



UNISA |   
university  
of south africa

2008 RESEARCH REPORT



Cover: Silkworm cocoons during the degumming process. Read more about research on silk proteins on page 36.



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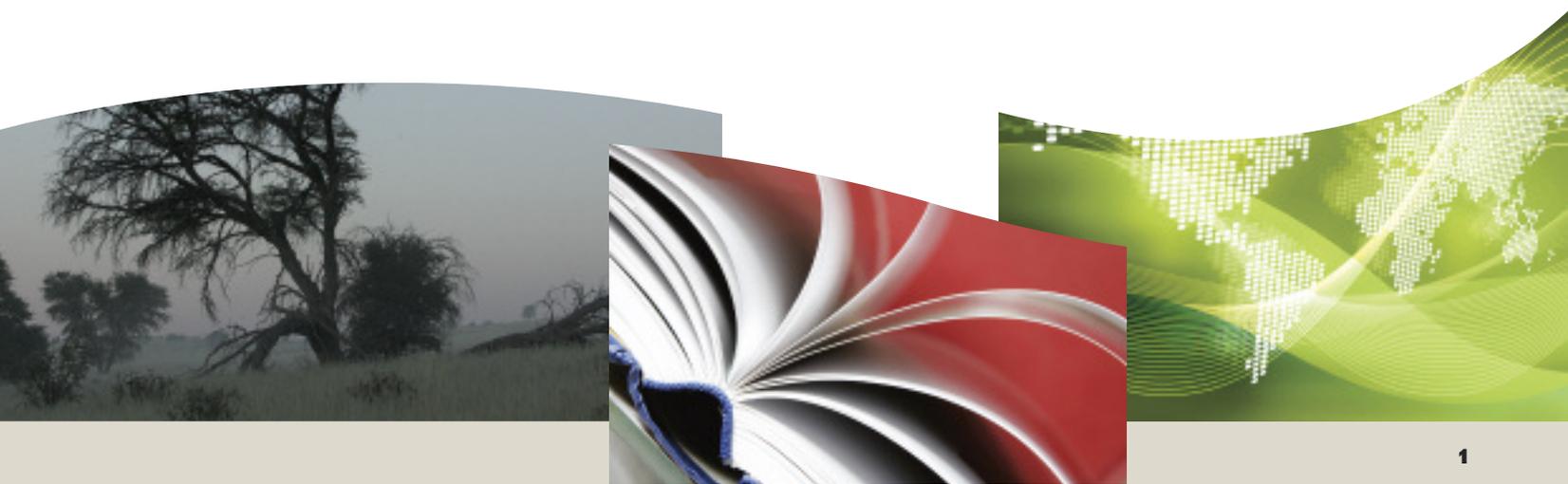
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**“The greatest challenge that our country faces** is the development of a critical mass of well qualified and top notch researchers, especially in science and technology.”



# Research is development – celebrating a year of achievement

PROF. MANDLA MAKHANYA  
PRO VICE-CHANCELLOR

THE POTENTIAL FOR RESEARCH to become a catalyst for South Africa's development agenda is enormous. In various plans, statements, initiatives and white papers, the government has made the same point over the past decade and half. For South Africa, research is neither an optional extra nor a mere luxury. The need for research-led development is so great that no South African institution of higher learning and no major South African corporation can contribute to this country's development without becoming engaged in research.

Almost all our developmental challenges can only be addressed through strategies and interventions based on rigorous research. Consider the following selection of our developmental challenges: energy outages and shortages, unbearable traffic volumes in our urban centres, climate change, water sanitation, accessibility of justice to all citizens, social cohesion, racism, patriarchy, moral degeneration, literacy levels and violence against women. The only way we can respond to these and many other challenges in an informed, affordable and sustainable manner is through research.

However, the greatest challenge that our country faces is the development of a critical mass of well qualified and top notch researchers, especially (but not exclusively) in science and technology. Without minimising the need for funding, equipment and technology in the South African innovation system, the most basic of our needs are warm human bodies with the capacity to engage in research and the wherewithal to produce the requisite research outputs. Indeed, our research funding, equipment and technology interventions should be geared towards research human resource development. Thus is one of the weaker links in South Africa's innovation system.

Few institutions of higher learning have understood these challenges better than Unisa. In 2008, the Institution launched and continued to roll out a suite of initiatives, interventions and projects whose central aim is the development of a critical mass of researchers. Such initiatives include:

- The Postgraduate Bursary for Master's and Doctoral Students (which is available to master's and doctoral students on merit regardless of nationality)
- The Master's and Doctoral Support Programme for staff members (enrolled for master's and doctoral studies at Unisa and elsewhere)
- The Young Academics Programme (a retention and training programme for young staff members)
- The Unisa Women in Research Initiative
- The Unisa Research Training Programme (aimed at all categories of researchers throughout the year)
- The collaborative Unisa-NRF Thuthuka Programme
- Various interventions aimed at developing researchers in all Colleges
- Advanced plans to establish an Institute for Graduate Studies in the University
- The transformation of the Florida Campus into a Science Hub
- The transformation of the Unisa Main Campus Library into a leading Research Library.

Although many of the above initiatives are new and being rolled out, the response of the Unisa research community has been overwhelmingly enthusiastic all round. It is clear that the University is making the right kinds of both long and short term 'investments' in research development. The returns will not be immediate, but our determination to make the strategic investments

and make them now is there for all to see. In a few years, the impact of these initiatives and investments should begin to be felt within and beyond Unisa.

While they are the most strategic and most important, the research development initiatives do not exhaust our entire research effort. We boast a growing number of rated researchers to whom we are providing more fitting recognition and support. For the past five years, we have consistently surpassed our target of ten new rated researchers per annum. Similarly, the recognition and support provided to both supervisors and postgraduate students will impact on the throughput and graduation rates of our postgraduate students. The various prizes and incentives we provide for researchers are proof that as an institution, we are committed to the rewarding of excellence in research.

Our commitment to the development of research in the applied and natural sciences is further indicated in the dedication of the Florida Campus to the natural and applied sciences. The appointment of Prof. Catherine Hoppers in the SARChI Chair in Development Education is making the right kinds of academic waves in the Institution, especially in consolidating our focus on multi-, inter- and trans-disciplinary research.

I am excited with our strategic initiatives and interventions. I look back to 2008 with pride at what Unisa has achieved in terms of research and research development. I look forward to doing even better in 2009. For Unisa, research is development.



# Implementing the Institutional Research Plan

PROF. RITA MARÉ  
VICE-PRINCIPAL: ACADEMIC AND RESEARCH

IN ITS STRATEGIC PLAN, *Unisa 2015: An Agenda for Transformation*, Unisa lists as one of its strategic objectives the promotion of research aligned with national priorities for knowledge development and increased capacity and productivity. As a step in the implementation of this strategic objective, an Institutional Research Plan was adopted late in 2007 and 2008 saw the commencement of the implementation of the plan.

The Institutional Research Plan confirms that Unisa's research is based on excellence underpinned by ethical principles in research and knowledge production. Excellence in research is obtained through, amongst others, extensive training and capacity development of staff, support for researchers, and rigorous internal and external peer review of all research outputs submitted for accreditation to the Department of Education. Ethical principles in research are now managed through Unisa's new Research Ethics Policy, also implemented in 2008.

The Institutional Research Plan lists a number of Unisa's research focus areas, all aligned to *Unisa 2015: An Agenda for Transformation*, as well as to national priorities. These focus areas include, amongst others, open distance learning (ODL), poverty and development studies, the social, economical and legal impact of HIV and AIDS, South African market and fiscal research, management and leadership development, law and human rights, science, engineering and

technology, environmental issues, agriculture, culture and language and teacher training, as well as science education.

Much has been achieved during 2008 in implementing the Institutional Research Plan. Research in ODL received particular attention through the inter-college ODL research task team, led by Prof. Dele Braimoh, Director of the Institute of Open Distance Learning. Although academics are coming on board with ODL and reflexive research activities, the bulk of the research outputs in this field still come from the Professional and Administrative Research Group (PARG), with most contributions from staff of the Institute for Curriculum and Learning Development (ICLD). HIV and AIDS received much attention from researchers across disciplines, and it is envisaged that the Research Directorate's audit of this research with a web-based site of information on Unisa's research in HIV and AIDS will enhance and promote further multi-, inter- and transdisciplinary research in the field.

Many highlights are evident from the annual reports of Colleges. To name a few: The College of Agriculture and Environmental Sciences hosted the second memorial lecture for the late Prof. Godfrey Humphrey, previous Executive Dean of the College, on *The impact of global warming on food security, human, environmental health and safety*, presented by Prof. JO Okonkwo of the Tshwane University of Technology. The

College of Law maintained its excellent research output of more than one output per academic staff member by targeting support to NRF-rated researchers as well as developing researchers. The College also received the good news late in 2008 that their application to appoint Prof. J Strauss as a DST Innovation Fund Chair in Intellectual Property Management had been approved. In the College of Human Sciences, another stronghold of research at Unisa, the focus in 2008 was mainly on the development of young scholars and forging links with African scholars. The College hosted numerous seminars and colloquia, mainly through its School of Graduate Studies and often in collaboration with the Research Directorate. The colloquia on *Africanisation of the curriculum* and on *Xenophobia* should be highlighted as making poignant contributions towards the understanding of these phenomena. The re-establishment of a research culture in the College of Science, Engineering and Technology is evident from the spectacular growth in research output, seminars and visiting scholars in the College. This College still own the only internal Research Centre of Excellence, as well as NRF niche area funding. The College of Economic and Management Sciences has a large number of research projects aligned to five of the focus areas in the Institutional Research Plan and established an Academic Research Support Unit in the College to promote and support research.

2008 was a very good year for research. The preliminary indications are that Unisa's accredited research output numbers will grow over the 2006 and 2007 figures. Unisa can indeed be proud of the dedication and commitment of all its researchers.



## Turning all of Unisa into a Research Laboratory

PROF. TINYIKO MALULEKE  
EXECUTIVE DIRECTOR: RESEARCH

WHAT AN EXCITING YEAR for research, 2008 was! It was a year in which there was a constant buzz in the corridors, seminar and lecture halls of Unisa. We rolled out a rich year-long series of training and capacity building workshops and seminars - where nearly a thousand staff members, the majority of whom are from designated groups, partici-

parted. The topics covered in the workshops included, questionnaire-development, mentoring, research proposal writing, postgraduate supervision, academic writing for publication and more. From discipline group level up to university level - there were numerous significant lectures and seminars.

Our participation in the NRF Thuthuka showed considerable growth as did interest in our own home-made Master's and Doctoral Support Programme for staff. Another significant milestone achieved was the rolling out of a research ethics regime during complete with processes, structures, policy and guidelines.

During 2008 internal incentives for rated NRF researchers were rolled out. We received our largest single complement of applicants for NRF rating in any single year ever - a total of 43 applications for rating! Since 2006, we have

consistently managed to meet and exceed the target of ten new ratings per annum. In 2008, we had 15 new ratings. This overwhelmingly enthusiastic response to the NRF's rating system is indicative of a general research awakening at the University.

Two young researchers were admitted into SANPAD's capacity building programme. Once of them went on to become a Fulbright scholar in the USA. Ten women researchers were honoured for their hard work in research in 2008.

Fourteen of our best researchers were awarded the Chancellor's Prize in Research. Last but not least, 2008 was the year in which the incumbent of the UNISA SARCHi chair assumed duties at Unisa - another significant milestone in the growing research profile of the university. Appropriately the Unisa academic year was concluded in a manner befitting the UNISA motto of becoming the African University in the service of humanity. This happened when sixteen young UNISA researchers attended the 12th Assembly of CODESRIA in Yaounde, Cameroon during December 2008.

We look back to 2008 with pride at what UNISA has achieved in terms of research and research development. We look forward to doing even better in 2009. UNISA has indeed become a research laboratory; a factory for researchers.

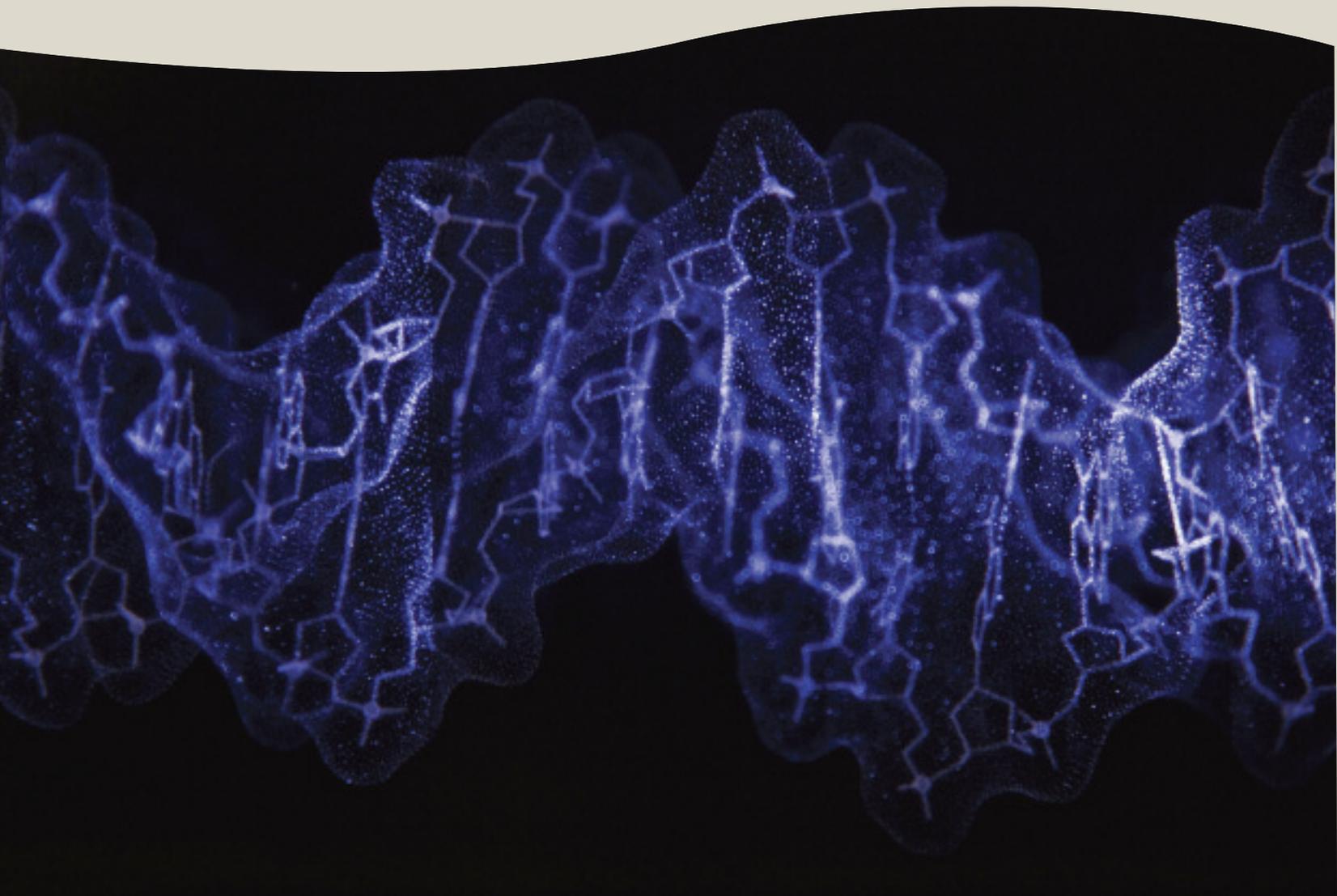
# RESEARCH ENVIRONMENT

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## **RICH RESEARCH CULTURE AT UNISA**

Research is a distinctive feature of a university. It is what sets the university apart from similar institutions in society. It helps define what a university is. The purpose of universities is firstly to generate knowledge which results from research, and secondly to disseminate that knowledge.

It is generally agreed that only a relatively small number of central, research-oriented universities are 'producers' in the international knowledge system. The peripheral higher education sectors in developing countries – which are thinly resourced, operate under adverse conditions, and struggle due to a lack of textbooks, libraries and laboratory facilities – are identified as second- or third-level distributors of knowledge. Moreover, the higher education sectors in countries such as South Africa often live an almost dual existence, looking both outward and inward as they try to serve the twin masters of national relevance and international credibility.



South Africa is in a unique position on the African continent. Its wealth and academic traditions permit it to have 'first world' universities if it chooses. However, South Africa is a minor player in the field of research and development globally. Yet, on the African continent South Africa is the major player, accounting for about 60 per cent of all research and development expenditure and about 28 per cent of all research and development scientists and engineers – and South African universities are the leaders in university research on the continent.

## COMPREHENSIVE INSTITUTIONS

Universities and technikons used to be the two forms of research organisations in the South African higher education landscape. Traditionally, wider society and academia in general perceive research to be represented by basic research at universities and applied research at technikons. Of these two research organisations, universities that have an established research culture receive the largest portion of research funds and resources from government and other funding agencies. Despite the large amounts spent on research in universities, they are still viewed as being unable to address such pressing societal issues as poverty eradication. The need for a commitment to basic research has left a vacuum which technikons, as institutions focused on applied research by virtue of their close association with industry, tried to address.

The restructuring of the higher education landscape and the establishment of the new type of institution, the comprehensive university, has called for a new debate around the role and function of these bodies, and expectations in terms of their research output. It is clear that a comprehensive institution combines both university and technikon approaches, and its new role should therefore encompass both basic and applied research. This is one of the challenges facing Unisa as a recently established comprehensive institution.

The new landscape also calls for a revisiting of the allocation of research resources and infrastructure. At Unisa we need to strike a balance between basic and applied research, and ensure that we address societal needs; and in the process we need to play both the

role of the university and the erstwhile technikon.

## RESEARCH AN INTEGRAL FEATURE OF UNISA

As a university committed to the creation, advancement and application of knowledge, Unisa views research as a core aspect of its business. The University strives to create a vibrant research culture that emphasises relevant and responsive research, and contributes positively to the development of Africa by addressing priorities such as HIV/AIDS.

However, research does not and will not happen automatically or magically. For that reason, Unisa has consciously decided to make research an integral feature of this university. The Institution has taken certain conscious and deliberate steps and decisions over the past few years aimed at reinforcing, entrenching and institutionalising the research ethos as a part of the identity of the University. These steps included the establishment of a Research Directorate and the establishment of the College of Agriculture and Environmental Sciences. These and other initiatives, which include designating resources to facilitate research, have written research boldly and clearly into the long-term strategic plan of the University (*Unisa 2015: An Agenda for Transformation*). Recent years have already seen steady and consistent growth in Unisa's research outputs.

Unisa has further developed and implemented the *Pro Vice-Chancellor (PVC) Strategic Plan 2007* within the context of *Unisa 2015: An Agenda for Transformation*. The *PVC Strategic Plan 2007* has identified research as one of the University's permanent focus areas, with one of the key objectives being to 'create a research culture that is responsive to national needs and new knowledge production'. The following strategies are suggested to achieve this:

- Delineate Unisa's focus areas and strengths in relation to national research agendas
- Promote scholarship in different fields and increase research output
- Promote more rigorous and appropriate research capacity-building
- Establish research centres of excellence in the cluster for all forms of scholarship
- Build students' capacity as researchers and publishers of research

- Maximise technological support for research initiatives
- Collaborate with national disability organisations to undertake disability-focused research.

The aim of this plan is to position Unisa internationally in terms of high quality research outputs in both basic and applied research. To build its research capacity and increase its research output, training programmes in post-graduate research have been designed for virtually all the University's junior academics, with the emphasis on skills such as proposal writing and the use of software tools. In the case of senior academics, Unisa is conducting retraining so as to refine their supervision and mentorship skills.

## RESEARCH LEADERSHIP

To boost Unisa's leadership in research in the long term, special attention is being paid to the development of emerging researchers, especially among women and black researchers. There is an intensive focus on providing support structures and facilities for post-graduate students, especially at master's and doctoral level. Along with this capacity-building drive, an aggressive campaign is being conducted to recruit more postgraduate students undertaking research projects.

The scope and depth of research at Unisa indicates the University's commitment to using research both as a tool to help South Africa and Africa understand and solve their problems, and as a means to stimulate wealth creation and prosperity. Unisa's research also aims to contribute to Africa's body of indigenous knowledge.

According to Prof. Tinyiko Maluleke, Executive Director: Research, "There is a new excitement about research at Unisa. This is evident in the response of researchers to our research capacity building workshops. We have seen it in the enthusiasm with which researchers respond to National Research Foundation invitations and other programmes. It is also evident in the palpable increment of research seminars and workshops across the Institution. There is a real desire for research skills and a real thirst for research production."

## COLLEGES

### COLLEGE OF AGRICULTURE AND ENVIRONMENTAL SCIENCES | CAES

CAES strives to create an enabling environment for researchers to carry out research work in line with the Institutional Operational Plan (IOP) as well as the CAES Research Strategy. The College Research Strategy was developed in 2008 following wide consultations, resulting in five research focus areas:

- Poverty and development studies
- HIV and AIDS social studies
- Science, engineering and technology
- Biomedical, agriculture and environmental research
- ODL and reflective research.

In order to meet the expectations of CAES in research, the College embarked upon an ambitious programme to encourage scholarship and promote academic discourse among staff and students through some of these activities:

- Funding staff for research activities through the College Research and Higher Degrees Committee
- Running of seminars and postgraduate colloquia
- Encouraging staff to attend research workshops
- Establishing partnerships for collaboration in research with industry
- Increase of postgraduate numbers registered with CAES and support of staff to obtain master's and doctoral qualifications
- Appointment of highly qualified staff members
- Attainment of awards.



**Dr Maggi Linington**  
Executive Dean of CAES

To achieve its research mandate, the College is beginning to embark on extensive infrastructural and human resources development.

#### SEMINARS, COLLOQUIA AND WORKSHOPS

In the drive to encourage intellectual debates and academic discourse several seminars were organised for the College, most notably the Prof. Karunakaran seminar on agriculture in India. This was followed by a successful post-graduate colloquium and memorial lecture to commemorate the late Prof. Godfrey Humphrey, former Executive Dean of CAES. The colloquium was entitled *Expanding the frontier of knowledge through research*. The title of the memorial lecture was *The impact of global warming on food security, human, environmental health and safety* and was presented by Prof. JO Okonkwo of Tshwane University of Technology, Pretoria.

Staff members were strongly encouraged to attend research workshops in order to increase and improve their knowledge base. Developing researchers in particular benefited a great deal since they were being better prepared to complete their postgraduate studies and to improve on their research output. A total of 37 staff members attended 28 workshops.

#### PARTNERSHIPS AND COLLABORATION

The School of Life and Consumer Sciences formed an integrated partnership with the CSIR with the aim of achieving the appropriate cutting edge bioscience research that will place Unisa on an international footing. The University approved the purchasing of a nuclear magnetic resonance (NMR) 600 MHz spectrometer that will benefit the specialised research

projects. This state-of-the-art NMR, valued at close to R10 million, was commissioned and will be utilised predominantly for drug development or understanding the mechanisms of host cell pathogen/toxin interactions.

Existing partnerships for collaborative research with various stakeholders such as Rand Water have been strengthened and agreements with others such as the Agricultural Research Council are on the verge of being signed.

#### APPOINTMENTS

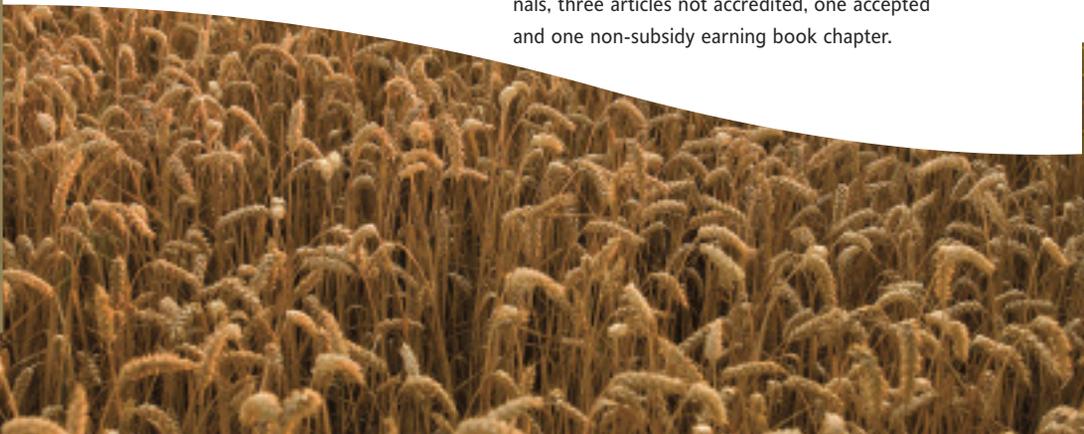
In 2008 the College appointed four new staff members at associate professor level, one senior lecturer and one member with a doctoral degree. These new appointments and some outstanding ones are a deliberate strategy to increase capacity to teach and to conduct research, as well as to empower developing researchers through mentoring by senior staff.

#### RESEARCH UNITS AND PROJECTS

There are quite a number of ongoing research projects such as the project for Applied Behavioural Ecology and Ecological Research Unit (ABEERU) located at Loskop Dam and the Rand Water projects that are yielding a relatively substantial number of articles in accredited journals as well as research reports. ABEERU has established partnerships with international universities and partners and international students often receive training at this unit.

#### RESEARCH OUTPUT

There was a significant increase in the number of publications compared to the previous years. There were 24 articles in subsidy earning journals, three articles not accredited, one accepted and one non-subsidy earning book chapter.



## COLLEGE OF ECONOMIC AND MANAGEMENT SCIENCES | CEMS

CEMS, by its very nature, covers a wide range of areas of specialisations in its research endeavours. The College believes that its research should be relevant and add value to the economic and social systems of South Africa, both in a local and African context. This report reflects on some of these areas as CEMS is contributing towards establishing Unisa as one of South Africa's top research universities. It is therefore important to engage in research that fits the national agenda and ties in with government projects such as NEPAD (the New Partnership for Africa's Development) and Apgisa (the Accelerated and Shared Growth Initiative in South Africa). This obviously must happen against the backdrop of inter alia all the other academic, reflective and applied research happening at an ongoing basis within this particular structure.

The College is steadily increasing its research outputs and is currently engaged in research projects covering a wide spectrum of areas, ranging from improving the subject matter material to contributions towards the development and understanding of the specialised

areas, to major broader economic and societal issues.

In addition, CEMS created a conducive research atmosphere through the:

- Establishment of ARSU (Academic Research Support Unit)
- Formation of collaborative agreements with other institutions both locally, in Africa and abroad
- Appointment of research fellows
- Sharing of research initiatives through special promotions, for example special inserts in business periodicals, and breakfast sessions
- Formation of research collegiums
- Recognition of research performance with the Dean's Awards for exceptional research performance according to the Chancellors/Principal's Award criteria.

### INTERNATIONAL VISITORS

- Dr Khasakhala from the Population Studies Unit of the University of Nairobi visited the Department of Economics and the Bureau of Market Research to explore collaborative research possibilities.
- Dr Joseph Mala from Corvinus University of Budapest visited the Department of Decision Sciences to foster joint research and publications.
- Mr Mike Clarke participated in Strategic Management discussion classes at various locations as part of the Department of Business Management's ODL initiatives.
- Ms Patience Siwadi from Midlands State University, Gweru, Zimbabwe visited the Department of Finance & Risk Management & Banking.
- Prof. FVJC de Sousa from Portugal visited the Department of Business Management in

**Prof. Mrad Shahia**  
**Executive Dean of CEMS**

order to participate in academic activities. Joint accredited publications resulted. He also presented a number of lectures during his stay.

- Dr SB Varzinczak from France assisted with the postgraduate studies of our developing staff members. She conducted a series of colloquia to guide the development of experienced staff members in her area of expertise. She also undertook her own research and assisted in the curricularisation of an honours module.

### DEAN'S AWARDS

The following staff members received recognition for their research performance with the Dean's Awards for exceptional research performance:

- Prof. B van Heerden  
(Department of Auditing)
- Prof. PH Potgieter  
(Department of Decision Sciences)
- Prof. NM Odhiambo  
(Department of Economics)

### RESEARCH OUTPUTS

During this period of reporting 30 articles were published with another 15 accepted for publication. A number of other contributions were made to textbooks, popular publications, reviews and other public debate areas.

### SPECIAL PROMOTIONS

The College had an insert in *Finweek*, 15 May, focusing on Unisa's Department of Transport Economics, Logistics and Tourism – especially the research aspect. A special supplement of 20 pages formed part of the 11 September edition of *Finweek* focusing on the broader fields of research within the College.



## COLLEGE OF HUMAN SCIENCES | CHS

The year 2008 was an eventful time in the College as far as research is concerned. Emphasis was placed on nurturing developing researchers and creating a research environment in which they received mentoring both in Departments and in the College. They were encouraged both to apply for College funding to enable them to attend foreign and domestic conferences, and to apply for Thuthuka grants and for the University's master's and doctoral support grants.

Ways of improving the College's research profile were investigated during the course of the year. At a College Executive Workshop, for example, two sessions focused on master's and doctoral support and research. In the research session the group's discussion concentrated on the Institutional Operational Plan (IOP) and on ways in which the College will ensure that it meets the research requirements of the Plan.

During 2008, efforts to encourage research in the CHS focused on the following aspects:

- Departmental research policies
- Mentoring of developing researchers
- Encouragement of proven researchers
- NRF matters
- Academic associates
- Contacts being made with academics elsewhere in Africa

- Research being undertaken in the University's focus areas
- Community service
- Reflexive research.

### CONFERENCES AND SEMINAR PAPERS DELIVERED

In the CHS, 256 conference and seminar papers were delivered by members of the College during the first three quarters of the year. The number of papers, amounting to almost half of the number of academics in the College, is a very heartening sign that most academics realise the importance both of research and of testing their research findings in national and international gatherings.

### DEPARTMENTAL SEMINARS

A wide range of seminars and colloquia were arranged during the course of the year, both by the School for Graduate Studies and by various Departments. These included not only papers read by Unisa academics but also by a wide range of scholars from outside Unisa, both national and international.

The weekly colloquia hosted by the Department of English Studies and the seminar series hosted by the School for Graduate Studies are important venues for multi-disciplinary discussions.

### NRF RATINGS

The ratings awarded to members of the College are generally very satisfactory. There were 11 successful applicants in different

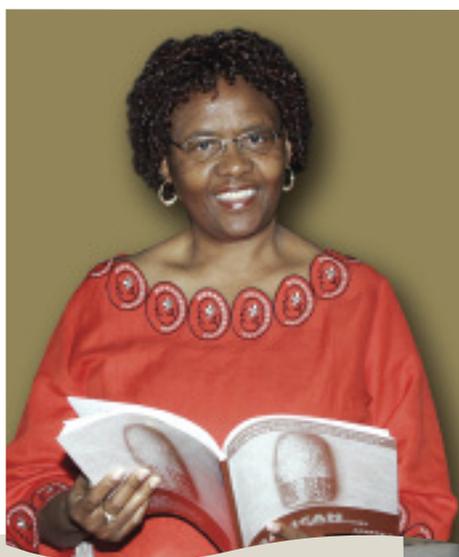
categories. The College is striving to fulfil its commitment to meeting the University's IOP for 2008–2010. It is also very pleasing to note that the number of B-rated researchers has increased from two to four.

### PARTNERSHIPS AND COLLABORATION

The College is making steady progress in this field. A number of Departments are actively following a policy of extending their links with academics elsewhere on the continent. During the course of 2008, there have been a number of visits of African academics and scholars to departments in the College of Human Sciences.

### AFRICA SPEAKS

One of the most promising projects started in 2008 was the African Visiting Lecture Scholar lecture series. The programme has a number of major objectives: The first aim is to invite accomplished African scholars and intellectuals from all over the continent to address the Unisa academic community on a wide range of African issues. In inviting these scholars, it is hoped that scholars within the CHS would better appreciate the laudable contributions of the invited participants of the programme. In other words, it is also a programme that celebrates the achievements of African scholarship. Finally, the programme intends to invigorate research capacities within the College by providing mentoring and networking opportunities for developing scholars working in the College. To this end, several reputable African scholars have been earmarked to participate in the programme and ensure its continued success.



**Prof. Rosemary Moeketsi**  
**Executive Dean of CHS**



## COLLEGE OF LAW | CLAW

The College of Law Research Policy is aligned to the Unisa research policies and provides the framework for individual and collaborative research. The College Research and Higher Degrees Committee carefully monitors the outcomes of all successful applications for research and development leave and grants. It endeavours to make funds available to as many staff members as possible to attend conferences and for research purposes. It also funds staff members to attend the annual South African Law Teachers Conference in order to afford them the opportunity to meet and engage with lecturers of other universities in the region. The Committee was in 2008 again in the fortunate position to be able to award grants to all applicants who qualified in terms of the policy. It also provided incentive funding for NRF-rated researchers and staff members who have recently completed post-graduate qualifications, by means of an additional opportunity for an overseas research visit for a maximum of 14 days.

All researchers who met the College benchmark for research and all researchers who had obtained NRF rating were recognised at a special College function in May.

Intellectual property law remains one of the focus areas for research in the College and during 2008 Prof. J Strauss, Director of the Max Planck Institute for Intellectual Property, Competition and Tax Law, Munich, and Chairman of the Managing Board of the Munich Intellectual Property Law Centre, was successfully nominated for the NRF Innovation Fund Chair in Intellectual Property Management. A College ODL research group was formed during 2008 and a project on academic literacy and English proficiency related problems experienced by SAPS trainees was identified for future funding. Prof. MK Havenga was invited to lead the South African component of

an international research group on 'Teaching law by distance education'.

Research and development leave was granted to 14 members of staff to complete post-graduate qualifications or do post-doctoral research; 31 academics were awarded grants for foreign conference attendance; ten grants were approved for foreign general research and three academics received funding to attend and present papers at domestic conferences. Four grants were awarded for prominent academics to attend discipline specific management committees abroad. Funding was provided for the hosting of a workshop on Criminal Justice in International Perspective at Unisa, facilitated by Prof. JG Houston of the Grand Valley State University, Michigan, USA. Prof. Sjöberg and Prof. Udeani presented guest lectures at the invitation of the College and several staff members were invited to lecture at other institutions.

### NRF RATINGS

Prof. J Neethling obtained a prestigious B1 rating, Prof. A Dekker and Prof. M van Jaarsveld were rated in the Y category and 12 researchers achieved C ratings or re-ratings. There are currently 29 rated researchers in the College. The College established an internal vetting committee, chaired in 2008 by Prof. JT Pretorius, to screen applications and assist applicants prior to submission of NRF applica-

tions to the Research Directorate. The value of this process is reflected in the successful rating of all the applications submitted by the College.

Prof. HCAW Schulze and research fellow and professor emeritus J Church were awarded the Unisa 2007 Hidding Currie Award for their publication (co-authored by Prof. H Strydom) *Human Rights from a Comparative and International Law Perspective*. This is the second time that Prof. Schulze was honoured with this award.

Prof. JM Potgieter was nominated and accepted for a post-doctoral visiting fellowship at Clare Hall, Cambridge University, which he will take up in 2010. Prof. A Ogutto was selected as a scholar in the African Scholars Exchange Program at the University of Michigan.

Prof. I Esser completed her LLD in 2008 at the age of 28, making her one of the youngest members of staff to complete a doctorate in law. She again received a Thuthuka grant for her research on stakeholder protection in corporate law.

### RESEARCH OUTPUTS

The College submitted a number of books and approximately 165 accredited articles to the Department of Education for subsidy purposes. This is an increase of about 20 articles on the 2007 output. The Department of Mercantile

Law became the editorial home of the prestigious *Annual Survey of South Africa Law* published by Juta & Co. The editors of various scientific journals are college members: *South African Mercantile Law Journal*, *Juta's Business Law*, *Comparative and International Law Journal of Southern Africa*, *South African Yearbook of International Law*, *South African Public Law*, and *Fundamina*. Various other members of staff serve on editorial boards of accredited and international journals and review contributions submitted for publication.



**Prof. Nqosa Mahao**  
Executive Dean of CLAW



## COLLEGE OF SCIENCE, ENGINEERING AND TECHNOLOGY | CSET

Research activity in the College continues to thrive and covers all key disciplines represented in the College. The CSET research agenda is informed by its vision of being 'The responsive, enabling and accessible provider of ODL science, engineering and technology programmes in Africa'. CSET engages in a range of research from basic or blue sky research through to applied research that focuses on solving practical problems of the modern world, as well as ODL research.

CSET has a vibrant research seminar programme aimed at creating a vibrant community of researchers. 2008 saw the launch of the African Scholar Programme, in which researchers from elsewhere in Africa are invited to share their work with academics in the College. Three researchers have visited the College so far: Prof. Abegaz (University of Botswana), Prof. Gatsinzi (University of Botswana) and Prof. Gerdes (Research Centre for Mathematics, Culture and Education, Maputo).

CSET also hosted six high profile visiting scientists from Russia, Germany, Brazil, Australia and Greece:

- Dr Jeff Johnson, President and Principal Consultant of UI (Usability) Wizards presented a workshop entitled *The evil web designer: How to really confound and annoy users bwah, hah, hah!* The workshop was attended by a group of students and staff from the School of Computing, as well as visitors from other universities.

- Prof. Kieka Mynhardt and Prof. Ernie Cockayne from the University of Victoria, Canada visited the Department of Mathematical Sciences, during which visit Prof. Mynhardt gave a lecture titled *Regular graphs are not universal fixers*.
- Dr OI Kartavtsev and Dr AV Malykh from the Joint Institute for Nuclear Research visited the Department of Physics as part of the DST-JINR (Russia) agreement and collaborated with staff members on problems in few body physics.
- Prof. Lauro Tomio from the Instituto de Fisika Teoria (IFT), Universidade Estadual Paulista, Sao Paulo, Brazil visited the Department of Physics with the purpose to establish collaborations between South Africa and Brazil in theoretical physics. Discussions were held with NRF for this purpose.
- Prof. N Elander from Stockholm University visited the Department of Physics, continuing work on a joint project with Prof. SA Rakitianski on 'Quantum resonances in molecular systems'.
- Prof. IE Lagaris from the University of Ioannina, Greece, was a visiting scientist at the Department of Physics. During his visit, two new projects were initiated, one on the location of potential resonances in momentum space formalisms and one on quantum profiles.
- Dr Arina Britz: Research Associate (School of Computing)
- Prof. Paula Kotzé (Meraka Institute): Professor Extraordinarius (School of Computing)
- Prof. Thokozani Majosi (University of Pretoria): Professor Extraordinarius (School of Engineering)
- Dr Happy Sethole (Centre for High Performance Computing): Research Associate (Department of Physics)
- Dr Ludwig Combrink (HARTRAO): Research Associate (Department of Electrical and Mining Engineering)
- Dr Mariekie Frick (retired): Research Associate (Department of Mathematical Sciences)
- Prof. Keika Myhardt (University of Victoria): Professor Extraordinarius (Department of Mathematical Sciences).

### RESEARCH ASSOCIATES

Given the scarce skills of the disciplines in CSET, the College endeavours to find creative ways of ensuring that it remains at the cutting edge of research. As such, the College appointed the following seven highly respected researchers as research associates of the College:

### RESEARCH OUTPUT

A total of 55 papers were published in accredited journals and 25 papers in accredited conference proceedings. These figures indicate a 15,9% increase in the number of accredited research outputs in 2008. There is also a shift in focus towards publishing in journals rather than in conference proceedings.

### **Prof. Mamokgethi Setati** **Executive Dean of CSET**



## GRADUATE SCHOOL OF BUSINESS LEADERSHIP | SBL

The vision of the School of Business Leadership is to be the leading African business school of choice that offers internationally recognised business leadership and management education. The SBL's research mission is to engage in a wide range of consultancy and ongoing research in order to establish and further improve its development opportunities and tuition model. The four main reasons why the SBL conducts research are to:

- Execute a research strategy and research objectives that are in line with Unisa's priorities and that of the National Research Foundation
- Improve research competencies in order to increase research output
- Build indigenous knowledge that can be disseminated nationally and internationally
- Enhance curriculum development.

The SBL incorporates and executes research on four levels:

- Research is a critical part (30%) of the SBL's academic workload and formal work expectations. This includes its own research and research supervision to students.
- The SBL (in partnership with Unisa's Department of Business Management) publishes the *South African Journal of Labour Relations*. The editorship of this journal resides with the SBL at present.

- The SBL engages in international and national institutional research collaboration.
- Research forms a critical part of the curriculum of the MBL, MBA and DBL qualifications.

Unisa's research policies support research through ample funding opportunities and research and development leave. The SBL builds on these opportunities by making extra funding available, rewarding research that has been completed and supporting researchers through a newly established research office.

A number of research projects are conducted in collaborative partnerships, for example the Centre for Creative Leadership (CCL), the Leadership Across Differences Project, UCT, SANPAD research collaboration; and diversity and employment equity interventions in South Africa.

The SBL has established a fully functioning research office that encourages, guides and supports lecturers to publish their research (for example by making more funds and facilities available and by assisting directly in the publication of research) and to write for publications workshops. The school strives to produce more NRF-rated researchers and to increase publications in accredited journals, peer reviewed conference proceedings and the popular media. Furthermore, it encourages academics to serve on scientific editorial boards.

The Research Merit and Researcher of the

Year Awards, which are unique to the SBL, are contributing to the efforts by the business school to motivate academics to play an active part in research and to publish their work in books and journals.

In addition, as part of the SBL's ongoing efforts to develop and sharpen the research skills of academic staff, Prof. Dan Remenyi, a well-known academic and researcher, was invited to the SBL to conduct interactive research workshops for students and staff.

Academics at SBL also take advantage of the Research and Development Leave that is offered to all academics that qualify for it at Unisa. In 2008, four members of our academic staff made use of this opportunity, which enabled them to teach at foreign academic institutions, pursue doctoral studies, and conduct research that resulted in the publication of chapters in books and research papers.

Academics at the SBL know or are fully aware that 'the sky is the limit' for them when it comes to the financial support that is made available to them to promote the research culture at the SBL. The Personal Development and Research Funds have been specially set up by the SBL to achieve this goal.

**Dr David Abdulai**  
**Executive Director of the SBL**





## CENTRES, INSTITUTES AND BUREAUX

### RESEARCH CENTRE OF EXCELLENCE: CENTRE FOR COMPUTATIONAL RELATIVITY, ASTROPHYSICS AND COSMOLOGY | CRAC

South Africa has world class facilities for observing the cosmos, namely SALT (Southern African Large Telescope) and radio telescope KAT (Karoo Array Telescope). Paradigm shifts in our understanding of the Universe of course require observational data as input, but it is the processing of data into new theoretical models that has provided the real scientific breakthroughs. The development of new observational facilities, both existing and proposed, has led to a worldwide resurgence of interest in relativity, astrophysics and cosmology, and in particular in those areas that will help gain insights at the interface between theory and experiment.

Accordingly, Unisa established its first Research Centre of Excellence, namely the Centre for Computational Relativity, Astrophysics and Cosmology (CRAC), within the Department of Mathematical Sciences. The centre's research projects include work on gravitational radiation calculations, black holes, neutron stars, masers,



**Prof. Nigel Bishop**  
**Director of CRAC**

planetary nebulae, active galactic nuclei, eclipsing binary stars, galactic dust and Brane cosmology. The centre has its own parallel computing cluster, titan. Although Unisa does have an observatory, most observational work is carried out at the national facilities in Sutherland, and also internationally, for example at the Very Large Array in the USA. CRAC has strong international links and has hosted visitors from Australia, Germany, Russia and the USA. The centre is also involved in collaborative research projects with various institutions nationally, as well as internationally in China, Germany, Spain, the UK and the USA.

### CENTRE FOR AFRICAN RENAISSANCE STUDIES | CARS

Unisa believes it is important to give intellectual leadership to the African Renaissance as to reposition Africa in the world system and address the marginalised position of the continent, its people and descendants wherever they may be. This is the purpose of the Centre for African Renaissance Studies (CARS), a research and teaching unit establishment in mid-2003.

What sets CARS apart is its multi-, inter- and transdisciplinary approach to African Renaissance studies. Rather than taking a narrow, single discipline, the centre cuts across conventional boundaries by embracing a broad spectrum of disciplines, including architecture, languages, law, sciences, technology, human rights, linguistics, culture political economy and governance.

Although catering mainly for master's and doctoral students, CARS also offers a range of short courses, diplomas and certificates as well as skills development and capacity building for post-conflict societies in African countries such as Southern Sudan. These emphasise areas of strategic importance for taking the African Renaissance forward, such as media communications and the African Renaissance, community leadership and development, women and



**Dr Shadrack Gutto**  
Executive Director of CARS

gender studies, diplomacy and international relations. CARS publishes the *International Journal of African Renaissance Studies* (IJARS), which appears twice a year and is accredited by Department of Education and listed by IBSS. The Centre has an active calendar of public lectures, international scientific conferences and community outreach that include Africa as a whole and the African diasporas.

### **INSTITUTE FOR SCIENCE AND TECHNOLOGY EDUCATION | ISTE**

For South Africa to produce the number and quality of scientists and technologists it needs to compete internationally and develop domestically, there is a great need for the improvement in mathematics, science and technology education in South Africa. In the recent international science and mathematics achievement tests (TIMMS) South African learners came out last of all the participating countries. Research is needed to identify factors contributing to and characterising this problem and, more importantly, ways to improving the quality of MST education at all levels of the education system, including tertiary education.

The Institute for Science and Technology Education (ISTE) was therefore established to mo-

## **CENTRES, INSTITUTES AND BUREAUX IN COLLEGES**

### **COLLEGE OF AGRICULTURE AND ENVIRONMENTAL SCIENCES | CAES**

#### **CENTRE**

- Centre for Sustainable Agriculture and Environmental Science

### **COLLEGE OF ECONOMIC AND MANAGEMENT SCIENCES | CEMS**

#### **CENTRES**

- Centre for Corporate Citizenship | CCC
- Centre for Accounting Studies
- Centre for Business Management
- Centre for Industrial and Organisational Psychology
- Centre for Public Administration and Management

#### **BUREAUX**

- Bureau of Market Research | BMR
- Bureau of Business Studies

### **COLLEGE OF HUMAN SCIENCES | CHS**

#### **INSTITUTES**

- Institute for Basic Adult Education and Training
- Institute for Gender Studies | IGS
- Institute of Social and Health Sciences | ISHS
- Research Institute in Theology and Religion | RITR

#### **CENTRES**

- Unisa Centre for Applied Psychology | UCAP
- CB Powell Bible Centre
- Centre for Development Studies
- Centre for Community Training and Development
- Centre for Latin American Studies
- Africa Centre for Arts, Culture and Heritage Studies | ACACHS
- John Povey Centre for English Studies
- Centre for Applied Communication

### **COLLEGE OF LAW | CLAW**

#### **INSTITUTES**

- Institute of Foreign and Comparative Law
- Institute for Criminological Sciences

#### **CENTRES**

- Centre for Business Law
- Centre for Indigenous Law
- Centre for Human Rights
- Centre for Legal Terminology in African Languages
- Centre for Legal Aid Clinic
- The VerLoren van Themaat Centre for Public Law Studies

### **COLLEGE OF SCIENCE, ENGINEERING AND TECHNOLOGY | CSET**

#### **CENTRES**

- Centre for Computational Relativity, Astrophysics and Cosmology | CRAC
- Centre for Software Engineering

bilise Unisa's science and technology education expertise under a single, coherent structure in pursuit of the University's vision of being the African university in the service of humanity. ISTE promotes inter-college collaboration in the interests of Mathematics, Science and Technology Education (MSTE). The Colleges involved are the College of Science, Engineering and Technology, the College of Agriculture and Environmental Sciences and the College of Human Sciences. As a result of this collaboration ISTE co-ordinates the integration, tuition and development of all modules of formal and non-formal MSTE programmes.



**Prof. Harrison Atagana**  
Executive Director of ISTE

## PROFESSIONAL AND ADMINISTRATIVE RESEARCH GROUP | PARG

The Professional and Administrative Research Group (PARG), a unique body in the South African higher education, was launched in March 2008. A Research and Development Policy for PARG was developed and presented to the Senate Research Committee and the Management Committee. It was approved and referred to the Institutional Forum.

2008 also saw the appointment of the first two academic associates in PARG with the Senex approval of Prof. CR Walton as *professor extraordinarius* and Dr K Devroop as a research fellow.

Another first was that a non-academic, Dr Paul Prinsloo of the Institute for Curriculum and Learning Development, was awarded the Chancellor's Prize for Excellence in Research in recognition of his consistently high research output.

PARG members contributed three chapters in books for specialists, two peer reviewed papers were presented at professional conferences, four articles were accepted for publication in accredited journals and 34 conference papers were presented.

**Dr At van Schoor**  
**Chairperson of PARG**



## UNISA LIBRARY

### INFORMATION RESOURCES

With more than 2,4 million items, the Unisa Library is the largest and best-endowed academic library in sub-Saharan Africa. Its information resources include:

- 1 632 819 million books
- 4 0327 print periodical titles
- 44 000 electronic periodical titles
- 270 publishers, bibliographic and reference databases
- 10 000 electronic books
- 17 000 electronic reserves
- 350 664 audiovisual items
- 743,9 linear metres archival materials.

### COLLECTIONS

A researcher's paradise, the Library has a number of unique archival and book collections, including:

- The United Party Archives, of which Unisa has been the custodian since 1969
- The Documentation Centre for African Studies
- The Hesse Collection of German Africana
- The Junod Archives
- The Manuscript Collections consisting of papers of individuals and organisations
- SALA (South African Library Association) records 1930–1980
- SAILIS (South African Institute for Library and Information Science) records 1981–1998
- LIASA (Library and Information Association of South Africa) records 1998–present
- The Kenneth S Birch Archives
- The Special Collection, consisting of books published before 1800, as well as valuable or rare publications and private press books
- The WA Joubert Collection of old legal sources, which comprises legal sources published before 1850, reprints and facsimiles of Roman Dutch legal sources, and special editions

- The Frederick Wagener & JL van Schaik Africana Collections, covering the development of southern Africa since the 17th century
- The Desmond T Cole Collection of publications on African languages.

### IMPROVING RESEARCH SERVICES

The Library implemented the following four professional teams in 2008 in order to improve research services:

- Personal librarians as research partners
- Collection developers with focus on building excellent collections
- Search librarians in support of information services to remote researchers
- Archivists to provide archival assistance to researchers.

### RESEARCH SUPPORT DEVELOPMENTS

Recent Library developments in support of research include:

- The Library's growing collection of digital materials, such as the CM Doke Collection of personal letters from MK Gandhi and a selection from the Arthur Nortje Papers, supports online research
- The UnisaETD is a site providing full electronic access to recent Unisa theses and dissertations.
- The digital collection of the art in the Unisa Art Gallery
- AirPAC, which provides access to the Library catalogue items via web-enabled mobile phones that allows clients to search for library materials and to request and renew library materials
- The Unisa Institutional Repository, a database of research outputs produced by the University

**Dr Buhle Mbambo-Thata**  
**Executive Director of the Unisa Library**



## UNISA PRESS

Unisa Press currently publishes 32 scholarly journals, including 26 accredited by the Department of Education. As the only South African university press with a journals publishing programme, the Press is committed to quality and to providing a broad, cross-disciplinary platform for African scholars to publish. It is broadening its stable of journals from the traditional social science base, to include more natural science journals.

The Press also aims to make its journals widely available and accessible to the scholars who need them, world-wide. One of the strategies is a joint venture with Routledge (an imprint of Taylor & Francis) to co-publish a number of journals. In terms of the agreement, 12 journals are gaining additional international exposure, with Unisa Press publishing a sub-Saharan African edition and Routledge an identical edition for the rest of the world. The journals also have a more interactive online presence. This is a unique partnership, which aims to develop publishing capacity in Africa as well as to make African scholarship available to the world.

Unisa Press also supports the University's identity as an open distance learning (ODL) leader, with the publishing of the new *African Journal of Distance Education*.

**Ms Beth le Roux**  
**Director of Unisa Press**

### ACCREDITED JOURNALS PUBLISHED BY UNISA PRESS

#### **Africa Education Review**

Editor: Isaac Ntshoe  
e-mail: ntshoim@unisa.ac.za  
Discipline: Education  
Two issues a year  
Co-published with Routledge

#### **Africa Journal of Nursing and Midwifery**

Editor: Sophie Mogotlane  
e-mail: mogotsm@unisa.ac.za  
Discipline: Health, with a special focus on nursing and midwifery  
Two issues a year

#### **African Journal of Research in Mathematics, Science and Technology Education**

Editor: Iben Christiansen  
e-mail: christiansenl@ukzn.ac.za  
Discipline: STM education  
Published in association with the Southern African Association for Research in Mathematics, Science and Technology Education (SAARMSTE)  
Two issues a year

#### **African Historical Review**

Editor: Greg Cuthbertson  
e-mail: cuthbgc@unisa.ac.za  
Discipline: History  
Two issues a year  
Co-published with Routledge

#### **Africanus: Journal of Development Studies**

Editor: Frik de Beer  
e-mail: debeerfc@unisa.ac.za  
Discipline: Development studies, including political science  
Two issues a year

#### **Communicatio: South African Journal for Communication Theory and Research**

Editor: Pieter Fourie  
e-mail: fouripj@unisa.ac.za  
Discipline: Communication and media studies  
Two issues a year  
Co-published with Routledge

#### **Commonwealth Youth and Development**

Editor: Linda Cornwell  
e-mail: cornwl@unisa.ac.za  
Discipline: Development studies, with a focus on youth issues  
Two issues a year

#### **Critical Arts: A Journal of South-North Cultural and Media Studies**

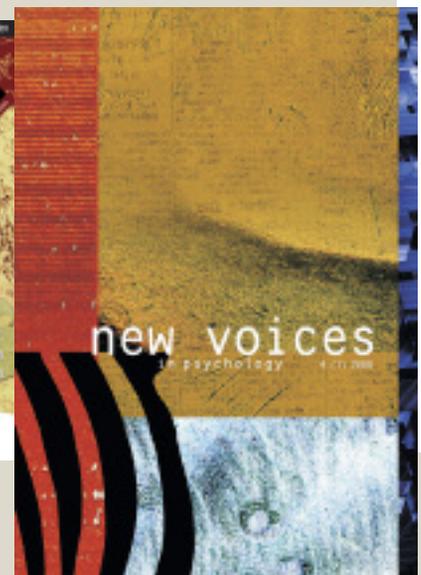
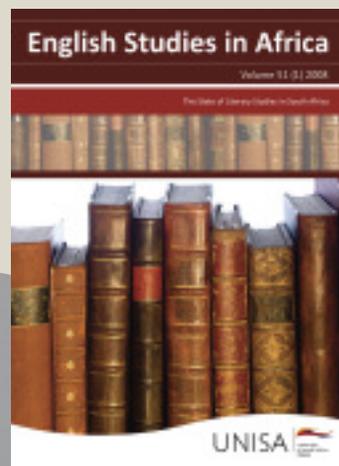
Editor: Keyan Tomaselli  
e-mail: tomasell@mtb.ukzn.ac.za  
Discipline: Media and cultural studies  
Three issues a year  
Co-published with Routledge

#### **De Arte**

Editor: Bernadette van Haute  
e-mail: vhautbmr@unisa.ac.za  
Discipline: Art history and visual arts  
Two issues a year

#### **Education as Change**

Editor: Elizabeth Henning & Kathy Morgan  
e-mail: journal-ed@uj.ac.za  
Discipline: Education  
Two issues a year  
Co-published with Routledge



**English Academy Review: Southern African Journal of English Studies**

Editor: Dirk Klopper  
e-mail: dck@sun.ac.za  
Discipline: English Studies  
Two issues a year  
Published in association with the English Academy of Southern Africa  
Co-published with Routledge

**English Studies in Africa**

Editor: Michael Titlestad  
e-mail: Michael.Titlestad@wits.ac.za  
Discipline: English studies  
Two issues a year  
Co-published with Routledge

**Fundamina: A Journal of Legal History**

Editor: Hendrina van den Bergh,  
e-mail: vdberh@unisa.ac.za  
Discipline: Law, with a focus on legal history  
Two issues a year  
Published in association with the Southern African Society of Legal Historians

**International Journal of African Renaissance Studies**

Editors: Shadrack Gutto & Mildred Aristide  
e-mail: ucars11@unisa.ac.za  
Discipline: Interdisciplinary, with a focus on African issues  
Two issues a year  
Co-published with Routledge

**Journal of Literary Studies**

Editors: Andries Oliphant & Rory Ryan  
e-mails: oliphaw@unisa.ac.za  
rpr@lw.rau.ac.za  
Discipline: English and Afrikaans studies  
Four issues a year  
Co-published with Routledge

**Journal for Semitics**

Editor: Willem Boshoff  
e-mail: boshows@unisa.ac.za  
Discipline: Religion, with a focus on Semitics  
Two issues a year

**Language Matters: Studies in the Languages of Africa**

Editor: Lawrie Barnes  
e-mail: barnela@unisa.ac.za  
Discipline: Linguistics  
Two issues a year  
Co-published with Routledge

**Latin American Report**

Editor: Greg Cuthbertson  
e-mail: cuthbgc@unisa.ac.za  
Discipline: Interdisciplinary, with a focus on the Latin American region  
Two issues a year

**Mousaion**

Editor: Thomas van der Walt  
e-mail: vdwaltb@unisa.ac.za  
Discipline: Information science  
Two issues a year

**Musicus**

Editor: Hubert van der Spuy  
e-mail: vdspuhh@unisa.ac.za  
Discipline: Music teaching  
Two issues a year

**Muziki: Journal of Music Research in Africa**

Editors: George King & Chris Walton  
e-mails: kinggt@unisa.ac.za  
walton@postino.up.ac.za  
Discipline: Music  
Two issues a year  
Co-published with Routledge

**Politeia**

Editor: Jo-Ansie van Wyk  
e-mail: vwykjak@unisa.ac.za  
Discipline: Political science and public administration  
Three issues a year

**Religion and Theology: A Journal of Contemporary Religious Discourse**

Editor: Gerhard van den Heever  
e-mail: vdheega@unisa.ac.za  
Discipline: Religion, with a focus on theology  
Four issues a year  
Co-published with Brill Academic Publishers

**Scrutiny2: Issues in English Studies in Southern Africa**

Editor: Deirdre Byrne  
e-mail: byrnedc@unisa.ac.za  
Discipline: English studies  
Two issues a year  
Co-published with Routledge

**Slavic Almanac: South African Journal for Slavic, Central and Eastern European Studies**

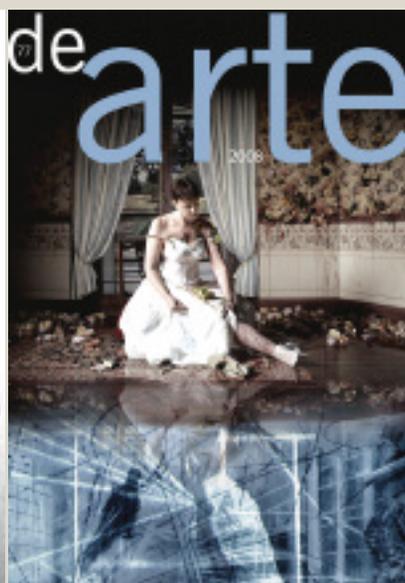
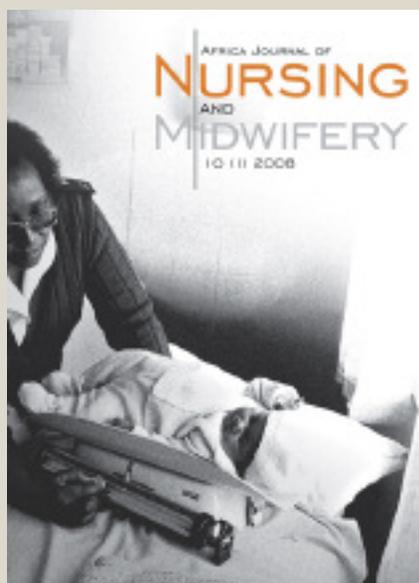
Editor: Agata Krzychylkiewicz  
e-mail: krzycaa@unisa.ac.za  
Discipline: Interdisciplinary, with a focus on the Slavic, Central and Eastern European region  
Two issues a year

**South African Historical Journal**

Editors: Nicholas Southey & Cynthia Cros  
e-mail: southnd@unisa.ac.za  
Discipline: History  
Two issues a year  
Published in association with the South African Historical Society  
Co-published with Routledge

**South African Journal of Higher Education**

Editor: Yusef Waghid  
e-mail: yw@sun.ac.za  
Discipline: Education, with a focus on higher education  
Six issues a year  
Published in association with the South African Association for Research and Development in Higher Education



## RESEARCH AWARDS

### CHANCELLOR'S PRIZE FOR EXCELLENCE IN RESEARCH

The Chancellor's Prize for Excellence in Research is the University's most coveted research prize, and is awarded every second year. The objective of the prize is to stimulate research at Unisa and to acknowledge excellence in research at senior academic level. The Chancellor's Prize is awarded for academic research of the highest quality published in the preceding two years. Sixteen awards were made, with the College of Human Sciences yielding five of these. This year also saw the first non-academic receiving this prize. The following researchers received the Chancellor's Prize:

#### College of Agriculture and Environmental Sciences

Prof. Jana Olivier (School of Environmental Sciences)

#### College of Economic & Management Sciences

Prof. Melinde Coetzee (School of Industrial and Organisational Psychology)

Prof. Elmarie Sadler (School of Accounting Sciences)

Prof. Kalonda Luhandjula (School of Economic Sciences)

Prof. Duncan Hodge (School of Economic Sciences)

#### College of Human Sciences

Dr Philip Bosman (School of Arts, Education, Languages and Communication)

Prof. Piet Swanepoel (School of Arts, Education, Languages and Communication)

Prof. Russel Viljoen (School of Humanities, Social Sciences and Theology)

Prof. Cornell du Toit (School of Humanities, Social Sciences and Theology)

Prof. Philip Higgs (School of Graduate Studies)

#### College of Law

Prof. Johan Prinsloo (School of Criminal Justice)

Prof. Susan Scott (School of Law)

#### College of Science, Engineering and Technology

Prof. Ruth de Villiers (School of Computing)

Dr Marcel Ohanga (School of Engineering)

Dr Seithuti Moshokoa (School of Science)

#### Professional and Administrative Research Group

Dr Paul Prinsloo (Institute for Curriculum and Learning Development)

## PRINCIPAL'S PRIZE FOR RESEARCH

Five Unisa academic staff received the prestigious Principal's Prize for Research for research excellence to staff aged 35 years or younger.

The objective of the Principal's Prize is to accord recognition for promising young researchers and to encourage increased excellence in research activity.

All five recipients of this biennial award in 2008 were women:

- Ms Keshnee Padayachee (School of Computing in the College of Science, Engineering and Technology)
- Professor Michelle Kelly-Louw (School of Law in the College of Law)
- Ms Janette Hanekom (School of Arts, Education, Languages and Communication in the College of Human Sciences)
- Ms Malefa Malefane (School of Economic Sciences in the College of Economic & Management Sciences)
- Dr Susanna Coetzee (School of Management Sciences in the College of Economic & Management Sciences).

*Recipients of the Chancellor's Prize for Excellence in Research. Front: Prof. Melinde Coetzee, Prof. Tinyiko Maluleke (Executive Director: Research), Prof. Rita Maré (Vice-Principal: Academic and Research), Prof. Mandla Makhanya (Pro Vice-Chancellor), Prof. Philip Higgs, Dr Paul Prinsloo, Prof. Cornel du Toit, Prof. Johan Prinsloo. Middle: Prof. Susan Scott, Prof. Elmarie Sadler, Dr Seithuti Moshokoa, Prof. Ruth de Villiers, Prof. Russel Viljoen, Prof. Piet Swanepoel, Prof. Duncan Hodge. Back: Prof. Jana Olivier, Prof. Kalonda Luhandjula, Dr Marcel Ohanga, Dr Philip Bosman.*

*Prof. Barney Pityana (centre) with Ms Keshnee Padayachee, Mr Frederik Serfontein (who received an Excellence in Tuition award), Prof. Michelle Kelly-Louw and Ms Janette Hanekom at the awards ceremony during the first of Unisa's autumn graduations, on 21 April 2008. Absent: Ms Malefa Malefane, Dr Susanna Coetzee.*



## WOMEN IN RESEARCH AWARDS

The Unisa Women in Research Initiative (UWiRI) is a programme designed to enhance and elevate the levels of women's participation in research at Unisa. The programme entails the provision of financial support for women doing doctoral research, the conducting of an annual audit of the profiles of Unisa women in research, the showcasing of research conducted by women at Unisa, as well as the advocacy initiatives for women in research at Unisa.

The UWiRI awards form an integral part of the initiative and awards are based on work done by women researchers over the preceding two to three years. Each award is worth R50 000.

Ten women researchers received recognition awards for research in the following categories:

- Research Leadership (for researchers who not only lead by example, but through their efforts also enable other researchers)
- Resilience in Research (for inspirational researchers, who have obtained research success in difficult circumstances)
- First Scientific Publication (for a first scientific publication that is judged excellent by peers)
- Youngest PhD Staff Member (researchers under 30 who have already obtained their PhD and whose PhD is considered to be of the highest quality by peers and examiners).

## RESEARCH LEADERSHIP

### **Prof. Sophie Mogotlane** (College of Human Sciences)

*Department of Health Studies  
Professor and Academic Chair and Director WHO collaborating Centre*

Prof. Mogotlane is the Deputy Chairperson of the new and transformed South African Nursing Council that was launched by the Minister of Health in June 2008; a member of the Democratic Nurses Organisation of South Africa, United Kingdom Central Council for Nurses and Midwives; and Founder Member of the Paediatric Nurses Association in Kwazulu-Natal.

She has also been the recipient of several prestigious awards, while also publishing widely in her field. Notably, she is the Executive Editor of the *Africa Journal of Nursing and Midwifery*, which is published by the Department of Health Studies at Unisa. She is rated by the National Research Foundation (NRF) as an established researcher.

## RESILIENCE IN RESEARCH

### **Dr Mapule Mojapelo-Bakta** (College of Human Sciences)

*Department of Psychology, Lecturer*  
Dr Mojapelo-Bakta started working at Unisa in 1995, at the Department of Psychology, as a messenger. In 1996, she was promoted to the level of General Departmental Receptionist. She persevered, and after completing her master's degree in Clinical Psychology in 2000, she began to publish. Thirteen years after starting

work at Unisa as a messenger, she completed her PhD in May 2008. She graduated in September 2008.

### **Dr Simiso Dube** (College of Science, Engineering and Technology)

*Department of Chemistry, Lecturer*  
Dr Dube is a well respected chemist and one of the founders of the Southern and Eastern Africa Network of Analytical Chemists, a network formed in Gaborone in 2002. In addition to publishing widely in international journals and successfully supervising postgraduate students in her field, she has also been a recipient of various international fellowships. She holds a PhD in Analytical Chemistry from Loughborough University, UK.

### **Dr Prudence Kayoka** (College of Agriculture and Environmental Sciences)

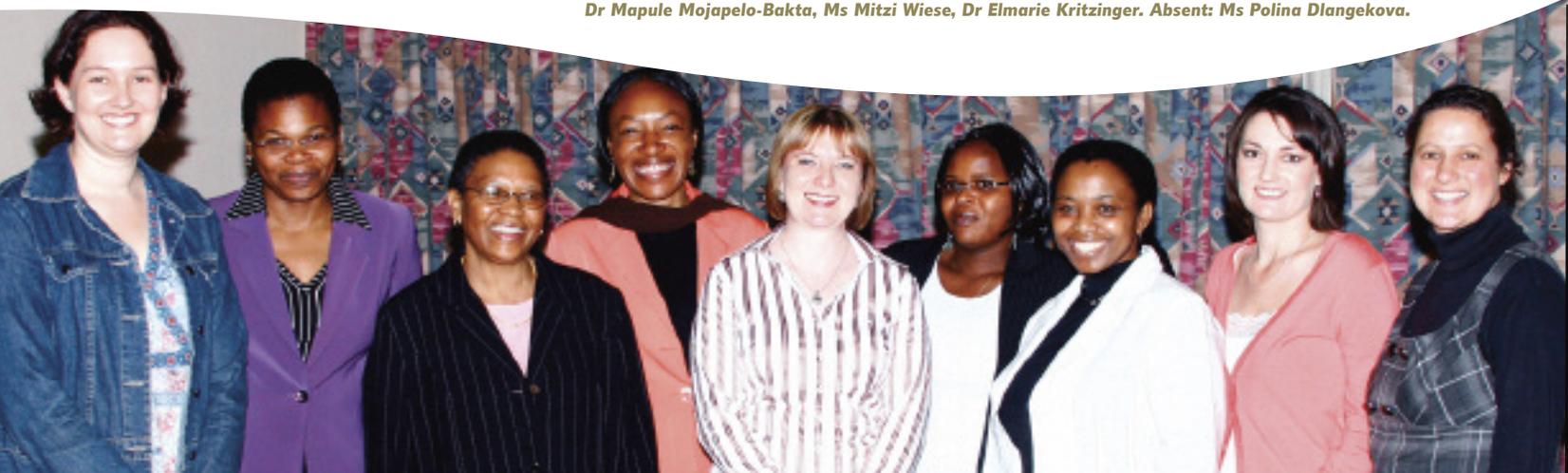
*Department of Agriculture, Animal Health and Human Ecology*  
*Head of Department and Senior lecturer*  
Dr Kayoka, a doctor of veterinary medicine, has overcome many challenges whilst making an impact in her field of animal health through her publications and active engagements. Ever determined to broaden her intellectual horizons, she is now a Thuthuka grant holder registered for her PhD in Environmental Sciences.

## FIRST PUBLICATION

### **Ms Marlene Wethmar-Lemmer** (College of Law)

*Department of Jurisprudence, Senior lecturer*  
Ms Wethmar-Lemmer joined Unisa as a temporary lecturer in 2004, and received her LLM (cum laude) from the University of Johannes-

*Recipients of the Unisa Women in Research Initiative awards: Dr Marie Jorritsma, Dr Simiso Dube, Prof. Sophie Mogotlane, Dr Prudence Kayoka, Ms Marlene Wethmar-Lemmer, Dr Mpariseni Budeli, Dr Mapule Mojapelo-Bakta, Ms Mitzi Wiese, Dr Elmarie Kritzinger. Absent: Ms Polina Dlangekova.*



burg in 2006. Her first sole authored article was at the age of 25, and she has subsequently published six other articles. She is currently registered for an LLD at Unisa.

**Ms Mitzi Wiese (College of Law)**

*Department of Private Law, Senior lecturer*  
Ms Wiese started her academic career in 2005 as a research assistant at Unisa, having completed her LLM (Child law) in 2004 at the University of Pretoria. During the same year and at age 25, she had already sole authored two articles.

**Ms Polina Dlangekova (College of Law)**

*Department of Constitutional, International and Indigenous Law, Senior lecturer*  
Ms Dlangekova completed her LLM (cum laude) from the University of Pretoria. She began her academic journey as a postgraduate research assistant at Unisa in 2006. She published her first two co-authored articles at the age of 25. Following this, she has published another article and has submitted other journal articles for publication.

**YOUNGEST PHD STAFF MEMBER**

**Dr Marie Jorritsma (College of Human Sciences)**

*Department of Art History, Visual Arts and Musicology, Lecturer*  
Dr Jorritsma completed her PhD studies in ethnomusicology at the University of Pennsylvania, USA in 2006, when she was 29 years old. She currently lectures at Unisa, where she contributes to study material on various South African and world music modules, as well as those focusing on music and gender.

**Dr Elmarie Kritzinger (College of Science, Engineering and Technology)**

*School of Computing, Lecturer*  
Dr Kritzinger received a PhD (Information Systems) from Unisa in 2006 at the age of 29 years. Her research focus is on information security education and awareness. She has delivered papers at various national and international conferences, as well as published papers in accredited international journals, and a chapter in a book.

**Dr Mpfariseni Budeli (College of Law)**

*Department of Mercantile Law, Senior Lecturer*  
Dr Budeli obtained her LLM (cum laude) from the University of the North (now the University of Limpopo). In 2007, she graduated with a PhD in Commercial Law at the age of 28 years from the University of Cape Town. She already has three journal article publications. She is Unisa's youngest staff member with a PhD.

**SCHOLARSHIPS AND FELLOWSHIPS 2007 TO 2008**

Since mid-2006, the Research Directorate has focused its energies on increasing the participation rates of Unisa staff members and students who take advantage of the rich opportunities offered by international scholarships and fellowships. The Directorate's targeted campaign has meant that a broader spectrum of researchers have seized these available opportunities, creating opportunities for self development. Since 2007 the following staff members and students have been beneficiaries of publicised international scholarships and fellowships from the Research Directorate:

**2007**

**South African–Netherlands Research Programme on Alternatives in Development (SANPAD) Training Workshops**

- Ms PJ Segalo (Department of Psychology)
- Mr VT Zengele (Department of Education Studies)

**Clare Hall Research Visiting Fellowship**

- Prof. PJ Botha (Department of New Testament and Early Christian Studies)

**Knowledge Interchange and Collaboration Programme (KIC)**

- Prof. WB le Roux (Department of Constitutional, International and Indigenous Law)

**Commonwealth Scholarship**

- Mr K Means (Department of Environmental Sciences)

**US Fulbright Scholarship**

- Ms PJ Segalo (Department of Psychology)

**2008**

**Clare Hall Research Visiting Fellowship**

- Prof. JM Potgieter (Department of Private Law)

**University of Michigan African Scholars Exchange Program**

- Mr DS Matjila (Department of African Languages )
- Dr AW Oguttu (Department of Mercantile Law)

**Third World Organisation for Women in Science (TWOS) Postgraduate Fellowships**

- Ms Vimbai Mhuka (Department of Chemistry)



# NATIONAL RESEARCH FOUNDATION

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## **FUNDING AND RATING**

The National Research Foundation (NRF) is a nationally dedicated agency for research support and promotion. It does this through funding, human resources development and the provision of research facilities, in order to facilitate the creation of knowledge, innovation and development in all fields of the natural and social sciences, humanities and technology.



UNISA PARTICIPATES actively in NRF funding programmes such as Focus Area Funding for Established Researchers, the Thuthuka programme for young researchers, NRF bursaries and scholarships, and International Networking/Liaison or Travel Grants funding, as well as in the rating of its researchers against their peers in the country.

Annually, the NRF invites individual scientists working in South African institutions of higher learning (universities and science councils) in all academic fields to apply for individual rating as researchers. In order to be rated, a scientist must submit a list of all recent research outputs accompanied by solid motivation as to why and how these make a substantial and original contribution to scholarship. The submission is then sent to peers (some of whom are chosen by the applicants themselves) for review. The reports of the reviewers are sent to a discipline based specialist panel for review. The specialist panel will then make a recommendation to the NRF committee, which will determine whether a researcher is rateable, and if so, the NRF committee will determine a category.

## NEWLY RATED RESEARCHERS 2008

### COLLEGE OF ECONOMIC AND MANAGEMENT SCIENCES

Prof M de Beer	C2
Prof MK Luhandjula	C2

### COLLEGE OF HUMAN SCIENCES

Prof Kruger A	C2
Prof P Ngulube	C2
Prof EJ Pretorius	C2
Prof E Bornman	C3
Prof G Poulos	C2
Prof RS Viljoen	Y2

### COLLEGE OF LAW

Prof JT Pretorius	B3
Prof ADEV Minnaar	C3
Prof HC Roodt	C2

### COLLEGE OF SCIENCE, ENGINEERING AND TECHNOLOGY

Prof P Kotze	B3
Prof M Setati	C1
Prof MJ Mphahlele	C3
Dr AE Botha	Y2
Dr EK Ketcha Ngassam	Y2

## The NRF rating categories

**A Leading international researcher**  
Researchers who are unequivocally recognised by their peers as leading international scholars in their field for the high quality and impact of their recent research outputs. (3 levels: A1, A2, A3)

**B Internationally acclaimed researcher**  
Researchers who enjoy considerable international recognition by their peers for the high quality and impact of their recent research outputs. (3 levels: B1, B2, B3)

**C Nationally established researcher**  
Established researchers with a sustained recent record of productivity in the field. (3 levels: C1, C2, C3)

**P President's award for young researchers with tremendous potential**  
Young researchers (normally younger than 35 years of age), who have held the doctorate or equivalent qualification for less than five years at the time of application and who, on the basis of exceptional potential demonstrated in their published doctoral work and/or their research outputs in their early post-doctoral careers are considered likely to become future leaders in their field.

**Y Promising young researchers**  
Young researchers (normally younger than 35 years of age), who have held the doctorate or equivalent qualification for less than five years at the time of application, and who are recognised as having the potential to establish themselves as researchers within a five-year period after evaluation.

**L Late research entrant with potential**  
Persons (normally younger than 55 years) who were previously established as researchers or who previously demonstrated potential through their own research products, and who are considered capable of fully establishing or re-establishing themselves as researchers within a five-year period after evaluation.



## RATED RESEARCHERS

### COLLEGE OF AGRICULTURE AND ENVIRONMENTAL SCIENCES

Prof. J Olivier C2

### COLLEGE OF ECONOMIC AND MANAGEMENT SCIENCES

Prof. WL Fouché B1  
 Prof. SM Nkomo B2  
 Prof. M de Beer C2  
 Prof. BJ Erasmus C3  
 Prof. PMD Rwelamila C3  
 Prof. JS Wessels C3

### COLLEGE OF HUMAN SCIENCES

Prof. AM Weinberg B1  
 Prof. GJ Mader B2  
 Dr TM Dederling B3  
 Prof. ARD Meda B3  
 Prof. EJ Carruthers C1  
 Prof. SE Bosch C2  
 Prof. M de Jongh C2  
 Prof. R Finlayson C2  
 Prof. PJ Fourie C2  
 Prof. U Kistner C2  
 Prof. A Kruger C2  
 Prof. AA Krzychylkiewicz C2  
 Prof. J Lambert C2  
 Prof. RMH Moeketsi C2  
 Prof. P Ngulube C2  
 Prof. G Poulos C2

Prof. EJ Pretorius C2  
 Prof. PH Swanepoel C2  
 Prof. MG Sumeli Weinberg C2  
 Dr MJ Terre Blanche C2  
 Prof. E Bornman C3  
 Prof. JL Coetser C3  
 Prof. DP Fourie C3  
 Prof. RC Grabe C3  
 Prof. P Higgs C3  
 Prof. L Kretzschmar C3  
 Prof. MJ Mafela C3  
 Prof. SM Mogotlane C3  
 Prof. MBG Motlhabi C3  
 Prof. FA Mouton C3  
 Dr FC Steyn C3  
 Prof. AC van Dyk C3  
 Prof. RS Viljoen Y2  
 Prof. ZT Motsa L  
 Dr H Sewlall L

### COLLEGE OF LAW

Prof. J Neethling B3  
 Prof. Pretorius B3  
 Prof. H Botha C1  
 Prof. AD Smith C1  
 Prof. AEAM Thomashausen C2  
 Prof. W Bray C2  
 Prof. GTS Eiselen C2  
 Prof. MK Havenga C2  
 Prof. PH Havenga C2  
 Prof. RA Kelbrick C2  
 Prof. JM Potgieter C2  
 Prof. HC Roodt C2  
 Prof. HCAW Schulze C2  
 Prof. SJ Scott C2

Prof. SS Terblanche C2  
 Prof. H van den Bergh C2  
 Prof. AMA van Wyk C2  
 Prof. CW van Wyk C2  
 Prof. PM Bekker C3  
 Prof. J Jamneck C3  
 Prof. ADEV Minnaar C3  
 Prof. JJ Nesor C3  
 Prof. JH Prinsloo C3  
 Prof. WG Schulze C3  
 Prof. GJ van Niekerk C3  
 Prof. AMB Mangu L

### COLLEGE OF SCIENCE, ENGINEERING AND TECHNOLOGY

Prof. NT Bishop B2  
 Prof. M Frick B3  
 Prof. P Kotzé B3  
 Dr SA Rakitianski B3  
 Prof. DP Smits B3  
 Prof. KJ Swanepoel B3  
 Prof. M Braun C2  
 Prof. LE Labuschagne C2  
 Prof. JD Botha C3  
 Dr BHL Cunow C3  
 Prof. MJ Mphahlele C3  
 Prof. L Pretorius C3  
 Dr AE Botha Y2  
 Dr EK Ketcha Ngassam Y2  
 Prof. E Smith Y2  
 Prof. MM Eloff L  
 Prof. M Setati L

### INSTITUTE FOR SCIENCE AND TECHNOLOGY EDUCATION

Prof. H Atagana L



*The newly rated NRF researchers of 2008.  
 Front: Prof. M de Beer,  
 Prof. E Bornman,  
 Prof. L Pretorius.  
 Back: Dr M Luhandjula,  
 Prof. A Minnaar,  
 Prof. M Mphahlele,  
 Prof. R Viljoen, Dr A Botha.  
 Absent: Prof. G Poulos,  
 Prof. J Pretorius.*

## GRANT HOLDERS

### THUTHUKA RESEARCHERS

The objective of the NRF Thuthuka programme is to support young and specifically black and women researchers in order to increase participation in research and development by the historically marginalised groups and individuals. Thuthuka operates a co-funding model between the NRF and higher education institutions of R1:R2.

There was a total of 41 Unisa researchers on Thuthuka funding in 2008, of which two were in the sub-programme Research Initiative for Black Academics (REDIBA), 25 in Researchers in Training (RiT) for those researchers pursuing their doctoral qualifications, and 14 in Women in Research (WiR) for women researchers who are doing postdoctoral research.

### RESEARCH INITIATIVE FOR BLACK ACADEMICS (REDIBA)

Lekala ML Mr  
Moshokoa SP Dr

### RESEARCHERS IN TRAINING (RiT)

Clayton HS Mr  
Dooka T M Prof.  
Esser I Ms  
Ferreira-Snyman MP Ms  
Fredericks EA Mr  
Gerber HJ Mr  
Goolam NMI Mr  
Halland KJ Mr  
James GL Mr  
Jankowitz MD Ms  
Jhazbhay MID Mr

Kayoka P N Dr  
Ladzani MW Mr  
Le Roux J Ms  
Manamela ME Prof.  
McGuirk K Ms  
Mearns KF Mr  
Nyila M A Mr  
Phago KG Mr  
Rampedi IT Mr  
Tshibalo, E Mr  
Strasheim C Ms  
Tshilongamulenzhe MC Mr  
Van Biljon JA Ms  
Van Jaarsveldt LC Ms

### WOMEN IN RESEARCH (WiR)

Bushney MJ Dr  
Dunn M Dr  
Kriek J Dr  
Maritz R Dr  
Moremedi GM Dr  
Naidoo M Dr  
Ngoepe GM Ms  
Schenck CJ Prof.  
Setati RM Prof.  
Van Aardt SA Dr  
Van der Merwe AJ Dr  
Van der Merwe EM Dr  
Wallmach AK Dr  
Zawada BE Dr

### INSTITUTIONAL RESEARCH DEVELOPMENT PROGRAMME (IRDP)

Awofolu OR Prof.  
Moja SJ Dr  
Mphahlele MJ Prof.  
Tafesse F Dr

## STUDENT BURSARIES

### NRF STUDENT BURSARIES 2008

Name	Gender	Race	Amount
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#### NRF Innovation Honours Bursaries

Ramchundar A	M	I	R 35,000
Mangena MM	F	B	R 35,000
Matsaung M	M	B	R 35,000
ChaukeH	M	B	R 35,000
Frylinck LP	M	W	R 35,000
Mokone R	M	B	R 35,000
Mokobaki MM	F	B	R 35,000

**TOTAL R 245,000**

#### NRF Honours Bursaries

Sumpath S	F	W	R 15,000
Nwaze TC	M	B	R 15,000
Mohlala G	M	B	R 15,000
Mabitsela M	F	B	R 15,000
Phango MD	F	B	R 15,000
Fihla NA	F	B	R 15,000
Chatzekelowitz BL	M	I	R 15,000
Roopnarain V	F	I	R 15,000
Jooste E	F	W	R 15,000
Edelstein K	F	W	R 15,000

**TOTAL R 150,000**

#### NRF/DOL Scarce Skills Honours Bursaries

Moloi MC	M	B	R 30,000
Mbenzi MF	M	B	R 30,000
Moloane TE	M	B	R 30,000
Sibiya BM	F	B	R 30,000
Mallick MA	M	I	R 30,000
Mulukwane CR	F	B	R 30,000
Maropola MD	M	B	R 30,000
Megatshavha FM	M	B	R 30,000
Maboe MJ	M	B	R 30,000
Phiri JD	M	B	R 30,000

**TOTAL R 300,000**

#### NRF Master's Bursaries

Makalima Z	M	B	R 33,000
Masakona N	F	B	R 33,000

**TOTAL R 66,000**

## SARCHI CHAIR IN DEVELOPMENT EDUCATION

The South African Research Chairs Initiative (SARChI) is a strategically focused knowledge and human resource intervention that has three interrelated operational objectives that set the parameters for the goals of the SARChI–NRF Chair in Development Education at Unisa:

- Stimulation of strategic research across the knowledge spectrum and thereby increasing the level of excellence in research areas of national and international importance
- Creating research career pathways for highly skilled, high quality young and mid-career researchers that effectively addresses historical racial, gender and age imbalances
- Improving and accelerating the training of highly qualified personnel through research.

The Chair in Development Education is expected to challenge education and other disciplinary knowledge areas from a developmental standpoint, undergirded by the African perspective. All its activities are transdisciplinary, transversal and transnational. This implies extensive outreach, consultations, research and deep enquiry that would lead to the preparation of a framework document defining the parameters of the field of Development Education, with clear propositions as to how such an area reads itself into the structure, strategy, and content of Unisa's ongoing academic undertakings.

The Chair has already taken huge strides and impacted on various levels, as can be seen by the following highlights of its activities during its first year.

### EMBEDDING WITHIN UNISA'S STRATEGIC PLAN

Under the leadership of the Pro Vice-Chancellor, Unisa has embarked on transformation processes in key areas within which the SARChI Chair's expertise and involvement have been sought. These include curriculum, assessment, multi-, inter- and transdisciplinarity (MIT), Africanisation and indigenous knowledge (IK) systems. The following are just some of the activities the Chair undertook in these areas:

- Pro Vice-Chancellor's summit 'Towards a new institutional and academic identity: revision, rehabilitation and rebirth'. Participated in various roles including as panellist, facilitator, and gave a plenary address on *Knowledge production, innovation and Africa's development: challenges for a transforming institution*.

- Respondent to Dr T Karunakaran, Unisa's Founders Lecture keynote speaker, on his address *The concept of a university in a developing society*.
- Keynote address *The teacher, the learner and society: balancing the expectations of didactics and dialectics in education* at the 'Teacher education at a distance: trends and challenges' conference.
- Seminar address *Towards problematising xenophobia: confronting the inhuman face of humanism* at seminar convened by Unisa's Research Directorate and the School of Graduate Studies in the College of Human Sciences.
- Interdisciplinary workshops and seminars with postgraduate students convened by the Research Directorate and the School of Graduate Studies in the College of Human Sciences.

### PARTNERSHIPS AND COLLABORATION

This SARChI Chair has generated a lot of excitement and positive responses from different national institutions and international bodies. These are a few of the Chair's involvements in 2008:

- Paper: Regional conference on 'Universities as Catalysts for Sustainable Rural Development' hosted by the Centre for Education Policy Development. (Paper: *Culture, language, indigenous knowledge and the role of universities in sustainable rural development*.)
- Panel member: SABC Africa. (Panel discussion: *Universities as catalysts for sustainable rural development*.)
- Paper: The South African Human Rights Commission (SAHRC) project 'Unity in diversity' to promote national dialogue on 'Advancing constitutional values in South Africa'. (Paper: *When democracy and human rights are not enough*.) (To be published in the journal *Perspectives in education* in 2009.)
- Keynote address: British Association for International and Comparative Education Societies (BAICES) conference on 'Internationalisation in education: culture, context and difference'. (Keynote: *Education, culture and society in a globalising world: implications for comparative and international education*. (To be published in British journal *Compare* in 2009.)



**Prof. Catherine Hoppers,**  
**Incumbent of the SARChI Chair**

- Keynote address; Department of Science and Technology 'Youth and Science Partnership Forum'. (Keynote: *Making science accessible for all*.)
- Keynote address: Human Sciences Research Council (HSRC), International Social Science Council (ISSC), Council of Philosophy and Humanistic Studies (CIPSH) and National Research Foundation (NRF) symposium on 'Knowledge and transformation: social and human sciences in Africa'. (Keynote: *Renegotiating agency in knowledge production, innovation and Africa's development in the context of the triage society*.)
- Retreat facilitator: 'Reflection and strategy on development education goals with special focus on science and society, peace and sustainable development, indigenous knowledge and the integration of knowledge systems, and universities and society in Africa. A high level retreat that brought together professors from the natural and social sciences, members of the Academy of Science of South Africa (ASSAF), and Unisa staff and students.
- Panel member: UNESCO '21st Century Talks'. (Panel discussion: *The future of lifelong learning in Africa*. The other panel members were the European Commissioner for Education, Mr Jan Figel, and the advisor to former French president Mitterrand, Mr Jacques Attali.)
- Panel member: Academy of Science of South Africa (ASSAF) (Panel: 'Future of humanities in South Africa').

## RESEARCH NICHE AREA: ECOTOXICOLOGY, BIO-ORGANIC AND NATURAL PRODUCTS RESEARCH

The research niche area *Ecotoxicology, Bio-organic and Natural Products Research* was established as a result of an open call from the National Research Foundation Institutional Research Development Program (NRF IRDP) to several universities for research teams to submit research niche area proposals for appraisal and for possible funding as of 2008. Prior to this call, several researchers in the Department of Chemistry at Unisa who previously worked independently had already joined forces to approach research and postgraduate student training through teamwork under the framework 'Ecotoxicology, Bio-organic and Natural Products Research'.

Prompted by the urge to establish a strong multi-disciplinary research programme involving collaborative action with national and international tertiary institutions as well as industry, the team lobbied other researchers from the School of Environmental Sciences and the Institute of Science and Technology Education to be part of

this niche area. Subsequent to this, the team submitted the niche area proposal to the NRF IRDP for appraisal. The outcome from the NRF IRDP is that this niche area, the only one for Unisa at this stage, qualified for funding in 2008 and individual applications for funding under this programme proceeded.

Niche area leader Prof. Malose Mphahlele says, "We are privileged to be located at the borders of Gauteng, North West, Limpopo and Mpumalanga; to be close to the Innovation Hub, the CSIR, the Universities of Pretoria and Limpopo; and to be surrounded by, amongst others, several industries (chemical, agrochemical, automobile, etc.), zoological and botanical gardens, and mines (coal, platinum)."

Prof. Mphahlele also says that the vision of the niche area is to utilise the "participation of researchers with an indigenous background, available cutting-edge research tools and Unisa's strategic locality as a rare opportunity to estab-

lish a Research Institute for Ecotoxicology to promote conservation and management of ecosystems and biodiversity. Moreover, Unisa's diverse expertise in natural, health and social sciences will strengthen the envisaged Institute to directly serve communities from the four neighbouring provinces."

Several staff members and postgraduate students participate in research activities related to this RNA. The projects involve collaborative action with both national and international researchers.

This niche area currently focuses on:

- The qualitative and quantitative analyses of chemical pollutants in the environment (ecotoxicology research)
- The synthesis of inorganic and organic compounds and isolation plant-based organic compounds with potential medicinal and industrial application (bio-organic and natural products research).



**Prof. Malose Mphahlele,**  
**Niche Area Leader**



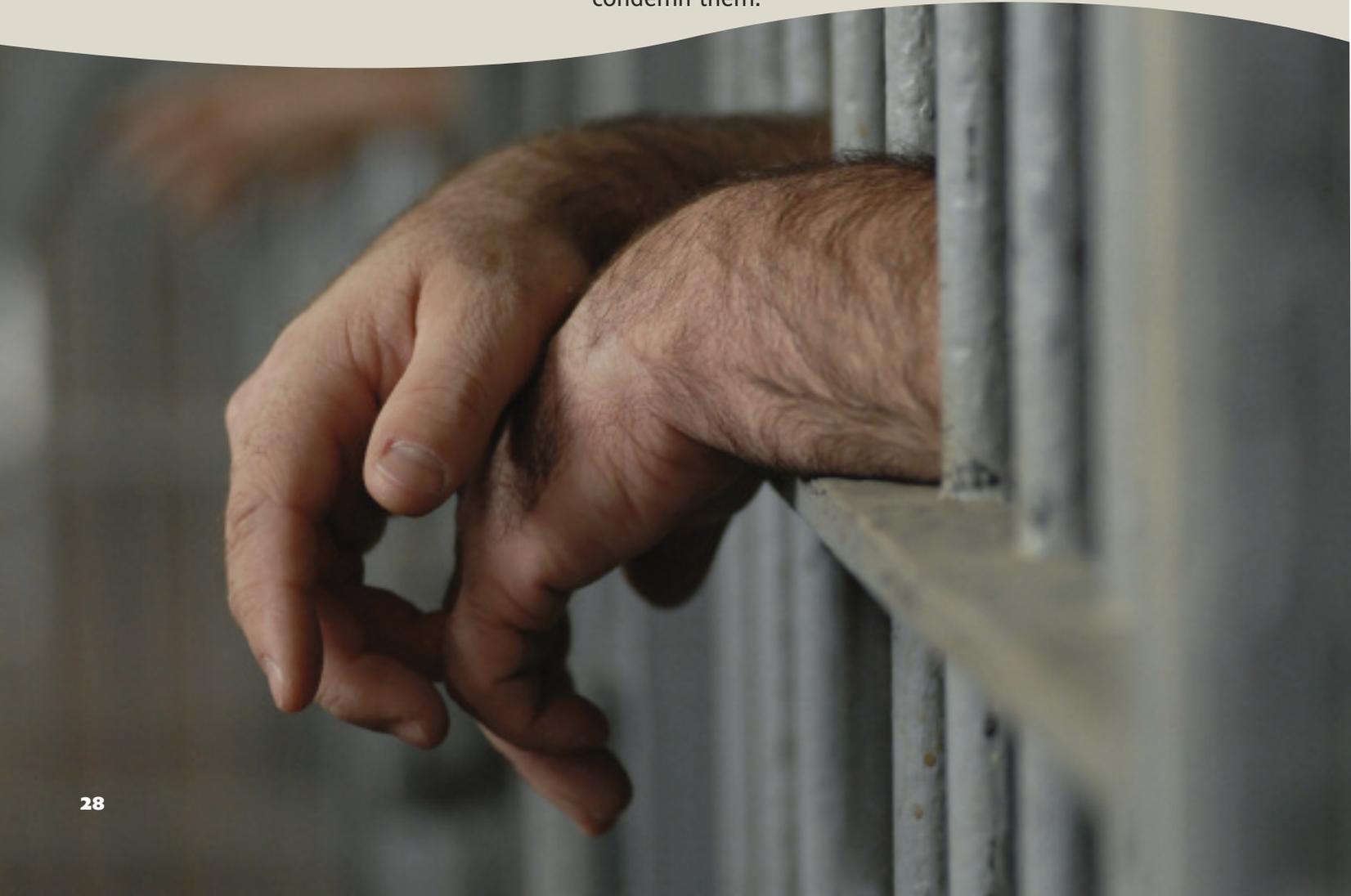
# RESEARCH PROJECT HIGHLIGHTS

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## **WHEN 'IN PRISON' EQUALS 'IN DANGER'** *HARM REDUCTION IN PRISONS*

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Harm reduction accepts (for better and for worse) that licit and illicit drug use is part of our world, and chooses to work to minimise its harmful effects rather than simply ignore or condemn them.



INTRAVENOUS DRUG USE is one of the main contributors to HIV infection. Research on HIV/AIDS has (in the South African context) mostly centred on high risk groups in free society. The link between HIV/AIDS, harm reduction and imprisonment require urgent attention. To make an impact in terms of harm reduction in closed environments like prisons, one has to attach a broader meaning to and investigate harm reduction from more angles than only injection drug use.

According to the South African Prisoners' Organisation for Human Rights (SAPOHR), inhumane conditions of detention are the main courses for the spread of HIV/AIDS in South African prisons. Common abuses that SAPOHR refer to include brutal assaults and abuse by prison authorities or the prisoners themselves, denial of basic living amenities, gang wars and activities, and unhealthy conditions of detention (including drug use, lack of hygiene and the high number of users of unscreened toilets in overpopulated dormitories).

It is into this world of the inmate and their elevated risk of contracting HIV that Prof. Willem Luyt and Prof. Nicolien du Preez of the Department of Penology in the College of Law chose to step to find out what types of harm existed in South African prisons, what the level of awareness was amongst inmates and staff, and how harm reduction practices could be implemented in this environment. The research was conducted in South Africa, but international influences were also taken into account and included visits to foreign prison systems (including prisons on the African continent).

In terms of the 'Dublin Declaration on HIV Prevention in Prisons', harm reduction is a set of practical strategies that reduce the negative consequences of drug use and incorporates a spectrum of strategies from safer use and managed use to abstinence. This includes discouraging the sharing of contaminated injecting equipment by providing users with sterile injecting equipment and disinfectant materials and providing a range of drug dependence treatment (including substitution treatment).

Professors Luyt and Du Preez explain that inmates use prohibited substances for many reasons, including to motivate themselves when

they have to commit gang-related violence. Various other forms of risk exist in prison. These include unsafe and coerced sex, the influence and results of gang activities, suicide, self-mutilation, deaths while imprisoned, and (sometimes involuntary) body piercing and tattooing. The lack of sterile tattoo equipment increases the risk of certain infections dramatically. Sometimes harmful practices go unnoticed or are ignored.

Inmates further face a constant threat of HIV infection because conservative national authorities deny them condoms. Inmate rape is an established practice. However, while rape is accepted as a fact of prison life, the subject has received little attention from prison regimes and legal remedies are rare. Few prison rapists are ever prosecuted and most prisons provide little counselling or medical attention to rape victims (nor help in preventing such attacks).

According to Professors Luyt and Du Preez, recent evidence of HIV infection in prisons suggests that it is spreading fast in prison populations. HIV/AIDS will pose enormous challenges in future because high illiteracy rates will make normal education campaigns ineffective.

They used qualitative methodology in the literature study, but the empirical part of their study was mainly based on quantitative methodology. The nature of the study necessitated the use of multiple methods (including observation, collecting documents, interviews, and literature collection and study). The methodology also included triangulation because uncertainties were cleared during interviews and field notes were made to support interviews.

Scheduled structured interviews were used to gather information directly from respondents. The method was based on a set of questions with fixed wording and sequence of presentation. The researchers who participated in this project were directly involved in the administration of the sessions where the questionnaires were completed. Correctional staff assisted in practical arrangements.

This method was implemented by using questionnaires that were presented to each of the respondents in exactly the same way for a number of reasons. This technique minimises



**Prof. Willem Luyt**

the role and influence of the interviewer on responses, enables a more objective comparison of results and allows for smooth administration in a group of respondents (including prisoners whose literacy skills might be lower than that of the average population). The questionnaires were self-administered questionnaires that required minimum influence and direct contact with the respondents. This also ensured more objective responses from the respondents.

The empirical phase of the study entailed gathering the personal information of all the respondents, general HIV/AIDS information, personal views about sex, high risk behaviour in prison and human rights perspectives. A personal information sheet was developed to determine certain demographics of respondents. Both inmates and staff respondents had their own personal information sheet.

Ethical measures were taken to ensure the rights and privacy of the participants. Even though permission was obtained for the research, all the participants were asked to complete a consent form before participation commenced. Steps were taken to ensure internal validity.

The data collection was complemented with an empirical investigation by means of structured interviews in three government prisons: Leeuwkop, Johannesburg and Krugersdorp. All three prisons are situated in Gauteng, the province with the most inmates and the highest number of personnel.

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**ANYONE FOR A GLASS OF FRESH FOG?**  
**ALTERNATIVE WATER SOURCES FOR SOUTH AFRICA**

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Clean water is at a premium throughout southern Africa. With approximately 1 700 m<sup>3</sup> water available per person per year, South Africa is classified as a water-stressed country. Should the present trends of use and abuse of water continue, the country will move into the water-scarce category by 2025. There is thus an urgent need not only to conserve the water that is available, but also to identify alternative sources of potable water. Fog is one such a source of water and Unisa is engaged with a large scale research and development project on fog harvesting.



ACCORDING TO CLIMATOLOGIST Prof. Jana Olivier, associate professor in the School of Environmental Sciences in Unisa's College of Agriculture and Environmental Sciences, and project leader of the collaborative research project on fog harvesting, "Fog is an often underestimated source of water, even though it is the major source of water for many desert plants and animals, for example a beetle in the Namib that collects fog on its hind legs by doing a 'hand-stand' to lift its hind legs into the air. The water droplets collected on the beetle's legs and back then run downward to its mouth." This description can be adequately used to describe the fog water collection system designed by the project team, consisting of Prof. Olivier and Prof. Johan van Heerden (emeritus professor at the University of Pretoria).

### FOG WATER COLLECTION A NATURAL PROCESS

Fog contributes significantly to the hydrological balance in forested areas by collecting on vegetation and dripping to the ground. By imitating this natural process, water can be collected for human applications, ranging from drinking water to the establishment of woodlots, vegetable gardens and livestock management.

Fog and cloud are composed of minute droplets suspended in air. These droplets are initially very small ranging from a few microns to 100 microns in diameter depending upon the type of nuclei on which they are condensed. They are so small that they can easily be kept in suspension by air currents. However, when they collide with a solid surface, the droplets are deposited on the surface. As more and more accumulate, they grow until a larger drop is formed. Fog harvesting (or cloud water collection) is concerned with the collection of these drops.

The first significant experiment to collect drinking water from fog was conducted in 1995, when the Water Research Commission funded a project to determine the feasibility of using fog to supplement water sources in rural areas. Based on the results of this project, two projects were initiated to implement operational fog water systems in rural areas and to supply communities with water.

### EARLY EXPERIMENTAL SYSTEMS

The first of these fog water collection systems was set up at the Tshanowa Junior Primary

School in the Soutpansberg in Venda, and the second at a small mission village called Lepelfontein on the West Coast. Yields of around 5 ℓ per m<sup>2</sup> per day were obtained at both these experimental sites, with maximum daily yields reaching 3 800 ℓ per day at each.

Additional systems were subsequently set up near Tshanowa, at Lepelfontein, as well as in the Transkei and near Langebaan in the Western Cape. The latest fog harvesting system was set up at Cabazana in the Eastern Cape in April 2008.

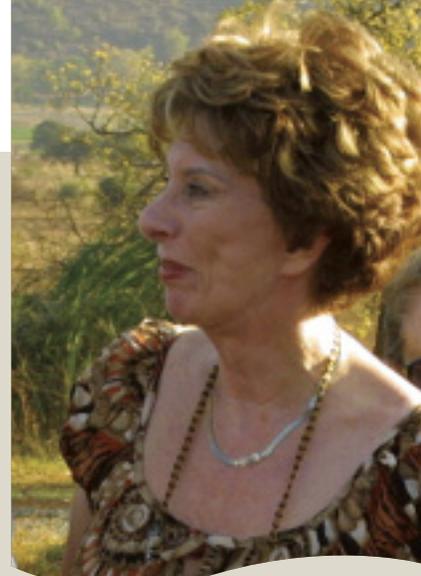
The cloud water collection systems have been designed to allow the small fog droplets to pass through a mesh. During this passage the flow is disturbed and a small percentage of the droplets collide with the mesh material and are collected. The water quality of fog is very high and conforms to World Health Organisation and South African water quality standards for potable water.

### ADVANTAGES OF FOG HARVESTING

Some of the advantages of fog harvesting are:

- Both rainfall and fog droplets are collected, which makes it especially effective during a light drizzle.
- Foggy conditions occur throughout the year and not only during the rainy season.
- Fog is a sustainable source of water, even in times of drought.
- Fog harvesting is ideal in mountainous areas where there are no other sources of water, where there are logistical difficulties, or where the costs are too high.
- The system can be applied in sparsely populated areas.
- Environmentally speaking, the impact of the systems is minimal during construction, the system does not influence the amount of water available to the surrounding vegetation, and it does not require electricity.
- Fog/mist is exceptionally clean and does not contain harmful micro-organisms.

Fog water harvesting can thus be an important source of water in those areas where other, more conventional systems, cannot be used – specifically in the mountainous areas of the country. Ideally an integrated water management scheme should be implemented in these areas, using a combination of fog water collection as well as rainfall harvesting from roofs and other structures.



Prof. Jana Olivier

### STRUCTURE OF THE FOG HARVESTING SYSTEM

The original systems comprised of a 70 m<sup>2</sup> collecting surface consisting of a double layer of 30% shade cloth net. This was attached to wooden poles, anchored by means of steel cables with a gutter attached to the lower end of the net. Water droplets that collect on the screen run downwards and drip into the gutter from where they are channelled via pipes to storage tanks. The system was specially designed to be used in rural areas, to be as cost effective as possible, to use material that was readily available in the area, and to be suitable for use in areas with no electricity.

Extensive damage was caused to the Transkei systems, primarily due to poor maintenance, vandalism and freak storms that ravaged the area during 2006 to 2007. It was also found that the shade cloth screens frayed and tore due to continuous rubbing against the steel cables during windy conditions. This necessitated the redesigning of the materials and structure. The following two modifications were therefore introduced:

- Instead of a single flat collector, a system consisting of three 40 m<sup>2</sup> panels arranged in the shape of an equilateral triangle is now being used. A number of these systems can be linked together to expand the system to the required size. This design lends stability to the system so as to withstand the onslaught of gale-force winds.
- The shade cloth has also been replaced with a stronger, stainless steel-based mesh. Numerous experiments were conducted to compare the efficacy of the stainless steel mesh with that of shade cloth. It was found that the water collection efficacy of the steel mesh is satisfactory.

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**GENERATION Y TELLS FAMILIES WHAT TO BUY**  
***INFLUENCE OF ADOLESCENTS ON PURCHASE***  
***DECISIONS OF METROPOLITAN HOUSEHOLDS***

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Unisa's Bureau for Market Research (BMR) has again conducted ground-breaking research in 2008, including a fascinating study showing that adolescents (children from 13 to 18 years old), also known as the Millennium Generation or Generation Y, have a significant influence on family purchase decisions in the metropolitan areas of South Africa. According to BMR estimates, there are approximately 7,8 million adolescents in South Africa, earning, in total, approximately R6,7 billion of pocket money per annum. BMR projections also indicate that besides spending those earnings on various products, adolescents also have the potential of influencing the expenditure of a further R380 billion of household cash.



PROF. DEON TUSTIN (Director of the BMR) said that adolescents exert their influence on metropolitan households in the purchases of especially child-related products such as children's toys (23,1% of the household expenditure) and children's clothing and footwear (34,5% of the household expenditure). Of the 750 metropolitan parents from Cape Town, eThekweni (Durban), Johannesburg, Nelson Mandela Bay (Port Elizabeth) and the City of Tshwane (Pretoria), approximately a third reported that adolescents primarily influence the purchases of family activities such as outside entertainment (for example movies and concerts). Product categories where metropolitan adolescents exert most influence are reflected in this bar graph, which shows the number of metropolitan households claiming that children primarily influence purchases of the product items reflected.

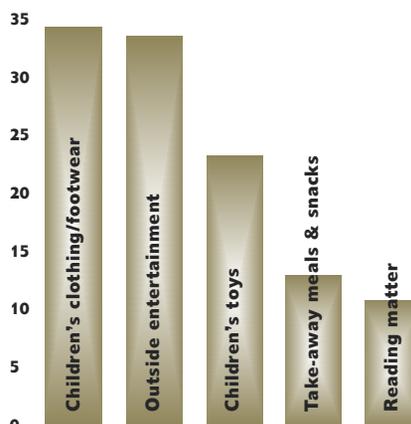


**Prof. Deon Tustin**

### MAJOR INFLUENCE OF ADOLESCENTS BY PRODUCT TYPE

The BMR research largely corresponds with similar international research showing higher levels of perceived adolescents' influence on purchases of children's products and expenditure on family activities when compared with purchases of children's educational, non-durable and durable products. In fact, the BMR study shows that children exert no influence at all on 25% (or approximately R132 billion) of the 34 product types investigated, including purchases of houses, furniture and furnishings, motor vehicles, insurance, non-prescription drugs and first aid items, and alcoholic beverages. As far as these products are concerned, parents reported that they primarily purchase those products themselves.

The empirical findings show that metropolitan adolescents use 'direct request without reason' as major influence tactic to persuade parents to buy 25 (or 73,5%) of the 34 product types investigated. Also, the study reflects a fairly strong propensity among metropolitan parents to develop children's consumer skills. Approximately half the metropolitan households allow adolescents to decide for themselves what to buy or how to spend their pocket money. Metropolitan parents regard 17 years of age as an ideal age for a child to spend money carefully and between 12 and 14 years to receive an allowance. On average, metropolitan adoles-



**Major influences of adolescents by product type**

cents receive approximately R320 per month, ranging from R190 in Cape Town to R430 in Johannesburg.

The BMR study clearly shows that adolescents in South Africa are highly knowledgeable about products and brands. The adolescent market in South Africa is destined to expand further on the back of increased consumer socialisation between parents and children, increased exposure to information technology and higher disposable income of children. This strengthening buying power of adolescents in influencing and deciding on brand choices has clear implications for marketers who will continue to be challenged to probe the process of child development shaped by attitudes, preferences and behaviour. The BMR study contributes to such understanding and offers valuable information to support businesses in their endeavour to cement brand preferences at an early formative stage of a child's development.

### WHAT IS THE BUREAU OF MARKET RESEARCH?

Founded in 1960 at the request of commerce and industry, Unisa's Bureau for Market Research (BMR) annually produces a range of valuable and important socio-economic research products. Focused on and guided by its stakeholder demands, the BMR's projects are evidence of its prolific, pioneering, innovative and contemporary research. Core stakeholders include Unisa and BMR syndicate members, as well as private and public establishments that function within the broader South African, regional and global economy.

Several of the Bureau's annual surveys are used by government and parastatal and corporate institutions to inform policy and strategy formulation. In particular, the BMR's annual surveys of South Africans' personal income and household expenditure are extensively used, as are its estimates on the size of the informal economy. These surveys have been conducted for almost 45 years and are believed to be the longest running and most accurate available in the country.

The BMR has almost 160 corporate members, including South Africa's four biggest banks, the World Bank, the Development Bank of Southern Africa and the South African Reserve Bank. Other corporate members span the full spectrum of the economy, from retailers to fast-moving consumer goods manufacturers, media and publishing groups, technology and telecommunications companies, and energy companies.

For the benefit of its corporate members, the BMR conducts basic research on broad economic trends such as population growth and demographic dynamics. The Bureau also conducts commissioned research on industry specific demand, such as surveys on market size and customer satisfaction and feasibility studies.

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**'OUT' IN NORTH-WEST**  
***THE RURAL-URBAN GENDER DIVIDE***

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There seems to be a big discrepancy between the constitutional promise of equality and non-discrimination and existing social realities. Discrimination on the basis of sexual orientation was prohibited by the inclusion of the equality clause in the South African Constitution in 1996.



HOWEVER, TWELVE YEARS LATER homophobia is still widespread within our society and it appears that the protection offered by the Constitution is 'only on paper', as lesbian, gay, bisexual and transgender (LGBT) persons continue to experience incidents of victimisation and discrimination in most aspects of their lives. Since the changes in the Constitution there has been little research into LGBT issues carried out in South Africa to discern whether the new legal reforms have actually had an impact on the lives of LGBT people.

Between 2002 and 2006 the Unisa Centre for Applied Psychology (UCAP) co-spearheaded three survey studies to assess levels of empowerment of LGBT people in three provinces in South Africa. In 2007/08 UCAP combined the three data sets to ascertain a national picture with regard to LGBT issues within South Africa with the objective of informing programmes and affecting policy changes and formulated the research question 'What is the societal position of men and women engaging in same-sex sexual activities in emerging South African LGBT communities and which possibilities are present to empower these communities?'

## ADVOCATING FOR CHANGE

UCAP also realised that by identifying in which sectors of society, that is, criminal justice, education, health and religion, human rights abuses occur, it will be able to advocate for change and stimulate social development policy changes. In the context of this study, 'empowerment' refers to the building of resourcefulness; facilitating awareness; affirming the positive and working with the difficulties; and helping persons and communities realise their full potential. Empowerment also implies mutual benefit, in that it is a sharing process where all benefit, learn and grow.

The outcomes of this project will assist the LGBT sector to prioritise within their strategic planning and related developments. Furthermore, these outcomes will inform policy decisions and priorities at national, provincial and local level within government and also within non-governmental organisations (NGOs). In addition, this study will further knowledge of the development of emerging communities of sexual minority persons.

As the previous three empowerment studies in which UCAP collaborated concentrated on provinces that are generally well resourced, this study is expanding the focus to include a more rural province of the country that is generally under-resourced in a variety of ways, in order to gain a more representative depiction of the levels of LGBT empowerment within South Africa on a national level.

## GAY UMBRELLA

The North-West province has been chosen as case study, as an LGBT community (Gay Umbrella) is slowly emerging. A focus on culture and traditions may improve understanding of empowerment issues among rural communities, which may be completely different from the urban view and perceptions thereof. The choice of Gay Umbrella is informed by a number of reasons. It is a community-based organisation situated within North-West province that, although only formed in March 2007, has already successfully organised provincial events. Two founding members are involved in this project as they stand to benefit from the research in terms of their own capacity development and in the continuing growth and expansion of their organisation, which will benefit all LGBT people within the province.



**Prof. Juan Nel, Director of UCAP**

The project is carried out in collaboration with OUT LGBT Wellbeing, also known just as OUT, which is a health and mental health services provider, with research, mainstreaming and advocacy programmes for LGBT people. This choice is informed by UCAP's established collaborative relationship with OUT, among others, also with regard to the first three empowerment studies.

## IMPACT OF THE EARLY STUDIES

The research study in Gauteng in 2003, conducted by OUT in collaboration with UCAP, was informed by both theory and the needs of LGBT organisations in South Africa, to investigate discrimination and abuse in various sectors, such as health, education and criminal justice. This study was subsequently repeated by OUT and UCAP in KwaZulu-Natal in 2005 and then by UCAP and the Triangle Project in the Western Cape in 2005/2006.

These three provincial studies were valuable in that the research was used to inform various policies and programmes. The data gathered in this research has been used to elicit more information from LGBT communities in order to bring to light the various challenges with which they are faced. The Department of Social Development used the findings to inform its policies on, among others, guidelines for LGBT people in shelters. More recently, findings of the initial research, which was presented at the third national conference of the government-led Victim Empowerment Programme (VEP), resulted in inclusion of sexual orientation-based hate crime victimisation as a priority area for VEP service providers. The research was also used in advocating for adequate health care services for LGBT people when OUT submitted a draft paper to the South African Human Rights Commission Public Inquiry concerning the right to have access to health care services. OUT furthermore compiled guidelines for service providers which were widely distributed. The statistics gathered from this research has also been referenced in the media nationally and internationally, such as *Sunday Times*, *Mail&Guardian*, BBC and CNN.

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## **SILKWORMS FOR A SMOOTH, SILKY SKIN**

***ECOTOXICOLOGY, BIO-ORGANIC AND NATURAL PRODUCTS RESEARCH NICHE AREA***

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Silks are fibrous proteins of interest in the textile industry. Silks have also demonstrated superior properties such as good mechanical and environmental stability, biocompatibility, and biodegradability in the biomaterial industry. It is because of these attractive properties that silk-like proteins have been produced by genetic engineering for various applications, especially as medical and degradable biomaterials and drug delivery carriers.



THE LARGEST CONTRIBUTOR toward commercial production of silk is *Bombyx mori*, a domesticated silkworm cultivated in Asia. Most of the research work on silks has been focused on this type of silkworm in an attempt to comprehend its chemical properties, improve its physical properties, and hence broaden its application in biotechnology, biomaterial, and biomedical fields.

The *B. mori* cocoon consists of two major proteins, namely fibroin, which is utilised for silk fibres, and sericin, a gum-like protein that holds the fibroin together. The latter constitutes about 25–30% of silk protein and is separated from fibroin by a process known as degumming. After the degumming process, the sericin is discarded as waste, mainly into the water systems. Because the waste material is very rich in protein, it can have detrimental effects when discharged to the environment.

Sericin protein has a potential in various applications including cosmetics, polymers, biomaterials and biotechnology. The moisture absorbing and desorption properties of sericin renders it suitable for production of cosmetics, and it can improve the biodegradability of some synthetic polymers. The application of the sericin protein depends on its chemical composition. The moisturising capacity is correlated to the amount of serine present in sericin.

It has been suggested that sericin could be recovered from waste not only to reduce the environmental impact but also to utilise it for economic and social purposes. Some applications could be correlated to the chemical composition, particularly the amino acid profile of the protein.

Very little has been reported on both the chemical and physical characteristics of sericin derived from *Gonometa rufobrunnae*, a silkworm found in abundance in southern Africa. The Column Technology and Method Development research team in the NRF Research Niche Area *Ecotoxicology, bio-organic and natural products research niche area* hosted at Unisa is now investigating the amino acid profile of the protein derived from the gum of the cocoons of the indigenous silkworms *G. rufobrunnae* and *G. postica*.



The research group is developing capillary electrophoresis, capillary electrochromatography and HPLC methods for the separation and quantification of individual amino acids in sericin protein. Such findings are valuable as they might lead to further projects on the application of sericin in cosmetics and polymer industry. Furthermore, methods of recovering sericin waste from silk production processes may reduce the impact it might have on the environment.

Protein profiling remains a fundamental study in biological, biochemical, medical, clinical, and natural product fields. Characterisation of proteins involves the hydrolysis of the protein into free amino acids followed by separation using highly efficient or selective techniques. In general, most amino acids are fluorescence inactive because they lack chromophores or fluorophores. The characterisation of *G. rufobrunnae* sericin protein is essential in develop-

ing an understanding and appreciation of its capabilities and potential in the fields of biotechnology and biomaterials.

The research is focused on fabrication of separation columns for capillary electrochromatography and method development for environmental, natural products and indigenous food materials. Using sol gel chemistry, the group prepare columns for capillary electrochromatography, which can be used for the separation of compounds in environmental samples, food materials and natural products. Some of our indigenous wild fruits and food materials are very rich in compounds which exhibit antimicrobial and antioxidant activity. Good separation methods allows for the isolation, separation and quantification of these compounds in different substrates.



**Dr Simiso Dube, team leader of the silkworm cocoon project**

## **ECOTOXICOLOGY, BIO-ORGANIC AND NATURAL PRODUCTS RESEARCH**

This is a multidisciplinary field of study that deals with the environmental effects of natural and synthetic chemicals in the biosphere. The field of ecotoxicology includes concepts arising from disciplines such as toxicology; biology and molecular biology; analytical, inorganic and organic chemistry; physiology; ecology; genetics; microbiology; biochemistry; immunology; nanochemistry; environmental (soil, water and air) sciences; and economics. These are a selection of some of the fascinating research programmes with this research area:



### **BIO-ORGANIC RESEARCH PROF. M MPHAHLELE**

Due to rapid spread of drug-resistant diseases and the reluctance of international pharmaceutical consortiums to invest in diseases confined to poor countries, the main thrust of this research programme is on the synthesis and structural property studies of organic compounds with potential anti-cancer, anti-tuberculosis, anti-malarial and anti-depressant activities. Furthermore, indigenous knowledge on the nutritional, medicinal, agrochemical and cosmetic applications of plant-based products is fast disappearing in our communities because it is not well documented. The programme has therefore also ventured into plant-based compounds (phytochemistry and ethnopharmacology research) to provide chemical and biological information on the nutritional, medicinal, agrochemical and cosmetic applications of indigenous plants.

### **NATURAL PRODUCTS PROF. M NINDI**

A research programme dealing with food safety is concerned with developing rapid, selective and sensitive methods of detection and characterisation of chemical and veterinary drug residues in foods of animal origin. Veterinary and chemical drugs with anabolic effects are used for therapeutic and prophylactic purposes, as well as for improved breeding efficiency, although most of them are banned in most developed countries and

can only be administered in specific circumstances for therapeutic purposes, but under strict control. The veterinary drugs of interest include antibiotics, anthelmintics, and anabolic steroids, which are commonly abused in the animal producing industry for financial benefit. Many of these compounds are a health hazard to consumers if consumed as residues in foods.

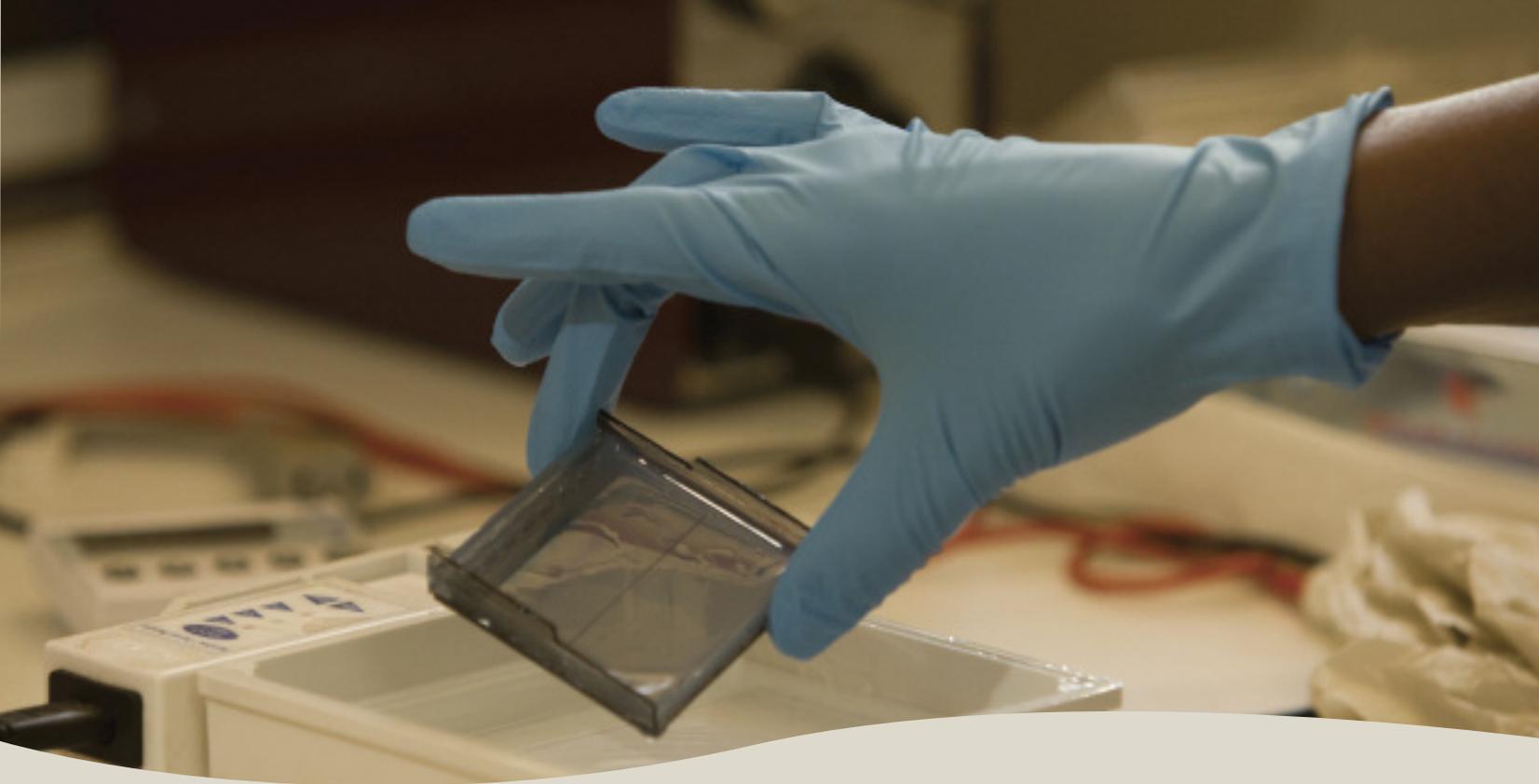
Researchers continue to develop methods for known and unknown compounds, as the challenges of food safety requires the enforcer to be on the forefront in the detection of newly developed drugs.

### **ECO-BIOINORGANIC CHEMISTRY RESEARCH PROF. F TAFESSE**

The main objectives of the research programme in eco-bioinorganic chemistry is to formulate cost effective, efficient and environmentally friendly decontaminating agents that may be used in decontamination protocols or in the case of accidental spill of chemicals.

### **ECOTOXICOLOGY PROF. OR AWOFOLU**

The programme on ecotoxicology focuses mainly on the monitoring and analyses of chemical pollutants in the ecosystem (water, atmosphere and soil) and their degradation using chemical methods, micro-organisms or higher plants to lead to environmental decontamination.



# RESEARCHER DEVELOPMENT

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## RESEARCH TRAINING

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Research training at Unisa is a multifaceted approach of developing young and aspiring researchers into established ones. Aspects of training such as education, motivation, challenge and mentorship are incorporated into the research training programme.

The Research Directorate has, over the years, established an adequate platform for young and aspiring researchers such as master's and doctoral students, including staff members, to be trained in almost all aspects of research. The Directorate organises training workshops that cover research topics including qualitative research proposal designs, data collection, capturing and analysis of data on Statistical Packages for Social Sciences (SPSS), dissertation writing, writing for publication, and research supervision. These workshops were variably facilitated by established researchers from Unisa and other universities from around the country.

In 2008, almost two thirds of the research workshop participants were female (62%), with males accounting for 38% of the participants. More than half the research participants were black (53%), with whites making up 34%, Indians 10% and coloureds 3%.

Future projections show an improvement in the quality of the workshops, as well as a significant growth in numbers of the participants. Preparations are also in place to have these workshops broadcast via satellite to other regions of South Africa, as well as Ethiopia.

## SUPPORT FOR YOUNG, BLACK AND WOMEN RESEARCHERS

The main programmes that the Research Directorate operates to facilitate the growth, development and support of young, black and women (YBW) researchers include:

- NRF Thuthuka programme
- Master's and Doctoral Support Programme
- Unisa-SANPAD Research Capacity Building Programme.

The broad aims of these programmes are not only to address the issues of inequality which still persist in our educational systems, but to also provide the opportunities and support for these researchers to become proven researchers, who constantly enhance their teaching and professional practices at Unisa.

### NRF THUTHUKA PROGRAMME

The Thuthuka programme, which falls within the Institutional Capacity Development Directorate of the National Research Foundation (NRF), funds young researchers under the age of 45 within the following sub-programmes:

- Researchers in Training (RiT)
- Women-in-Research (WiR)
- Research Development Initiative for Black Academics (REDIBA).

This partnership initiative between the NRF and Unisa is specifically aimed at addressing equity in research development, by targeting black and women researchers below the age of 45. To achieve this goal it utilises a funding formula where Unisa matches every cent the NRF awards. The Thuthuka programme was launched at Unisa in 2001 with just one grantholder. In 2008 this figure had grown to a group of 177 active researchers in various disciplines who have been recipients of this prestigious award.

### MASTER'S AND DOCTORAL SUPPORT PROGRAMME | MSDP

In order to address the problem of up to 50% of Unisa's academic staff members being without doctoral degrees – which is the basic tool for research – the research directorate has initiated the Master's and Doctoral Support Programme (MDSP) in 2008. In its first year the MDSP has provided 30 academics – of which 14 were women – with financial support for master's and doctoral studies. The MDSP also entails targeted postgraduate training and support to grantholders. It was designed to specifically to complement and emulate the Thuthuka programme by giving support to staff members eligible or already enrolled for postgraduate studies, who, for technical reasons (e.g. citizenship and age) cannot participate in the NRF Thuthuka programme.

## UNISA-SANPAD RESEARCH CAPACITY BUILDING PROGRAMME

According to NRF figures, in 2006 the national figures for throughput rates for PhD students stood at a disappointing 13%, in comparison to other countries such as Brazil and Australia, whose throughput rates were 20% and 16% respectively. This highlights the momentous task South African universities face in trying to ensure that doctoral students not only complete their studies, but do so in record time. As a response to this challenge, Unisa introduced a joint training programme with SANPAD (South Africa Development Alternatives in development) called the Unisa-SANPAD Research Capacity Building Programme.

The aim of this initiative is to provide continuous specialised support for a group of Unisa doctoral students, to fast track their studies. The total training period for students adds up to seven weeks spread across the year, while supervisors receive training for a total of six full days. The training sessions are facilitated by carefully selected experts/coaches who constitute some of the most talented scholars and supervisors from South Africa and the Netherlands.

### THUTHUKA 2001 TO 2008

	Female				Female Total	Male				Male Total	Grand Total
	Black	Coloured	Indian	White		Black	Coloured	Indian	White		
2001						1				1	1
2003		1		9	10	4	1			5	15
2004	2	1		16	19	7	1			8	27
2005	2	1		18	21	8	1	2		11	32
2006	8		1	17	26	7	1	2	2	12	38
2007	5		1	18	24	9	1	1	1	12	36
2008	4		2	13	19	5	1	2	1	9	28
	<b>21</b>	<b>3</b>	<b>4</b>	<b>91</b>	<b>119</b>	<b>41</b>	<b>6</b>	<b>7</b>	<b>4</b>	<b>58</b>	<b>177</b>

## WOMEN IN RESEARCH AUDIT

Human capital development is a major challenge facing South Africa. Nationally the success rates of men and women, as well as enrolments, were levelling for both genders. In addition, there is evidence that in South African higher education institutions, there are more female than male junior lecturers across the board, indicating that things were moving in the right direction as far as gender equity in higher education was concerned. However, despite all these positive changes in the higher education landscape, it still remains the norm that the higher one went within these same institutions, the women were fewer relative to the men.

Unisa is not exempt from this national trend, where we find that despite the fact that there is a higher percentage of women enrolments, as well as staff members, women continue to be the least represented in senior academic and administrative positions. Given these broad structural challenges, the Unisa Research Directorate launched the Unisa Women in Research Initiative (UWiRI), establishing as one of its many objectives that it would conduct research into women's experience and participation in research at Unisa. To achieve this objective, the

Research Directorate commissioned the Bureau for Market Research (BMR) to conduct a first Women in Research (WiR) audit at Unisa. The broad objectives of this audit were to conduct a research study to establish the position, level of skills and expertise, and needs of women researchers at the Institution. It was also envisaged that the information gathered from the WiR Audit would facilitate the development of strategies that would enhance the numbers and quality of support available to women researchers.

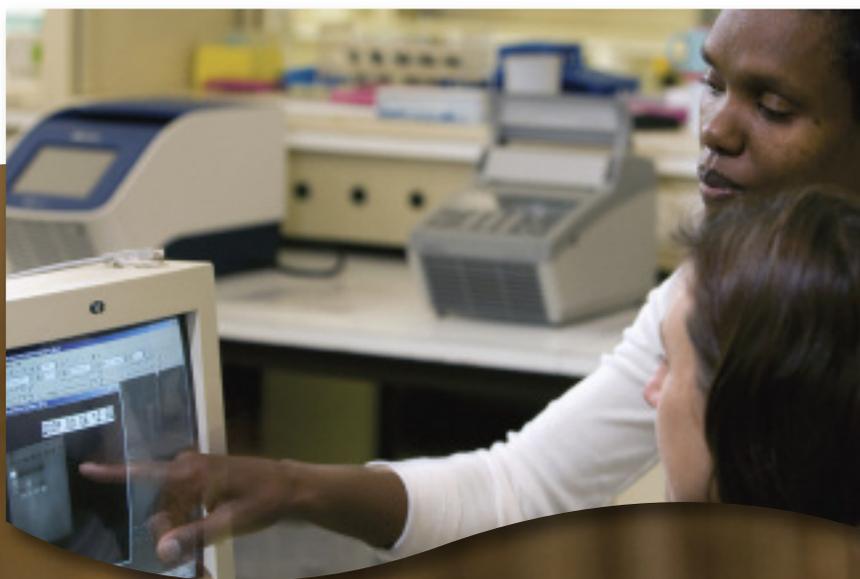
All women who were employed as academics, researchers or professionals within service departments or directorates were invited to participate. This constituted 620 permanent academics and professional staff employed at Unisa, out of which 139 women participated in the audit, securing a 22,4% participation rate (120 eligible observations were required to secure valid and reliable statistical analyses).

The WiR questionnaire probed the following themes:

- Teaching and learning without research involvement

- Research supervision and/or mentorship
- Participation in own research for study purposes and/or team research
- Non-involvement in research activities
- Teaching and learning with some research involvement.

Preliminary results generally indicated positively regarding high involvement by women in research. However, the picture changed as it became more detailed, as it appeared that most women were involved in research either to complete their postgraduate qualifications or to publish an article in an accredited journal. A further point of concern was that very few women researchers participated in team or interdisciplinary research, with the majority preferring to undertake discipline specific research. While the outcomes of the WiR Audit provides an interesting window into what women researchers are actually doing at Unisa, it also poses some challenging questions regarding those women who are not involved in research. This was particularly important as official audits usually miss out on this group of researchers, who were in fact the target of these progressive policies and strategies.



## YOUNG ACADEMICS PROGRAMME | YAP

The University's strategic plan *Unisa 2015: An Agenda for Transformation*, together with both the 2008–2010 and 2009–2011 Institutional Operational Plans (IOPs) acknowledge the need to build a visible critical mass of high quality academics at Unisa and in particular a cohort of young academics. In response to this need, the first of a series of Unisa Young Academics Programmes (YAP) was proposed, planned and then launched in 2008.

The aim of the YAP is to develop a cohort of young, promising and talented academics for the future, both in terms of academic development and management development, as well as to provide this group of young academics with the knowledge and skills required to be top achievers not only within Unisa, but also within the national higher education environment and on the global stage. The YAP also seeks to enable these young academics to one day

assume a leadership role within their academic Departments, Colleges and in turn, Unisa management.

The curriculum and design of the 12-week training programme focused on the following three key areas:

- Academic development
- Research
- Management development within the South African higher education context, but specifically in the Unisa ODL context.

From a pool of applicants, young academics were selected from across the five Colleges at Unisa, with a particular emphasis on employment equity targets.

This special training project for a select group of young staff members under the age of 35 aims to develop and retain these young academics at Unisa. In terms of this project, the selected young academics are set apart for a specified period of the year. During this period they are exempted from

their normal work commitments.

The Research Directorate has played a vital role in the YAP. During the period allocated to research, the young academics enjoyed lectures, presentations, workshops and visits to research institutions. The other lectures and presentations focused on research output and the Unisa process and rationale for reporting to the Department of Education. The research training workshops and panel discussions provided the young academics with plenty of food for thought. These interactions focused on Indigenous Knowledge Systems, multi-, inter- and transdisciplinary (MIT) research and information on fellowships and scholarships available, in particular for young, black and women researchers.

The focus on research of the YAP ended with each young academic giving a presentation on their individual research. The young academics rose to the occasion admirably, leaving the senior academics who attended in awe of what is being done by young researchers and leaving all with hope for the future.

**Unisa's first group of YAPs. Front: Gusha Ngantweni, Paul Mbedzi, Cliff Ndlangamandla, Richard Moloi, Dr Denzil Chetty, Kedibone Phago. Back: Dr Genevieve James, Tamesnie Deane, Liza van Jaarsveld, Gugu Nkosi, Babalwa Mlathi, Tresella Nayagar, Langutani Masehela, Mpfariseni Budeli. Absent: Peter Mkhize, Rose Malefane.**



# OPEN DISTANCE LEARNING RESEARCH

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## **OPEN DISTANCE LEARNING - THE ANSWER FOR HIGHER EDUCATION IN AFRICA**

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In its quest to be '*the African university in the service of humanity*', Unisa acknowledges the concern about the future of higher education in Africa. While there is an overwhelming hunger for higher education throughout the continent, recent statistics paint a worrying picture. Higher education in Africa has a participation rate of less than 45%, and the enrolment rate of 2% in sub-Saharan Africa is by far the lowest in the world.

The solution seems obvious: If more study opportunities could be created for the thousands eager to further their studies, the situation could easily be turned around. But, given the socioeconomic context, how will this be possible? Higher education has been known for its exclusivity. Limited access to higher education institutions and high tuition fees placed higher education well out of reach of many, especially in Africa.

Unisa is convinced that effective open and distance learning (ODL) could go a long way in addressing this. Technology and its evolution could bring an end to the exclusivity of higher education, allowing broad access to quality education at an affordable price.

## WHAT IS ODL?

Open distance learning is spearheading innovative and technology-driven education provision and entails a student-centered approach that is interactive and engages the learner. It is very different from what was traditionally referred to as 'distance education' and associated with a correspondence mode of delivery. ODL is known for its flexibility and adaptability and can open up opportunities for many whose circumstances would otherwise have consigned them to the graves of lost opportunity and wasted intellect. It offers a viable and affordable alternative to contact education, especially in Africa where many constraints impede the roll-out of higher education.

As early as 2002 the idea of the first ever all-African open and distance education conference and of ODL provision in addressing Africa's educational challenges was put forward. Two years later in 2004 the founding conference of the African Council on Distance Education (ACDE) was held at Egerton University in Kenya, followed by the first ACDE conference hosted by Unisa in 2005.

At the conference it became clear that major investments in technology, infrastructure and people were required to address the backlogs and deficits in higher education in Africa. African universities agreed that it was necessary to build capacity, share resources and have structured collaborations between institutions. At the same time the conference affirmed the need for ODL to be quality assured, for qualifications to be relevant to the marketplace in Africa, and for its mode of delivery to be flexible, utilising modern technology.

## THE PROMISE OF ODL

The promise of open distance learning in Africa is five-fold:

- It allows more access to education, in particular, tertiary education, by removing the key barriers: lack of funds and location. People

can learn while they continue to earn, and irrespective of whether they are close to an institution, which is essential for people in rural areas.

- It is cost-efficient and is able to achieve significant economies of scale, as it enables institutions to increase enrolments without increasing staff levels and associated physical infrastructure.
- It enhances and promotes quality through the development and provision of learning resources, which can be used by teachers and learners, irrespective of their location. This is especially important given the fact that in many countries teachers are either unqualified or underqualified and schools and other institutions are poorly resourced in terms of learning resources, especially libraries and laboratories.
- It facilitates and promotes access to lifelong learning, in particular ongoing professional development, for those who have obtained formal qualifications but who are required to upgrade their knowledge and qualifications given the increasingly important role that knowledge and the processing of information plays in wealth creation and economic development.
- It provides a basis for Africa to advance its development goals to establish its social mandate. This can be done in part by providing an education model that can reach non-traditional learners such as women at home, the unemployed, the second-opportunity learners and the disadvantaged.

ODL will also provide options for new forms of learning that take account of indigenous knowledge and culture-specific advancement of learning, creative and innovative means of assessment and an opportunity for relevance in education. This would be more affirming of peoples' prior knowledge and skills, and affirming of their culture, identity and human dignity, that draws from their history as a positive value and that cuts to size the prevalent hegemonies that have for far too long denied or undermined Africa's humanity. ODL should not only offer access to education but also give learners a reasonable chance of success and comprehensive student support would contribute to this.

Another obstacle in the way of the successful implementation of ODL in Africa is the historically diverse and uncoordinated, even compet-

ing initiatives. Up to now many of Africa's ODL initiatives have been initiated and driven from outside the continent as development partnership initiatives. In this context, ODL is in danger of becoming a mere passing fashion, until the next big idea comes along.

## UNISA LEADING THE WAY

Unisa, as the only dedicated comprehensive ODL provider in South Africa, has a major role to play in the provision of open and distance learning both nationally and in Africa. With a student headcount in excess of 260 000 it is the largest higher education institution in South Africa and on the continent. It has excellent infrastructure, cutting edge technology, innovative learner support systems and a significant regional presence in South and southern Africa. The Institution is financially sound, very well resourced and well managed.

In recent years Unisa has made a determined effort to concentrate and build its expertise in distance education. Systems and processes at Unisa are under review, new technology is being introduced, staff training in ODL and in technology has been prioritised with the establishment of the Institute for ODL under the UNESCO Chair in ODL, and administrative and academic processes are being refined under an evolving business and enterprise architecture.

In February last year Unisa, in collaboration with the ACDE, hosted an ACDE Stakeholder's Workshop, which aimed at pioneering developments for collaboration in open distance learning, quality assurance and accreditation of ODL programmes in Africa.

No one needs convincing any longer about the merits of ODL in enhancing the provision of higher education, driving the development agenda, skilling Africa for sustainable development, and for meeting Africa's needs in technology and economic development. The challenge Africa faces is to be creative in planning and development, allocating resources as appropriate, appropriating intermediate technology, and establishing regulatory machinery and an ODL policy framework that is as enabling as it is compelling.

## INSTITUTE FOR OPEN DISTANCE LEARNING

On 5 May 2008 Unisa launched the Institute for Open and Distance Learning (IODL) and the UNESCO Chair of ODL.

The mandate of the new Institute can be broken down into four broad areas:

- ODL research
- Tuition at postgraduate level
- Professional development
- Academic collaboration.

### ODL RESEARCH ACTIVITIES

In October the IODL conducted an ODL Research Workshop for all Unisa staff members who are either currently engaged or are interested in ODL research. This workshop was one of a series of workshops that are aimed at promoting collaborative research efforts in niche areas through engagement in inter-disciplinary and inter-collegiate research activities. Eighty-nine staff members from administrative, academic and professional departments came together to engage in the exchange of ideas and to share experiences in research areas. The workshop was organised under the auspices of the Senate Research Committee (Senrec) by both IODL and the Research Directorate with the aim of harnessing human resources, specifically in ODL research.

### KEY INSTITUTIONAL DOCUMENTS

- The IODL developed its constitution, which was submitted to the Vice-Principal: Academic and Research, Prof. Rita Maré, for processing and to obtain the approval of the University management.
- The IODL drafted the ODL Policy and coordinated the consultative process of task teams in the development of this policy document at Unisa. The ODL Policy has been approved by Senate and Council.
- As a member of the Unisa ODL Task Team, the IODL played a significant role in the production of the ODL implementation plan at Unisa.

### ACADEMIC COLLABORATION

- From January to March 2008, the IODL team held a series of meetings to introduce the Institute's activities to different sections of the University in preparation for the launch of the IODL.
- From April to December 2008 the IODL team continued to organise road shows and strategic meetings with relevant stakeholders



**Prof. Dele Braimoh**  
*Director of the Institute for Open and Distance Learning (IODL) and incumbent of the UNESCO Chair of ODL at Unisa*

within and outside of Unisa.

- The IODL facilitated workshops on ODL for many units of the University, including Learner Support, at many of its regional centres, the Unisa Library, University Estates, Corporate Communication and Marketing, some Colleges, and the Young Academics Programme.
- Senrec appointed Prof. Dele Braimoh to chair its ODL Research Task Team Committee.

### CONFERENCE PARTICIPATION AND RESEARCH OUTPUT

- IODL staff members presented papers at many local, continental and international conferences, and also published a number of articles in both learned international journals including some of the DoE accredited journals, as well as chapters in books published by reputable publishers.
- NADEOSA (National Association of Distance Education and Open Learning in South Africa): Prof. Braimoh was elected Vice-President at the association's August annual conference.
- AAOU (Asian Association of Open Universities): Prof. Braimoh represented the Principal and Vice-Chancellor at the annual conference in China, where he made a short presentation on behalf of Unisa and also chaired some of the parallel sessions.
- OUUK (Open University, UK): Dr Makoe visited the Institution in anticipation of a possible collaborative research project.
- DEASA (Distance Education Association of Southern Africa): Ms Ntuli was elected as research representative of South African distance education institutions affiliated to DEASA.

## OPEN DISTANCE LEARNING RESEARCH TASK TEAM

The Commonwealth of Learning trial audit that was carried out at Unisa in 2007 in preparation for the Higher Education Quality Committee (HEQC) audit report suggested, among others, the importance for the University to amplify reflexive and open and distance learning (ODL) research. Following this recommendation, Unisa, through its Senate Research Committee (Senrec) appointed an ODL Research Task Team. The team is headed by Prof. Braimoh, the UNESCO Chair of ODL and Director of the Institute for Open and Distance Learning (IODL), both at Unisa.

The ODL Research Task Team has thus far:

- Compiled a database of ODL research, that is, journal publications, conference presentations, research projects and higher degrees completed in ODL.
- Put together an ODL research workshop in October 2008 with participation by all ODL researchers at Unisa.
- Met with the Department of Education (DoE) to discuss the lack of DoE accredited ODL journals in South Africa.
- Invited a guest lecture on *Teaching a whole person through ODL*, presented by Prof. Peter Jarvis from Surrey University in the United Kingdom.

The Research Directorate is currently putting efforts through specially acquired personnel to amplify the aforementioned ODL database, which was the initial task of the ODL Research Task Team. It is planned that in six months' time the existing database will have been revamped and made accessible to all Unisa ODL researchers.

# POSTGRADUATE EDUCATION

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## QUALITY POSTGRADUATE EDUCATION

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Postgraduate education has taken a front seat at Unisa with the quality assurance driven Policy and Procedures for Master's and Doctoral Studies, which was approved by Senate in October 2008. This policy sets out the benchmarks for quality postgraduate education at Unisa by including new examination rules, by insisting on regular progress reports from students, and most importantly, by instituting a memorandum of understanding between student and supervisor which must be signed off by both parties. While the policy is still in the implementation phase and while the processes will require careful monitoring, it is hoped that this will set new standards for supervision of postgraduate education at our University.



A SECOND BUT EQUALLY SIGNIFICANT innovation is the Postgraduate Tuition and Delivery model, which was also approved by Senate in 2008. This model makes provision for a compulsory 'bridging' module for all master's and doctoral students, to coach students in research methodology and proposal writing. The outcome of this module is not an examination, but rather the production of an acceptable research proposal. On completion of this module, the student proceeds to write the thesis. Again, it is hoped that through this form of assistance, the quality of students' work will be immensely improved because intensive support will be provided at the beginning stages of the thesis.

Finally, a new Institute of Graduate Studies will be in place by June 2009 specifically designed to provide support for master's and doctoral students by providing training programmes and interaction with visiting scholars and visiting fellows whose expertise will enrich the experience and knowledge of our graduate students.

## **INSTITUTE FOR GRADUATE STUDIES**

2008 was the final planning year for the instigation of a Centre for Graduate Studies and Residence on the Sunnyside site in Pretoria with a duplicate hub on the Florida Campus.

In the interim, Unisa has an Institute of Graduate Studies with the mission to 'provide quality support to master's and doctoral students by providing a rich environment for research with a view to increasing the quality and output of postgraduate research at the University'.

Some of the initiatives of the Institutes includes a programme for visiting scholars, a scheme for funded and non-funded research fellows, and a support base for master's and doctoral students. The University's Strategic Plan, *Unisa 2015: An Agenda for Transformation*, and its counterpart, the Institutional Operational Plan (2008–2010) speak to a commitment to enhance the research culture at Unisa by increasing retention and throughput of graduate students, fostering a vibrant culture of research with a planned series of lectures, seminars and workshops by invited international and local scholars, and creating a secure, stimulating and

technology enhanced environment within which research can take place at Unisa. These aims have been built into the implementation plan for the Institute for Graduate Studies

The operational and planning strategy seeks to establish the broad parameters for the Institute and outline the specific ways in which the Institute will fulfil *Unisa 2015: An Agenda for Transformation*. The proposal is divided into three steps which may not be coterminous since the construction of the building will take longer than the implementation of the plan, but which sets in place the steps necessary to achieve the objectives.

### **STEP 1**

The first step is to create the optimal space within which such a plan can operate by a carefully thought out design for the building factoring in room space, ICT needs, library resources, training and workshop rooms, a conference centre and offices for staff and visiting scholars. This is in process with close collaboration between the Graduate Studies advisory team, Unisa Estates, the Sunnyside Project team, the developers and the architects.

### **STEP 2**

The second step is to create a space for scholarship and research to function optimally. Possibilities here include interdisciplinary and transdisciplinary research projects which will accompany the teaching of graduate students by means of the MPhil as an interdisciplinary master's programme, the Masters by Research and the Doctoral programme. These projects will also attract postdoctoral fellows and visiting scholars who will act as mentors and supervisors for master's students.

The Institute for Graduate Studies will host a number of interdisciplinary and transdisciplinary centres and institutes, including the Centre for African Renaissance Studies (CARS), the Institute for Science and Technology Education (ISTE), the South African Research Chairs Initiative (SARChI) Chair in Education Development, the Primedia Chair in Holocaust and Genocide Studies, and others who will be added organically as they are formed or when the need arises. Other important outcomes of Step 2 will entail working with several of Unisa's existing strategic partnerships, under the auspices of the International and Partnerships Directorate,

particularly where these involve collaborative and interdisciplinary and transdisciplinary research projects, staff and student exchanges and invitations to international researchers and fellows.

Besides initiating an invited international scholars' programme, the Institute will also invite domestic fellowships from academics across the five Colleges and the Graduate School of Business Leadership (SBL), using the models of 'secondment by application' and twinning. Successful applicants will be awarded a two-year fellowship depending on the nature of their research project and also on their being 'twinning' with an emerging researcher, plus bringing with them two studentships, one a master's and the other a PhD studentship. This plan will allow for two fellowships plus two studentships per College every two years.

Academics and their 'twins' will be released from their academic duties in order to pursue full-time research and will act as mentors and tutors for master's and doctoral students.

The Institute thus makes room for two types of research scholars/fellows, funded and non-stipendiary, visiting and local, but both will have the outcome of mentoring emerging researchers and postgraduate students.

The entire plan is premised on a synergy between visiting and local scholars and master's and doctoral students.

### **STEP 3**

Ongoing postgraduate student training will take place at the Institute through the appointment of a training officer and in close collaboration with the Research Directorate. This will include induction classes for all master's and doctoral students, reading and writing workshops for students, and various training programmes including proposal writing and supervisor training (the Research Directorate has recently entered into an agreement with SANPAD who will begin training of doctoral students and their supervisors in 2009). The building will also provide excellent venues for any Department or School wishing to host their own classes or winter/summer schools for graduate students.

An important component of the implementation plan is to provide residences for postgraduate students and those visiting scholars who require accommodation. These will consist of a combination of houses and flats to suit varying needs (for example family accommodation and single rooms).

The advantages of the Institute's location on the Sunnyside site (which is to be developed partly as a commercial zone with facilities like banks, hotels and coffee shops) are its closeness to the Gautrain station, its proximity to the Unisa Main Campus and Library, and the availability of schools and nursery schools nearby. This means that students or scholars who opt to visit the Institute for six months or longer and who will bring their

families will be assured of a congenial, safe and convenient location in which to pursue their studies.

Scholarships and studentships will be strictly by application only and applicants will be advised if there is a waiting list. It may also happen that a visiting scholar or student may be offered a place in the centre but if accommodation is fully booked, that person will be advised to find alternative accommodation with guidance from staff in the centre.

The Institute of Graduate Studies is envisaged as the first of its kind on the African continent. Several South African universities have graduate schools but these are usually confined to the

humanities and social sciences and do not have room space for visiting scholars.

The decision to include accommodation is a vital part of the plan to attract those African scholars who may prefer to take up fellowships at Unisa rather than at prestigious universities in the UK or USA, firstly because it will be considerably cheaper to do so and, secondly because Unisa has important archival holdings in its Library which ought to be more prominently advertised as a rich source of research for visiting scholars. But, the Institute is primarily a place in which master's and doctoral students will study and receive appropriate guidance and coaching, not only by Unisa staff but also by visiting fellows.

## GRADUATION STATISTICS

	Headcounts	Headcounts %	Graduates	Graduates %	Graduation rate
<b>Doctoral Degree</b>	775	0.30%	40	0.26%	5.16%
<b>Honours Degree</b>	16 771	6.38%	2 601	16.79%	15.51%
<b>Magister Technologiae Degree</b>	333	0.13%	4	0.03%	1.20%
<b>Master's Degree</b>	3 877	1.48%	336	2.17%	8.67%
<b>Postgraduate Diploma/Certificate</b>	5 413	2.06%	925	5.97%	17.09%
<b>Postgraduate</b>	27 169	10.34%	3 906	25.21%	14.38%



# RESEARCH OUTPUTS



## PUBLICATIONS OF NRF-RATED RESEARCHERS: 2007

### College abbreviations:

CEMS	College of Economic and Management Sciences	CHS	College of Human Sciences
CLAW	College of Law	CSET	College of Science, Engineering and Technology

### BOOKS

College	Name	Title of book
CEMS	Erasmus, BJ	South African Human Resource Management: Theory and Practice
CEMS	Erasmus, BJ	Introduction to Business Management
CEMS	Ligthelm, AA	Small Business Sustainability in a Changed Trade Environment: The Soweto Case
CHS	Fourie, PJ	Media Studies, Media History, Media and Society. Second Edition, Volume 1
CHS	Fourie, PJ	Media Studies. Volume 1: Institutions, Theory and Issues
CHS	Fourie, PJ	Media Studies. Volume 2: Content, Audiences and Production
CHS	Kretzschmar, L	Christian Spirituality in South Africa
CHS	Kretzschmar, L	Questions of Life and Morality
CHS	Poulos, G	A Linguistic Analysis of Xhosa: Book 1: A Morphological, Syntactic and Semantic Analysis of: 1) The Noun 2) The Pronoun and Deictic Expressions
CHS	Terre Blanche, MJ	Citizen City: Between Constructing Agent and Constructed Agency. Selected Proceedings of the Eleventh Biennial Conference of the International Society for Theoretical Psychology
CHS	Van Dyk, AC	HIV/AIDS Care and Counselling
CLAW	Bekker, PM	Criminal Procedure Handbook / Strafprosesreghandboek
CLAW	Bray, W	Education Management in Early Childhood Development
CLAW	Bray, W	Public School Admission Policy – Theory and Practice
CLAW	Bray, W	Public School Governance in South Africa
CLAW	Havenga, MK	Algemene Beginsels van Kommersiële Reg / General Principles of Commercial Law
CLAW	Mangu, AMB	Participation et Responsabilite des Acteurs dans un Contexte D'emergence Democratique en RDC
CLAW	Neethling, J	Casebook on the Law of Delict / Vonnisbundel oor die Deliktereg
CLAW	Neser, JJ	An Exploration of Certain Psychosocial Dimensions of Peer Victimization in Public Schools
CLAW	Potgieter, JM	Casebook on the Law of Delict / Vonnisbundel oor die Deliktereg
CLAW	Prinsloo, JH	An Exploration of Certain Psychosocial Dimensions of Peer Victimization in Public Schools
CLAW	Schulze, HCAW	Human Rights From a Comparative and International Law Perspective
CLAW	Schulze, WG	Algemene Beginsels van Kommersiële Reg / General Principles of Commercial Law
CLAW	Smith, AD	Hockly se Insolensiereg / Hockly's Insolvency Law
CLAW	Smith, AD	Collier International Business Insolvency Guide Volume 3, Release 10: Chapter 39 South Africa
CLAW	Terblanche, SS	A Guide to Sentencing in South Africa
CLAW	Terblanche, SS	Criminal Procedure Handbook / Strafprosesreghandboek
CLAW	Terblanche, SS	The Law of Evidence: Cases and Statutes / Die Bewysreg: Hofsake en Wetgewing

### ARTICLES

College	Name	Title of article	Title of journal	Vol	Edition
CEMS	De Beer, M	Challenges of Student Selection: Predicting Academic Performance	<i>South African Journal of Higher Education</i>	20	4
CEMS	Ligthelm, AA	Small Retailers in the Second Economy	<i>New Agenda: South African Journal of Economic and Social Policy</i>	27	3rd q
CEMS	Rwelamila, PMD	Project Management Competence in Public Sector Infrastructure Organisations	<i>Construction Management and Economics</i>	25	1
CEMS	Rwelamila, PMD	The Turbulent Journey to World Cup 2010: Guts and Determination through Rough Seas?	<i>Convergence</i>	8	3
CEMS	Rwelamila, PMD	Project Procurement Competence and Knowledge Base of Civil Engineering Consultants: An Empirical Study	<i>Journal of Management in Engineering</i>	23	4
CEMS	Wessels, JS	Assignment of Responsibilities to the Spheres of Government: Towards a Theoretical Base	<i>Administration Publica</i>	15	1

CEMS	Wessels, JS	South African Trends in Master's and Doctoral Research in Public Administration	<i>Administratio Publica</i>	15	2
CEMS	Wessels, JS	The Role of Higher Education in Developing and Retaining the Best Managers for the Public Service: A South African Perspective	<i>Politeia</i>	26	2
CEMS	Wessels, JS	Publieke Administrasie Aan 'n Omvattende Universiteit	<i>Tydskrif vir Geesteswetenskappe</i>	47	4
CHS	Bornman, E	International Communication: Shifting Paradigms, Theories and Foci of Interest	<i>Communicatio: South African Journal for Communication Theory and Research</i>	33	2
CHS	Bosch, SE	Computational Morphological Analysers and Machine-Readable Lexicons for South African Bantu Languages	<i>Localisation Focus – The International Journal of Localisation</i>	6	1
CHS	Bosch, SE	A Comparison of Approaches to Word Class Tagging: Disjunctively vs. Conjunctively Written Bantu Languages	<i>Nordic Journal of African Studies</i>	15	4
CHS	Bosch, SE	Towards Machine-Readable Lexicons for South African Bantu Languages	<i>Nordic Journal of African Studies</i>	16	2
CHS	Bosch, SE	African Languages – Is the Writing on the Screen?	<i>Southern African Linguistics and Applied Language Studies</i>	25	2
CHS	Carruthers, EJ	South Africa – A World in One Country: Land Restitution and National Parks and Protected Areas	<i>Conservation and Society</i>	5	-
CHS	Carruthers, EJ	The Knowledge that there is in Names	<i>Environmental History</i>	12	2
CHS	Carruthers, EJ	Conservation and Wildlife Management in South African National Parks 1930s–1960s	<i>Journal of the History of Biology</i>	-	-
CHS	Carruthers, EJ	Influences on Wildlife Management and Conservation Biology in South Africa C1900 to C1940	<i>South African Historical Journal</i>	58	-
CHS	Coetser, JL	Kante van Dieselfde Munt: Volksmoeder- en Eersterust -Tekste	<i>Stilet: Tydskrif vir die Afrikaanse Letterkundevereniging</i>	18	2
CHS	De Jongh, M	Identity Politics and the Politics of Identity: an Exclusive Hybrid Community Negotiates Ethnicity, Place, and Contemporary South African Realities	<i>Ethnoculture</i>	1	-
CHS	De Jongh, M	Primordialist Paranoia, Essentialism and South African Realities: Participating and Observing Across the Anthropological Divide	<i>Anthropology Southern Africa</i>	30	3&4
CHS	Finlayson, R	Jam or Cheese? The Challenges of a National Broadcaster in a Multilingual Context	<i>Language Matters: Studies in the Languages of Southern Africa</i>	38	2
CHS	Finlayson, R	Make Una Listen O .... D Codeswitching as a Means of Accommodation Among the Edo-Speaking People of Nigeria	<i>Language Matters: Studies in the Languages of Southern Africa</i>	38	2
CHS	Fourie, DP	Systemic Hypnotherapy: Deconstructing Entrenched Ambivalent Meanings in Self-Organizing Systems	<i>American Journal of Clinical Hypnosis</i>	50	1
CHS	Fourie, PJ	Moral Philosophy as the Foundation of Normative Media Theory. The Case of African Ubuntuism	<i>Communications</i>	32	1
CHS	Fourie, PJ	A Socio-History of the Media and Participation in Uganda	<i>Communication: South African Journal for Communication Theory and Research</i>	33	1
CHS	Grabe, RC	Apokalips Nou of Later? Eben Venter se Siening van die Suid-Afrikaanse Samelewing in <i>Horreloot</i> (2006)	<i>Tydskrif vir Geesteswetenskappe</i>	47	4
CHS	Higgs, P	Towards an Indigenous African Epistemology of Community in Higher Education	<i>South African Journal of Higher Education</i>	21	4
CHS	Higgs, P	Higher Education is More Than Just About the Economy	<i>South African Journal of Higher Education</i>	20	6
CHS	Higgs, P	Die Akademiese Essie in Suid-Afrika Se Belewing van die Huidige Rekonstruksie van die Samelewing en die Hoër Onderwys	<i>Tydskrif vir Geesteswetenskappe</i>	47	4
CHS	Higgs, P	The Reliability of Evidence Contained in the National Qualification Impact Study: A Critical Reflection	<i>Perspectives in Education</i>	24	2
CHS	Higgs, P	The Call for an African University: A Critical Reflection	<i>Higher Education Policy</i>	20	-
CHS	Higgs, P	Rationality in African Philosophy: A Critical Reflection	<i>Indilinga: African Journal of Indigenous Knowledge Systems</i>	6	1

CHS	Higgs, P	Lifelong Learning Revisited: An African Discourse	Education as Change	11	1
CHS	Higgs, P	African Philosophy and Knowledge Production in Higher Education	Journal of Educational Studies	6	2
CHS	Kistner, U	Excess Beyond Excellence. The University Beyond the Balance Sheet	Journal of Higher Education in Africa (JHEA)	5	1
CHS	Kistner, U	Introduction: From Ivory Tower to Market Place. What Future for the University in South Africa?	Journal of Higher Education in Africa (JHEA)	5	1
CHS	Kistner, U	Aesthetic Judgement Beyond Good and Evil. of Morality, Taste, Common Sense and Critique	Neohelicon	XXXIV	1
CHS	Kistner, U	Review of Robert Stockhammer: Ruanda. Über Einen Anderen Genozid Schreiben. Frankfurt A.M.: Suhrkamp, 2005	Weimarer Beiträge	52	3
CHS	Kistner, U	Lumpen Sovereignty: Transitional Violence and the Social Imaginary in Scenes of Law and Crime	English Academy Review	23	1
CHS	Kretzschmar, L	The Indispensability of Spiritual Formation of Moral Leaders for Christian Leaders	Missionalia: Journal of the Southern African Missiological Society	34	2 / 3
CHS	Kretzschmar, L	The Formation of Moral Leaders in South Africa: A Christian-Ethical Analysis of Some Essential Elements	Journal of Theology for Southern Africa	128	-
CHS	Krzychylkiewicz, AA	Act of Remembering in the Journal of My Meetings By Yuru Atinenkov	Slavic Almanac: The South African Year Book for Slavic, Central and East European Studies	13	2
CHS	Krzychylkiewicz, AA	The Grotesque as a Statement of Alienation in The Ball Of Mannequins By Bruno Jasienski	Russian Literature	LXII	2
CHS	Mafela, MJ	Kinship Terminology: Problems in Some English-Tshivenda Dictionaries	Lexikos	17	-
CHS	Mouton, FA	Going Against the Creator: FS Malan, Cape Liberalism and White Supremacy in South Africa, 1895-1936	Journal for Contemporary History	32	2
CHS	Mouton, FA	History, Historians and Autobiography: A South African Case Study	African Historical Review (Formerly Kleio)	39	1
CHS	Poulos, G	Towards a Better Understanding of the Nature of the Word in African Languages	Language Matters: Studies in the Languages of Southern Africa	38	1
CHS	Pretorius, EJ	Playing Football Without a Ball: Language, Reading and Academic Performance in a High-Poverty School	Journal of Research in Reading	30	1
CHS	Steyn, FC	Auguste Rodin's Portrait of Gustav Mahler: A Study in the Beneficiality of Opposites in Life and Art	South African Journal of Art History	22	3
CHS	Steyn, FC	Pretoria's Golden Gospel Book: A Study of a Luxury Seventeenth-Century Armenian Manuscript	South African Journal of Art History	22	3
CHS	Steyn, FC	President Kruger's Armenian Hymnal: A Late Mediaeval Discovery in Pretoria	Fontes Artis Musicae	54	3
CHS	Steyn, FC	MS 6b12 in the Grey Collection of the National Library in Cape Town: A Rare Musicological Discovery	Muziki (Formerly Known as ars Nova-Unisa Musicologica)	4	2
CHS	Steyn, FC	Songs About the Anglo-Boer War: Past and Present	South African Journal of Cultural History	21	2
CHS	Swanepoel, PH	Engaging with Nature	Journal of Literary Studies	23	3
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CEMS	Erasmus, BJ	Introduction to Business Management	Entrepreneurial Skills
CEMS	Erasmus, BJ	Introduction to Business Management	Entrepreneurship
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CEMS	Erasmus, BJ	Introduction to Business Management	Operations Management: Activities, Techniques and Methods
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CHS	Fourie, PJ	Media Studies. Volume 1: Institutions, Theory and Issues	Introduction
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Compiled and published by the Unisa Research Directorate and the  
Department of Corporate Communication and Marketing  
Design and layout: Loretta Steyn Graphic Design Studio

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