College of Education
Research focus areas for 2025

RESEARCH OPPORTUNITIES, AVAILABLE SUPERVISION CAPACITY AND SELECTION CRITERIA, ADMISSION AND REGISTRATION INFORMATION PER SCHOOL AND DEPARTMENT IN CEDU
DEPARTMENT OF ADULT, COMMUNITY AND CONTINUING EDUCATION (former ABET)

Research focus areas of the Department (2025)
- Youth development and human rights
- Community education for development
- Management of adult education centres
- Community colleges in Adult and Community Education and Training (ACET)
- Professional development of adult educators
- Professional development of adults
- Adult education in correctional centres
- Entrepreneurship for youth and adults
- Adult vocational education and training
- Open distance education/e-learning
- Gender studies within adult and community education and training (ACET)
- Psychology of adult education
- Environmental and health studies in adult education
- Teaching adults/the adult learner
- Teaching practice in adult education
- Adult education and indigenous knowledge systems
- Social action research in an adult education environment

Research projects that postgraduate students can participate in

Name of project	Brief description of the project	Project leader	No of available positions for MEd students for 2025	No of available positions for PhD students for 2025
Parental involvement in developing a learning culture in Hlanganani	Involvement of parents in the development of learning for adult learners in Hlanganani, Limpopo.	Prof GP Baloyi Prof SB Msezane	2	2
Promotion of correctional education discourse through research-based methods and personal development	Women in Research (WiR) project operating in three provinces: KwaZulu-Natal, North West and Gauteng, working in partnership with the Department of Correctional Services with correctional officials and offenders (primarily women) in MD studies with Unisa.	Dr LR Johnson	1	2

Focused M & D programmes

Name of programme	Qualification code	Curriculum
MEd in Adult Education (course work)	98430	Four course work modules, research proposal, mini-dissertation
PhD in Education* (Stream: Adult Education – ADE)	90019	Research proposal and thesis (full research)

IMPORTANT INFORMATION

When applying for a PhD in Education, students should clearly explain in their research outline that they intend to focus on Adult Education. Students should keep the Department's focus areas in mind when proposing a research topic for their dissertation or thesis.

Details of individual supervisors and their research interests or fields of expertise

Name of supervisor	Research interest/field of expertise	No of positions for master's students still available for 2025	No of positions for doctoral students still available for 2025
Prof KP Quan-Baffour	• Adult education and development • Community Colleges • TVET& Community Colleges • The art and science of teaching adults • IKS and adult education • Teacher Education	2	2
Prof VI McKay	• Literacy • Community colleges	2	2
Prof NRA Romm	• Accountable social inquiry • Transformative research in an adult education environment	1	1
Prof A Arko-Achemfuor	• Entrepreneurship research for youth and adults • Community education for adult and youth development • Adult education and indigenous knowledge systems	2	2
Prof MM Dichaba	• Professional development • Adult education and community education • Youth development	2	2
Prof GP Baloyi	• Technology in ABET and youth development • Open distance learning (ODL)	1	2
Prof MJ Motseke	• Community education for development • Teaching of English 2nd language • Adult education	2	2
Prof LR Johnson	• Correctional adult education • Open Distance e-Learning (ODeL) • Indigenous knowledge system (IKS) • Adult and community education and training	1	2

	Adult literacy		
Dr MM Malale	• Adult vocational education	2	1
Prof FM Teane	• Literacy and community development • Psychology of adult education • Curriculum issues	2	2
Prof II Setlhodi	• Leadership, management and mentorship • Women leadership empowerment and gender studies within ACET • Youth development, human rights and civic education • Quality assurance management and enhancement	0	0
Prof RB Monyai	• Technology and open distance learning	1	2
Dr GP Tshephe	• Technology-enhanced learning • Correctional adult education • Youth development • Students' support • Teaching and learning • Open distance and e-learning	0	2
Dr GK Mokwena	• Adult literacy • Vocational education and training • Resilience in adult learning	2	1
Mrs GK Gomba	• Adult and community education • Management in adult education • Performance management • Professional development	2	0
Dr X Tawana	• Gender studies within adult and Community Education and training ACET. • Youth development and Human rights • Adult education and Indigenous knowledge systems.	2	1
Prof JN Mampane	• Sexuality and LGBTIQA+ issues in education • Gender equality and mainstreaming in education • The impact of HIV/AIDS in the education sector	2	2

	• Health, Nutrition and Wellness programmes in the education sector		
Dr AM Rivombo	• Diversity and change management in adult education • Community education in ACET	3	1
Dr A van der Nest	• Professional development of adults • Formative assessment	3	1
Dr EM Nkoana	• Transdisciplinary research • Integration of indigenous and western knowledge systems • Research methodologies • Youth and community development • Environmental education • TVET college research • Youth, community and environmental education research	3	1
Prof SB Msezane	• Environmental Education • Environmental and sustainable development • Environmental and health studies in adult education	2	1
Mr P Phuluwa	• Youth development	2	0
Dr TM Molema	• Community colleges in ACET • Community Education for development • Gender Studies within adult and community education and training (ACET) • Adult education and indigenous knowledge systems	2	1
Mr RV Mabuza	• Adult community education and training (ACET) • Youth development and human rights	2	0
Mrs B Magadlela	• Entrepreneurship for youth and adults • Community education for development	1	0
Dr KC Mbanjwa	• Correctional adult education • Management of adult education centres	2	1

Dr VG Luxomo	• Policy imperatives of AQEE – access, quality, equity and equality of opportunity • Meaningful access – access (training and employment) and success • Vocational education for work (with and for production) as well as the skills debate • Alternative or disruptive innovations that bring about new opportunities	2	1
Dr DE Mkhabela	• Adult Education • Management in Adult Education	2	1
Ms DM Chuene	• Community colleges in Adult and Community Education and Training (ACET) • Adult vocational education and training • Professional development of adults • Management of adult education centres	2	0
Ms AM Machobane	• Community education • Student support in ODL • Adult education	1	0
Mr TS Ngubane	• Management of Community Learning Centres (CLCs). • Adult teaching and learning. • Indigenous knowledge in adult education.	2	1
Dr AM Lepholletse	• Teaching and learning • Youth Development	2	1
Dr AN Ngozwana	• Adult Education • Lifelong Learning • Community/Civic education	2	1
Dr TA Chauke	• Youth Development. • Community Education	2	1
Mr SM Cele	• Social justice education • Community education	1	0
Dr K Mbatha	• Adult Education • Community Development	2	1

Models of supervision

The individual and co-supervision models are used. Co-supervision is mostly done for mentoring purposes and multi-, inter- and trans-disciplinary (MIT) research. Some supervisors in the College supervise across departments. Students are therefore advised to study the lecturer profiles of other departments in the College when trying to identify a suitable supervisor.

Opportunities regarding external supervision

External supervisors may be considered if a suitable supervisor is not available in the Department. However, this will depend on the financial viability of the Department.

Contact details of the department
Prof JN Mampane: Sunnyside Campus, Building 10: 1-36; tel: 012 481 2802; e-mail: mampajn@unisa.ac.za (M&D Coordinator)
Prof MM Dichaba: Sunnyside Campus, Building 10: 01-53; tel: 012 484 2727; e-mail: dichamm@unisa.ac.za (CoD)

Admission requirements, documents required, selection criteria and selection information relevant for prospective master's and doctoral students

Minimum admission requirements for master's and doctoral studies in the College of Education

Master's of Education
An appropriate Honours Degree in Education, or a postgraduate diploma, or a 480 credit Bachelor of Education Degree with a minimum of 96 credits at NQF level 8. The average mark obtained for the degree shall be 60%. All students should have completed a module in research methods and methodologies as part of their previous level 8 qualification. Students who do not meet these requirements may follow an alternative pathway (e.g. RPL, submitting a portfolio, or working through a prescribed reading list – refer to Possible alternative pathways). The application should accord with the various research focus areas/areas of specialisation of the Department, the Department's capacity to provide expert supervision and the requisite qualifications listed above.

Doctor of Philosophy (PhD) in Education
An appropriate Master's of Education Degree is required. The average mark obtained for the degree shall be 60%. Students who do not meet this requirement may follow an alternative pathway (e.g. RPL or submit a portfolio – refer to Possible alternative pathways). The application should accord with the various research focus areas/areas of specialisation of the Department, the Department's capacity to provide expert supervision and the requisite qualification listed above.

Supporting documentation to be submitted with application

For Master's of Education (qualification code – 98430):

All relevant documentation as specified by the Department for Master's and Doctoral Administration Support.

Students should submit a short research outline of 600 to 750 words which sketches the intended research project, research approach, problem statement, a short literature review and a working title. In addition, a list of five scholarly articles and two books that have been consulted to compile the research outline should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department's website prior to submitting their application and should propose the name of his/her preferred supervisor. Any form of plagiarism in the research outline is unacceptable.

For a Philosophy (PhD) in Education Doctorate:
All relevant documentation as specified by the Department for Master's and Doctoral Administration Support.

Students should submit a short research outline of 800 to 900 words which sketches the intended research project, problem statement, research approach, a short literature review and a working title for the project. In addition, a list of ten scholarly articles and four books that have been consulted to compile the research outline should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department's website prior to submitting their application and should propose the name of his/her preferred supervisor. Please note that any form of plagiarism in the research outline is unacceptable.

PLEASE NOTE: Students should clearly indicate in their research outline that they intend to focus on Adult Education in their PhD studies. It is therefore imperative that the first heading of the research outline should read *PhD in Education focusing on Adult Education*.

Selection procedures followed in the selection of candidates for postgraduate studies

All applications will be considered simultaneously by the Departmental Higher Degrees Committee, the chair of the Department, the director of the School and the head of the Office of Graduate Studies and Research in the College for purposes of fairness and transparency. Only candidates who meet the minimum eligibility criteria will be considered.

The Department's internal supervision capacity and availability of external supervisors will be the first and most important selection criterion. No applicant will be admitted without a supervisor being allocated to the student. If a student requests to be supervised by a particular supervisor, but the supervisor is not available because of his/her existing supervision load, it is the Department's prerogative to allocate an alternative supervisor (internal or external). Further selection will be done based on the following selection

criteria (the weight attached to each criteria is indicated between brackets as a percentage of the overall evaluation): the student's academic record and experience in research (30%); understanding of research methods as displayed in the research outline (30%); academic writing skills (30%); and addressing of past inequalities by taking race, gender and disability status into consideration (10%).

The Department will keep record of all the applications and reasons will be provided for unsuccessful applications.

Possible alternative pathways
The following alternative pathways exist for applicants who do not meet the admission requirements:

- Applicants with degrees that have different structures from normal South African honours or master's degrees, applicants whose degrees do not clearly correspond to the Department's admission requirements (e.g. no mark awarded for previous dissertations, no clear evidence of having completed a research-related module as part of the previous qualification, etc) or applicants who do not meet the admission requirements, but who possess applicable experience in research or working experience relevant to the field of interest that may qualify them for admission to a master's or doctoral degree will be required to apply for recognition of prior learning (RPL). Prior academic and research activities by the applicant will be evaluated in accordance with formal Unisa RPL procedures and the outcome of the RPL process will be submitted to and approved by the chair of the Department. If the approved outcome of the RPL process is positive, the applicant will be allowed to proceed with an application for admission, subject to all terms and conditions governing the admission process.
- Applicants who apply for a master's degree on the strength of a postgraduate diploma or a 480 credit bachelor's degree with a minimum of 96 credits at level 8 and who have not completed a module in research methodology, will be required to obtain knowledge about research methods and methodology by working through a prescribed reading list which will be forwarded to them by the chair of the Departmental Higher Degrees Committee upon request from the student. The student will have to complete and pass a number of assignments related to research methodology. The student may reapply in subsequent years.
- Applicants who do not meet the minimum requirement of 60% may apply for an alternative pathway by submitting a portfolio containing a motivation letter indicating reasons for wanting to do the qualification and for selecting the specific area he/she is applying for, a curriculum vitae (CV) highlighting experience relevant to the field of interest and evidence of engagement with research which could include one or more of the following: a written report of a scholarly nature, a literature survey, a paper presented at a conference, a published article.

The following alternative pathways exist for applicants whose applications were unsuccessful:

- Students who have been refused admission because of limited capacity within the Department or because their topic was not viable may reapply in subsequent years. It should be clearly indicated that it is a reapplication. The normal selection process will apply in case of reapplications.
- Students who were unsuccessful because of an inadequate research outline may revise their research outline and may reapply in subsequent years.
- A student whose application was unsuccessful because of inadequate academic writing skills may reapply in subsequent years provided that he/she can provide proof of measures put in place to improve his/her academic writing skills (e.g. enrolled for and passed a course in academic writing skills).

Application procedures and when to apply

The Department of Adult Basic Education and Youth Development will not make use of differentiated registration dates. Applications for admission and registration will take place in accordance with the dates set by the Department for Master's and Doctoral Administration Support, College of Graduate Studies, for bulk applications and registrations.

Students should

- apply for a student number, following the steps outlined in https://www.unisa.ac.za/sites/corporate/default/Apply-for-admission/Master%27s-&-doctoral-degrees/Apply-for-a-student-number-and-apply-for-admission
- apply for a space in one of the departmental focus areas using the online application process

Once acceptance in the research focus area and the allocation of a supervisor have been confirmed, they may register for the research proposal module.

CIS

DEPARTMENT OF CURRICULUM AND INSTRUCTIONAL STUDIES

Research focus areas of the Department (2025)

- ICT in education/educational media
- Open distance learning (ODL) and e-learning (ODeL)
- Curriculum and assessment policy statement (CAPS)
- Curriculum theory and practice
- Curriculum development
- Assessment of teaching and learning
- Experiential learning (work-integrated learning/teaching practice)
- Curriculum and feminism
- Education, pedagogy and practice
- Curriculum of Social Sciences, Life Sciences, History, Accounting, Business Studies, Economics and other school subjects
- Teacher professional development/mentorship/in-service training
- Quality assurance in education
- Decolonisation pedagogy
- Gratitude in education
- Adult education curriculum
- Environmental education curriculum
- Mathematics education curriculum
- Curriculum and citizenship education
- Indigenous education
- Teaching practice in an ODL context
- Teaching and learning
- Experiential learning (work-integrated learning/teaching practice)
- Open education resources (OERs)
- e-Portfolios
- Teaching poetry in HL/FAL English classrooms
- Teaching literature in HL/FAL English classrooms
- The role of textbooks and alternative materials in the English classroom
- English language teaching (HL/FAL)
- Responsible citizenship
- Human rights and democracy
- Language teaching
- Multi-grade teaching
- Social media (blogs, Facebook, WhatsApp, etc) as teaching strategies
- Self-directive learning and self-regulated learning
- Game-based learning

- Cooperative learning
- Alternative assessment

Research projects that postgraduate students can participate in

Name of project	Brief description of the project	Project leader	No of available positions for MEd students for 2025	No of available positions for PhD students for 2025
-	-	-	-	-

Focused M & D programmes

Name of programme	Qualification code	Curriculum
Master's of Education in Curriculum Studies	98434	Research proposal module and full research dissertation
Master's of Education in Open Distance Learning	98999	Four course work modules, research proposal module and a mini dissertation
PhD in Education (Streams: Curriculum Studies – CUS; Open Distance learning – ODL)	90019	Research proposal module and full research thesis

Details of individual supervisors and their research interests or fields of expertise

Name of supervisor	Research interest/field of expertise	No of positions for MEd students still available for 2025	No of positions for PhD students still available for 2025
Prof P Biccard	- Mathematics education - Teaching practice - Teacher professional development - Distance education	1	1
Prof EC du Plessis	- Curriculum studies (theory and development) - The CAPS - Distance education in a community of practice - Teaching practice in an ODeL context	0	0
Dr N P Dlamini	- Geography education - Curriculum studies - Teacher development	1	1

	• Assessment • Social Sciences • ICT in education		
Mr W Flanagan	• Business Education (accounting, business studies, economics and EMS) • Curriculum studies • Cooperative learning	0	0
Mr NB Gcabashe	• Commerce education (Business Studies, Economics & Accounting) • ICT integration in education • Curriculum Studies • Teaching practice in an ODeL context	0	0
Ms ZP Kubheka	• Experiential Learning (Work-integrated learning) • TVET curriculum • Adult Vocational Education • TVET Curriculum	0	0
Dr D Lees	• Narrative studies • Students in transition/First Year Student Experience • Adult and Community Education • Teaching and Learning	2	1
Prof MW Lumadi	• Curriculum and Instruction • Curriculum and assessment policy statement (CAPS) • Business studies which includes economics subject methodologies • Economics education • IKS and ECD • Human resource management • Technology-integrated teaching and learning and Teaching practice	1	2
Prof PL Mabunda	• Teaching practice in an ODL context • Curriculum studies and practice • Quality assurance in teacher education programmes	1	1
Dr SB Mahlambi	• The educator as assessor • Curriculum development	2	1
Prof MM Maja	• Teaching English first additional language • Teacher development	1	1

	• Curriculum development • Teaching practice in an ODeL context		
Ms TB Maphumulo	• Experiential learning (work-integrated learning/teaching practice) • Teacher professional development/mentorship/in-service training • Education, pedagogy, and practice • Teaching & learning and inclusion in the InterSen Phase • Mathematics teaching in the Intermediate phase • Barriers to learning and interventions	0	0
Prof AS Mawela	• Open distance learning (ODL) and e-learning (ODeL) • Assessment of teaching and learning • Curriculum of social sciences, • Teacher professional development/mentorship/in-service training • Environmental education curriculum • Curriculum development • Open education resources (OERs)	2	2
Dr S Meeran	• Mathematics education curriculum • Curriculum theory and practice • Curriculum studies • Education, pedagogy and practice • Decolonisation education • Indigenous education	2	1
Prof TI Mogashoa	• Curriculum studies • Social sciences • Assessment • Teaching practice • Adult education	1	1
Dr MP Modise	• Technology-integrated teaching and learning • Student support in ODL/e-learning • Teacher professional development • Academic professional development	1	1

		ODL		
		• e-learning		
		• e-Portfolios		
		• MOOCs		
		• Digital transformtion		
		• Flipped class pedagogy		
		• Technology Adoption		
		• Systematic Review		
Ms MM Moila		• ODeL • Mathematics education • Teacher professional development • Education pedagogy and practice • Instructional design	3	1
Mr F Mukhati		• Curriculum studies • Curriculum development • Assessment of teaching and learning • Teaching practice in an ODL context • Teacher professional development • Curriculum of geography and social sciences	0	1
Prof PK Mudau		• Curriculum studies • Business education (economics, accounting, business studies, EMS) • Teacher professional development • e-Portfolios • E-assessment in open distance e-learning (ODeL) • e-Learning (ODeL)	0	1
Ms K Naidu	• Teaching poetry in HL/FAL English classrooms • Teaching literature in HL/FAL English classrooms • The role of textbooks and alternative materials in the English classroom • English language teaching (HL/FAL)		1	0
Prof VA Nkonyane	• Curriculum studies • Teacher development • Decolonisation pedagogy • Empowering rural schools and schools from disadvantaged		2	2

		backgrounds into centres of excellence • Gratitude in education (GiE) • Teaching black learners how to learn vis-a-vis teaching them how to pass		
Ms P Sibisi		• Open distance learning (ODL) and e-learning (ODeL) • Experiential learning (work-integrated learning/teaching practice)	0	0
Prof MJ Taole		• Curriculum development • Teaching practice in an ODL context • Technology-integrated teaching and learning and teaching practice • Teacher professional development • Language teaching • Multi-grade teaching	4	4
Prof G Van den Berg		• ICT in education • Curriculum studies • E-learning • Open and distance learning (ODL)	1	1
Prof MM Van Wyk		• Curriculum studies • Decolonised and indigenised curriculum • Business education (economics, accounting, business studies, EMS) • Indigenous education • Teacher professional development • Cooperative learning • Technology-integrated teaching and learning • Social media (blogs, Facebook, WhatsApp, etc) as teaching strategies • Flipped class pedagogy • Innovative pedagogies • Self-directive learning and self-regulated learning • Game-based learning • e-Portfolios • Alternative assessment	3	4

Mr MX Majola	• Formative Assessment • E-Portfolios • Business Studies • Accounting Education	1	1

Models of supervision

The individual and co-supervision models are used. Co-supervision is mostly done for mentoring purposes and multi-, inter- and trans-disciplinary (MIT) research. Some supervisors in the College supervise across departments. Students are therefore advised to study the lecturer profiles of other departments in the College when trying to identify a suitable supervisor.

Opportunities regarding external supervision

External supervisors may be considered if a suitable supervisor is not available in the Department. However, this will depend on the financial viability of the Department.

Contact details of the department

Prof MM Maja: Nkoana Simon Radipere Building, 6-64; tel: 012 429 6201; e-mail: majam@unisa.ac.za

Prof MM van Wyk: Nkoana Simon Radipere Building, 6-74; tel: 012 429 4033; e-mail: vwykmm@unisa.ac.za (CoD)

Minimum admission requirements for master's and doctoral studies in the College of Education

Master's of Education

An appropriate Honours Degree in Education, or a postgraduate diploma, or a 480 credit Bachelor of Education Degree with a minimum of 96 credits at NQF level 8. The average mark obtained for the degree shall be 60%. All students should have completed a module in research methods and methodologies as part of their previous level 8 qualification. Students who do not meet these requirements may follow an alternative pathway (e.g. RPL, submitting a portfolio or working through a prescribed reading list – refer to Possible alternative pathways). The application should accord with the various research focus areas/areas of specialisation of the Department, the Department's capacity to provide expert supervision and the requisite qualifications listed above.

Doctor of Philosophy (PhD) in Education

An appropriate Master's of Education Degree preferably related to the field of study is required. The average mark obtained for the degree shall be 60%. Students who do not meet this requirement may follow an alternative pathway (e.g. RPL or submit a portfolio – refer to Possible alternative pathways). The application should accord with the various research focus areas/areas of specialisation of the Department, the Department's capacity to provide expert supervision and the requisite qualification listed above.

Supporting documentation to be submitted with application

For a master's degree:
All relevant documentation as specified by the Department for Master's and Doctoral Administration Support.

Students should submit a short research outline of 600 to 750 words which sketches the intended research project, the research approach, problem statement, a short literature review and a working title. In addition, a list of five scholarly articles and two books that have been consulted to compile the research outline should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department's website prior to submitting their application and should propose the name of his/her preferred supervisor. Any form of plagiarism in the research outline is unacceptable.

For a doctorate degree:
All relevant documentation as specified by the Department for Master's and Doctoral Administration Support.

Students should submit a short research outline of 800 to 900 words which sketches the intended research project, problem statement, the research approach, a short literature review and a working title for the project. In addition, a list of ten scholarly articles and four books that have been consulted to compile the research outline should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department's website prior to submitting their application and should propose the name of his/her preferred supervisor. Please note that any form of plagiarism in the research outline is unacceptable.

PLEASE NOTE: Students should clearly indicate in their research outline that they intend to focus in their PhD studies on Curriculum Studies or Open Distance Learning. It is therefore imperative that the focus area is indicated in the first heading of the research outline, for example, *PhD in Education, focusing on Open Distance Learning* or *PhD in Education focusing on Curriculum Studies.*

Selection procedures followed in the selection of candidates for postgraduate studies
All applications will be considered simultaneously by the Departmental Higher Degrees Committee, the chair of the Department, the director of the School and the head of the Office of Graduate Studies and Research for purposes of fairness and transparency. Only candidates who meet the minimum eligibility criteria will be considered.

The Department's supervision capacity and availability of external supervisors will be the first and most important selection criterion. No applicant will be admitted without a supervisor being allocated to the student. If a student requests to be supervised by a

particular supervisor, but the supervisor is not available because of his/her existing supervision load, it is the Department's prerogative to allocate an alternative supervisor (internal or external). Further selection will be done based on the following selection criteria (the weight attached to each criteria is indicated between brackets as a percentage of the overall evaluation): the student's academic record and experience in research (30%); understanding of research methods as displayed in the research outline (30%); academic writing skills (30%); and addressing of past inequalities by taking race, gender and disability status into consideration (10%).

The Department will keep record of all the applications and reasons will be provided for unsuccessful applications.

Possible alternative pathways

The following alternative pathways exist for applicants who do not meet the admission requirements:

- Applicants with degrees that have different structures from normal South African honours or master's degrees, applicants whose degrees do not clearly correspond to the Department's admission requirements (e.g. no mark awarded for previous dissertations, no clear evidence of having completed a research-related module as part of the previous qualification, etc) or applicants who do not meet the admission requirements but who possess applicable experience in research or working experience relevant to the field of interest, that may qualify them for admission to a master's or doctoral degree will be required to apply for recognition of prior learning (RPL). Prior academic and research activities by the applicant will be evaluated in accordance with formal Unisa RPL procedures and the outcome of the RPL process will be submitted to and approved by the chair of the Department. If the approved outcome of the RPL process is positive, the applicant will be allowed to proceed with an application for admission, subject to all terms and conditions governing the admission process.
- Applicants who apply for a master's degree on the strength of a postgraduate diploma or a 480 credit bachelor's degree with a minimum of 96 credits at level 8 and who have not completed a module in research methodology, will be required to obtain knowledge about research methods and methodology by working through a prescribed reading list which will be forwarded to them by the chair of the Departmental Higher Degrees Committee upon request from the student. The student will have to complete and pass a number of assignments related to research methodology. The student may reapply in subsequent years.
- Applicants who do not meet the minimum requirement of 60% may apply for an alternative pathway by submitting a portfolio containing a motivation letter indicating reasons for wanting to do the qualification and for selecting the specific area he/she is applying for, a CV highlighting experience relevant to the field of interest and evidence of engagement with research which could include one or more of the following: a written report of a scholarly nature, a literature survey, a paper presented at a conference, a published article and a research outline sketching the

intended research area, a problem statement and a working title. A list of five articles and two books that have been consulted to compile the research outline should be provided.

The following alternative pathways exist for applicants whose applications were unsuccessful:

- Students who have been refused admission because of limited capacity within the Department or because their topic was not viable may reapply in subsequent years. It should be clearly indicated that it is a reapplication. The normal selection process will apply in case of reapplications.
- Students who were unsuccessful because of an inadequate research outline may revise their research outline and may reapply in subsequent years.
- A student whose application was unsuccessful because of inadequate academic writing skills may reapply in subsequent years provided that he/she can provide proof of measures put in place to improve his/her academic writing skills (e.g. enrolled for and passed a course in academic writing skills).

Application procedures and when to apply
The Department of Curriculum and Instructional Studies will not make use of differentiated registration dates. Applications for admission and registration will take place in accordance with the dates set by the Department for Master's and Doctoral Administration Support for bulk applications and registrations.
Students should:

- apply for a student number, following the steps outlined in https://www.unisa.ac.za/sites/corporate/default/Apply-for-admission/Master%27s-&-doctoral-degrees/Apply-for-a-student-number-and-apply-for-admission
- apply for a space in one of the focus areas using the online application process

Once acceptance in the research focus area and the allocation of a supervisor have been confirmed, they may register for the research proposal module.

Admission requirements, selection criteria and selection information relevant for prospective master's and doctoral students

Minimum admission requirements for master's and doctoral studies in the College of Education

Master's of Education
A Honours Degree in Education in Inclusive Education, Special Education or Learning Support, Remedial Education, Disability Studies or an appropriate postgraduate diploma, or a 480 credit Bachelor of Education Degree in Inclusive Education with a minimum of 96 credits at NQF level 8. The average mark obtained for the degree shall be 60%. All

students should have completed a module in research methods and methodologies as part of their previous level 8 qualification. Students who do not meet these requirements may follow an alternative pathway (e.g. RPL, submitting a portfolio or working through a prescribed reading list – refer to Possible alternative pathways). The application should accord with the various research focus areas/areas of specialisation of the Department, the Department's capacity to provide expert supervision and the requisite qualifications listed above.

Doctor of Philosophy (PhD) in Education
A Master's of Education Degree in Inclusive Education/Special Education/Disability Studies/Remedial Education or a module in Inclusive Education/Special Education/Disability Studies/Remedial Education at master's level. The average mark obtained for the degree shall be 60%. Students who do not meet this requirement may follow an alternative pathway (e.g. RPL or a portfolio of evidence – refer to Possible alternative pathways). The application should accord with the various research focus areas/areas of specialisation of the Department, the Department's capacity to provide expert supervision and the requisite qualification.

Supporting documentation to be submitted with application

For a full research master's:
All relevant documentation as specified by the Department for Master's and Doctoral Administration Support.

Students should submit a short research outline of 600 to 750 words which sketches the intended research project, the research approach, problem statement, short literature review and a working title. In addition, a list of five scholarly articles and two books that have been consulted to compile the research outline should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department's website prior to submitting their application and should propose the name of his/her preferred supervisor. Any form of plagiarism in the research outline is unacceptable.

For a doctorate degree:
All relevant documentation as specified by the Department for Master's and Doctoral Administration Support.

Students should submit a short research outline of 800 to 900 words which sketches the intended research project, problem statement, the research approach, a short literature review and a working title for the project. In addition, a list of ten scholarly articles and four books that have been consulted to compile the research outline should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department's website prior to submitting their application and should propose the name of his/her preferred supervisor. Please note that any form of plagiarism in the research outline is unacceptable.

PLEASE NOTE: Students should clearly indicate in their research outline that they intend to focus on Inclusive Education in their PhD studies. It is therefore imperative that the first heading of the research outline should read: *PhD in Education, focusing on Inclusive Education.*

Selection procedures followed in the selection of candidates for postgraduate studies
All applications will be considered simultaneously by the Departmental Higher Degrees Committee, the chair of the Department, the director of the School, the head of the Office of Graduate Studies and Research and the M&D coordinator for purposes of fairness and transparency. Only candidates who meet the minimum eligibility criteria will be considered.

The Department's supervision capacity and availability of external supervisors will be the first and most important selection criterion. No applicant will be admitted without a supervisor being allocated to the student. If a student requests to be supervised by a particular supervisor, but the supervisor is not available because of his/her existing supervision load, it is the Department's prerogative to allocate an alternative supervisor (internal or external). Further selection will be done based on the following selection criteria (the weight attached to each criteria is indicated between brackets as a percentage of the overall evaluation): the student's academic record and experience in research (30%); understanding of research methods as evident from the research outline (30%); academic writing skills (30%); and addressing of past inequalities by taking race, gender and disability status into consideration (10%).

If deemed necessary, the Department may request an interview with the applicant.

Only a limited number of students per year can be accommodated in the MEd in Inclusive Education (course work) – qualification code: 98444. Students who are not admitted into the MEd in Inclusive Education (course work) may be considered for the full research MEd in Inclusive Education if a supervisor is available.

The Department will keep record of all the applications and reasons will be provided for unsuccessful applications.

Possible alternative pathways

The following alternative pathways exist for applicants who do not meet the admission requirements:

- Applicants with degrees that have different structures from normal South African honours or master's degrees, applicants whose degrees do not clearly correspond to the Department's admission requirements (e.g. no mark awarded for previous dissertations, no clear evidence of having completed a research-related module as part of the previous qualification, etc) or applicants who do not meet the admission requirements but who possess applicable experience in research or working experience relevant to the field of interest, that may qualify them for admission to a master's or doctoral degree will be required to apply for recognition of prior learning (RPL). Prior academic and research activities by the applicant will be evaluated in accordance with formal Unisa RPL procedures and the outcome of the RPL process will be submitted to and approved by the chair of the Department. If the approved outcome of the RPL process is positive, the applicant will be allowed to proceed with an application for admission, subject to all terms and conditions governing the admission process.
- Applicants who apply for a master's degree on the strength of a postgraduate diploma or a 480 credit bachelor's degree with a minimum of 96 credits at level 8 and who have not completed a module in research methodology, will be required to obtain knowledge about research methods and methodology by working through a prescribed reading list which will be forwarded to them by the chair of the Departmental Higher Degrees Committee upon request from the student. The student will have to complete and pass a number of assignments related to research methodology. The student may reapply in subsequent years.
- Applicants who do not meet the minimum requirement of 60%, may apply for an alternative pathway by submitting a portfolio containing a motivation letter indicating reasons for wanting to do the qualification and for selecting the specific area he/she is applying for, a CV highlighting experience relevant to the field of interest and evidence of engagement with research which could include one or more of the following: a written report of a scholarly nature, a literature survey, a paper presented at a conference, a published article.

The following alternative pathways exist for applicants whose applications were unsuccessful:

- Students who have been refused admission because of limited capacity within the Department or because their topic was not viable may reapply in subsequent years. It should be clearly indicated that it is a reapplication. The normal selection process will apply in case of reapplications.
- Students who were unsuccessful because of an inadequate research outline may revise their research outline and may reapply in subsequent years.

- A student whose application was unsuccessful because of inadequate academic writing skills may reapply in subsequent years provided that he/she can provide proof of measures put in place to improve his/her academic writing skills (e.g. enrolled for and passed a course in academic writing skills).

Application procedures and when to apply

The Department of Inclusive Education will not make use of differentiated registration dates. Applications for admission and registration will take place in accordance with the dates set by the Department for Master's and Doctoral Administration Support for bulk applications and registrations.

Students should

- apply for a student number, following the steps outlined in https://www.unisa.ac.za/sites/corporate/default/Apply-for-admission/Master%27s-&-doctoral-degrees/Apply-for-a-student-number-and-apply-for-admission
- apply for a space in one of the focus areas using the online application process

Once acceptance in the research focus area and the allocation of a supervisor have been confirmed, they may register for the research proposal module.

DEPARTMENT OF EARLY CHILDHOOD EDUCATION

Research focus areas of the Department (2025)

- Curriculum, pedagogy and assessment in early childhood care and education
- Early learning (birth to five)
- Teacher education in early childhood education
- Policy in early childhood
- Transitions in the early years
- Leadership and management in early childhood education
- Language development in the Foundation Phase
- The influence of culture on language development in the Foundation Phase
- The language policy and its implementation in early childhood education
- Teaching a first additional language in early childhood education
- Training Foundation Phase teachers
- Mathematics teaching in early childhood education
- Management in early childhood education
- Life skills teaching in early childhood education
- Inclusive education in the Foundation Phase
- Health education in the Foundation Phase
- Movement and physical development in the Foundation Phase
- Music in the Foundation Phase
- The Foundation Phase curriculum
- Classroom assessment practices
- Teaching practice in the Foundation Phase

Research projects that postgraduate students can participate in

Name of project	Brief description of the project	Project leader	No of available positions for MEd students for 2025	No of available positions for PhD students for 2025
Literacy in the early years Student support	Opportunities for the development and promotion of literacy in the early years. Strategies for supporting students in an ODeL environment.	Prof NC Phatudi	2	2
Early childhood policy, practice and workforce/teacher development	This is an ongoing project in my niche area under the banner of ECD at the margins.	Prof HB Ebrahim	2	3

Academic Support PGCE and BEd Foundation Phase students: teaching reading and mathematics in the Foundation Phase.	Exploring the mathematics and literacy performance of learners in three provinces (NW, Limpopo and KZN).	Dr Manyaka	2	4
Mathew Goniwe E-tutor	Student support.	Prof NC Phatudi	2	1
Multi University Post Graduate Support Network	Technology enhanced supervision support	Dr RSS Mphahlele	unlimited	unlimited

Focused M & D programmes

Name of programme	Qualification code	Course work degree/Full research
PhD in Education (Stream: Early Childhood Development	90019	Research proposal module plus full research thesis

IMPORTANT INFORMATION:

Unisa does not offer an MEd degree in Early Childhood Education (ECE). Students who would like to specialise in any aspect of Early Childhood Education when doing a Master's of Education should enrol for one of the following degrees:

- MEd in Curriculum Studies (the Early Childhood Education curriculum)
- MEd in Education Management (Management in Early Childhood Education)
- MEd in Inclusive Education (Learners with Special Needs in Early Childhood Education) (take note of admission requirements for this degree)
- MEd in Socio-Education (Early Childhood Education in Social Context)
- MEd in Psychology of Education (Development of Learners in Early Childhood)

Students should clearly explain in their research outline that they intend to focus on Early Childhood Education. It is therefore imperative that the first heading of the research outline should read: *MEd in Curriculum Studies, focusing on Early Childhood Education*.

Details of individual supervisors and their research interests or fields of expertise

Name of supervisor	Research interest/field of expertise	No of positions for master's students still available for 2025	No of positions for doctoral students still available for 2025
Prof HB Ebrahim	- Curriculum, pedagogy and assessment in early childhood care and education - Early learning (birth to five) - Teacher education and leadership in early childhood education - Policy in early childhood	2	3
Prof NC Phatudi	- Language learning and teaching in the early years - Transitions in the early years - Policy in the early years - Teacher education in the early years	2	2
Prof C Meier	- Diversity & multicultural education in ECE - Teaching strategies in Foundation Phase classrooms - Curriculum development in Foundation Phase classrooms	1	1

	• Management in ECE/ Foundation Phase classrooms • Resource development in ECE/Foundation Phase classrooms.		
Prof S Krog	• Movement in ECE • Sport psychology • Sports coaching	2	1
Prof MR Modise	• Leadership and Management in early years • Curriculum pedagogy and assessment in early years • Teacher Professional Development and Support in early years • Policy in the early years	1	1
Dr DM Hannaway	• Technology for teaching and learning in the early years • Curriculum and assessment in early childhood education • Early childhood teacher education	2	2
Dr PON Moshaba	• Early childhood teaching and learning	0	0
Dr TAL Phala	• Inclusive education in early childhood • Reading development and support in the early years and foundation phase • Teacher development and support in the early years • Language teaching and support in the Foundation Phase • Early childhood education	1	0
Prof MH Phajane	• Early childhood education • Early reading development and support in the early years • Reading support in the foundation phase • Language teaching and support in the Foundation Phase • Classroom assessment practices • Professional development of teachers	2	0
Dr N Ndou	• Educational Leadership and management • School Governance • School financial management • Policy making and implementation	14	12
Dr M Ngema	• Language teaching in the Foundation Phase • The language policy and its implementation in the early childhood education • Classroom assessment practices • Professional development of teachers	2	2
Dr RSS Mphahlele	• Technology enhanced teaching, learning and assessment support • Mathematics, Science and technology teaching in the Early Childhood Education • Open Distance and e-Learning • Open Educational Resources	0	0
Dr Dagada	• Foundation phase literacy (Reading, writing and speaking) • Assessment in language • New digital in teaching literacy. • Teacher education development in foundation phase • Learners with learning difficulties.	0	0
Dr Kgabo	• Leadership management in ECE • Governance in schools • Learner performance in Secondary Schools	0	0

	• Teaching and learning in primary schools • Registration of ECD facilities • Learners' Academic achievement		
Dr Manyaka	• Life skills teaching in early childhood education • Inclusive education in the Foundation Phase • Health education in the Foundation Phase • Leadership and management in ECE (not my niche area but can be an option of there are no students in my niche area)	2	1
Dr le Roux	• Development of literacy in the early years • Family literacy • New (digital) literacy • Children's literature in literacy learning • Teaching and learning in ODeL	1	1
Dr Rubbi Nunan	• Teacher Education in the Foundation Phase • Curriculum, pedagogy and assessment in the Foundation Phase (Reading & language teaching & development) • Inclusive Education in primary school (including mild to moderate intellectual & behavioural challenges)	3	2
Dr Maloka	• Leadership and management in ECE • Early learning (Birth to five)	1	0
Dr Mahan	• Early learning (birth to five) • Language development in the Foundation Phase • The language policy and its implementation in early childhood education		
Mrs Carrim	• Teacher education in early childhood education • Leadership and management in early childhood education • Management in early childhood education • Life skills teaching in early childhood education • Inclusive education in the Foundation Phase		

Models of supervision
The individual and co-supervision models are used. Co-supervision is mostly done for mentoring purposes and multi-, inter- and trans-disciplinary (MIT) research. Some supervisors in the College supervise across departments. Students are therefore advised to study the lecturer profiles of other departments in the College when trying to identify a suitable supervisor.

Opportunities regarding external supervision
External supervisors may be considered if a suitable supervisor is not available in the Department. However, this will depend on the financial viability of the Department.

Contact details of the department :
Dr SG le Roux: Nkoana Simon Radipere Building, 7-44b; tel: 012 429 6588; e-mail: lerougs@unia.ac.za
Dr TAL Phala: Nkoana Simon Radipere Building, 7-61; tel: 012 429 4612; e-mail: phalatal@unisa.ac.za (Acting CoD)

Admission requirements, documents required, selection criteria and selection information relevant for prospective master's and doctoral students

Minimum admission requirements for master's and doctoral studies in the College of Education

Master's of Education
An appropriate Honours Degree in Education, or a postgraduate diploma, or a 480 credit Bachelor of Education Degree with a minimum of 96 credits at NQF level 8 in Mathematics Education. The average mark obtained for the degree shall be 60%. All students should have completed a module in research methods and methodologies as part of their previous level 8 qualification. Students who do not meet these requirements may follow an alternative pathway (e.g. RPL, submitting a portfolio or working through a prescribed reading list – refer to Possible alternative pathways). The application should accord with the various research focus areas/areas of specialisation of the Department, the Department's capacity to provide expert supervision and the requisite qualifications listed above.

Doctor of Philosophy (PhD) in Education
A Master's of Education in Mathematics Education. The average mark obtained for the degree shall be 60%. Students who do not meet this requirement may follow an alternative pathway (e.g. RPL or submit a portfolio – refer to Possible alternative pathways). The application should accord with the various research focus areas/areas of specialisation of the Department, the Department's capacity to provide expert supervision and the requisite qualification listed above.

Supporting documentation to be submitted with application

For a master's degree:
All relevant documentation as specified by the Department for Master's and Doctoral Administration Support.

Students should submit a short research outline of 600 to 750 words which sketches the intended research project, the research approach, problem statement, a short literature review and a working title. In addition, a list of five scholarly articles and two books that have been consulted to compile the research outline should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department's website prior to submitting their application and should propose the name of his/her preferred supervisor. Any form of plagiarism in the research outline is unacceptable.

For a doctorate degree:
All relevant documentation as specified by the Department for Master's and Doctoral Administration Support.

Students should submit a short research outline of 800 to 900 words which sketches the intended research project, problem statement, the research approach, a short literature review and a working title for the project. In addition, a list of ten scholarly articles and four books that have been consulted to compile the research outline should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department's website prior to submitting their application and should propose the name of his/her preferred supervisor. Please note that any form of plagiarism in the research outline is unacceptable.

PLEASE NOTE: Students planning to focus on Early Childhood Education in their PhD studies should clearly indicate this in their research outline. It is therefore imperative that the first heading of the research outline should read: *PhD in Education focusing on Early Childhood Education.*

Selection procedures followed in the selection of candidates for postgraduate studies
All applications will be considered simultaneously by the Departmental Higher Degrees Committee, the chair of the Department, the director of the School and the head of the Office of Graduate Studies and Research

for purposes of fairness and transparency. Only candidates who meet the minimum eligibility criteria will be considered.

The Department's supervision capacity and availability of external supervisors will be the first and most important selection criterion. No applicant will be admitted without a supervisor being allocated to the student. If a student requests to be supervised by a particular supervisor, but the supervisor is not available because of his/her existing supervision load, it is the Department's prerogative to allocate an alternative supervisor (internal or external). Further selection will be done based on the following selection criteria (the weight attached to each criteria is indicated between brackets as a percentage of the overall evaluation): the student's academic record and experience in research (30%); understanding of research methods as displayed in the research outline (30%); academic writing skills (30%); and addressing of past inequalities by taking race, gender and disability status into consideration (10%).

The Department will keep record of all the applications and reasons will be provided for unsuccessful applications.

Possible alternative pathways
The following alternative pathways exist for applicants who do not meet the admission requirements:
- Applicants with degrees that have different structures from normal South African honours or master's degrees, applicants whose degrees do not clearly correspond to the Department's admission requirements (e.g. no mark awarded for previous dissertations, no clear evidence of having completed a research-related module as part of the previous qualification, etc) or applicants who do not meet the admission requirements but who possess applicable experience in research or working experience relevant to the field of interest, that may qualify them for admission to a master's or doctoral degree will be req d to apply for recognition of prior learning (RPL). Prior academic and research activities by the applicant will be evaluated in accordance with formal Unisa RPL procedures and the outcome of the RPL process will be submitted to and approved by the chair of the Department. If the approved outcome of the RPL process is positive, the applicant will be allowed to proceed with an application for admission, subject to all terms and conditions governing the admission process.
- Applicants who apply for a master's degree on the strength of a postgraduate diploma or a 480 credit bachelor's degree with a minimum of 96 credits at level 8 and who have not completed a module in research methodology, will be required to obtain knowledge about research methods and methodology by working through a prescribed reading list which will be forwarded to them by the chair of the Departmental Higher Degrees Committee upon request from the student. The student will have to complete and pass a number of assignments related to research methodology. The student may reapply in subsequent years.
- Applicants who do not meet the minimum requirement of 60%, may apply for an alternative pathway by submitting a portfolio containing a motivation letter indicating reasons for wanting to do the qualification and for selecting the specific area he/she is applying for, a CV highlighting experience relevant to the field of interest and evidence of engagement with research which could include one or more of the following: a written report of a scholarly nature, a literature survey, a paper presented at a conference, a published article.

The following alternative pathways exist for applicants whose applications were unsuccessful:

- Students who have been refused admission because of limited capacity within the Department or because their topic was not viable may reapply in subsequent years. It should be clearly indicated that it is a reapplication. The normal selection process will apply in case of reapplications.
- Students who were unsuccessful because of an inadequate research outline may revise their research outline and may reapply in subsequent years.
- A student whose application was unsuccessful because of inadequate academic writing skills may reapply in subsequent years provided that he/she can provide proof of measures put in place to improve his/her academic writing skills (e.g. enrolled for and passed a course in academic writing skills).

Application procedures and when to apply

The Department of Early Childhood Education will not make use of differentiated registration dates. Applications for admission and registration will take place in accordance with the dates set by the Department for Master's and Doctoral Administration Support for bulk applications and registrations. Students should

- apply for a student number, following the steps outlined in https://www.unisa.ac.za/sites/corporate/default/Apply-for-admission/Master%27s-&-doctoral-degrees/Apply-for-a-student-number-and-apply-for-admission
- apply for a space in one of the focus areas using the online application process

Once acceptance in the research focus area and the allocation of a supervisor have been confirmed, they may register for the research proposal module.

DEPARTMENT OF EDUCATIONAL FOUNDATIONS

Research focus areas of the Department (2023)

- **History of Education**
  - History of South African education since 1948
  - Oral history research method
  - Missionary education
  - Visual data analysis (physical/social artefacts)
  - Dutch/British colonial education (history of)
  - Concentration camp education (history of)

- **Philosophy of Education**

- African philosophy and education
- Ubuntu in education
- Diversities in education (culture, gender, 'race', language)
- Philosophy for children (P4C)
- Indigenous knowledge traditions and epistemologies
- Critical thinking
- Higher education transformation
- The politics of space and place in education
- Education and technology
- Open distance learning (ODL)
- Postcoloniality
- Critical pedagogy and emancipation
- Posthumanism in education
- Education and the 4th Industrial Revolution
- Ethics in education, ethical leadership and accountability
- Social and epistemic justice in education
- Education and the Anthropocene
- Decoloniality in education
- Education for democratic participation

- **Socio-Education**
  - Family as socialisation agent
  - Family dynamics, social structure and functioning
  - Domestic violence (elder abuse, sibling abuse, child abuse)
  - Gender-based violence
  - School as socialisation agent
  - School group dynamics
  - Social values
  - Social justice
  - Problematic societal phenomena: alcohol and drug abuse, juvenile delinquency, sexual licentiousness, HIV/Aids, youth suicide

- **Comparative Education**
  - Comparison of education systems, curricula and teaching

- Policy studies
- Critical issues in education

Research projects that postgraduate students can participate in

Name of project	Brief description of the project	Project leader	No of available positions for MEd students for 2025	No of available positions for PhD students for 2025
Remembering District Six: lest it be forgotten	An NRF project located in socio/history/education specialisation. The project focuses on memories of residents who experienced "forced removals" under apartheid in District Six, Cape Town. The purpose of the study is to record and interpret untold and forgotten stories, events, biographies and institutional histories that reflect the socio-historical milieu before and during post-apartheid. Research support and opportunities are available for postgraduate students for a period of three years to produce agreed upon research outputs. The project makes allowance to support four master's students. A strongly motivated doctoral proposal will be considered.	Dr MN Davids	4	1
Archaeology of ubuntu	This is a study of two and half years with a budget of R2,2 million that will deploy ten researchers from CEDU of which four will be postgraduate students to six provinces in South Africa and four Southern African countries (Botswana, Lesotho, Swaziland and Zimbabwe) to conduct oral-historical conversations (interviews) with community elders on ways in which ubuntu can serve as a moral theory, a public policy and a notion of communal justice.	Prof M Letseka	2	2
The dynamics of higher education space and place in sub-Saharan Africa	This cross-national and multidisciplinary research focuses on spatial justice and practices in selected higher education institutions in sub-Saharan Africa. The interest is on how space as a dimension of multiplicity and simultaneity is experienced by academics, students, administrators and institutional managers in the institutions.	Dr N Madikizela-Madiya	0	0
The dynamics of space and place in South African schools	This multi-disciplinary project intends to contribute a spatial perspective to the selected schools' performances in various aspects including teachers' and learner performances in various subjects; school management; learner support; inclusion and extra-mural activities.	Dr N Madikizela-Madiya	0	0

Empowerment of teachers	This is a community project that is run by academic staff members in Unisa's Department of Educational Foundations, Teaching Practice, Adult Education and Youth Development, Leadership Management Accounting. Other departments from the College of Education (CEDU) and other colleges at Unisa also participate in this project, like the Accounting College. The focus of this community project is on looking at the challenges that is faced by a high school in Hammanskraal. The project is aligned to teaching, learning and research. This project plays a major role in investigating challenges that schools are battling with and finding solutions to the problems. Dedicated, self-motivated, and driven students are allowed to send proposals.	Dr SM Matlabe	2	2

Focused M & D programmes

Name of programme	Qualification code	Curriculum
MEd in Socio-Education	98454	A research proposal module and full research dissertation
MEd in Philosophy of Education	98451	A research proposal module and full research dissertation
MEd in History of Education	98440	A research proposal module and full research dissertation
MEd in Comparative Education	98417	A research proposal module and full research dissertation
PhD in Education (Streams: History of Education – HED; Socio-Education – SED; Philosophy of Education (PED); Comparative Education (CED)	90019	A research proposal and full research thesis

Details of individual supervisors and their research interests or fields of expertise

Name of supervisor	Research interest/field of expertise	No of positions for new MEd students available for 2025	No of positions for new PhD students available for 2025
Prof J Seroto	• Indigenous knowledge systems • Decolonisation and decoloniality • History of education • Missionary education	4	4
Prof MN Davids	• History of education • Transformation in education • Teacher education (pre and in-service) • Teaching practicum assessment • Assessment	4	2

	• Social theory • Memory work		
Dr S du Plessis	• Family dynamics, social structure and functioning • Domestic violence • Gender-based violence • School as socialisation agent • School group dynamics • Social values • Social justice • Problematic societal phenomena: alcohol and drug abuse, juvenile delinquency, sexual licentiousness, HIV/Aids, youth suicide	2	0
Dr MJ Baker	• History • History of education	2	0
Prof VG Gasa	• Aggressive behaviour • Peace education	0	0
Dr HJ Kriek	• Professionalism in teaching • Mentorship in teaching practice • Interrelatedness between society and schools • Implementation of teaching practice • Socio-Education	2	1
Dr N Ngcobo	• Gender • Space • Leadership	4	1
Dr N Madikizela-Madiya	• Higher education studies • Spatial justice in education • Academic identities • Research in education • Environmental education • Geography education	3	2
Prof M Letseka	• University student retention • ICTs and education • Indigenous epistemologies	1	1
Dr LM Luvalo	• Education and social transformation • International and multi-cultural education • Comparative education	2	1
Dr KJ Maluleka	• Early childhood education • Adult education • Indigenous technology as part of an indigenous knowledge system	3	0
Mr TV Letsoalo	• Technical vocational education and training (TVET)	2	0

	• Student support (TVET) • Parental involvement (TVET)		
Dr BM Moloto	• African philosophy and education • Educational philosophies and schooling • Teacher accountability • Higher education studies • ODL • Educational Leadership and management	3	0
Dr ST Ngobeni	• Partnerships • Philosophy of education • Educational leadership and management • Self-concept and academic achievement	2	1
Dr ZT Shembe	• Drug abuse by learners • Violence associated with subsistence abuse	3	1
Dr SM Danke	• Adult education (philosophical perspective) • Adult education (history of) • Adult education (comparative perspective) • Adult education (socio-education) perspective	1	1
Mr N Ndwandwe	• Various aspects of socio-education	4	0
Prof DJvR Postma	• Education for democratic participation • Critical pedagogy and emancipation • Posthumanism in education • Education and the 4th Industrial Revolution • Ethics in education, ethical leadership, accountability • Social and epistemic justice • Education and the Anthropocene • Decoloniality in education • Postcoloniality and education	3	4
Prof LG Higgs,	• African philosophy and education • Ubuntu in education • Diversities in education (culture, gender, 'race', language) • Philosophy for children (P4C)	1	1

	• Indigenous knowledge traditions and epistemologies • Critical thinking		
Dr Z Moichela	• Indigenous knowledge systems • History of education • Oral history research method • African philosophy and education	4	1
Ms Thembeka Myende	• Gender education • Socio-education	2	0
Dr A Nsamba	• ODeL • Student Support • Teaching and learning technologies • Higher Education Studies • Teaching and learning (Curriculum) • Behavioural problems, learning disabilities and learning capabilities • Parental involvement in education • Values Education • Quality management and assessment	4	2
Dr E Machimana	• Family as socialisation agent • Social values • Social justice Problematic societal phenomena: alcohol and drug abuse, juvenile delinquency, sexual licentiousness, HIV/Aids, youth suicide	4	2

Models of supervision
The individual and co-supervision models are used. Co-supervision is mostly done for mentoring purposes and multi-, inter- and trans-disciplinary (MIT) research. Some supervisors in the College supervise across departments. Students are therefore advised to study the lecturer profiles of other departments in the College when trying to identify a suitable supervisor.

Opportunities regarding external supervision

External supervisors may be considered if a suitable supervisor is not available in the Department. However, this will depend on the financial viability of the Department.

Contact details of the department
Prof LG Higgs: Nkoana Simon Radipere Building, 6-91; tel: 012 429 4733; e-mail: higgsl@unisa.ac.za

Prof N Madikizela-Madiya: Nkoana Simon Radipere Building, 6-80; tel: 012 429 4579; e-mail: madiyn@unisa.ac.za (CoD)

Admission requirements, documents required, selection criteria and selection information relevant for prospective master's and doctoral students

Master's of Education
An appropriate Honours Degree in Education, or a postgraduate diploma, or a 480 credit Bachelor of Education Degree with a minimum of 96 credits at NQF level 8 is required. The average mark obtained for the degree shall be 60%. All students should have completed a module in research methods and methodologies as part of their previous level 8 qualification. Students who do not meet these requirements may follow an alternative pathway (e.g. RPL, submitting a portfolio of evidence or working through a prescribed reading list – refer to **Possible alternative pathways**). The application should accord with the various research focus areas/areas of specialisation of the Department, the Department's capacity to provide expert supervision and the requisite qualifications listed above.

Doctor of Philosophy (PhD) in Education
An appropriate Master's of Education Degree preferably related to the field of study is required. The average mark obtained for the degree shall be 60%. Students who do not meet this requirement may follow an alternative pathway (e.g. RPL or submit a portfolio – refer to **Possible alternative pathways**). The application should accord with the various research focus areas/areas of specialisation of the Department, the Department's capacity to provide expert supervision and the requisite qualification listed above.

Supporting documentation to be submitted with application

For a master's degree:
All relevant documentation as specified by the Department of Master's and Doctoral Administration Support. Students should submit a short research outline of 600 to 750 words which sketches the intended research project, the research approach, problem statement, a short literature review and a working title. In addition, a list of five scholarly articles and two books that have been consulted to compile the research outline should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department's website prior to submitting their application and should propose the name of his/her preferred supervisor. Any form of plagiarism in the research outline is unacceptable.

For a doctorate degree:
All relevant documentation as specified by the Department of Master's and Doctoral Administration Support.

Students should submit a short research outline of 800 to 900 words which sketches the intended research project, problem statement, the research approach, a short literature review and a working title for the project. In addition, a list of ten scholarly articles and four books that have been consulted to compile the research outline should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department's website prior to submitting their application and should propose the name of his/her preferred supervisor. Please note that any form of plagiarism in the research outline is unacceptable.

PLEASE NOTE: Students need to clearly indicate in their research outline whether they would like to focus in their PhD studies on History of Education, Comparative Education, Socio Education or Philosophy of Education. It is therefore imperative that the first heading of the research outline should indicate the focus area, for example, *PhD in Education, focusing on the History of Education.*

Selection procedures followed in the selection of candidates for postgraduate studies

All applications will be considered simultaneously by the Departmental Higher Degrees Committee, the chair of the Department, the director of the School and the head of the Office of Graduate Studies and Research for purposes of fairness and transparency. Incomplete applications will not be considered.

The Department's internal supervision capacity and availability of external supervisors will be the first and most important selection criterion. No applicant will be admitted without a supervisor being allocated to the student. If a student requests to be supervised by a particular supervisor, but the supervisor is not available because of his/her existing supervision load, it is the Department's prerogative to allocate an alternative supervisor (internal or external). Further selection will be done based on the following selection criteria (the weight attached to each criteria is indicated between brackets as a percentage of the overall evaluation): the student's academic record and experience in research (30%); understanding of research methods as displayed in the research outline (30%); academic writing skills (30%); and addressing of past inequalities by taking race, gender and disability status into consideration (10%).

The Department will keep record of all the applications and reasons will be provided for unsuccessful applications.

Possible alternative pathways

The following alternative pathways exist for applicants who do not meet the admission requirements:

- Applicants with degrees that have different structures from normal South African honours or master's degrees, applicants whose degrees do not clearly correspond to the Department's admission requirements (e.g. no mark awarded for previous dissertations, no clear evidence of having completed a research-related module as part of the previous qualification, etc) but who possess applicable experience in research or working experience relevant to the field of interest, that may qualify them for admission to a master's or doctoral degree will be required to apply for recognition of prior learning (RPL). Prior academic and research activities by the applicant will be evaluated in accordance with formal Unisa RPL procedures and the outcome of the RPL process will be submitted to and approved by the chair of the Department. If the approved outcome of the RPL process is positive, the applicant will be allowed to proceed with an application for admission, subject to all terms and conditions governing the admission process.
- Applicants who apply for a master's degree on the strength of a postgraduate diploma or a 480 credit bachelor's degree with a minimum of 96 credits at level 8 and who have not completed a module in research methodology, will be required to obtain knowledge about research methods and methodology by working through a prescribed reading list which will be forwarded to them by the chair of the Departmental Higher Degrees Committee upon request from the student. The student will have to complete and pass a number of assignments related to research methodology. The student may reapply in subsequent years.
- Applicants who do not meet the minimum requirement of 60%, may apply for an alternative pathway by submitting a portfolio containing a motivation letter indicating reasons for wanting to do the qualification and for selecting the specific area he/she is applying for, a CV highlighting experience relevant to the field of interest and evidence of engagement with research which could include one or more of the following: a written report of a scholarly nature, a literature survey, a paper presented at a conference, a published article.

The following alternative pathways exist for applicants whose applications were unsuccessful:

- Students who have been refused admission because of limited capacity within the Department or because their topic was not viable may reapply in subsequent years. It should be clearly indicated that it is a reapplication. The normal selection process will apply in case of reapplications.
- Students who were unsuccessful because of an inadequate research outline, may revise their research outline and may reapply in subsequent years.
- A student whose application was unsuccessful because of inadequate academic writing skills, may reapply in subsequent years provided that he/she can provide proof of measures put in place to

improve his/her academic writing skills (e.g. enrolled for and passed a course in academic writing skills).

The Department of Education Foundations will not make use of differentiated registration dates. Applications for admission and registration will take place in accordance with the dates set by the College of Graduate Studies for bulk applications and registrations.

Application procedures and when to apply

Students should
- apply for a student number – following the steps outlined in https://www.unisa.ac.za/sites/corporate/default/Apply-for-admission/Master%27s-&-doctoral-degrees/Apply-for-a-student-number-and-apply-for-admission
- apply for a space in one of the focus areas using the online application process

Once acceptance in the research focus area and the allocation of a supervisor have been confirmed, they may register for the research proposal module.

DEPARTMENT OF INCLUSIVE EDUCATION

Research focus areas of the department (2023)

- Inclusivity, Social Justice and Human Rights in Education
- Theoretical frameworks/perspectives on Inclusive Education
- Dis/abilities issues in Education
- Science, Mathematics and Technology in Inclusive Education
- Care and support in Inclusive Education
- Gender-based Violence and Gender Equity in Education
- Curriculum and pedagogical issues in Inclusive Education
- Teacher Education for Inclusion
- Inclusion and learning support for learners with autism spectrum disorder
- Health promotion in schools
- Augmentative and Alternative Communication
- Disability-inclusion in higher education
- Parental support
- Assessment in ODeL
- The promotion of democracy, human rights and responsible citizenship

Research projects that postgraduate students can participate in

Name of project	Brief description of the project	Project leader	No of available positions for MEd students for 2025	No of available positions for PhD students for 2025
Gender-based violence in schools for learners with disabilities	This project documents gender-based violence in schools for learners with disabilities.	Prof NT Phasha	4	3
Capacity Building for Disability Support in higher education	The project investigates current practices in supporting students with disabilities	Prof NT Phasha	3	3
Transition from schools to the world of work	School-Work transition programmes for learners with mild to moderate intellectual impairment from special schools: Focus on TVET colleges	Dr IL Mkhuma	4	3
Teaching Mathematics and Science for	Project is based at special schools for Visually Impaired learners.	Prof MO Maguvhe	3	3

Visually Impaired Learners				
Augmentative and Alternative Communication in Special Schools	Augmentative and Alternative Communication in Special Schools	Dr R.G. Ledwaba	2	3
Health promotion for schools and communities	Research project that focuses on promoting health in schools and communities	Dr TI Mashau	2	3
Overcoming barriers to self-reporting of health outcomes by children: Digital innovations to improve well-being and reduce health inequalities	Research project to support children to communicate their anxiety, stress and overall well-being through the use of a digital tool.	Dr E. Johnson; Dr A Kuyler	1	1

Focused M & D programmes

Name of programme	Qualification code	Coursework / full research
Master of Education in Inclusive Education	98443	Research proposal module and a full research dissertation
Master of Education in Inclusive Education	90067	4 course work modules, a research proposal module and a mini dissertation
PhD in Education (Stream: Inclusive Education - IED)	90019	Research proposal module and a full research thesis

Details of individual supervisors and their research interests or fields of expertise

Name of supervisor	Research interest / field of expertise	No of positions for MEd students still available for 2025	No of positions for PhD students still available for 2025
Prof NT Phasha	• Violence, sexuality and disability inclusion in education and society • Disability in higher education • African lenses in understanding Inclusion	3	4
Prof MO Maguvhe	• Disability issues [visual impairment and deaf-blind] • Access to mathematics and science with reference to special needs education • Disability and curriculum adaptation	6	6

Dr AA Mdikana	• Sexual abuse and intellectual disability • Youth and adolescent challenges • SBST & DBST functioning • Care and support in inclusive and specialised settings	0	0
Dr JMC Motitswe	• Inclusive practices and pedagogies for inclusive classrooms • Addressing barriers to learning through inclusive pedagogies and practices • Curriculum and pedagogical issues in inclusive education • Productive pedagogies for inclusive teaching and learning • Intervention strategies/approaches for supporting learners who experience barriers to learning and development • Equity and equality for inclusivity in education	3	3
Dr RG Ledwaba	• Augmentative and Alternative Communication • Inclusive education in schools and in ECD • Curriculum differentiation • Disability in schools • Parents of children with disabilities • Play adaptation for children with disabilities • Disabilities in ECD	2	2
Dr TI Mashau	• Teacher development, parental involvement and learner support with reference to health promotion in schools • Student support in ODeL • Communicating in Inclusive settings	1	2
Dr M Chauke	• Intervention strategies/approaches for supporting learners who experience barriers to learning and development • Theoretical frameworks/perspectives on inclusive education • Curriculum differentiation and SIAS • Learners with challenging behaviours at schools	3	3
Mr SE Mbelu	• Inclusion and support in mainstream and full-service schools • Social justice in schools. • Ethical leadership in mainstream and full-service and special schools	4	3
Dr IL Mkhuma	• Disability and inclusion in Higher Education and Post-Schooling (Universities, TVET Colleges and Universities of Technology) • School-Work transition programmes for learners with impairments retention	3	2

Dr MG Clasquin-Johnson	• Autism, neurological conditions • Curriculum adaptation for learners with special needs • Early identification and intervention	4	3
Dr K Malahlela	• Care and support in Inclusive Education • Inclusivity, Social Justice and Human Rights in Education • Curriculum and pedagogical issues in Inclusive Education	3	3
Dr H Maapola-Thobejane	• Inclusivity, Social Justice and Human Rights in Education • Curriculum and pedagogical issues in Inclusive Education • Learners with challenging behaviours at schools	3	4
Dr MC Sadiki	• The promotion of democracy, human rights and responsible citizenship	2	1
Dr G Mpya	• ODL assessment	3	1
Mrs N Mahetlane	• Learner support in Grade R	2	0
Dr E Johnson	• The promotion of democracy, human rights and responsible citizenship • Care and support in Inclusive Education • Student support in ODeL • Health and well-being of children in various settings • Autism, neurodiverse populations • Augmentative and Alternative Communication	1	1
Dr E Maebane	• The promotion of democracy, human rights and responsible citizenship	4	1
Dr N Ferreira	• Teacher preparation in Grade R • Parental support	1	1

Models of supervision

The individual, group and co-supervision models are used. Co-supervision is mostly done for mentoring purposes and multi-, inter- and trans-disciplinary (MIT) research, and group supervision is done by supporting all students by one supervisor on TEAMS meeting as well as a group of supervisors supervising their students in one group. Some supervisors in the college supervise across departments. Students are therefore advised to study the lecturer profiles of other departments in the college when trying to identify a suitable supervisor.

Opportunities regarding external supervision
Due to high number of students who apply for the Masters and PhD in our department, there is a need for external supervisors to supervise four masters' and six doctoral students. All supervisors are expected to supervise students with the co-supervisor from the Department. Students should contact the department to find out what their areas of specialisation are.

Contact details of the department

Dr J.M.C. Motitswe: Sunnyside Campus Building 10: 0-96, tel: 012 484 1121, e-mail: motitjmc@unisa.ac.za (CoD)

Dr T.I. Mashau: Sunnyside Campus Building 10: 0-58, tel: 012 484 1013, e-mail: mashati@unisa.ac.za (M&D Coordinator)

Admission requirements, selection criteria and selection information relevant for prospective master's and doctoral students

Minimum admission requirements for master's and doctoral studies in the College of Education

Master of Education

A Bachelor of Education honours degree in Inclusive Education, Special Education or Learning Support, Remedial Education, Disability Studies or an appropriate postgraduate diploma, or a 480 credit Bachelor of Education degree in Inclusive Education with a minimum of 96 credits at NQF level 8. The average mark obtained for the degree shall be **60%.** All students should have completed a module in research methods and methodologies as part of their previous level 8 qualification. The application should accord with the various research focus areas/areas of specialisation of the department, the department's capacity to provide expert supervision and the requisite qualifications listed above.

Doctor of Philosophy (PhD) in Education

A Master of Education degree in Inclusive Education/Special Education/Disability Studies/Remedial Education or a module in Inclusive Education/ Special Education/Disability Studies/Remedial Education at master's level. The average mark obtained for the degree shall be 60%. The application should accord with the various research focus areas/areas of specialisation of the department, the Department's capacity to provide expert supervision and the requisite qualification.

Supporting documentation to be submitted with application

Full Research Masters

All relevant documentation as specified by the Department for Master's and Doctoral Administration Support.

Students should submit a short research outline of 600–750 words which outlines the intended research project, the research approach, problem statement, short literature review and a working title. In addition, a list of five scholarly articles and two books that have been consulted to compile the research outline should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department's website prior to submitting their application and should propose the name of his/her preferred supervisor. Any form of plagiarism in the research outline is unacceptable.

For doctorate:

All relevant documentation as specified by the Department for Master's and Doctoral Administration Support.

Students should submit a short research outline of 800–900 words which outlines the intended research project, problem statement, the research approach, a short literature review and a working title for the project. In addition, a list of ten scholarly articles and four books that have been consulted to compile the research outline should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department's website prior to submitting their application and should propose the name of his/her preferred supervisor. Please note that any form of plagiarism in the research outline is unacceptable.

PLEASE NOTE: Students should clearly indicate in their research outline that they intend to focus on Inclusive Education in their PhD studies. It is therefore imperative that the first heading of the research outline should read: *PhD in Education, focusing on Inclusive Education*.
Selection procedures followed in the selection of candidates for postgraduate studies

All applications will be considered simultaneously by the Departmental Higher Degrees Committee, Chair of the Department, Director of the School, the Head of the Office of Graduate Studies and Research and the M&D Coordinator for purposes of fairness and transparency. Only candidates who meet the minimum eligibility criteria will be considered.

The department's supervision capacity and availability of external supervisors will be the first and most important selection criterion. No applicant will be admitted without a supervisor being allocated to the student. If a student requests to be supervised by a particular supervisor, but the supervisor is not available because of his/her existing supervision load, it is the department's prerogative to allocate an alternative supervisor (internal or external). Further selection will be done based on the following selection criteria (weight attached to each criteria is indicated between brackets as a percentage of the overall evaluation): Student's academic record and experience in research (30%) understanding of research methods as evident from the research outline (30%); academic writing skills (30%); addressing of past inequalities by taking race, gender and disability status into consideration (10%).

If deemed necessary, the department may request an interview with the applicant.

Only a limited number of students per year can be accommodated in the MEd in Inclusive Education (course work) – qualification code: 90067. Students who are not admitted into the MEd in Inclusive Education (course work) may be considered for the full research MEd in Inclusive Education- qualification code: 98443, if a supervisor is available.

The department will keep record of all applications and reasons will be provided for unsuccessful applications.

Possible alternative pathways

The following alternative pathways exist for applicants who do not meet the admission requirements:

- Applicants with degrees that have different structures from normal South African honours or master's degrees, applicant's whose degrees do not clearly correspond to the department's admission requirements (e.g. no mark awarded for previous dissertations, no clear evidence of having completed a research-related module as part of the previous qualification, etc.) or applicants who do not meet admission requirements but who possess applicable experience in research or working experience relevant the field of interest, that may qualify them for admission to a master's or doctoral degree will be required to apply for recognition of prior learning (RPL). Prior academic and research activity by the applicant will be evaluated in accordance with formal Unisa RPL procedures and the outcome of the RPL process will be submitted to and approved by the Chair of the Department. If the approved outcome of the RPL process is positive, the applicant will be allowed to proceed with an application for admission, subject to all terms and conditions governing the admission process.
- Applicants who apply for a master's degree on the strength of a postgraduate diploma or a 480 credit bachelor's degree with a minimum of 96 credits at level 8 and who have not completed a module in research methodology will be required to obtain knowledge about research methods and methodology by working through a prescribed reading list which will be forwarded to them by the chair of the Departmental Higher Degrees Committee upon request from the student. The student will have to complete and pass a number of assignments related to research methodology. The student may reapply in subsequent years.
- Applicants who do not meet the minimum requirement of 60%, may apply for an alternative pathway by submitting a portfolio containing a motivation letter indicating reasons for wanting to do the qualification and for selecting the specific area he/she is applying for, a CV highlighting experience relevant to the field of interest and evidence of engagement with research which could include one or more of the following: a written report of a scholarly nature, a literature survey, a paper presented at a conference, a published article.

The following alternative pathways exist for applicants whose applications were unsuccessful:
- Students who have been refused admission because of limited capacity within the department or because their topic was not viable may reapply in subsequent years. It should be clearly indicated that it is a **reapplication**. The normal selection process will apply in case of reapplications.
- Students who were unsuccessful because of an inadequate research outline may revise their research outline and may reapply in subsequent years.
- A student whose application was unsuccessful because of inadequate academic writing skills may reapply in subsequent years provided that he/she can provide proof of measures put in place to improve his/her academic writing skills (e.g. enrolled for and passed a course in academic writing skills).

Application procedures and when to apply

The Department of Inclusive Education will not make use of differentiated registration dates. Applications for admission and registration will take place in accordance with the dates set by the Department for Master's and Doctoral Administration Support for bulk applications and registrations.

Students should:

- apply for a student number, following the steps outlined in https://www.unisa.ac.za/sites/corporate/default/Apply-for-admission/Master%27s-&-doctoral-degrees/Apply-for-a-student-number-and-apply-for-admission
- apply for a space in one of the focus areas using the online application process
- once acceptance in the research focus area and the allocation of a supervisor has been confirmed, they may register for the research proposal module.

DEPARTMENT OF LANGUAGE EDUCATION, ARTS AND CULTURE

Research focus areas of the Department (2025)

- The teaching and learning of language at primary, secondary or higher education level
- The methodologies, approaches and techniques of language teaching
- The use of textbooks in language teaching
- Teaching bilingual learners
- Teaching English (or any other language) as a home, first or second additional language
- Using an additional language as the language of learning and teaching (LoLT)
- Literacy teaching, reading, writing, speaking and/or listening
- Teaching literature in a home/additional language classroom
- African language literature and women
- Language education and women
- Teaching of indigenous languages
- The teaching and learning of indigenous knowledge systems
- The teaching of art and culture in the Intermediate Phase/Senior or FET Phase (which includes visual arts, music and drama)
- Using ICT and educational media in language teacher training
- Language policies in schools and at tertiary level
- Assessment in language education
- Teaching Creative Arts, Visual Arts, Design, Drama and Dance in SP in FET

Research projects that postgraduate students can participate in

Name of project	Brief description of the project	Project leader	No of available positions for MEd students for 2025	No of available positions for PhD students for 2025
English second language proficiency skills of secondary school learners in multicultural schools	Conduct research in selected schools on the English language proficiency of learners who are using English as their FAL, and as also the language of learning and teaching.	Prof TV Manyike	2	3

Focused M & D programmes

Name of qualification	Qualification code	Curriculum
PhD in Education (Stream; Language Education – LED)	90019	Research proposal module plus full research thesis
M.Ed Language Education		

IMPORTANT INFORMATION
Unisa does not currently offer an MEd qualification in Language Education but has applied for accreditation of such a qualification. If the MEd in Language Education has not been approved by the time you apply, you should enrol for one of the degrees listed below, if you would like to specialise in any aspect of language, arts and/or culture education when doing a Master's of Education:

- MEd in Curriculum Studies (the Language, Arts and/or Culture Curriculum, Teaching Languages)
- MEd in Inclusive Education (learners with special needs/barriers in language learning) – take note of admission requirements for an MEd with specialisation in Inclusive Education
- MEd in Adult Education – course work (literacy teaching in adult education)
- MEd in Psychology of Education (language acquisition)

Students should clearly explain in their research outline that they intend to focus on Language/Arts and/or Culture Education. It is therefore imperative that the first heading of their research outline should read: *MEd in Curriculum Studies, focusing on Language Teaching*; **OR** *MEd in Adult Education, focusing on the teaching of a first additional language to adults*, **etcetera.**

Details of individual supervisors and their research interests or fields of expertise

Name of supervisor	Research interest/field of expertise	No of positions for MEd students still available for 2025	No of positions for PhD students still available for 2025
Prof TV Manyike (Chair of Department)	• Bilingual education • Multicultural education • Curriculum transformation in higher education • Language policies in higher education	1	3
Dr E Chauke	• Teaching English in FAL classrooms • Teaching writing in FAL classrooms • The methodologies, approaches and techniques of language teaching	2	0
Dr F Gani	• Adult education • Open distance learning (ODL) and e-learning (ODeL) • Integrating online learning in the curriculum • The use of ICT in teaching and learning	1	1
Dr SS Mukhari	• The teaching of African languages with special reference to Xitsonga • The use of ICT in teaching and learning • Using ICT and educational media in language teacher training	2	2
Dr KG Nkumane	• Teaching Home, First or Second additional language (My Specialisation is: IsiZulu) • Teaching literature in a home/additional language • Literacy teaching • African language literatures and women characterisation (PhD topic) • The teaching of Poetry (African Poetry: IsiZulu Poetry: Master's Degree). • Women academic researchers in Higher Education (MEd topic) • The teaching and learning of indigenous knowledge systems. • Assessment in language education	3	1
Dr RM Odendaal	• The teaching of art and culture which includes visual arts, music and drama	1	1

	• Education, leadership and management with specific reference to consultation towards school improvement		
Dr M Burger (contract lecturer)	• Assessment for learning in education • Assessment in language education • Teaching writing skills (grade 4 to 12) • Teaching reading comprehension skills (grade 4 to 6) • Developing OERs for language teaching and learning	2	2
Dr D Sanders (contract lecturer)	• Language and inclusive education • ICT in language education • Curriculum transformation • Tranlanguaging • E-tutoring students • Special needs education	1	1
Dr A van Deventer (contract lecturer)	• Design thinking and problem-solving (design process) • ODeL teaching of an Arts subject • Creative Arts IP & SP: Various focusses • Creativity Education: New Approaches • Assessments in the specialised Arts subjects • Cultural Heritage • Museology: Various Focus areas • Museums Education: Programs and Art Collections or other collections • Tourism: Programs	1	0
Ms KC Miller	• Assessment for learning • Literacy Teaching • OdeL teaching • Assessment in language education		
Mr Chidi MP	• Literacy Teaching • Methodologies-approaches and techniques of language teaching, and • Using ICT and educational media in language teaching.		
Ms Mashala JM	• Translanguaging • Literacy teaching • Multilingual education Academic literacies	2	0
Dr Ngidi P	• English language learning and teaching • Classroom discourse • Critical discourse analysis in classroom	1	0
Dr Phofele PD	• English language learning and teaching • Assessment in language education • Teaching and learning of indigenous knowledge systems • Literacy teaching	3	2

Dr Mort TKB	• English First Additional Language Education • Raising standards in English FAL teaching through assessment • Primary Teacher Improvement especially with regard to language education • Using African art in the curriculum • Visual arts education • The relationship between language acquisition and visual arts education • How poverty impacts art education • Student teacher narratives • Using teaching narratives in ITE	1	1
Ms Zwane DP	• Fostering Self-directed learning in TVET sector • Teaching and Learning of Visual Literacy in the TVET sector • The use of multimedia resources for improving language education	2	1

Models of supervision
The individual and co-supervision models are used. Co-supervision is mostly done for mentoring purposes and Multi, Inter and Trans-disciplinary (MIT) research. Some supervisors in the College supervise across departments. Students are therefore advised to study the lecturer profiles of other departments in the College when trying to identify a suitable supervisor.

Opportunities regarding external supervision
External supervisors may be considered if a suitable supervisor is not available in the Department. However, this will depend on the financial viability of the Department.

Contact details of the department
Dr PD Phofele: Nkoana Simon Radipere Building, 6-115; tel: 012 429 8713; e-mail:
phofepd@unisa.ac.za (Chair: DHDC)
Prof TV Manyike: Nkoana Simon Radipere Building, 6-121; tel: 012 429 4004; e-mail:
manyitv@unisa.ac.za (CoD)

Admission requirements, selection criteria and selection information relevant for prospective master's and doctoral students

Minimum admission requirements for master's and doctoral studies in the College of Education

Master's of Education
An appropriate Honours Degree in Education, or a postgraduate diploma, or a 480 credit Bachelor of Education Degree with a minimum of 96 credits at NQF level 8. The average mark obtained for the degree shall be 60%. All students should have completed a module in research methods and methodologies as part of their previous level 8 qualification. Students who do not meet these requirements may follow an alternative pathway (e.g. RPL, submitting a portfolio or working through a prescribed reading list – refer to **Possible alternative pathways**). The application should accord with the various research focus areas/areas of specialisation of the Department, the Department's capacity to provide expert supervision and the requisite qualifications listed above.

Doctor of Philosophy (PhD) in Education
An appropriate Master's of Education Degree is required. The average mark obtained for the degree shall be 60%. Students who do not meet this requirement may follow an alternative pathway (e.g. RPL or submit a

portfolio – refer to **Possible alternative pathways**). The application should accord with the various research focus areas/areas of specialisation of the Department, the Department's capacity to provide expert supervision and the requisite qualification listed above.

Supporting documentation to be submitted with application

For a master's degree:
All relevant documentation as specified by the Department for Master's and Doctoral Administration Support.

Students should submit a short research outline of 500 to 750 words which sketches the intended research project, the research approach, problem statement, a short literature review and a working title. In addition, a list of five scholarly articles and two books that have been consulted to compile the research outline should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department's website prior to submitting their application and should propose the name of his/her preferred supervisor. Any form of plagiarism in the research outline is unacceptable.

Please note: Unisa does not offer an MEd in Language, Arts and/or Culture Education. Depending on their proposed topic students are advised to enrol for a MEd in one of the following areas of specialisation: Education Management, Curriculum Studies, Psychology of Education, Socio-Education, Comparative Education or Philosophy of Education.

Students should clearly explain in their research outline that they intend to focus on Language, Arts or Culture Education. It is therefore imperative that the first heading of their research outline should indicate: *MEd in Curriculum Studies, focusing on Language Teaching*; **OR** *MEd in Psychology of Education, focusing on the development of an additional language*, **etcetera. If the MEd in Language Education has been approved by the time of the application, it is not necessary to indicate the area of specialisation.**

For a doctorate degree:
All relevant documentation as specified by the Department for Master's and Doctoral Administration Support.

Students should submit a short research outline of 800 to 900 words which sketches the intended research project, problem statement, the research approach, a short literature review and a working title for the project. In addition, a list of ten scholarly articles and four books that have been consulted to compile the research outline should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department's website prior to submitting their application and should propose the name of his/her preferred supervisor. Please note that any form of plagiarism in the research outline is unacceptable.

PLEASE NOTE: Students planning to focus on Language Teaching or Arts and Culture Education in their PhD studies should clearly indicate this in their research outline. It is therefore imperative that the first heading of the research outline should read: *PhD in Education, focusing on Language, Arts and Culture Education.*

Selection procedures followed in the selection of candidates for postgraduate studies
All applications will be considered simultaneously by the Departmental Higher Degrees Committee, the chair of the Department, the director of the School and the head of the Office of Graduate Studies and Research for purposes of fairness and transparency. Only candidates who meet the minimum eligibility criteria will be considered.

The Department's supervision capacity and availability of external supervisors will be the first and most important selection criterion. No applicant will be admitted without a supervisor being allocated to the

student. If a student requests to be supervised by a particular supervisor, but the supervisor is not available because of his/her existing supervision load, it is the Department's prerogative to allocate an alternative supervisor (internal or external). Further selection will be done based on the following selection criteria (the weight attached to each criteria is indicated between brackets as a percentage of the overall evaluation): the student's academic record and experience in research (30%); understanding of research methods as displayed in the research outline (30%); academic writing skills (30%); and addressing of past inequalities by taking race, gender and disability status into consideration (10%).

The Department will keep record of all the applications and reasons will be provided for unsuccessful applications.

Possible alternative pathways
The following alternative pathways exist for applicants who do not meet the admission requirements:

- Applicants with degrees that have different structures from normal South African honours or master's degrees, applicants whose degrees do not clearly correspond to the Department's admission requirements (e.g. no mark awarded for previous dissertations, no clear evidence of having completed a research-related module as part of the previous qualification, etc) or applicants who do not meet the admission requirements but who possess applicable experience in research or working experience relevant to the field of interest, that may qualify them for admission to a master's or doctoral degree will be required to apply for recognition of prior learning (RPL). Prior academic and research activities by the applicant will be evaluated in accordance with formal Unisa RPL procedures and the outcome of the RPL process will be submitted to and approved by the chair of the Department. If the approved outcome of the RPL process is positive, the applicant will be allowed to proceed with an application for admission, subject to all terms and conditions governing the admission process.
- Applicants who apply for a master's degree on the strength of a postgraduate diploma or a 480 credit bachelor's degree with a minimum of 96 credits at level 8 and who have not completed a module in research methodology, will be required to obtain knowledge about research methods and methodology by working through a prescribed reading list which will be forwarded to them by the chair of the Departmental Higher Degrees Committee upon request from the student. The student will have to complete and pass a number of assignments related to research methodology. The student may reapply in subsequent years.
- Applicants who do not meet the minimum requirement of 60%, may apply for an alternative pathway by submitting a portfolio containing a motivation letter indicating reasons for wanting to do the qualification and for selecting the specific area he/she is applying for, a CV highlighting experience relevant to the field of interest and evidence of engagement with research which could include one or more of the following: a written report of a scholarly nature, a literature survey, a paper presented at a conference, a published article.

The following alternative pathways exist for applicants whose applications were unsuccessful:

- Students who have been refused admission because of limited capacity within the Department or because their topic was not viable may reapply in subsequent years. It should be clearly indicated that it is a reapplication. The normal selection process will apply in case of reapplications.
- Students who were unsuccessful because of an inadequate research outline may revise their research outline and may reapply in subsequent years.
- A student whose application was unsuccessful because of inadequate academic writing skills may reapply in subsequent years provided that he/she can provide proof of measures put in place to improve his/her academic writing skills (e.g. enrolled for and passed a course in academic writing skills).

Application procedures and when to apply

The Department of Language Education, Arts and Culture will not make use of differentiated registration dates. Applications for admission and registration will take place in accordance with the dates set by the Department for Master's and Doctoral Administration Support for bulk applications and registrations.

Students should

- apply for a student number, following the steps outlined in http://www.unisa.ac.za/sites/corporate/default/Apply-for-admission/Master%27s-&-doctoral-degrees/Apply-for-a-student-number-and-apply-for-admission
- apply for a space in one of the focus areas using the online application process

Once acceptance in the research focus area and the allocation of a supervisor have been confirmed, they may register for the research proposal module.

DEPARTMENT OF PSYCHOLOGY OF EDUCATION

Research focus areas of the Department (2025)
- **Neurodevelopmental disorders**
  - Adolescent development and learning
  - Attention Deficit hyperactivity disorder (ADHD)
  - Personality and social development of adolescents
  - Language development (ESL/EFL)
  - Spiritual intelligence
  - Multiple intelligences
  - Learners with physical impairments
  - Autism
- **Learning needs**
  - Learning theories
  - Reading comprehension in schools
  - Life skills and life orientation
- **Success in schools**
  - Development of new teachers
  - Academic achievement of adolescents
  - Study assistance/methods
  - Career guidance
- **ODEL teaching and learning**
  - Learner support in ODL
  - Academic integrity
- **Best practices in Psychology**
  - Therapeutic interventions for children, adolescents and adults
  - Psychopathology in childhood, adolescence and adulthood
  - Psychometrics
  - Positive psychology, specifically the asset-based approach
  - Psychological, educational and dynamic assessment
  - Individual therapy
  - Counselling in childhood and adolescence
  - Early attachment and parenting
  - Expressive and movement group therapy
  - Psycho-educational health counselling
- **Africana Critical Theory, Postmodernism and social justice**
  - Identity development according to the African worldview
  - Cross-cultural psychology
  -
- **Psychosocial support**
  - Children in conflict with the law
  - Resilience in young offenders
  - Pastoral care for young offenders
  - Behaviour Modification
  - HIV/Aids and care-giver support

- o Gender issues
- **Mental health in schools**
    - o Trauma
    - o Anxiety
    - o Depression
    - o Suicide behaviours
- **Behavioural challenges**
    - o Discipline and punishment in schools
    - o Bullying and positive parenting
    - o Identity development
- **Environmental education (care for the environment)**

Research projects that postgraduate students can participate in

Name of project	Brief description of the project	Project leader	No of available positions for MEd students for 2025	No of available positions for PhD students for 2025
Fostering Health and Wellbeing in adverse living environments	This project focuses on the exploration of the experiences, challenges and successes of the stakeholders involved in supporting psychosocial issues experienced by foster children.	Dr. L Methi	2	2
Mental health	Mental health is about the absence of illness and coping with the daily challenges of life. Within the school context, mental health is about promoting the mental well-being of teachers and learners to enable them to cope with the daily challenges of teaching and learning for successful schooling to occur and for teachers and students to realise their academic potential.	Dr C Haasbroek		

ADHD (attention deficit hyperactivity disorder)	This research project focuses on professional development and other stakeholders to assist learners with ADHD. The project will make a scientific contribution about the prevalence of ADHD in South Africa and contextually relevant programmes for ADHD.	Prof RJ Tabane	0	0
Adversities and support in education	This project focuses on the adversities and support in schools. Possible topics to consider include: • psycho-social and emotional effects of HIV/Aids (teachers and learners) • poverty • violence • xenophobia • learner and teacher well-being in education • emotional enhancement • support of school environments	Prof K Mohangi		

Focused M & D programmes

Name of programme	Qualification code	Curriculum
MEd in Psychology of Education	98407	Research proposal and full research dissertation
PhD in Psychology	90058 - PSY	Research proposal and full research thesis

Important: More information on the PhD in Psychology can be obtained from the UNISA website.

Details of individual supervisors and their research interests or fields of expertise

Name of supervisor	Research interest/field of expertise	No of positions for MEd students still available for 2025	No of positions for PhD students still available for 2025
Ms BA Feldman	• Resilience • Well-being in school contexts • Psycho-educational support • Values-based education • Specific learning difficulties	2	2
Dr C Haasbroek	• Psycho-social factors for support of teaching and learning • Mental health of students and teachers • Well-being of teachers/learners	0	0

Prof PJH Heeralal	• Mentoring • Postgraduate supervision • Teaching Practice	2	2
Dr MF Mavuso	• Success in schools • Psycho-educational support • Life skills and life orientation • Positive parenting • Autism • Barriers to learning and inclusion • Specific Learning disabilities/difficulties • Student Support	3	3
Dr AM Moll	• learners with autism • learners with physical disabilities.	0	0
Dr MM Moseki	• Adolescent development and learning • Academic achievement of adolescents • Truancy in secondary schools • Study assistance/method • Child and adolescent self-regulated learning development • School guidance and counselling • Assessment and intervention	2	0
Prof K Mohangi	• Child and adolescent psychology • Adversities and support • Childhood HIV and Aids and caregiver support • Field of educational psychology: assessment and intervention • Qualitative research methodology: research methods with child participants • Language and literacy	1	2
Dr S Ntshangase	• Childhood and adolescent development • Talent development • Mental health in schools	2	0
Dr H Olivier	• Positive psychology and resilience • Educational psychology and Educational psychology therapy • Barriers to learning and Inclusion. • Learner/teacher support and counselling • Psychosocial support and wellbeing • Community engagement in educational psychology • Career guidance • Chid development	2	2
Prof RJ Tabane	• ADHD • Special needs and inclusive education • Psychology and social cohesion, school integration and desegregation • Cross-cultural psychology • School guidance and counselling • Child and adolescent psychology • HIV/Aids • Research methodology (qualitative)	0	0

Prof LDN Tlale	• Gifted child education • Children in conflict with the law • Children at risk • Vulnerable and orphaned children • Barriers to learning • Social justice • Qualitative research	1	1
Mr SD Tshalala	• Discipline and punishment in schools • Success in schools	1 (co-supervisor)	0
Dr. M Mnguni	• Comprehensive Sexuality Education and Inclusive Education.	2	2
Dr CL Weber	• Resilience • Developmental disabilities • Intellectual disabilities	3	0
Prof MD Magano	• Wellness • Life skills and Life Orientation	0	0
Dr M Moseki	• Child and Adolescent development • Caregiving and support • Truancy in schools • Learning Strategies • Self-regulated learning • Assessment and intervention	2	1
Dr CM Somo	• Adolescent mental health • Family mental health • Odel – Academic Integrity	2	2
Dr D Kumalo	• Child and adolescent Psychology • Mental Health • Discipline and school punishment • Bullying • Barriers to learning and inclusion. • Special needs education/inclusive education • Learning disabilities/difficulties • ODeL in teaching and learning • Behaviour Modification · Qualitative research	4	2
Dr. L Methi	• Mental health in youth • Mental health in vulnerable contexts	2	2
Dr. P Mahlangu	• Career guidance	2	2

Models of supervision

The individual and co-supervision models are used. Co-supervision is mostly done for mentoring purposes and multi-, inter- and trans-disciplinary (MIT) research. Some supervisors in the College supervise across departments. Students are therefore advised to study the lecturer profiles of other departments in the College when trying to identify a suitable supervisor.

Opportunities regarding external supervision

External supervisors may be considered if a suitable supervisor is not available in the Department. However, this will depend on the financial viability of the Department.

Contact details of the department

- Prof LDN Tlale: Nkoana Simon Radipere Building, 06-61, tel: 0124292064, e-mail: tlaleldn@unisa.ac.za
- Prof K Mohangi, RS 2-34, tel: 012 337 6169; e-mail: mohank@unisa.ac.za

Admission requirements, selection criteria and selection information relevant for prospective master's and doctoral students

Minimum admission requirements for master's and doctoral studies in the College of Education

Master's of Education
An appropriate Honours Degree in Education, or a postgraduate diploma in the relevant field, or a 480 credit Bachelor of Education Degree with a minimum of 96 credits at NQF level 8. The average mark obtained for the degree shall be 60%. All students should have completed a module in research methods and methodologies as part of their previous level 8 qualification. Students who do not meet these requirements may follow an alternative pathway (e.g. RPL, submitting a portfolio, or working through a prescribed reading list – refer to **Possible alternative pathways**). The application should accord with the various research focus areas/areas of specialisation of the Department, the Department's capacity to provide expert supervision and the requisite qualifications listed above.

PLEASE NOTE: At this stage only the academic Master's of Education is offered, NOT the professional Master's of Education.

Doctor of Philosophy (PhD) in Psychology
An appropriate Master's of Education Degree preferably related to the field of study is required. The average mark obtained for the degree shall be 60%. Students who do not meet this requirement may follow an alternative pathway (e.g. RPL or submit a portfolio – refer to **Possible alternative pathways**). The application should accord with the various research focus areas/areas of specialisation of the Department, the Department's capacity to provide expert supervision and the requisite qualification listed above.

Supporting documentation to be submitted with application

For a Master's of Education (qualification code – 98407):

All relevant documentation as specified by the Department for Master's and Doctoral Administration Support.

Students should submit a short research outline of 600 to 750 words which sketches the intended research project, the research approach, problem statement, short literature review and a working title. In addition, a list of five scholarly articles and two books that have been consulted to compile the research outline should be provided. These sources should be predominantly recent, except for

(classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department's website prior to submitting their application and should propose the name of his/her preferred supervisor. Any form of plagiarism in the research outline is unacceptable.

For a doctorate degree:
All relevant documentation as specified by the Department for Master's and Doctoral Administration Support.

Students should submit a short research outline of 800 to 900 words which sketches the intended research project, problem statement, the research approach, a short literature review and a working title for the project. In addition, a list of ten scholarly articles and four books that have been consulted to compile the research outline should be provided. These sources should be predominantly recent, except for (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department's website prior to submitting their application and should propose the name of his/her preferred supervisor. Please note that any form of plagiarism in the research outline is unacceptable.

PLEASE NOTE: Students planning to focus in their PhD in Psychology on Educational Psychology/Psychology of Education should clearly indicate this in their research outline. It is therefore imperative that the first heading of the research outline should read: *PhD in Psychology, focusing on Educational Psychology.*

Selection procedures followed in the selection of candidates for postgraduate studies

Only candidates who meet the minimum eligibility criteria will be considered. Incomplete or late applications will not be considered.

The Department's supervision capacity and availability of external supervisors will be the first and most important selection criterion. No applicant will be admitted without a supervisor being allocated to the student. If a student requests to be supervised by a particular supervisor, but the supervisor is not available because of his/her existing supervision load, it is the Department's prerogative to allocate an alternative supervisor (internal or external). Further selection will be done based on the following selection criteria (the weight attached to each criteria is indicated between brackets as a percentage of the overall evaluation): the student's academic record and experience in research (30%); understanding of research methods as displayed in the research outline (30%); academic writing skills (30%); and addressing of past inequalities by taking race, gender and disability status into consideration (10%).

The Department will keep record of all the applications and reasons will be provided for unsuccessful applications.

Possible alternative pathways
The following alternative pathways exist for applicants who do not meet the admission requirements:

- Applicants with degrees that have different structures from normal South African honours or master's degrees, applicants whose degrees do not clearly correspond to the Department's admission requirements (e.g. no mark awarded for previous dissertations, no clear evidence of having completed a research-related module as part of the previous qualification, etc) or applicants who do not meet the admission requirements but who possess applicable experience in research or working experience relevant to the field of interest, that may qualify them for admission to a master's or doctoral degree, will be required to apply for recognition of prior learning (RPL). Prior academic and research activities by the applicant will be evaluated in accordance with formal Unisa RPL procedures and the outcome of the RPL process will be submitted to and approved by the chair of the Department. If the approved outcome of the RPL process is positive, the applicant will be allowed to proceed with an application for admission, subject to all terms and conditions governing the admission process.
- Applicants who do not meet the minimum requirement of 60%, may apply for an alternative pathway by submitting a portfolio containing a motivation letter indicating reasons for wanting to do the qualification and for selecting the specific area he/she is applying for, a CV highlighting experience relevant to the field of interest and evidence of engagement with research which could include one or more of the following: a written report of a scholarly nature, a literature survey, a paper presented at a conference, a published article.

The following alternative pathways exist for applicants whose applications were unsuccessful:
- Students who have been refused admission because of limited capacity within the Department or because their topic was not viable may reapply in subsequent years. It should be clearly indicated that it is a reapplication. The normal selection process will apply in case of reapplications.

- Students who were unsuccessful because of an inadequate research outline may revise their research outline and may reapply in subsequent years.

- A student whose application was unsuccessful because of inadequate academic writing skills may reapply in subsequent years if he/she can provide proof of measures put in place to improve his/her academic writing skills (e.g. enrolled for and passed a course in academic writing skills).

Application procedures and when to apply

The Department of Psychology of Education will not make use of differentiated registration dates. Applications for admission and registration will take place in accordance with the dates set by the Department for Master's and Doctoral Administration Support for bulk applications and registrations.

Students should
- apply for a student number if not previously registered, following the steps outlined in https://www.unisa.ac.za/sites/corporate/default/Apply-for-admission/Master%27s-&-doctoral-degrees/Apply-for-a-student-number-and-apply-for-admission

- apply for a space in one of the focus areas using the online application process

Once acceptance in the research focus area and the allocation of a supervisor have been confirmed, they may register for the research proposal module.

DEPARTMENT OF SCIENCE AND TECHNOLOGY EDUCATION

Research focus areas of the Department (2025)

- Physical science education
- Life science education
- Natural science education
- Geography education
- Environmental education
- Technology and entrepreneurship
- Technology education
- ICT in education
- Indigenous knowledge systems
- Inquiry-based instructions
- Pedagogical content knowledge
- Practical work in science
- Rural education
- Mentoring of novice science teachers
- Language and science teaching and learning
- Teacher thinking/belief/conception
- Physics and chemistry education
- IBL in the senior phase

Research projects that postgraduate students can participate in
Models of supervision
The individual and co-supervision models are used. Co-supervision is mostly done for mentoring purposes and multi, inter and trans-disciplinary (MIT) research. Some supervisors in the College supervise across departments. Students are therefore advised to study the lecturer profiles of other departments in the College when trying to identify a suitable supervisor.

Opportunities regarding external supervision

External supervisors may be considered if a suitable supervisor is not available in the Department. However, this will depend on the financial viability of the Department.

Contact details of the department
Dr P Blose: Nkoana Simon Radipere Building, 7-15; tel: 012 429 2234 e-mail: eblosep@unisa.ac.za
Prof AV Mudau Nkoana Simon Radipere Building, 7-05; tel: 012 429 6353; e-mail:
mudauav@unisa.ac.za (CoD)
Research projects that postgraduate students can participate in

Name of project	Brief description of the project	Project leader	No of available positions for MEd students for 2025	No of available positions for PhD students for 2025
E-tutor programme in ODeL	The project explores the online support services for teaching and learning mathematics, science and technology education courses. The research explains the nature and efficacy of practices of online teaching for the improvement of school subjects in the country. Furthermore, it also seeks to study the meanings and practices for the various actors in each specialisation in the college.	Prof MZ Ramorola	2	2
Competitive Programme for Rated Researchers (CPRR)	The project is about recruiting M&D students that can be part of the programme and will be enrolling with UNISA. Their research focus will be on developing scientific language registers for science subjects – Natural Sciences, Physical Sciences, Agricultural Sciences and Life Sciences in indigenous languages.	Prof AV Mudau	10	2
A Strategic Intervention in Mathematics, Science and Technology Education	the project aims at improving mathematics, science and technology teachers' pedagogical content knowledge including the integration of indigenous knowledge. The project is a partnership with the Mathematics, Science and Technology Academy under the auspices of the Department of Basic Education in Mpumalanga.	Prof MT Gumbo	1	0
Youth, indigenous knowledge and the sustainable	The engagement of youth in indigenous knowledge research and education on the sustainable development goals.	Prof S Shava	2	2

development goals				

Focused M & D programmes

Name of programme	Qualification code	Course work/full research
Master's of Education in Natural Science Education	98448	Research proposal module plus full research dissertation
Master's of Education in Environmental Education	98428	Research proposal module plus full research dissertation
PhD in Education (Streams: Natural Science Education (NSE); Environmental Education (ENE); Technology in Education (TED)	90019	Research proposal module plus full research thesis

Details of individual supervisors and their research interests or fields of expertise

Name of supervisor	Research interest/field of expertise	No of positions for MEd students still available for 2025	No of positions for PhD students still available for 2025
Dr P Blose	• Technology Education • Education for Sustainable Development • Indigenous knowledge systems	4	2
Mrs J Goosen	• Life science education • Natural science education • Digitization of Science Education	0	0
Prof L Goosen	• ICT in education	2	3
Prof MT Gumbo	• Technology teachers' professional development in pedagogical content knowledge • Indigenous knowledge systems • Decolonisation of the curriculum • Distance education and e-learning	2	0
Dr H Hebe	• Environmental education/education for sustainable development • Teaching and learning of science in early childhood education • The position of EE in the school curriculum • Geography education	4	4
Prof. LDM Lebeloane	• Curriculum studies (decolonizing school curriculum, Environmental Education) • Environmental management in schools • Educational leadership and management • Comparative Education (multicultural education) • History of Education	3	2
Dr MV Makokotlela	• Environmental education/education for sustainable development	0	2

	• Indigenous knowledge • OER		
Prof TA Mapotse	• Technology and environment education • Pedagogic content knowledge in TE • Mentoring of novice TE teachers through action research methodologies • TE teacher thinking/belief/conception around TVET • Indigenous knowledge systems in TE	0	0
Prof EO Mashile	• ICT in Education • Educational Technology • Open Distance eLearning • Physical Science Education • Learning Analytics	3	2
Dr EN Mazibe	• Science education. • Pedagogical content knowledge. • Science teaching and learning materials: document analysis.	3	2
Mr MM Mcknight	• Teaching and learning of Natural Science and Life science	0	0
Prof HO Mokiwa	• STEM education • Language in science education • Curriculum development of science	0	3
Dr AR Molotsi	• ICT in education • ODL • Educational technology • ODeL • Education management and leadership • Technological, pedagogical and content knowledge (TPACK) • OER	2	2
Prof AT Motlhabane	• Science education • Physical science education • Natural science education • Physics and chemistry education	2	2
Prof AV Mudau	• Teaching and learning of physical science • Teaching and learning of natural sciences	0	3
Mr KR Munasi	• Environmental Education/ Education for Sustainable development • Life Sciences Education • Natural Science Education	3	0
Mr EC Ndlovu	• Technology education • Indigenous knowledge systems • Pedagogic content knowledge • Natural science and technology • Curriculum issues • ODeL	4	0
Prof N Nkopodi	• Physical science education	0	0
Dr. TG Ntuli	• Natural Science Education	3	1
Mrs P Photo	• Life science education	3	1

	• Natural science education • Informal learning environment • Practical work in science • Rural education • Mentoring of novice science teachers		
Mrs MM Ramulumo	• Life Science Education • Early Childhood Science Education • Natural Science Education • Science Communication for children in Science Centres • Digitization of Science Education	3	1
Mr CA Raseale	• ICT in education • Computer-integrated learning	0	0
Dr MZ Sedio	• Technology education	3	2
Dr NP Shabalala	• Environmental education	2	2
Prof S Shava	• Environmental education/education for sustainable development • Indigenous knowledge systems/indigenous epistemologies • Decoloniality	2	2
Dr Lettah Sikhosana	• Environmental education • Education for Sustainable Development • Natural Science education	2	1
Ms Ngakane HM	• Technology Education	2	0

Minimum admission requirements for master's and doctoral studies in the College of Education

Masters' of Education
- An appropriate Bachelor of Education honours degree, or a postgraduate diploma, or a 480 credit Bachelor of Education Degree with a minimum of 96 credits at NQF level 8 in Mathematics Education. The average mark obtained for the degree shall be 60%. All students should have completed a module in research methods and methodologies as part of their previous level 8 qualification. Students who do not meet these requirements may follow an alternative pathway (e.g. RPL, submitting a portfolio or working through a prescribed reading list – refer to Possible alternative pathways). The application should accord with the various research focus areas/areas of specialisation of the Department, the Department's capacity to provide expert supervision and the requisite qualifications listed above.

Doctor of Philosophy (PhD) in Education
An appropriate Master's of Education in Science Education or Environmental Education is required. The average mark obtained for the degree shall be 60%. Students who do not meet this requirement may follow an alternative pathway (e.g. RPL or submit a portfolio – refer to **Possible alternative pathways**). The application should accord with the various research focus areas/areas of specialisation of the Department, the Department's capacity to provide expert supervision and the requisite qualification listed above.
Supporting documentation to be submitted with application

For a master's degree:
All relevant documentation as specified by the Department for Master's and Doctoral Administration Support.

Students should submit a short research outline of 600 to 750 words which sketches the intended research project, the research approach, problem statement, short literature review and a working title. In addition, a list of five scholarly articles and two books that have been consulted to compile the research outline should

be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department's website prior to submitting their application and should propose the name of his/her preferred supervisor. Any form of plagiarism in the research outline is unacceptable.

For a doctorate degree:
All relevant documentation as specified by the Department for Master's and Doctoral Administration Support.

Students should submit a short research outline of 800 to 900 words which sketches the intended research project, problem statement, the research approach, a short literature review and a working title for the project. In addition, a list of ten scholarly articles and four books that have been consulted to compile the research outline should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department's website prior to submitting their application and should propose the name of his/her preferred supervisor. Please note that any form of plagiarism in the research outline is unacceptable.

PLEASE NOTE: Students must clearly indicate in their research outline whether they are planning to focus on Natural Science Education or Environmental Education in their PhD. It is therefore imperative that the first heading of the research outline should read: *PhD in Education focusing on Natural Science Education* OR *on Environmental Education.*

Selection procedures followed in the selection of candidates for postgraduate studies
All applications will be considered simultaneously by the Departmental Higher Degrees Committee, the chair of the Department, the director of the School and the head of the Office of Graduate Studies and Research for purposes of fairness and transparency. Only candidates who meet the minimum eligibility criteria will be considered.

The Department's supervision capacity and availability of external supervisors will be the first and most important selection criterion. No applicant will be admitted without a supervisor being allocated to the student. If a student requests to be supervised by a particular supervisor, but the supervisor is not available because of his/her existing supervision load, it is the Department's prerogative to allocate an alternative supervisor (internal or external). Further selection will be done based on the following selection criteria (the weight attached to each criteria is indicated between brackets as a percentage of the overall evaluation): the student's academic record and experience in research (30%); understanding of research methods as displayed in the research outline (30%); academic writing skills (30%); and addressing of past inequalities by taking race, gender and disability status into consideration (10%).

The Department will keep record of all the applications and reasons must be provided for unsuccessful applications.

Possible alternative pathways
The following alternative pathways exist for applicants who do not meet the admission requirements:

- Applicants with degrees that have different structures from normal South African honours or master's degrees, applicants whose degrees do not clearly correspond to the Departments admission requirements (e.g. no mark awarded for previous dissertations, no clear evidence of having completed a research-related module as part of the previous qualification, etc.), or applicants who do not meet the admission requirements but who possess applicable experience in research or working experience relevant to the field of interest, that may qualify them for admission to a master's or doctoral degree will be required to apply for recognition of prior learning (RPL). Prior academic and research activities by the applicant will be evaluated in accordance with formal Unisa RPL procedures and the outcome of the RPL process will be submitted to and approved by the chair of the Department. If the approved outcome of the RPL process is positive, the applicant will be

allowed to proceed with an application for admission, subject to all terms and conditions governing the admission process.

- Applicants who apply for a master's degree on the strength of a postgraduate diploma or a 480 credit bachelor's degree with a minimum of 96 credits at level 8 and who have not completed a module in research methodology, will be required to obtain knowledge about research methods and methodology by working through a prescribed reading list which will be forwarded to them by the chair of the Departmental Higher Degrees committee upon request from the student. The student will have to complete and pass a number of assignments related to research methodology. The student may reapply in subsequent years.
- Applicants who do not meet the minimum requirement of 60%, may apply for an alternative pathway by submitting a portfolio containing a motivation letter indicating reasons for wanting to do the qualification and for selecting the specific area he/she is applying for, a CV highlighting experience relevant to the field of interest and evidence of engagement with research which could include one or more of the following: a written report of a scholarly nature, a literature survey, a paper presented at a conference, a published article.

The following alternative pathways exist for applicants whose applications were unsuccessful:

- Students who have been refused admission because of limited capacity within the Department or because their topic was not viable may reapply in subsequent years. It should be clearly indicated that it is a reapplication. The normal selection process will apply in case of reapplications.
- Students who were unsuccessful because of an inadequate research outline, may revise their research outline and may reapply in subsequent years.
- A student whose application was unsuccessful because of inadequate academic writing skills, may reapply in subsequent years provided that he/she can provide proof of measures put in place to improve his/her academic writing skills (e.g. enrolled for and passed a course in academic writing skills).

Application procedures and when to apply

The Department of Science and Technology Education will not make use of differentiated registration dates. Applications for admission and registration will take place in accordance with the dates set by the Department for Master's and Doctoral Administration Support for bulk applications and registrations. Students should

- apply for a student number, following the steps outlined in https://www.unisa.ac.za/sites/corporate/default/Apply-for-admission/Master%27s-&-doctoral-degrees/Apply-for-a-student-number-and-apply-for-admission
- apply for a space in one of the focus areas using the online application process

Once acceptance in the research focus area and the allocation of a supervisor have been confirmed, they may register for the research proposal module.

PARTMENT OF MATHEMATICS EDUCATION

Research focus areas of the Department (2023)

- Mathematics curriculum development and evaluation
- Mathematical modelling and problem solving
- Assessment in Mathematics
- Basic statistical and financial mathematics education
- Spatial development
- Technology and media education
- Mathematics teacher professional development
- Mathematical pedagogical and subject matter knowledge
- Collaborative teaching and learning
- Mathematics classroom practices
- Gender in teaching and learning mathematics
- Ethnomathematics and indigenous knowledge
- Language issues in the teaching and learning of mathematics in multilingual classrooms
- Mathematical knowledge for teaching
- Error analysis and application in classroom
- Curriculum development and comparative studies
- Geometrical thinking
- Problem-centred teaching and learning
- Lesson study
- Cognitive learning
- Ethnomathematics
- Mathematical literacy

Research projects that postgraduate students can participate in

Name of project	Brief description of the project	Project leader	No of available positions for MEd students for 2025	No of available positions for PhD students for 2025
Bizana teachers' journey with FET Mathematics	This project aims to investigate how an ODL model can be used to create conducive environments for effective teaching and learning of Grade 10 Mathematics in Eastern Cape, South Africa. It aims to identify environmental challenges in the teaching of mathematics, and suggest improvement of existing mathematics teaching.	Prof ZMM Jojo	1	1
Applying Inquiry-Based Facilitation to enhance inquiry-based learning in Grade 10 geometric modelling	This project targets secondary schools in Tshwane North District, Pretoria. It aims to contribute towards the quality of mathematics teaching and learning. It will empower teachers with inquiry-based facilitation skills and integration of resources.	Dr MM Masilo	1	1

Focused M & D programmes

Name of programme	Qualification code	Curriculum
Master's of Education in Mathematics Education	98446	Research proposal module plus a full research dissertation
PhD in Education (Stream: Mathematics Education – MED)	90019	Research proposal module plus full research thesis

IMPORTANT INFORMATION

When applying for a PhD, students should clearly explain in their research outline that they intend to focus on Mathematics Education.

Details of individual supervisors and their research interests or fields of expertise

Name of supervisor	Research interest/field of expertise	No of positions for MEd students still available for 2025	No of positions for PhD students still available for 2025
Prof JJ Dhlamini	• Mathematical modelling and problem solving • Cognitive learning	1	2

Prof ZMM Jojo	• Mathematics teacher professional development • Learners' knowledge construction • Meaningful geometry teaching and learning • Ethnomathematics	0	1
Prof MG Ngoepe	• Mathematics teachers' professional development • Classroom practice	0	3
Dr T Makgakga	• Mathematics teaching and learning • Error analysis and application in classroom • Geometrical thinking • Language issues in the teaching and learning of mathematics in multilingual classrooms • Problem solving and mathematical modelling	4	1
Prof MM Phoshoko	• Use of contexts in mathematics teaching • Mathematical modelling and problem solving in the mathematics classroom	2	0
Prof MF Machaba	• Everyday contexts in the teaching and learning of mathematics	2	2
Dr MM Masilo	• Technology and media in teaching and learning mathematics • Effective teaching and meaningful learning in mathematics • Problem solving in Euclidean geometry	2	1
Dr SM Kodisang	• Lesson study • Use of context in mathematics teaching in the GET phase (fractions; probability)	2	0
Dr EG Makwakwa	• Statistics education • Difficulties experienced in the teaching and learning of statistics (data handling and probability) at school level • Students' problem-solving skills in statistics in all levels of education – basic (school) and higher (tertiary) education	2	0
Dr PD Motseki	• Differential calculus • Teaching and learning of geometry	2	0
Mr CM Moila	• Errors and misconceptions in mathematics • Spatial development • Geometric thinking	2	0
Mr GT Mphuthi	• Mathematical meaning for teaching particular mathematics topics • Mathematical modelling and problem solving and thinking mathematically	2	0

	• Meaningful geometry teaching and learning		
Mr AS Zondo	• Cognitive learning • Mathematical literacy • Technology and media education	2	0
Mr MA Ngoveni	• Assessment in Mathematics	3	0
	•		

Models of supervision

The individual and co-supervision models are used. Co-supervision is mostly done for mentoring purposes and multi-, inter- and trans-disciplinary (MIT) research. Some supervisors in the College supervise across departments. Students are therefore advised to study the lecturer profiles of other departments in the College when trying to identify a suitable supervisor.

Opportunities regarding external supervision
External supervisors may be considered if a suitable supervisor is not available in the Department. However, this will depend on the financial viability of the Department.

Contact details of the department
Prof ZMM Jojo: Nkoana Simon Radipere Building, 6-37; tel: 012 429 6627; e-mail: jojozmm@unisa.ac.za
Prof JJ Dhlamini: Nkoana Simon Radipere Building, 7-04; tel: 012 429 2025; e-mail: dhlamjj@unisa.ac.za (CoD)

Admission requirements, documents required, selection criteria and selection information relevant for prospective master's and doctoral students

Minimum admission requirements for master's and doctoral studies in the College of Education

Master's of Education
An appropriate Bachelor of Education honours degree, or a postgraduate diploma, or a 480 credit Bachelor of Education Degree with a minimum of 96 credits at NQF level 8 in Mathematics Education. The average mark obtained for the degree shall be 60%. All students should have completed a module in research methods and methodologies as part of their previous level 8 qualification. Students who do not meet these requirements may follow an alternative pathway (e.g. RPL, submitting a portfolio or working through a prescribed reading list – refer to **Possible alternative pathways**). The application should accord with the various research focus areas/areas of specialisation of the Department, the Department's capacity to provide expert supervision and the requisite qualifications listed above.

Doctor of Philosophy (PhD) in Education
A Master's of Education in Mathematics Education. The average mark obtained for the degree shall be 60%. Students who do not meet this requirement may follow an alternative pathway (e.g. RPL or submit a portfolio – refer to **Possible alternative pathways**). The application should accord with the various research focus areas/areas of specialisation of the Department, the Department's capacity to provide expert supervision and the requisite qualification listed above.

Supporting documentation to be submitted with application

For a master's degree:
All relevant documentation as specified by the Department for Master's and Doctoral Administration Support.

Students should submit a short research outline of 600 to 750 words which sketches the intended research project, the research approach, problem statement, a short literature review and a working title. In addition, a list of five scholarly articles and two books that have been consulted to compile the research outline should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department's website prior to submitting their application and should propose the name of his/her preferred supervisor. Any form of plagiarism in the research outline is unacceptable.

For a doctorate degree:
All relevant documentation as specified by the Department for Master's and Doctoral Administration Support.

Students should submit a short research outline of 800 to 900 words which sketches the intended research project, problem statement, the research approach, a short literature review and a working title for the project. In addition, a list of ten scholarly articles and four books that have been consulted to compile the research outline should be provided. These sources should be predominantly recent, with the exception of (classical) theories which can only be found in old sources. The Harvard referencing method should be used. Students should provide a declaration that they have consulted the relevant department's website prior to submitting their application and should propose the name of his/her preferred supervisor. Please note that any form of plagiarism in the research outline is unacceptable.

PLEASE NOTE: Students planning to focus on Mathematics Education in their PhD studies should clearly indicate this in their research outline. It is therefore imperative that the first heading of the research outline should read: *PhD in Education focusing on Mathematics Education.*

Selection procedures followed in the selection of candidates for postgraduate studies
All applications will be considered simultaneously by the Departmental Higher Degrees Committee, the chair of the Department, the director of the School and the head of the Office of Graduate Studies and Research for purposes of fairness and transparency. Only candidates who meet the minimum eligibility criteria will be considered.

The Department's supervision capacity and availability of external supervisors will be the first and most important selection criterion. No applicant will be admitted without a supervisor being allocated to the student. If a student requests to be supervised by a particular supervisor, but the supervisor is not available because of his/her existing supervision load, it is the department's prerogative to allocate an alternative supervisor (internal or external). Further selection will be done based on the following selection criteria (the weight attached to each criteria is indicated between brackets as a percentage of the overall evaluation): the student's academic record and experience in research (30%); understanding of research methods as displayed in the research outline (30%); academic writing skills (30%); and addressing of past inequalities by taking race, gender and disability status into consideration (10%).

The Department will keep record of all the applications and reasons will be provided for unsuccessful applications.

Possible alternative pathways
The following alternative pathways exist for applicants who do not meet the admission requirements:
- Applicants with degrees that have different structures from normal South African honours or master's degrees, applicants whose degrees do not clearly correspond to the Department's admission requirements (e.g. no mark awarded for previous dissertations, no clear evidence of having completed a research-related module as part of the previous qualification, etc) or applicants who do not meet the admission requirements but who possess applicable experience in research or working experience relevant to the field of interest, that may qualify them for admission to a master's or doctoral degree will be required to apply for recognition of prior learning (RPL). Prior academic and research activities by the applicant will be evaluated in accordance with formal Unisa RPL procedures and the outcome of the RPL process will be submitted to and approved by the chair of

the Department. If the approved outcome of the RPL process is positive, the applicant will be allowed to proceed with an application for admission, subject to all terms and conditions governing the admission process.

- Applicants who apply for a master's degree on the strength of a postgraduate diploma or a 480 credit bachelor's degree with a minimum of 96 credits at level 8 and who have not completed a module in research methodology, will be required to obtain knowledge about research methods and methodology by working through a prescribed reading list which will be forwarded to them by the chair of the Departmental Higher Degrees Committee upon request from the student. The student will have to complete and pass a number of assignments related to research methodology. The student may reapply in subsequent years.
- Applicants who do not meet the minimum requirement of 60%, may apply for an alternative pathway by submitting a portfolio containing a motivation letter indicating reasons for wanting to do the qualification and for selecting the specific area he/she is applying for, a CV highlighting experience relevant to the field of interest and evidence of engagement with research which could include one or more of the following: a written report of a scholarly nature, a literature survey, a paper presented at a conference, a published article.

The following alternative pathways exist for applicants whose applications were unsuccessful:

- Students who have been refused admission because of limited capacity within the Department or because their topic was not viable may reapply in subsequent years. It should be clearly indicated that it is a reapplication. The normal selection process will apply in case of reapplications.
- Students who were unsuccessful because of an inadequate research outline may revise their research outline and may reapply in subsequent years.
- A student whose application was unsuccessful because of inadequate academic writing skills may reapply in subsequent years provided that he/she can provide proof of measures put in place to improve his/her academic writing skills (e.g. enrolled for and passed a course in academic writing skills).

Application procedures and when to apply
The Department of Mathematics Education will not make use of differentiated registration dates. Applications for admission and registration will take place in accordance with the dates set by the Department for Master's and Doctoral Administration Support for bulk applications and registrations.
Students should

- apply for a student number, following the steps outlined in https://www.unisa.ac.za/sites/corporate/default/Apply-for-admission/Master%27s-&-doctoral-degrees/Apply-for-a-student-number-and-apply-for-admission http://www.unisa.ac.za/sites/corporate/default/Apply-for-admission/Master%27s-&-doctoral-%09degrees/Apply-for-a-student-number-and-apply-for-admission
- apply for a space in one of the focus areas using the online application process

Once acceptance in the research focus area and the allocation of a supervisor have been confirmed, they may register for the research proposal module.

DEPARTMENT OF EDUCATION LEADERSHIP & MANAGEMENT (DELM)

Research Focus Areas (2025)

- **School governance and administration**
- **Education policy and law**
- **Management of politics in education**

- **Education and democracy**
- **Continuous professional development**
- **Quality assurance**
- **Participative management**
- **Managing diversity**
- **Personnel training and development**
- **Indigenous knowledge systems**
- **Gender and leadership/ female leadership**
- **Instructional leadership and school governance**
- **Educational inequality/reform**
- **The South African education system**
- **School and teacher effectiveness**
- **School improvement**
- **Open distance learning/e-Learning**
- **Teamwork and self-management**
- **Stress/conflict management**
- **Technology and learner support management**
- **Management of early childhood education centres**
- **Management of adult education centres**
- **Transformational leadership**
- **Distributed leadership/Shared leadership**
- **Rural educational leadership**
- **Research methodologies in education**
- **Change leadership/Change management**
- **Ethical leadership**
- **Student support**
- **Vocational education and training (TVET colleges)**

Research projects that postgraduate students can participate in

Name of project	Brief description of the project	Project leader	No of available positions for MEd students for 2025	No of available positions for PhD students for 2025
TVET	**Capacity building for**	**Prof SP Mokoena**	**NO**	**NO**

	TVET colleges lecturers			

Focused M & D programmes

Name of programme	Qualification code	Curriculum
MEd in Education Management	98405	Research proposal module plus full research dissertation
MEd in Education Management	98420	4 Course work modules, a research proposal module and mini-dissertation
PhD in Education (Stream: Education Management - EDM)	90019	Research proposal module and full research thesis

Details of individual supervisors and their research interests or fields of expertise

Name of supervisor	Research interest/field of expertise	No of positions for MEd students available for 2025	No of positions for PhD students available for 2025
Prof SA Coetzee	• Education law and policy • Education and democracy • Labour Law in Education • Sexual misconduct • Education management and leadership • School governance and administration • Continuous professional development	0 I retire 30 June 2027 and will not take a contract and still have 11 students to get to complete	0 I retire 30 June 2027 and will not take a contract and still have 11 students to get to complete
Prof SS Khumalo	• School improvement and effectiveness • Participative management • Transformational leadership • Social Justice Education • Organizational Development in Education • Open and Distance Education	3	3
Dr. T Lekalakala	Education management • School governance and administration • Education policy and law	3	3

	• **School and teacher effectiveness** • **Ethical leadership** • **Transformational leadership** • **Distributed leadership**		
Prof M Lekhetho	• **Educational leadership and management** • **School governance** • **School effectiveness and improvement** • **Quality education** • **Quality assurance** • **Open and Distance Learning (ODL)** • **Sociology of Education**	**2**	**4**
Prof RI Lumadi	• **School management** • **Quality assurance** • **Teaching practice in an ODL context** • **Education policy and law** • **School and teacher effectiveness** • **Learner discipline and management** • **Parental Involvement**	**6**	**6**
DR MR Mabusela	• **Female leadership** • **School governance and administration** • **School improvement** • **School and teacher effectiveness** • **Instructional leadership and school governance**		
Prof PR Machaisa	• **Education law** • **Comparative education** • **Educational leadership and management** • **Education policy and law** • **Transformational leadership** • **The South African education system**	**2**	**2**

Prof VP Mahlangu	• **Professional development** • **Quality assurance** • **Education policy and law** • **School governance and administration** • **Open distance learning/e-Learning** • **Gender and leadership/ female leadership** • **Managing diversity** • **Personnel training and development**	0	0
Dr T Faleni	• **Educational Leadership and Management** • **Management of policy implementation** • **Monitoring and evaluation** • **Redefining teaching and learning strategies in the post COVID era in the context of ODEL**		
Prof SP Mokoena	• **School effectiveness and improvement** • **Education management and leadership** • **School governance** • **Technology and learner support** • **Open distance e-Learning (ODeL)** • **Shared leadership/Distributed leadership** • **Instructional leadership** • **Vocational education and training (TVET Colleges)**	0	0
Dr. MS Mataboge	• **Educational Leadership and Management** • **Organizational Management /School Management** • **Participative management** • **Instructional leadership**		

	• **Classroom Management** • **School governance and administration**		
Prof J Nyoni	• **Open distance e-learning (ODeL)** • **Education law and policy** • **Multicultural education** • **Educational management** • **Decolonial education and politics in education** • **Research Methodologies in Education** • **Change Leadership** • **Ethical leadership**	3	5
Prof VJ Pitsoe	• **Teacher professional development** • **Educational leadership and management** • **Educational policy** • **Open distance learning/e-Learning** • **Values education and democracy** • **Philosophy of education and** • **Indigenous knowledge systems**		
Dr EK Prins	• **Educational leadership and management** • **School governance and administration** • **Teacher effectiveness in the classroom** • **Personnel training and development** • **Education policy and law**		
Dr J Rapeta	• **Education policy and law** • **Education and democracy** • **Management of politics in education** • **Safety in Schools** • **Educational stakeholders and labour issues.**	4	3

	• **Redeployment of Educators.** • **Educators Duty of Care** • **Learner discipline.**		
Dr MS Sepeng	• **Educational Leadership and Management** • **Organizational Management /School Management** • **Participative management** • **Instructional leadership** • **Classroom Management** • **School governance and administration**		
Dr. LL Toolo	• **Youth Development** • **Female Leadership** • **Socioeconomic Empowerment** • **Stakeholder Coordination in Education**	**2**	**2**
TOTAL NUMBER		**25**	**28**

Models of supervision

The individual and co-supervision models are used. Co-supervision is mostly done for mentoring purposes and multi-, inter- and trans-disciplinary (MIT) research. Some supervisors in the college supervise across departments. Students are therefore advised to study the lecturer profiles of other departments in the college when trying to identify a suitable supervisor.

Opportunities regarding external supervision

External supervisors will be considered if a suitable supervisor is not available in the department. However, this will depend on the financial viability of the Department.

Contact details of the department

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