1. Misconceptions, as robust unscientific ideas, hamper a coherent understanding of the human body and could potentially impact on clinical practice. (*this thesis*)

2. Medical students who are novices straight from secondary school, arrive at university with pre-instructional unscientific biomedical beliefs. (*this thesis*)

3. Misconceptions can be traced back to medical students applying incorrect cognitive operations when attempting to solve a problem. (*this thesis*)

4. Not all biomedical misconceptions in a medical curriculum are addressed through training and a third of senior medical students hold onto unscientific and incorrect beliefs. (*this thesis*)

5. A mixed-methods approach to data analysis is a useful way to empirically identify and describe biomedical misconceptions. (*this thesis*)

6. Hippocrates said “There are in fact two things, science and opinion; the former begets knowledge, the later ignorance.” (from Garrison, F. H. 1921. *An Introduction to the history of medicine* c. 2. WB Saunders Company.)

7. In order to provide academic support to students who are potentially at risk of dropout, an integrated approach works best, in which both cognitive development and a socio-cultural sense of belonging to the university, are actively facilitated.

8. A good teacher does not teach.

9. Playing in a band, you can entertain an audience by playing E-minor the entire evening.

10. If an exogenous plant struggles to make it through a South African winter, rip it out, and replace it with an indigenous one.

11. Embarking on a PhD, one should consider the fable of Hansel and Gretel. If you can identify with Gretel pushing the witch into the fire, then you will be fine.