

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The University of Cape Town gratefully acknowledges the sustained contributions of the following partners. Their generosity has assisted us toward our goals of improving student access to tertiary education and promoting curriculum, staff and student transformation; increasing our research capacity; and implementing programmes that promote social engagement and community upliftment.

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We set a great store by our links with our alumni, and indeed the links alumni have with each other. We promise that we will be in touch, and ask you in turn to let us know not only your current contact details but also, from time to time, something of your lives and where you are in your careers.

*Updates can be done on the web – <http://www.uct.ac.za/dad/alumni/update/>
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