

College of Education Research focus areas for 2021

**RESEARCH OPPORTUNITIES, AVAILABLE SUPERVISION CAPACITY
AND SELECTION CRITERIA, ADMISSION AND REGISTRATION
INFORMATION PER SCHOOL AND DEPARTMENT IN CEDU**

DEPARTMENT OF ADULT BASIC EDUCATION AND YOUTH DEVELOPMENT

Research focus areas of the Department (2021)

- 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 2021	No of available positions for PhD students for 2021
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	1	1
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 2021	No of positions for doctoral students still available for 2021
Prof KP Quan-Baffour	<ul style="list-style-type: none"> • Adult education and development • Andragogy • TVET curriculum • The art and science of teaching adults • Indigenous knowledge systems (IKS) and adult education 	1	2
Prof VI McKay	<ul style="list-style-type: none"> • Literacy • Community colleges 	2	2
Prof NRA Romm	<ul style="list-style-type: none"> • Accountable social inquiry 	1	1
Prof A Arko-Achemfuor	<ul style="list-style-type: none"> • Entrepreneurship research for youth and adults • Community education for adult and youth development • Adult education and indigenous knowledge systems 	2	2
Prof MM Dichaba	<ul style="list-style-type: none"> • Professional development • Adult education and community education • Youth development 	2	2
Prof GP Baloyi	<ul style="list-style-type: none"> • Technology in ABET and youth development • Open distance learning (ODL) 	1	2
Prof MJ Motseke	<ul style="list-style-type: none"> • Community education for development • Teaching of English 2nd language • Adult education 	2	2
Dr LR Johnson	<ul style="list-style-type: none"> • Correctional adult education • Open Distance e-Learning (ODEL) • Indigenous knowledge system (IKS) • Adult and community education and training • Community colleges 	2	2
Dr MM Malale	<ul style="list-style-type: none"> • Adult vocational education 	2	1
Dr FM Teane	<ul style="list-style-type: none"> • Literacy and community development • Psychology of adult education • Curriculum issues 	2	2
Dr II Setlhodi	<ul style="list-style-type: none"> • 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
Dr RB Monyai	<ul style="list-style-type: none"> • Technology and open distance learning 	1	1
Dr GP Tshephe	<ul style="list-style-type: none"> • Technology-enhanced learning • Correctional adult education • Youth development • Students' support • Teaching and learning • Open distance and e-learning 	0	2
Dr KJN Karel	<ul style="list-style-type: none"> • Open distance education (assessment) • Gender studies within ACET 	3	0

	<ul style="list-style-type: none"> Youth development and human rights 		
Dr GK Mokwena	<ul style="list-style-type: none"> Adult education Vocational training Women empowerment 	3	1
Mrs GK Gomba	<ul style="list-style-type: none"> Management in adult education 	2	0
Dr X Tawana	<ul style="list-style-type: none"> Feminist and gender studies Women, gender and social justice Youth development and human rights Citizenship education 	2	1
Dr JN Mampane	<ul style="list-style-type: none"> Sexuality and LGBTIQ+ issues in education Gender equality and mainstreaming in education The impact of HIV/AIDS in the education sector Health, nutrition and wellness programmes in the education sector 	2	2
Dr AM Rivombo	<ul style="list-style-type: none"> Diversity and change management in adult education Community education in ACET 	3	1
Dr A van der Nest	<ul style="list-style-type: none"> Professional development of adults Formative assessment 	3	1
Dr EM Nkoana	<ul style="list-style-type: none"> 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
Mr SB Msezane	<ul style="list-style-type: none"> Environmental and sustainable development 	2	0
Mr P Phuluwa	<ul style="list-style-type: none"> Youth development 	1	0
Mrs TM Molema	<ul style="list-style-type: none"> Community colleges in ACET 	1	0
Mr RV Mabuza	<ul style="list-style-type: none"> Community colleges in ACET 	0	0
Mrs B Magadlela	<ul style="list-style-type: none"> Entrepreneurship for youth and adults Community education for development 	1	0
Mr KC Mbanjwa	<ul style="list-style-type: none"> Correctional adult education Management of adult education centres 	1	0
Mr VG Luxomo	<ul style="list-style-type: none"> 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 	1	0
Dr EV Zitha	<ul style="list-style-type: none"> Quality assurance in adult education Adult and continuous education Entrepreneurship for youth and adults Community education for youth development Adult education and indigenous knowledge systems Policy and evaluation in adult and community education Learner support in adult and community education 	3	2
Ms DM Chuene	<ul style="list-style-type: none"> Distance education Open distance learning Curriculum studies in adult education 	1	0
Ms AM Machobane	<ul style="list-style-type: none"> Community education Student support in ODL Adult education 	1	0

Mr TS Ngubane	<ul style="list-style-type: none"> • Teaching adults/the learner • Management of community learning centres (CLC) • Adult education and indigenous knowledge systems 	0	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 A Arko-Achemfuor: Sunnyside Campus, Building 10: 1-50; tel: 012 481 2902; e-mail: aachea@unisa.ac.za

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 University of South Africa, College of Education

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.

DEPARTMENT OF INCLUSIVE EDUCATION

Research focus areas of the Department (2021)

- 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

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 2021	No of available positions for PhD students for 2021
Gender-based violence in schools for learners with disabilities	This is a cross-national study, which documents gender-based violence in schools for learners with disabilities in South Africa and Kenya.	Prof NT Phasha	2	2
Transition from schools to the world of work	School-work transition programmes for learners with impairments.	Dr IL Mkhuma	2	0
Teaching Mathematics and Science for visually impaired learners	The project is based at special schools for visually impaired learners.	Prof MO Maguvhe	4	4

Focused M & D programmes

Name of programme	Qualification code	Course work/full research
Master's of Education in Inclusive Education	98443	Research proposal module and a full research dissertation
Master's of Education in Inclusive Education	98444	Four 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	No of positions for PhD
--------------------	--------------------------------------	---------------------	-------------------------

		MEd students still available for 2021	students still available for 2021
Prof NT Phasha	<ul style="list-style-type: none"> • Violence, sexuality and disability • Disability and inclusivity in higher education 	1	1
Prof MO Maguvhe	<ul style="list-style-type: none"> • Disability issues (visual impairment and deaf-blind) • Access to Mathematics and Science with reference to special needs education • Disability and curriculum adaptation 	1	3
Prof FD Mahlo	<ul style="list-style-type: none"> • Inclusive education practices in the Foundation Phase • Teacher, parental and learner support in inclusive settings • Social justice and human rights in education • Education for learners with intellectual disabilities • Curriculum differentiation and SIAS 	0	0
Prof SS Ntombela	<ul style="list-style-type: none"> • Access and support for students with disabilities • The influence of language and gender on teaching and learning • Children's geographies and their impact on learning and development 	0	1
Dr MJ Gumede	<ul style="list-style-type: none"> • Disability studies • Mathematics and Science with reference to special needs education 	1	1
Dr AA Mdikana	<ul style="list-style-type: none"> • Sexual abuse and intellectual disability • Youth and adolescent challenges • School-based support teams (SBST) and district-based support teams (DBST) functioning • Care and support in inclusive and specialised settings 	6	0
Dr JMC Motitswe	<ul style="list-style-type: none"> • Teaching strategies for inclusive classrooms • Addressing barriers to learning • 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 	1	0
Dr RG Ledwaba	<ul style="list-style-type: none"> • Augmentative and alternative communication • Inclusive education in schools and in early childhood development (ECD) • Curriculum differentiation • Disability in schools • Parents of children with disabilities • Play adaptation for children with disabilities • Disabilities in ECD 	1	0
Dr TI Mashau	<ul style="list-style-type: none"> • Supporting learners with reading difficulties • Learner support • Parent involvement in schools • Health promotion in schools • Student support in ODeL 	2	0
Dr M Chauke	<ul style="list-style-type: none"> • Inclusive education practices in the Intermediate/Senior Phase • Teaching strategies for inclusive classroom • Intervention strategies/approaches for supporting learners who experience barriers to learning and development • SBST and DBST functioning for learners who experience 	1	0

	barriers to learning and development		
Mr SE Mbelu	<ul style="list-style-type: none"> Inclusion in full-service schools Social justice and ethical issues in Inclusive Education 	0	0
Dr IL Mkhuma	<ul style="list-style-type: none"> Disability in higher education and post-schooling (universities, TVET colleges and universities of technology) School-work transition programmes for learners with impairments 	1	1
Dr M Clasquin-Johnson	<ul style="list-style-type: none"> Autism, neurological conditions Curriculum adaptation for learners with special needs Early identification and intervention 	0	0
Dr K Malahlela	<ul style="list-style-type: none"> Supporting learners with behaviour problems Implementation of the SIAS Curriculum differentiation 	1	0
Dr H Maapola-Thobejane	<ul style="list-style-type: none"> Inclusive education practices in full-service schools Curriculum differentiation Education for learners with mild to moderate intellectual impairments Dyslexia Care and support for teaching and learning (CSTL) Learners with challenging behaviours at schools 	1	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 FD Mahlo: Sunnyside Campus, Building 10: 0-60; tel: 012 481 2756; e-mail: mahlofd@unisa.ac.za (CoD)

Dr TI 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'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 PSYCHOLOGY OF EDUCATION

Research focus areas of the Department (2021)

- Success in schools
- Talent development
- Mental health in schools
- Adolescent development and learning
- Academic achievement of adolescents
- Personality and social development of adolescents
- Spiritual intelligence
- Language development (ESL/EFL)
- Learning theories
- Multiple intelligences
- HIV/Aids and care-giver support
- Gender issues
- Life skills and life orientation
- Adaptive sport
- Discipline and punishment in schools
- Perceptions
- Cross-cultural psychology
- Bullying and positive parenting
- Child and adolescent psychology
- Cultural customs and indigenous knowledge
- Identity development
- Learner support in ODL
- Environmental education (care for the environment)
- Mathematics education (emotional barriers)
- Special needs education/inclusive education – learning disabilities/difficulties
- Psychometrics
- Career guidance
- Study assistance/methods
- Learners with physical impairments
- Autism
- Positive psychology, specifically the asset-based approach
- Barriers to learning and inclusion
- Individual therapy
- Trauma
- Counselling in childhood and adolescence
- Early attachment and parenting
- Expressive and movement group therapy
- Psycho-educational health counselling
- Cross-cultural counselling
- Assessment and intervention

- Psychological, educational and dynamic assessment
- Resilience
- Wellness
- Factors influencing performance

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 2021	No of available positions for PhD students for 2021
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 in order for successful schooling to occur and for teachers and students to realise their academic potential.	Dr C Haasbroek	1	1
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: <ul style="list-style-type: none"> • 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	1	1

Focused M & D programmes

Name of programme	Qualification code	Curriculum
MEd in Psychology of Education	98407	Research proposal module and full research dissertation

PhD in Psychology	90058 - PSY	Research proposal module 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 2021	No of positions for PhD students still available for 2021
Dr C Ferreira	<ul style="list-style-type: none"> Multiple intelligences; spiritual intelligence Learner support in ODL Adult education Values education The adolescent 	2	0
Ms BA Feldman	<ul style="list-style-type: none"> Resilience Well-being in school contexts Psycho-educational support Values-based education Specific learning difficulties 	2	0
Dr C Haasbroek	<ul style="list-style-type: none"> Psycho-social factors Mental health of students and teachers Well-being of teachers/learners Psycho-emotional support 	0	0
Prof PJH Heeralal	<ul style="list-style-type: none"> Mentoring of novice teachers Multicultural education Educational law Educational leadership Rural education Inclusive education Psychology of education (discipline) 	1	2
Prof D Kruger	<ul style="list-style-type: none"> Learners with physical impairments 	0	0
Dr MF Mavuso	<ul style="list-style-type: none"> Success in schools Psycho-educational support Life skills and life orientation Positive parenting Autism Barriers to learning and inclusion Special needs education/inclusive education Learning disabilities/difficulties 	1	2
Dr AM Moll	<ul style="list-style-type: none"> Autism Disabilities Adaptive sport 	0	0
Dr MM Moseki	<ul style="list-style-type: none"> Adolescent development and learning Academic achievement of adolescents Truancy in secondary schools Study assistance/method Child and adolescent self-regulated learning development 	2	0

	<ul style="list-style-type: none"> • School guidance and counselling • Assessment and intervention 		
Prof K Mohangi	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Childhood and adolescent development • Talent development • Mental health in schools 	2	0
Dr H Olivier	<ul style="list-style-type: none"> • Positive psychology and resilience • Educational psychology • Counselling for teachers • Community engagement in educational psychology • Learning and learner support • Life orientation • Counselling and learner support • Barriers to learning and inclusion • HIV/Aids • Psycho-educational support 	0	0
Prof RJ Tabane	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Discipline and punishment in schools • Success in schools 	1 (co-supervisor)	0
Prof E Venter	<ul style="list-style-type: none"> • Philosophy of education: critical theory, hermeneutics, African philosophy and IKS • Discipline and punishment in schools • Bullying • Perceptions • Communication • Open distance learning 	0	0
Dr CL Weber	<ul style="list-style-type: none"> • Resilience • Developmental disabilities • Intellectual disabilities 	2	3
Dr L Zimmerman	<ul style="list-style-type: none"> • School improvement effectiveness • Test development 	0	4

	<ul style="list-style-type: none"> • Language and literacy • Mixed methods • Qualitative research methods • Curriculum studies • Reading and writing 		
Prof V Scherman	<ul style="list-style-type: none"> • School effectiveness and improvement • Psychometrics • Bullying and social capital • School climate • Mixed methods • Quantitative methods 	2	1
Prof MD Magano	<ul style="list-style-type: none"> • Wellness • Life skills and Life Orientation 	0	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 E Venter: Nkoana Simon Radipere Building, 06-47; tel: 012 429 4751; e-mail: ventee1@unisa.ac.za

Prof RJ Tabane: Nkoana Simon Radipere Building, 06-61, tel: 012 429 2056, e-mail: tabanj@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, 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 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

All applications will be considered by the Departmental Higher Degrees Committee, Chair of the Department, 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. 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 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 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, 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 EDUCATION LEADERSHIP AND MANAGEMENT

Research focus areas of the Department (2021)

- 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
- Rural educational leadership
- Research methodologies in education
- Change leadership
- Ethical leadership

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 2021	No of available positions for PhD students for 2021
TVET	Enhance the knowledge of academics who teach in TVET colleges. Students enrolled in the project should complete within two years.	Prof SP Mokoena	40 TVET sponsored students	0

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	Four 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 2021	No of positions for PhD students available for 2021
Dr CEN Amsterdam	<ul style="list-style-type: none"> • Research methodologies in education • Education policy and law • Managing diversity in education • School infrastructure and resources • Equity in education • Educational leadership and management • School governance and administration • Education and democracy • Educator evaluation • Managing assessment • Professional development 	1	3
Prof RJ Botha	<ul style="list-style-type: none"> • Education leadership • Education management • International education • Comparative education 	2	2
Prof SA Coetsee	<ul style="list-style-type: none"> • Education law and policy • Education management and leadership • School governance and administration • Education and democracy • Continuous professional development 	1	2
Dr SS Khumalo	<ul style="list-style-type: none"> • Education for sustainable development • Transformational leadership • Social justice education • Organisational development in education 	4	2
Dr T Lekalakala	<ul style="list-style-type: none"> • Education management • School governance and administration • Education policy and law • School and teacher effectiveness 	2	1
Prof M Lekhetho	<ul style="list-style-type: none"> • Educational leadership and management • School governance • School effectiveness and improvement • Quality education • Quality assurance • Open and distance learning (ODL) • Sociology of education 	1	1

Dr RI Lumadi	<ul style="list-style-type: none"> • School management • Quality assurance • Teaching practice in an ODL context • Education policy and law • School and teacher effectiveness 	1	2
Mrs MR Mabusela	<ul style="list-style-type: none"> • School governance and administration • School improvement • School leadership and management • Female leadership 	4	0
Prof PR Machaisa	<ul style="list-style-type: none"> • Education law • Comparative education • Educational leadership and management • School governance 	2	2
Prof VP Mahlangu	<ul style="list-style-type: none"> • 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	3
Prof ST Mampane	<ul style="list-style-type: none"> • Leadership and school management • Education law and policy studies • School governance and administration • Education policy and law 	2	4
Dr MJ Masenya	<ul style="list-style-type: none"> • Management of change/change management • Transformation in higher education • Transformational leadership • Psycho-spiritual issues in leadership 	0	0
Dr S Mkhwanazi	<ul style="list-style-type: none"> • Teacher professional development • School leadership and management • Educational reform • School and teacher effectiveness 	0	0
Mrs I Mojapelo	<ul style="list-style-type: none"> • Educational leadership and management • School management and leadership • Classroom management/teacher as manager • Educational law 	2	0
Prof SP Mokoena	<ul style="list-style-type: none"> • School effectiveness and improvement • Education management and leadership • School governance • Technology and learner support • Open Distance e-Learning (ODeL) • Shared leadership 	2	2
Prof T Netshitangani	<ul style="list-style-type: none"> • Gender issues in educational management • Educational leadership and management • School violence • Postgraduate supervision 	8	5
Prof J Nyoni	<ul style="list-style-type: none"> • 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 	2	4
Prof VJ Pitsoe	<ul style="list-style-type: none"> • Teacher professional development • Educational leadership and management 	2	2

	<ul style="list-style-type: none"> • Educational policy • Open distance learning/e-Learning • Values education and democracy • Philosophy of education • Indigenous knowledge systems 		
Dr EK Prins	<ul style="list-style-type: none"> • Educational leadership and management • School governance and administration • Teacher effectiveness in the classroom • Personnel training and development <ul style="list-style-type: none"> • Transformation in ODeL 	3	2
Dr J Rapeta	<ul style="list-style-type: none"> • Education policy and law • Education and democracy • Management of politics in education 	1	2
Dr MS Sepeng	<ul style="list-style-type: none"> • School choice • Educational leadership and management 	1	1
Dr LL Toolo	<ul style="list-style-type: none"> • Youth development • Female leadership • Socioeconomic empowerment • Stakeholder coordination in education 	1	1
Prof VT Zengele	<ul style="list-style-type: none"> • Educational policy • Educational leadership and management • Teacher unionism 	5	5

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 SP Mokoena: tel: 011 4321161/082 675 6155; e-mail: mokoesp@unisa.ac.za

Prof PR Machaisa: Nkoana Simon Radipere Building, 6-83; tel: 012 429 4560; e-mail: machapr@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 (qualification code – 98405)

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.

Master of Education (course work) (qualification code – 98420)

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 had adequate exposure to appropriate research methods and methodologies as part of their previous qualifications. Students must submit proof/evidence (an official letter signed by the principal of the school) that they are employed on a management level (at least a chair/head of department at a school) or have six years' teaching experience. 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 (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 course work master's:

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

Students must submit proof/evidence (an official letter signed by the principal of the school) that they are employed on a management level (at least a chair/head of department at a school) or have six years' teaching experience.

Students should submit a short research outline of 600 to 750 words which sketches the intended research area, 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.

For a full research master's:

Students should submit a short research outline of 600 to 750 words which sketches the intended research area, 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.

For a 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, 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 Education Management in their PhD studies. It is therefore imperative that the first heading of the research outline should read *PhD in Education focusing on Education Management*.

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%).

A limited number of students can be accommodated per year in the MEd in Educational Leadership and Management (course work), qualification code: 98420. Students who do not qualify for the course work master's, will be considered for the full research Master's in Education Management 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 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 Educational Leadership and Management 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 (2021)

- **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
 - African philosophy and education
 - Ubuntu in education
 - Cultural diversity
 - Educational philosophies and schooling
 - Philosophy for children (P4C) and critical thinking
 - Indigenous knowledge systems and epistemologies
 - Metaphors in education
 - Teacher accountability
 - Critical thinking
 - Higher education studies
 - The politics of space and place in education
 - Spatial justice in education
 - Environmental and geography education
 - ICT in education/educational media
 - Open distance learning (ODL)
 - Ethics
 - Postcoloniality
 - Emancipation

- **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 2021	No of available positions for PhD students for 2021
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	1	3
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	2	2
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 2021	No of positions for new PhD students available for 2021
Prof J Seroto	<ul style="list-style-type: none"> Indigenous knowledge systems History of education Missionary education 	4	4
Prof MN Davids	<ul style="list-style-type: none"> History of education Transformation in education Teacher education (pre and in-service) Teaching practicum assessment Assessment Social theory Memory work 	4	2
Dr S du Plessis	<ul style="list-style-type: none"> 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	<ul style="list-style-type: none"> History History of education 	2	0
Prof VG Gasa	<ul style="list-style-type: none"> Aggressive behaviour Peace education 	0	0
Dr HJ Kriek	<ul style="list-style-type: none"> Professionalism in teaching Mentorship in teaching practice Interrelatedness between society and schools Implementation of teaching practice Socio-Education 	2	1
Dr N Madikizela-Madiya	<ul style="list-style-type: none"> Higher education studies Spatial justice in education Academic identities Research in education Environmental education Geography education 	3	2
Prof M Letseka	<ul style="list-style-type: none"> University student retention ICTs and education 	1	1

	<ul style="list-style-type: none"> • Indigenous epistemologies 		
Dr LM Luvalo	<ul style="list-style-type: none"> • Education and social transformation • International and multi-cultural education • Comparative education 	2	1
Dr KJ Maluleka	<ul style="list-style-type: none"> • Early childhood education • Adult education • Indigenous technology as part of an indigenous knowledge system 	3	0
Mr TV Letsoalo	<ul style="list-style-type: none"> • Technical vocational education and training (TVET) • Student support (TVET) • Parental involvement (TVET) 	2	0
Dr BM Moloto	<ul style="list-style-type: none"> • African philosophy and education • Educational philosophies and schooling • Teacher accountability • Higher education studies • ODL 	3	0
Dr ST Ngobeni	<ul style="list-style-type: none"> • Partnerships • Philosophy of education • Educational leadership and management • Self-concept and academic achievement 	2	1
Dr ZT Shembe	<ul style="list-style-type: none"> • Drug abuse by learners • Violence associated with substance abuse 	3	1
Dr SM Danke	<ul style="list-style-type: none"> • Adult education (philosophical perspective) • Adult education (history of) • Adult education (comparative perspective) • Adult education (socio-education) perspective 	1	1
Mr N Ndwandwe	<ul style="list-style-type: none"> • Various aspects of socio-education 	4	0
Prof DJvR Postma	<ul style="list-style-type: none"> • Critical pedagogy • Posthumanism • Decoloniality • Knowledge traditions • Democracy and social justice • Subjectivity and ethics 	3	4
Dr Z Moichela	<ul style="list-style-type: none"> • Indigenous knowledge systems • History of education • Oral history research method • African philosophy and education 	4	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 LM Luvalo: Nkoana Simon Radipere Building, 6-78; tel: 012 429 2541; e-mail: luvallm@unisa.ac.za

Dr 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 CURRICULUM AND INSTRUCTIONAL STUDIES

Research focus areas of the Department (2021)

- 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 2021	No of available positions for PhD students for 2021
-	-	-	-	-

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 2021	No of positions for PhD students still available for 2021
Dr P Biccard	<ul style="list-style-type: none"> Mathematics education Teaching practice Teacher professional development 	0	0
Prof JM Dreyer	<ul style="list-style-type: none"> Practical teaching (teaching practice) Teaching and learning Assessment Mentoring Environmental education Geography education Open and distance and e-learning 	0	3
Prof EC du Plessis	<ul style="list-style-type: none"> Curriculum studies (theory and development) CAPS Distance education in a community of practice Teaching practice in an ODL context 	0	1
Prof JG Ferreira	<ul style="list-style-type: none"> Life sciences education Environmental education 	0	0

Prof MW Lumadi	<ul style="list-style-type: none"> • 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 	0	0
Prof PL Mabunda	<ul style="list-style-type: none"> • Teaching practice in an ODL context • Curriculum studies and practice (including CAPS) • Quality assurance in teacher education programmes 	1	1
Mr SB Mahlambi	<ul style="list-style-type: none"> • The educator as assessor • Curriculum development 	0	0
Dr MM Maja	<ul style="list-style-type: none"> • Teaching English first additional language • Teacher development • Curriculum development 	0	0
Ms TB Maphumulo	<ul style="list-style-type: none"> • Open distance learning (ODL) and e-Learning (ODeL) • Experiential learning (work-integrated learning/teaching practice) 	0	0
Dr AS Mawela	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Mathematics education curriculum • Curriculum theory and practice • Curriculum studies • Education, pedagogy and practice • Decolonisation education • Indigenous education 	2	1
Prof TI Mogashoa	<ul style="list-style-type: none"> • Curriculum studies • Social sciences • Assessment • Teaching practice • Adult education 	0	0
Ms. FN Modipa	<ul style="list-style-type: none"> • Curriculum and assessment policy statement (CAPS) • Curriculum theory and practice • Curriculum development • Assessment of teaching and learning • Curriculum and feminism • Education, pedagogy and practice 	0	0
Ms MP Modise	<ul style="list-style-type: none"> • Student support in ODL/e-learning • Teacher professional development • Technology-integrated teaching and learning • ODL/e-learning • Social media (blogs, Facebook, WhatsApp, etc) as teaching strategies • Flipped class pedagogy • e-Portfolios • Assessment • MOOCs 	0	0
Ms MM Moila	<ul style="list-style-type: none"> • ODeL • Mathematics education 	2	0

	<ul style="list-style-type: none"> • Teacher professional development • Curriculum studies • Education pedagogy and practice 		
Mr F Mukhati	<ul style="list-style-type: none"> • Curriculum studies • Curriculum development • Assessment of teaching and learning • Teaching practice • Teacher professional development • Curriculum of geography and social sciences 	1	0
Dr PK Mudau	<ul style="list-style-type: none"> • 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) 	2	0
Ms K Naidu	<ul style="list-style-type: none"> • 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) 	2	0
Dr VA Nkonyane	<ul style="list-style-type: none"> • Curriculum studies • Teacher development • Decolonisation pedagogy • Empowering rural schools and schools from disadvantaged backgrounds into centres of excellence • Gratitude in education (GiE) 	0	0
Prof S Schoeman	<ul style="list-style-type: none"> • Responsible citizenship • Human rights • Democracy • Learning from feminism • Social sciences as school subject 	0	0
Ms P Sibisi	<ul style="list-style-type: none"> • Open distance learning (ODL) and e-learning (ODeL) • Experiential learning (work-integrated learning/teaching practice) 	0	0
Prof MJ Taole	<ul style="list-style-type: none"> • Curriculum development • Teaching practice in an ODL context • Technology-integrated teaching and learning and teaching practice • Teacher professional development • Language teaching • Multi-grade teaching 	0	0
Prof G Van den Berg	<ul style="list-style-type: none"> • ICT in education • Curriculum studies • E-learning • Open and distance learning (ODL) 	1	1
Prof MM Van Wyk	<ul style="list-style-type: none"> • 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 	3	3

	<ul style="list-style-type: none"> • Self-directive learning and self-regulated learning • Game-based learning • e-Portfolios • Alternative assessment 		
Ms N Weilbach	<ul style="list-style-type: none"> • Business education (economics, accounting, business studies, EMS) • Cooperative learning • Teacher professional development 	2	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

Dr 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.

DEPARTMENT OF EARLY CHILDHOOD EDUCATION

Research focus areas of the Department (2021)

- 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 2021	No of available positions for PhD students for 2021
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
Reprioritising the roles and competencies of e-tutors at an open and distance e-learning institution in South Africa	The purpose of the study is to identify the roles of e-tutors and critical skills, attributes and competencies for e-tutoring based on a review of research and perspectives of high performing e-tutors.	Dr S Govender	1	1

E-tutoring in an ODeL context: factors impeding student engagement	The aim of this study is to investigate the various factors that impede student engagement in e-tutoring within an ODeL context. The study will then propose ideas on how e-tutors can improve student engagement through e-tutoring.	Dr Phala Prof S Krog Dr GS Le Roux	1	0
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 R Mphahlele	2	4
Mathew Goniwe E-tutor	Student support.	Prof NC Phatudi	2	1

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 2021	No of positions for doctoral students still available for 2021
Prof HB Ebrahim	<ul style="list-style-type: none"> • Curriculum, pedagogy and assessment in early childhood care and education 	2	3

	<ul style="list-style-type: none"> • Early learning (birth to five) • Teacher education and leadership in early childhood education • Policy in early childhood 		
Prof NC Phatudi	<ul style="list-style-type: none"> • 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	<ul style="list-style-type: none"> • Multicultural education in ECE • Management in ECE 	1	1
Prof S Krog	<ul style="list-style-type: none"> • Movement in ECE • Sport psychology • Sports coaching 	2	1
Dr MR Modise	<ul style="list-style-type: none"> • Leadership and management in ECE 	1	1
Dr DM Hannaway	<ul style="list-style-type: none"> • Technology for teaching and learning in the early years 	1	1
Dr MM Machaba	<ul style="list-style-type: none"> • ECE mathematics • Special needs/barriers to learning in ECE 	2	4
Dr MJ Sethusha	<ul style="list-style-type: none"> • Teaching practice in the early years 	1	1
Ms PON Moshaba	<ul style="list-style-type: none"> • Early childhood teaching and learning 	0	0
Dr TAL Phala	<ul style="list-style-type: none"> • Inclusive education in early childhood 	1	0
Dr P Govender	<ul style="list-style-type: none"> • Mathematics teaching (Foundation Phase) • Classroom assessment (Foundation Phase) 	1	0
Dr MH Phajane	<ul style="list-style-type: none"> • Early childhood education 	2	0
Dr S Mohapi (contract)	<ul style="list-style-type: none"> • School governance • School leadership and management • Continuous professional teacher development • Early childhood development • Community engagement 	1	1
Dr N Ndou	<ul style="list-style-type: none"> • Leadership in the early years 	1	0
Dr M Ngema	<ul style="list-style-type: none"> • Language in the Foundation Phase 	1	0
Dr RSS Mphahlele	<ul style="list-style-type: none"> • Early childhood teaching and learning 	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 HB Ebrahim: Nkoana Simon Radipere Building, 7-54; tel: 012 429 8747; e-mail: ebrahhb@unia.ac.za

Prof NC Phatudi: Nkoana Simon Radipere Building, 7-61; tel: 012 429 6521; e-mail: Phatun1@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 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

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 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 MATHEMATICS EDUCATION

Research focus areas of the Department (2021)

- 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 2021	No of available positions for PhD students for 2021
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 2021	No of positions for PhD students still available for 2021
Dr JJ Dhlamini	<ul style="list-style-type: none"> Mathematical modelling and problem solving Cognitive learning 	1	2
Prof ZMM Jojo	<ul style="list-style-type: none"> Mathematics teacher professional development Learners' knowledge construction Meaningful geometry teaching and learning Ethnomathematics 	0	1
Prof MG Ngoepe	<ul style="list-style-type: none"> Mathematics teachers' professional development Classroom practice 	0	3
Dr ST Makgakga	<ul style="list-style-type: none"> Mathematics teaching and learning Error analysis and application in classroom Geometrical thinking Language issues in the teaching and learning of mathematics in multilingual classrooms 	4	1
Prof MM Phoshoko	<ul style="list-style-type: none"> Use of contexts in mathematics teaching Mathematical modelling and problem solving in the mathematics classroom 	2	0

Prof MF Machaba	<ul style="list-style-type: none"> • Everyday contexts in the teaching and learning of mathematics 	2	2
Dr MM Masilo	<ul style="list-style-type: none"> • Technology and media in teaching and learning mathematics • Effective teaching and meaningful learning in mathematics • Problem solving in Euclidean geometry 	2	1
Ms SM Kodisang	<ul style="list-style-type: none"> • Lesson study • Use of context in mathematics teaching in the GET phase (fractions; probability) 	1	0
Ms EG Makwakwa	<ul style="list-style-type: none"> • 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
Mr KS Mabotja	<ul style="list-style-type: none"> • Geometric reasoning • Mathematical understanding • Metacognition • Ethnomathematics • Pre-service mathematics teacher education 	2	0
Ms PD Motseki	<ul style="list-style-type: none"> • Differential calculus • Teaching and learning of geometry 	2	0
Mr CM Moila	<ul style="list-style-type: none"> • Errors and misconceptions in mathematics • Spatial development • Geometric thinking 	2	0
Mr GT Mphuthi	<ul style="list-style-type: none"> • Mathematical meaning for teaching particular mathematics topics • Mathematical modelling and problem solving and thinking mathematically • Meaningful geometry teaching and learning 	2	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: jozmm@unisa.ac.za

Dr JJ Dhlamini: Nkoana Simon Radipere Building, 7-04; tel: 012 429 2023; 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>
- 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 (2021)

- 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
- Pedagogic 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

Name of project	Brief description of the project	Project leader	No of available positions for MEd students for 2021	No of available positions for PhD students for 2021
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
A Strategic Intervention in Mathematics,	the project aims at improving mathematics, science and technology teachers' pedagogical	Prof MT Gumbo	2	1

Science and Technology Education	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.			
Youth, indigenous knowledge and the sustainable development goals	The engagement of youth in indigenous knowledge research and education on the sustainable development goals.	Prof S Shava	2	2

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 2021	No of positions for PhD students still available for 2021
Prof MT Gumbo	<ul style="list-style-type: none"> Technology teachers' professional development in pedagogical content knowledge Indigenous knowledge systems Decolonisation of the curriculum Distance education and e-learning 	1	0
Prof L Goosen	<ul style="list-style-type: none"> ICT in education 	3	3
Prof TA Mapotse	<ul style="list-style-type: none"> 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 	2	2
Prof LE Mnguni	<ul style="list-style-type: none"> Life science education The use of multimedia and e-learning learning in science education Curriculum ideologies Socio-scientific issues in life sciences curricula 	2	3
Dr HO Mokiwa	<ul style="list-style-type: none"> STEM education Language in science education 	1	1

	<ul style="list-style-type: none"> • Curriculum development of science 		
Dr AR Molotsi	<ul style="list-style-type: none"> • ICT in education • ODL • Educational technology • ODeI • Education management and leadership • Technological, pedagogical and content knowledge (TPACK) 	4	4
Prof AT Mothabane	<ul style="list-style-type: none"> • Science education • Physical science education • Natural science education • Physics and chemistry education 	3	3
Prof AV Mudau	<ul style="list-style-type: none"> • Teaching and learning of physical science • Teaching and learning of natural sciences 	1	3
Mr EC Ndlovu	<ul style="list-style-type: none"> • Technology education • Indigenous knowledge systems • Pedagogic content knowledge • Natural science and technology • Curriculum issues • ODeL 	4	0
Prof N Nkopodi	<ul style="list-style-type: none"> • Physical science education 	0	0
Prof MZ Ramorola	<ul style="list-style-type: none"> • ICT in education • ODeL • Teaching mathematics and science with educational technology 	2	2
Mr CA Raseale	<ul style="list-style-type: none"> • ICT in education • Computer-integrated learning 	0	0
Prof S Shava	<ul style="list-style-type: none"> • Environmental education/education for sustainable development • Indigenous knowledge systems/indigenous epistemologies • Decoloniality 	0	0
Ms MZ Sedio	<ul style="list-style-type: none"> • Technology education 	0	0
Mrs P Photo	<ul style="list-style-type: none"> • Teaching and learning of natural sciences • Informal learning environment 	0	0
Dr H Hebe	<ul style="list-style-type: none"> • 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 	2	1
Ms K Masikane	<ul style="list-style-type: none"> • Life sciences education • Natural science education • The use of multimedia teaching and learning in life science education 	2	0
Dr MV Makokotlela	<ul style="list-style-type: none"> • Environmental education/education for sustainable development • Indigenous knowledge • OER 	1	1
Ms P Blose	<ul style="list-style-type: none"> • Technology education • Indigenous knowledge systems • Curriculum issues • Education for sustainable development 	2	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

Dr HO Mokiwa: Nkoana Simon Radipere Building, 7-12; tel: 012 429 6562; e-mail: mokiwho@unisa.ac.za

Prof MZ Ramorola Nkoana Simon Radipere Building, 7-05; tel: 012 429 6965; e-mail: ramormz@unisa.ac.za (CoD)

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

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.

DEPARTMENT OF LANGUAGE EDUCATION, ARTS AND CULTURE

Research focus areas of the Department (2021)

- 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 and as the language of learning and teaching
- Literacy teaching, reading, writing, speaking and/or listening
- Teaching language and literature in a home/additional language classroom
- African language literature 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)
- Language education and women
- Using ICT and educational media in language teacher training
- Language policies in schools and at tertiary level
- Assessment in language 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 2021	No of available positions for PhD students for 2021
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	1	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

IMPORTANT INFORMATION

Unisa does not currently offer an MEd qualification in Language Education, Arts and Culture, 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 2021	No of positions for PhD students still available for 2021
Prof TV Manyike (Chair of Department)	<ul style="list-style-type: none"> • Bilingual education • Multicultural education • The teaching and learning of language and gender studies 	1	3
Mr E Chauke	<ul style="list-style-type: none"> • Teaching English in FAL classrooms • Teaching writing in FAL classrooms • The methodologies, approaches and techniques of language teaching 	2	0
Dr F Gani	<ul style="list-style-type: none"> • Adult education • Open distance learning (ODL) and e-learning (ODeL) • Integrating online learning in the curriculum • The use of ICT in teaching and learning 	2	1
Dr SS Mukhari	<ul style="list-style-type: none"> • The teaching of African languages with special reference to Xitsonga • The use of ICT in teaching and learning 	2	1
Prof MM Nieman	<ul style="list-style-type: none"> • Teaching the four language skills (reading, writing, speaking, listening) • Language teaching methodology • Assessment in language • The role of language in learning 	0	0

	<ul style="list-style-type: none"> • Teaching youth literature • The “good language learner” 		
Dr KG Nkumane	<ul style="list-style-type: none"> • The teaching and learning of African languages with special reference to IsiZulu • Teaching language and literature • African language literature and women • Research about education and women 	3	2
Dr RM Odendaal	<ul style="list-style-type: none"> • The teaching of art and culture which includes visual arts, music and drama • Education, leadership and management with specific reference to consultation towards school improvement 	1	1
Prof PM Sebate (Executive Dean)	<ul style="list-style-type: none"> • The teaching and learning of language and literature in primary and secondary schools • Assessment and quality assurance in language teaching • The use of textbooks in language teaching • Teaching indigenous knowledge systems • The teaching of African languages with reference to Setswana 	0	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 MM Nieman: Nkoana Simon Radipere Building, 6-109; tel: 012 429 4587; e-mail: niemamm@unisa.ac.za

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.