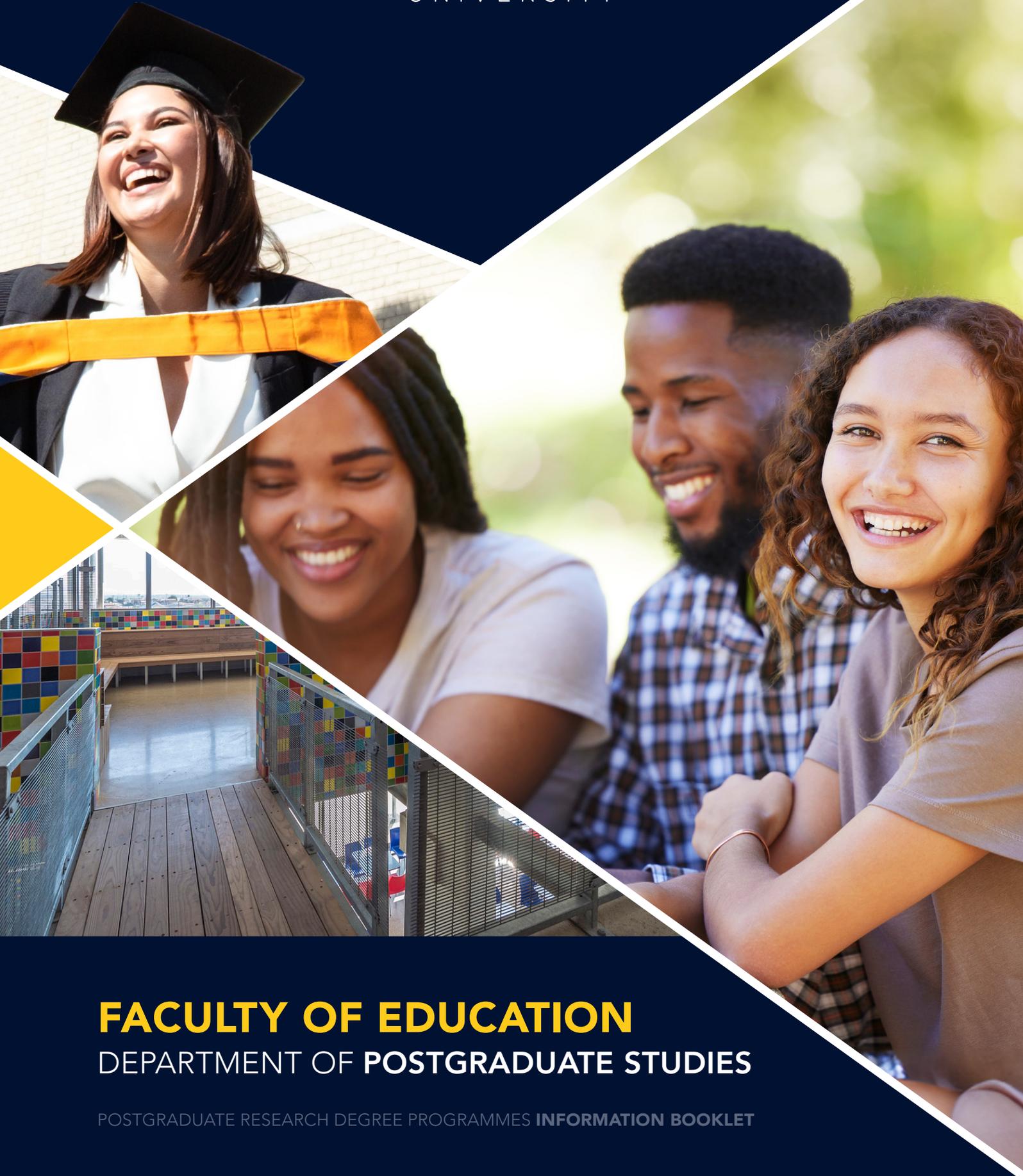


NELSON MANDELA  
UNIVERSITY



**FACULTY OF EDUCATION**  
DEPARTMENT OF POSTGRADUATE STUDIES

POSTGRADUATE RESEARCH DEGREE PROGRAMMES **INFORMATION BOOKLET**

# CONTENTS

<b>Welcome to the Faculty of Education</b> .....	<b>4</b>
Strategic Vision for 2030 .....	4
<b>Getting started</b> .....	<b>6</b>
<b>Admission requirements</b> .....	<b>6</b>
<b>General information</b> .....	<b>7</b>
<b>Other important sources of official information relevant to your studies</b> .....	<b>8</b>
<b>Application procedure for master's and doctoral degrees</b> .....	<b>9</b>
<b>Research Themes</b> .....	<b>10</b>
Educational leadership (Dr Tobeka Mapasa) .....	11
Language in Education (Dr Eileen Scheckle) .....	11
Science, Mathematics & Technology Education (Dr Zivanayi William) .....	11
Curriculum Studies & Social Justice (Dr Walters Doh Nubia) .....	11
Commerce Education (Dr Ismail Badroen) .....	12
Foundation Phase (FP) Education Postgraduate Research (Prof Geduld Deidre) .....	12
Educational Psychology (Dr Nomawonga Veronica Msutwana) .....	12
Education Policy Studies (Prof Shervani Pillay) .....	13
Critical Education Studies and Humanising Pedagogy (Prof Heloise Sathorar) .....	13
Inclusive Education (Prof Cina Mosito) .....	13
<b>Supervisor profiles, interests and areas of expertise</b> .....	<b>16</b>
Emeritus Professors .....	28
Research Associates .....	30
<b>Guidelines for the preliminary research proposal</b> .....	<b>32</b>
<b>Preliminary proposal template</b> .....	<b>33</b>
<b>Checklist for preliminary proposal</b> .....	<b>37</b>
<b>Assessment of preliminary proposal</b> .....	<b>37</b>
<b>Guidelines for the full proposal</b> .....	<b>38</b>
<b>Important information regarding academic writing</b> .....	<b>38</b>
Plagiarism .....	38
Academic Writing .....	40
Resource on Writing .....	40
Referencing Styles .....	40
<b>Library Support</b> .....	<b>40</b>
<b>Research Ethics</b> .....	<b>41</b>
<b>Ethical principles in research involving human participants</b> .....	<b>42</b>



# WELCOME TO THE FACULTY OF EDUCATION

## **Strategic Vision for 2030**

As the only university in the world to carry the name of Nelson Mandela, our institutional identity and core academic missions are underpinned by our namesake's legacy, and values. Against this background, it is of paramount importance that Nelson Mandela University positions itself strategically in the service of society, primarily through its core mandates of learning, teaching, research, innovation, internationalization and engagement.

The University's Vision 2030 strategy is an articulation of our strategic intentions and aspirations as we seek to embody the soul of Mandela through our core academic missions. In so doing, the University strives promote the public good through the expansion of human understanding, pushing forward the frontiers of knowledge, and cultivating socially conscious graduates, who make a positive impact on society as responsible global citizens and leaders.

We invite all our stakeholders to journey with us as Nelson Mandela University sets out to be a dynamic, African university, recognised for its leadership in generating cutting edge knowledge for a sustainable future.

At the Faculty of Education, the postgraduate department is focused on research programmes aimed at attaining the strategic vision of the University. The degrees that we currently offer are:

- **B Ed, Honours**
- **Master's in Education programme (MEd)**
- **Doctoral programme (PhD)**

This booklet is designed as an initial introduction to what is required of you to be accepted to one of the programmes and the route you will need to follow to graduate. However, while the booklet provides some information, you will find the most recently updated information on the following website: <https://education.mandela.ac.za>



# GETTING STARTED

There are several academic staff members in the Faculty of Education, who work in a variety of areas of expertise. Their profiles and interest areas can be found in this booklet. We encourage you to formulate ideas about research topics within one of these areas and to contact the appropriate academics to gauge their availability and the possibility of working under their supervision on a thesis/dissertation that aligns with their expertise and or area of interest.

Once you obtain the support of a potential supervisor, you will be required to produce a preliminary research proposal, which will be evaluated independently within the Faculty. The requirements of a preliminary proposal can be found in this booklet.

If the proposal is accepted, you will be allocated a supervisor and allowed to officially register for a master's or doctoral degree (**for more information you can contact Ms Sinokholo Nyanda at [sinokholo.nyanda@mandela.ac.za](mailto:sinokholo.nyanda@mandela.ac.za)**).

If you have a burning desire to do research on a topic not directly supported by academics in the Faculty, you may submit a preliminary research proposal that you have drawn up on your own. As noted above, the requirements of a preliminary proposal can be found in this booklet.

Many students have found writing a proposal on their own to be difficult and you are encouraged to try to find someone in the Faculty to share your thoughts with before you begin.

## Admission requirements

To be considered for the B Ed Honours, you need to comply with the following:

- Four Year B Ed Degree OR
- Three-year appropriate Bachelor's degree (e.g. BSc) plus an Advanced Diploma in Teaching (or a recognized professional teaching qualification), OR
- A formal postgraduate professional teaching qualification (for example, PGCE).

To be considered for the MEd Research, you need to comply with the following:

- A completed BEd Hons degree, or
- Any other appropriate Honours degree
- An average of at least 60% for the Honours degree
- Submission of a 1000-word preliminary research proposal as per faculty guidelines contained in the information booklet.
- Admission will be based on a formal departmental selection process and the availability of supervision capacity in the chosen research field.

To be considered for the PhD, you need to comply with the following:

- The MEd degree; or
- An appropriate Master's degree
- An average of at least 60% for the MEd degree
- Submission of a 2000-word preliminary research proposal, as per faculty guidelines contained in the information booklet
- Admission will be based on a formal departmental selection process and the availability of supervision capacity in the chosen research field

Students will be required to successfully defend their proposal to a panel within a specific period after registration – six months for master's and 12 months for doctoral candidates – to ensure continued participation in the programme.



### **General information**

For general information on postgraduate research degrees in the Faculty of Education please contact either of the following staff members:

**Ms Sinokholo Nyanda**

**Tel:** 041 504 4310

**Email:** [sinokholo.nyanda@mandela.ac.za](mailto:sinokholo.nyanda@mandela.ac.za)

**Ms Melony Oliphant**

**Tel:** 041 5044396

**Email:** [melonyo@mandela.ac.za](mailto:melonyo@mandela.ac.za)

# OTHER IMPORTANT SOURCES OF OFFICIAL INFORMATION RELEVANT TO YOUR STUDIES

The Nelson Mandela University Policy, procedures and rules for postgraduate research degrees contain important information that you need to be aware of and adhere to. It addresses, *inter alia*, issues, such as intellectual property rights, institutional structures and officials, relevant to postgraduate research degrees, admission, induction, registration, codes of conduct for students and supervisors (very important) and assessment, as well as complaints and appeals procedures. This document can be accessed on the university website <https://www.mandela.ac.za/>

For further information on research the following link may also be helpful: <http://tutor.nmmu.ac.za/med/index.htm>

The Nelson Mandela University General Prospectus and Faculty of Education Prospectus are also two very important documents, containing rules relevant to your programme of study. You must familiarise yourself with the relevant sections in these two documents, which are also available on the University website or from the Admissions Office.

The Nelson Mandela University Postgraduate bursary booklet is available in the library and on the University website.



# APPLICATION PROCEDURE

## for master's and doctoral degrees





# RESEARCH THEMES

Prospective postgraduate students are encouraged to discover points of contact between their own educational concerns and the thrust of intellectual inquiry in the Faculty. The overarching research focus of the Faculty of Education is the development of human potential in a diverse society.

**Current research themes include:**

## **EDUCATIONAL LEADERSHIP**

**Dr Tobeka Mapasa**

This theme seeks to engage both academic staff and students as individuals or as groups, who would like to investigate social, economic, political and cultural opportunities, concerns, gaps and challenges, that this interdisciplinary research theme could address within current theoretical frameworks, such as transformative adult education, community development, social justice, radical pedagogies and humanising consciousness.

---

## **LANGUAGE IN EDUCATION**

**Dr Eileen Scheckle**

Language is the means through which we mediate learning, so it underpins all aspects of education. Through language we position learners, communities, knowledge, and are also ourselves positioned. We all use language in our teaching and so language in education is a core component in all the themes and can range from research focus areas such as: discipline-specific language as in science or biology; literacy practices, such as writing reports or developing reading; multilingual and translanguaging approaches to teaching; or literary appreciation, such as children's literature. We look forward to sharing and supporting research and reflection on language uses across the education spectrum.

---

## **SCIENCE, MATHEMATICS & TECHNOLOGY EDUCATION**

**Dr Zivanayi William**

This theme focuses on Language and SMT education; improving teaching, learning and assessment in SMT; SMT literacy; Indigenous Knowledge systems and SMT education; Environmental education and Education for Sustainable Development: diffusion of, and challenges pertaining to implementation of ICTs for teaching, learning and assessment in Science Maths & Technology (SMT) and Integrated Computer Technologies (ICTS-Computers) in education; Blended and Online learning; and Curriculum and Teacher Development in SMT education.

---

## **CURRICULUM STUDIES & SOCIAL JUSTICE**

**Dr Walters Doh Nubia**

The changing nature of society necessitates a continued engagement of curriculum studies in order to establish how the scholarship of curriculum studies could respond at both basic and higher education levels. At the faculty, curriculum studies is not restricted to questions around schooling, it expands to issues that externally affect schooling such as communities, parents, security, inequality, policy, and climate change etc. Solutions to some of these problems require a transdisciplinary, interdisciplinarity, and multidisciplinary approach which would involve curriculum development and design which would bring them into effect in the schooling system. We, therefore, aspire to be socially responsive through our curriculum engagements which position us within a social justice framework. As a consequence, we seek to emancipate our students to respond appropriately to issues of social justice.

# COMMERCE EDUCATION

Dr Ismail Badroen

Commerce Education encompasses the teaching and learning of business-related subjects, including economics, accounting, finance, business management, marketing, and entrepreneurship. In the Faculty of Education, Commerce Education is a vital research field geared towards shaping and enhancing the skills of future commerce teachers. It helps students deeply understand economic systems, markets, and financial principles. This knowledge is crucial for making informed decisions as consumers, investors, and citizens in a global economy. In South Africa, Commerce Education is integrated into the CAPS (Curriculum and Assessment Policy Statement) framework, which provides a structured approach to these subjects in schools. For those pursuing careers in education, studying Commerce Education is vital for developing the skills needed to teach business-related subjects effectively, ensuring that future generations are well-prepared for the challenges of the business world.

---

# FOUNDATION PHASE (FP) EDUCATION

Prof Geduld Deidre

The Foundation Phase (FP) Education postgraduate research program focuses on relevant and strategically important themes in education to find solutions to current concerns and promote education development in South Africa. Research activities, which impact the FP research program, are concerned with local and international needs. Scholars involved in the FP at the faculty are engaged with contextual issues that plague the South African society and how our findings could contribute to the international discourses of FP. The strategic importance of research at the FP is not just theoretical, but it has a tangible impact on the development of education, inspiring hope. MEd candidates concentrate on applied research, which they can directly apply to leadership roles within diverse educational environments.

---

# EDUCATIONAL PSYCHOLOGY

Dr Nomawonga Veronica Msutwana

The field of Educational Psychology explores the cognitive, emotional, and social processes that undergird learning and teaching. Its central focus is the acquisition and practical application of knowledge, skills, attitudes, and values in real-life situations. Educational psychology is dynamic in nature as it seeks to study and understand the issues and challenges of modern living and education, ultimately adapting to broader societal changes. The contemporary discourses in educational psychology are comprehensive sexuality education, supporting diverse learners and addressing inequalities, fostering sustainability and responsible citizenship, and participatory and critical methodologies on psychosocial issues.

# EDUCATION POLICY STUDIES

Prof Shervani Pillay

Education Policy Studies is a critical research area, given that Education policies shape the Education Terrain. Policy making and Policy Studies thus explore socio-political change and how policy makers and policy users shape and are shaped by these changes. As critical influencers, policies and policy makers are always subject to contestation. As Educators we feel compelled to engage with policies and policy makers as we grapple with policies that seem to be far removed from the realities on the ground, hence the proposition that there is a huge gap between policies and practices. Education Policy Analysis is a very interesting area to research and several Discursive Frameworks such as Policy Contexts, Power, Chaos Complexity Theory, Discourse Analysis, Language and Policy, etc, can be used to analyse both national and international Education Policies and their enactment.

---

# CRITICAL EDUCATION STUDIES AND HUMANISING PEDAGOGY

Prof Heloise Sathorar

Both critical theory and critical pedagogy are concerned with countering oppressive powers and resisting dominant cultures and institutions. However, critical pedagogy focuses specifically on education and seeks to provide a response to the oppressive power relations and inequalities existing in educational institutions. Critical Education Studies encourages a critical analysis of educational practices and theories to highlight how these practices continue to perpetuate inequalities. It enables the negotiation and transformation of the relationships involved in classroom teaching, the production of knowledge, the institutional structures of school, and the social and material relationships of the wider community. Humanising Pedagogy has its origin in critical pedagogy and refers to practices that intentionally use the experience, knowledge and realities of students as an integral part of teaching and learning. It encourages teachers to engage their students as active participants in the co-construction of knowledge.

---

# INCLUSIVE EDUCATION

Prof Cina Mosito

In a world where learning does not always occur as theorised, Inclusive Education exposes students to an exploration and critique of factors that could impact learning and development. Candidates who choose this specialisation will undertake research projects through which they will develop a nuanced appreciation of diversity, equity, social justice and inclusion. Involvement in Inclusive Education projects presents a gateway to a variety of career opportunities in education that are complementary to teaching.





***“Education is the great engine of personal development. It is through education that the daughter of a peasant can become a doctor, that the son of a mine worker can become the head of the mine; that a child of farm workers can become the president of a great nation. It is what we make out of what we have, not what we are given, that separates one person from another.”***

- Mandela, N.R. (1994).  
*Long Walk to Freedom*. London: Abacus.

# SUPERVISOR PROFILES,

## *Interests and Areas of Expertise*

Detailed below are the research interests of most of the academics in the Faculty of Education. We urge potential candidates to ensure that their specific research proposal aligns with these interests, so that supervision capacity in the Faculty can be fully utilised. Aligning your interest with the capacity of the Faculty will increase the chance of a supervisor being interested in leading your study. We encourage you to make initial contact with specific academics prior to submitting your proposal, although this in no way guarantees that they will be appointed as your study leader.

### **Prof Logamurthie Athiemoolam**

Prof Logamurthie Athiemoolam is interested in research in the areas of English language teaching (both home and first additional) and language across the curriculum, multicultural education, drama-in-education and educational management. He has successfully supervised master's and doctoral students in qualitative, quantitative and mixed methods research.

**E** Logamurthie.Athiemoolam@mandela.ac.za

**T** 041 504 2367



---

### **Prof Heloise Sathorar**

Prof Heloise Sathorar is the Executive Dean of the Faculty of Education. Her research interest includes critical pedagogy, humanising pedagogy, the democratisation of knowledge, teacher education, higher education and critical community engagement. She is also interested in research on Accounting and Economics education and has done research on entrepreneurship education. She prefers the qualitative research approach.

**E** Heloise.Sathorar@mandela.ac.za

**T** 041 504 2382



## Prof Deidre Geduld

Prof Deidre Geduld works in the field of Foundation Phase schooling within the South African context (Gr R – 3) focusing on teacher education curriculum development as well as Early Childhood Development and her focus is on inclusive education, learners with barriers to learning and development and vulnerable children at risk. She conducted research on school leadership and teacher professional development in the primary school. Her area of expertise lies in using action research to improve classroom-based practices. She draws on participatory research methodologies which have a research as social change focus, in particular visual methodologies, such as drawing, photovoice, collages, narratives and metaphors.

**E** Deidre.Geduld@mandela.ac.za

**T** 041 504 2375

---

## Dr Tobeka Mapasa

Dr Tobeka Mapasa is interested in research that addresses issues in Education, specifically improvement of pedagogical practices, teacher parent collaboration, discipline in the classroom, including the educator and the law. She prefers the qualitative approach.

**E** Tobeka.Mapasa@mandela.ac.za

**T** 041 504 4583



---

## Dr Margie Childs

Dr Margie Childs has a particular interest in arts-based research approaches.

Her research interest lies in the intersection of arts-based research, literacies and social justice. She explores how creative practices such as poetry and visual arts can be used to amplify marginalised voices, challenge dominant narratives and prompt empathy and understanding. Dr Childs hopes to inspire critical reflection, creativity and transformative action through her inquiry initiatives and supervision practices.

**E** Margie.childs@mandela.ac.za

**T** 0415042393



## *Prof Shervani Pillay*

Prof Shervani Pillay is the Acting Deputy Dean. Her research interest focuses on the area of curriculum development at both, school level and higher education level. Her particular interest is curriculum change/transformation, social justice, decolonisation and chaos complexity theory and education change. She is also interested in the transformation of higher education and the idea of the university in both, South Africa and Africa.

**E** [Shervani.Pillay@mandela.ac.za](mailto:Shervani.Pillay@mandela.ac.za)

**T** 041 504 4208

---

## *Prof Mathabo Khau*

Prof Mathabo Khau is interested in the use of visual and participatory methodologies for generating data for social change. She employs methods, such as memory work, drawings, photo-voice, collage, image and forum theatre, process drama and participatory video in her research. Her research interests are in gender and social justice, sexualities, sexual health and reproductive rights, curriculum and identity and Social aspects of HIV and AIDS; all within the field of education.

**E** [Mathabo.Khau@mandela.ac.za](mailto:Mathabo.Khau@mandela.ac.za)

**T** 041 504 4861





## Dr William Zivanayi

Dr William Zivanayi is a lecturer in Physical Sciences Education with a keen research interest in methods of teaching and learning of Physical Sciences, Physical Science literacy and the role of Indigenous Knowledge systems and Science education.

**E** [William.Zivanayi@mandela.ac.za](mailto:William.Zivanayi@mandela.ac.za)

**T** 041 504 2678

---

## Dr Ayanda Simayi

Dr Ayanda Simayi is interested in research related to the teaching of Natural Sciences, Life Sciences, Xhosa culture and teaching of sexual concepts, gender, scientific literacy, language of teaching science in diverse contexts, Africanisation and decolonisation of science, Indigenous knowledge with emphasis on Xhosa IK, rural education, qualitative critical participatory action research and social justice.

**E** [Ayanda.Simayi@mandela.ac.za](mailto:Ayanda.Simayi@mandela.ac.za)

**T** 041 504 4697



---

## Dr Dewald Koen

Dr Dewald Koen's research interest straddles Education and the Humanities, with special emphasis on Afrikaans language and literature. His subject-specific interests include Afrikaans youth literature, comparative literature (Afrikaans, English, and Dutch), ecocriticism, and Afrikaans pedagogy in the Intersen and FET-phase. He is comfortable with the qualitative research methodology. Students who prefer to write their dissertation in Afrikaans, are also welcome to apply.

**E** [Dewald.Koen@mandela.ac.za](mailto:Dewald.Koen@mandela.ac.za)

**T** 041 504 4590





## Dr Eileen Scheckle

Dr Eileen Scheckle supervises master's and doctoral students whose research focuses on any form of literacy, language enablement, and language positioning. Her own research interests include multilingual pedagogies and multiliteracies, particularly within the field of English First Additional Language (EFAL). She is also a strong advocate for visual methodologies and the power of qualitative research.

**E** Eileen.Scheckle@mandela.ac.za

**T** 041 504 2828

---

## Dr Marelize van Heerden

Dr Marelize van Heerden is interested in research related to dance education, creative arts education, social cohesion, peace education, learning and teaching culturally diverse classrooms and understanding/developing notions of self in relation to the other. She uses qualitative research methods.

**E** Marelize.VanHeerden@mandela.ac.za

**T** 041 504 4579



---

## Dr Lincoln Lee Jansen

Dr Lincoln Lee Jansen is interested in research in the fields of Literacy, Language Culture, and Gender and Literacy Education. He focuses on Children's Literacy and Literacy Practices, as well as Life Skills Education. Dr. Jansen employs qualitative research methods and child-centered methodologies, utilising research designs that prioritise the perspectives and experiences of children.

**E** Lincoln.Jansen@mandela.ac.za

**T** 041 504 4116



## *Ms Ntombi Serah Malinga*

Ms Ntombi Serah Malinga is interested in research related to the fields of teacher education, commercial education, educational leadership, educational management, teacher resilience, newly qualified teachers and educational coding and robotics (educational artificial intelligence). She prefers qualitative research methodologies.

**E** Serah.Malinga@mandela.ac.za

**T** 041 504 2424

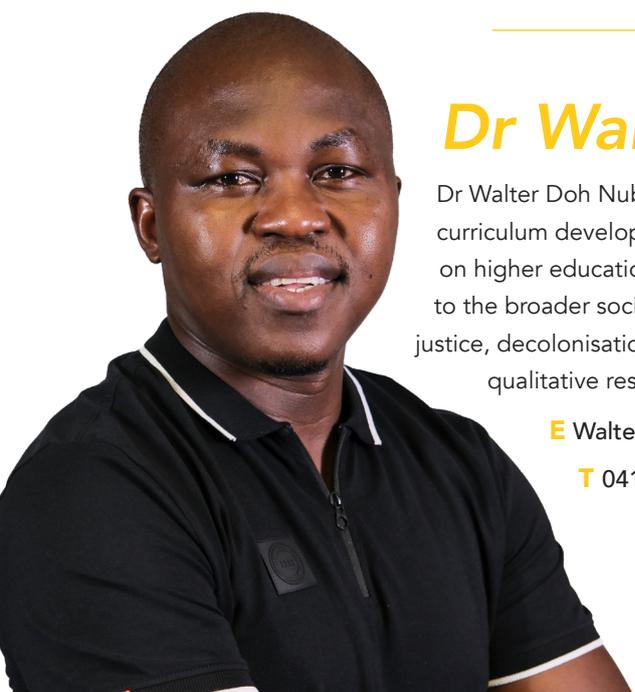
---

## *Mrs Madimabe-Mofokeng*

Mrs Madimabe-Mofokeng is interested in research related to the fields of Mathematics Education, Mathematical Literacy Education, the advocacy of Indigenous and Local Knowledge systems in Education, and Decolonisation of Pedagogy. She is comfortable with qualitative and/or quantitative research methodology.

**E** Makhosi.Madimabe@mandela.ac.za

**T** 041 504 2828



---

## *Dr Walters Doh Nubia*

Dr Walter Doh Nubia is interested in research on curriculum studies, specifically focusing on curriculum development and evaluation across disciplines. He is also interested in research on higher education, postgraduate education and quality assurance, especially as it relates to the broader society. For this reason, his research brings into conversation issues of social justice, decolonisation and discourse in education research. He predominantly specialises in qualitative research.

**E** Walters.DohNubia@mandala.ac.za

**T** 041 504 2969



## Dr Veronica Msutwana

Dr Veronica Msutwana holds a PhD degree in Educational Psychology. Her research focuses on sexuality education and HIV and AIDS education. Her grounding in Educational Psychology provides a frame for working with adolescents and teachers within education settings. She takes on participatory visual methodologies in her research, which see 'research as social change'. She welcomes candidates within the field of Educational Psychology.

**E** [Nomawonga.Msutwana@mandela.ac.za](mailto:Nomawonga.Msutwana@mandela.ac.za)

**T** 041 504 4731

---

## Prof Cina Mosito

Prof Cina Mosito is interested in research related to (i) psychology of education, (ii) inclusive education, (iii) teacher education. In the psychology of education, she is particularly interested in the cognitive development of learners of learners diagnosed with difficulties in learning; and understanding what interventions and under what conditions promote their learning. Where inclusive education is concerned, her interest is on teacher knowledge, skills and attitudes; how these support social justice, quality and equitable learning for all. When it comes to teacher education, she is interested in philosophies teachers (pre- and in-service) have about themselves, the learners they teach, as well as the subjects they teach; and how these philosophies (beliefs) inform their pedagogic decisions. She is comfortable with qualitative and mixed methods research designs.

**E** [Cina.Mosito@mandela.ac.za](mailto:Cina.Mosito@mandela.ac.za)

**T** 041 504 2370





## Dr Sanet Deysel

Dr Sanet Deysel's areas of interest and research are Inclusive Education, Barriers to Learning, and Learner Support. She has a keen interest in community engagement, and research that employs participatory methodologies, and action research, including Participatory Action Learning and Action Research (PALAR).

**E** [sanet@mandela.ac.za](mailto:sanet@mandela.ac.za)

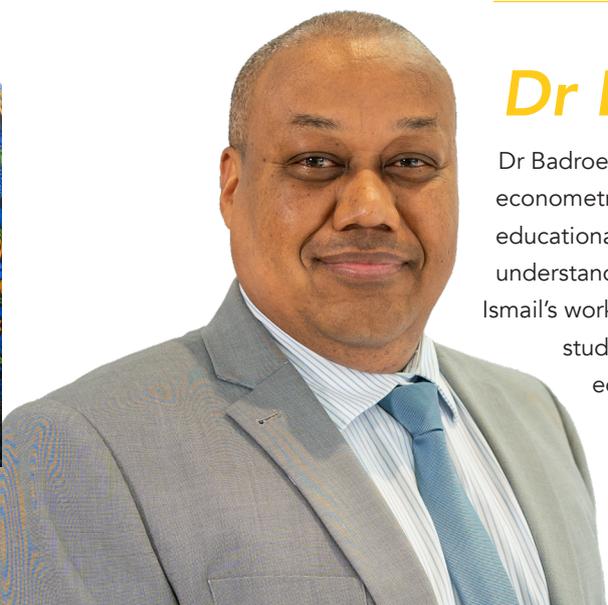
**T** 041 504 4399

---

## Mr Joshua Jacobs

Mr Joshua Jacobs is interested in researching Information Communication Technology (ICT) in Education, Technology Enhanced Learning, Learning Technologies, and Technical and Vocational Education and Training (TVET). His research focuses on equitable access to digital learning environments, the integration of ICT in education, and the spatial and temporal dimensions of learning in higher education. He is interested in qualitative and mixed methods research, particularly design-based research and critical pedagogy, as well as research exploring transformative frameworks for digital learning.

**E** [josh.jacobs@mandela.ac.za](mailto:josh.jacobs@mandela.ac.za) **T** 041 504 1194



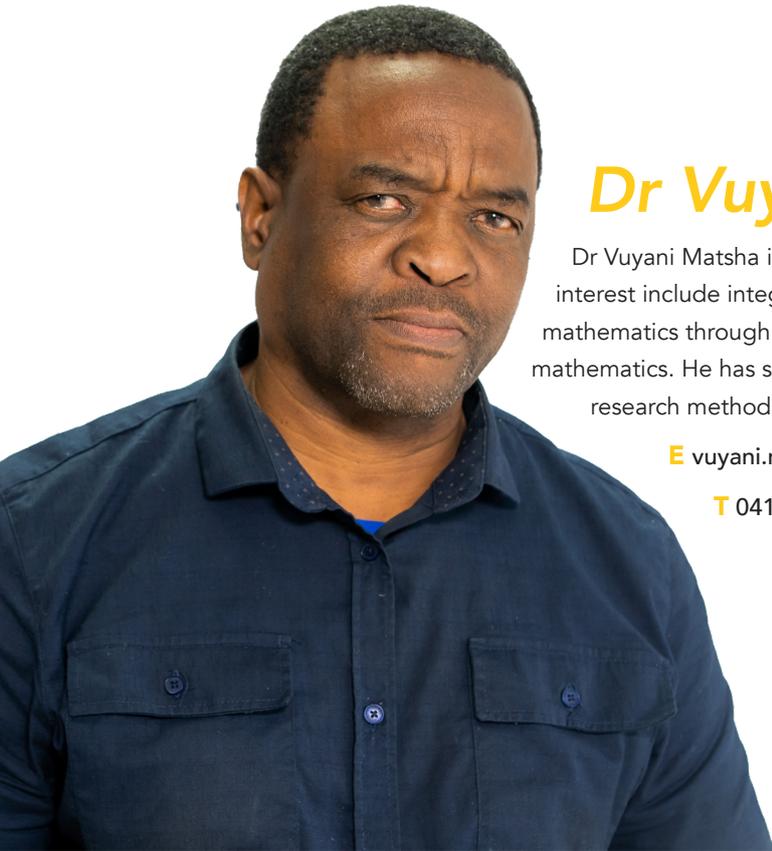
---

## Dr Badroen Ismail

Dr Badroen Ismail is a seasoned Economist with a deep passion for constructing econometric and behavioural models that bridge the gap between economics and educational psychology. His expertise lies in using advanced statistical methods to understand and predict human behaviour, particularly within educational settings. Dr Ismail's work involves developing models that analyse the complex factors influencing student performance, learning outcomes, and decision-making processes in education. His commitment to this interdisciplinary approach has allowed him to explore how economic principles can be applied to improve educational systems and policies.

**E** [badroen.ismail@mandela.ac.za](mailto:badroen.ismail@mandela.ac.za)

**T** 041 504 4016



## Dr Vuyani Matsha

Dr Vuyani Matsha is interested in the field of mathematics education. Areas of interest include integration of technology in mathematics, mathematical literacy, mathematics through stories and the use of games in the teaching and learning mathematics. He has some experience of working with both qualitative and mixed research methods.

**E** [vuyani.matsha@mandela.ac.za](mailto:vuyani.matsha@mandela.ac.za)

**T** 041 504 4767

---

## Dr Rochelle Thorne

Dr Rochelle Thorne has over 30 years of experience in education and specializes in language in education, multilingualism, and translanguaging—particularly in the science classroom. She is passionate about both qualitative and mixed-methods research, with a strong focus on developing intervention strategies that help students overcome challenges in understanding scientific concepts. With her expertise in classroom interventions, science education, and multilingualism, she is deeply committed to mentoring students and contributing meaningfully to educational advancement.

**E** [rochelle.thorne@mandela.ac.za](mailto:rochelle.thorne@mandela.ac.za)

**T** 041 504 4730





## Mr Malesela Maepa

Malesela Maepa's research interests and areas of expertise lie in History and Social Sciences, which form the foundation of his teaching knowledge. His specific research focuses on intersections in School Leadership and Management, Decolonization in History and Social Science. Currently, Malesela is exploring interest in Heritage Education.

**E** [malesela.maepa@mandela.ac.za](mailto:malesela.maepa@mandela.ac.za)

**T** 041 504 2834

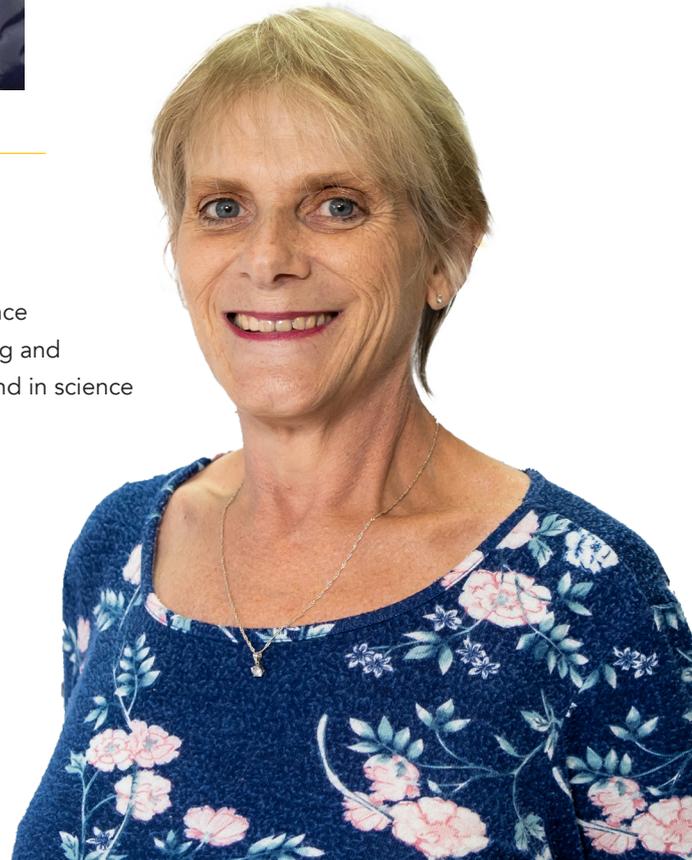
---

## Ms Helena Oosthuizen

Mrs Helena Oosthuizen is interested in ICT in education and Life Science education, specifically using technology in these two areas for learning and teaching. Lately, I have also developed an interest in post schooling and in science education in general.

**E** [helena.oosthuizen@mandela.ac.za](mailto:helena.oosthuizen@mandela.ac.za)

**T** 041 504 2267







***“Proper education is the most potent agent of empowerment. South Africa is still dealing with the legacy of apartheid, which deliberately under-invested in black education. The situation is still critical, and it’s been exacerbated by the “brain drain”. South Africa has lost one-third of its skilled people, at a cost of £4bn. This is a world threatened by terrorism. My answer to that is – we can be human only together; we can be prosperous only together; we can be safe and secure only together.”***

- Archbishop Desmond Tutu

# EMERITUS *Professors*

An emeritus professor is a retired faculty member who has made significant contributions to their university, often recognized for their outstanding achievements in teaching, research, and service. This prestigious title not only honors their past work but also allows them to maintain a connection with the university community.

Our emeritus professors have a long history with the faculty and are experienced supervisors, making them valuable resources for current students. They are available to provide guidance and support, ensuring that their expertise continues to benefit the academic environment.



**Prof Naydene de Lange's** educational research focuses on using participatory visual methodologies in addressing gender and HIV&AIDS issues and integrating HIV&AIDS into Higher Education curricula. Her educational psychology background and interest in Inclusive Education provides a frame for working towards the inclusion of those who are marginalised - using a 'research as social change' framework.

**E** [NaydenedeLange@mandela.ac.za](mailto:NaydenedeLange@mandela.ac.za)

**Prof Sylvan Blignaut** is interested in research on curriculum policy and implementation particularly at school level, as well as teacher education generally. His research interests also focus on issues, such as social justice and critical pedagogy and how these concepts could be utilised to bring about a more equitable education system and society. He predominantly specialises in qualitative research.

**E** [Sylvan.Blignaut@mandela.ac.za](mailto:Sylvan.Blignaut@mandela.ac.za)



**Prof Paul Webb** is a professor of science education with interests in the promotion of scientific and mathematical literacy, education for sustainable development, environmental education, indigenous knowledge and science, and digital teaching and learning.

**E** [Paul.Webb@mandela.ac.za](mailto:Paul.Webb@mandela.ac.za)

**Prof Nonnie Botha** is interested in research related to intercultural capabilities in education. She can also supervise studies in FET Mathematics curriculum and in higher education, especially postgraduate pedagogies, policies and practices. She is competent to supervise in quantitative, qualitative and mixed methodologies.

**E** [Nonnie.Botha@mandela.ac.za](mailto:Nonnie.Botha@mandela.ac.za)

**Prof Prakash Singh** is interested to supervise PhD students only, on any one of the following doctoral research topics: Tobephobia (*Fear of Failure*): School violence and drug abuse; how poverty affects quality and equality in education; Racism and discrimination; Professional (in)competencies of teachers; Discipline; Parent leaders in education. Tobephobic leadership: Collegial leadership; Emotional intelligence; Gifted education; Financial management: Accounting; Economics; Metacognition and self-regulated learning

**E** [Prakash.Singh@mandela.ac.za](mailto:Prakash.Singh@mandela.ac.za)



A MAN WITH ONE

# RESEARCH

# Associates

A research associate is an integral part of the university's research community. Research Associates play a crucial role in advancing research initiatives by conducting their own research projects, providing expertise in supervising postgraduate students, and contributing to scholarly publications under the university's name.

Their responsibilities are guided by the Research and Professional Associate Policy, which outlines their roles, obligations, and the expectations that the university has of them. Research Associates often engage in formal projects, collaborating with faculty and other researchers, and may even co-supervise postgraduate students, enhancing the educational experience and fostering a rich academic environment.

**Dr Christina Jordaan** is interested in all types of research related to social development and educational psychology, for example, substance abuse, teenage pregnancy, sexual abuse, bullying, suicide, poor academic performance due to community issues, HIV and AIDS in education, etc. She enjoys research that addresses contentious issues and prefers using the qualitative research methodology to gather and analyse data.

**E** Christina.Jordaan@mandela.ac.za | **T** 041 504 4098



**Dr Lesley Powell's** specialisations are skills and Vocational Education and Training (VET), and the role(s) that it can play in intervening in poverty and unemployment. She has published widely on Vocational Education and Training, and, in the South African context, on the public TVET colleges. Theoretically, she locates within sociology of education and also within development education. In her most recent work, she draws on the capability (human development) approach and on critical realism to develop the realist-capability model. Methodologically, she is competent in both qualitative and quantitative research methods and specialises in mixed research methods.

**E** Lesley.powell@mandela.ac.za

**Dr Bruce Damons** is the Director of the Engagement Office. His Directorate oversees the annual operation and implementation of the Engagement Office's various entities: strategic project, cooperative education and service-learning unit, continuing education unit, graduate placement unit, community development unit, The Hubs of Convergence, and the food systems programme. His interest is in community schools, school leadership and complementary school improvement programmes.

**E** Bruce.Damons@mandela.ac.za



**Dr Tulsi Morar's** research interests include Mathematics Teacher Education, Educational Leadership and Management, Curriculum studies, Education and Social Justice, Inclusive Education and Postgraduate Studies. His research design approach includes qualitative, quantitative, mixed-methods, and Action Research.

**E** Tulsi.Morar@mandela.ac.za



# GUIDELINES

## for the preliminary research proposal



## WARNING AGAINST PLAGIARISM

Plagiarism is a serious offence and all proposals will be screened for plagiarism. Applicants, whose proposals show a worrying degree of plagiarism, will be declined admission.

The purpose of the preliminary proposal is to illustrate you have read about your topic, have personal experience/interest and that you have basic academic ownership of, and skills for, the topic you want to research.

### **Suggested readings before you start:**

Creswell, J. W., & Creswell, J. D. (2017) *Research design: Qualitative, quantitative, and mixed methods approaches* (4th ed.). Sage Publications.

De Vos, A.S., Delport, C.S.L., Strydom, H. & Fouche, C.B.L. (2011) (Fourth Edition). *Research at grass roots: for the social sciences and human services professions*. Pretoria: Van Schaik.

Henning, E., Van Rensburg, W, & Smit, B. (2004). *Finding your way in qualitative research*. Pretoria: Van Schaik.

Maxwell, J.A. (2013) (Third Edition). *Qualitative Research Design. An interactive Approach*. Los Angeles: SAGE.

Maree, K. (2024). *First steps in research 4*. Pretoria: Van Schaik

Struwig, M. & Stead, G.B. (2001). *Planning, Designing and Reporting Research*. Cape Town: Pearson.

**Kindly refer to the following links to assist you with writing your preliminary proposal:**

1. <https://grad.coach/how-to-write-a-dissertation-proposal/>
2. <https://www.scribbr.com/research-process/research-proposal/>

# Preliminary proposal template

Name of Student: .....

Degree: .....

Proposed title of dissertation/thesis (10-15 words)

.....

.....

.....

.....

.....

Use the following 'heuristic device' to help you think about and write your preliminary research proposal.

This heuristic could also facilitate a discussion with your future supervisor.

## A. Fill in this 'heuristic' table

Issue to be researched?	Your assumption about the issue?	What is already known?	What is the gap?	What are your questions? What do you want to know?	How can you find out what you want to know and how can you analyse it?	What theory can you use to explain what you have found?	Why is what you are trying to find out important?
	Background	Literature review	Statement of the problem	Research questions	Research Design and Methodology	Theoretical framework	Significance

**B. Once you have the key ideas plotted out, and you are convinced that they make sense to you, you should respond to the questions (which matches the heuristic table) in a thoughtful and comprehensive way, providing as much detail as you can. The preliminary proposal should not exceed 2000 words. Use 10 to 15 references to support both the theory and the methodology of your proposal.**

1. What is the issue you want to research?
2. Why do you think it is an issue/a problem? What assumption(s) do you have about it?
3. What is already known?
4. What is not yet known? Is it a 'gap'?
5. What are your questions?
6. How can you find out what you want to know? And how can you analyse what you have found?
7. How can you explain the findings? What theories can you draw on?
8. Why is what you are trying to find out important?

### Background

- What is the background to or context of this study? Include references to literature to illustrate points made.
- The purpose in this section is to motivate the proposed study.
- Describe the context of the problem and why it was identified as a problem. You need to refer to some literature sources here to back up your statements.

### **Literature review**

- You would need to study and refer to relevant literature sources (about seven to 10 different sources would be sufficient). Select sources that are not older than seven years, except if they are salient works in the area. If you refer to the latter, you need to justify their use. The preferred reference technique to be used is the APA 7th edition or abbreviated Harvard; use it and consistently. Literature exists that describe how to use it (hard copy and on websites).
- When reading, you need to identify what research has been done already in this area and mention it in this section.
- You also need to identify what research is indicated as still needed (these are gaps in the existing body of knowledge and you would have selected your research topic from one of these).
- You also need to clarify the basic concepts you will use in the research; these will include concepts you used in the title and other relevant, pivotal concepts.
- The literature you use here must justify and motivate your proposed research.
- The presentation of your argument must be orderly, flowing naturally from one idea to the next. Do not make disjoint or out-of-context statements; this disrupts the logic of your presentation.

### **Statement of the problem**

- What do you want to focus on?
- What is your central issue, problem or concern?
- State the problem (this is a statement, not a question). The problem statement must be clear and unambiguous; it must be researchable. Demarcate / delimit / focus your research problem (it must not be too wide). Also be careful of the other extreme: the problem must not be so strongly focused that it becomes trivial (too small).
- Indicate the education sub-field that will be your point of departure from which to investigate the problem (e.g. educational management, curriculum studies, educational psychology, etc.)

### **Research questions**

- The research question flows logically from your research problem. This is what you actually want to know.
- The research sub-questions break the research question up into smaller parts; once you have answers to all the sub-questions, you will have the answer to the main question as well.
- At the end of your research, you should be able to formulate answers to each of these questions. This is the test you can apply for yourself to see whether you have concluded the research successfully.

### **Research design and methodology**

- How will you find out what you want to know?
- How will you demonstrate and produce evidence to substantiate that your work/thesis makes a substantial contribution to new, original knowledge in the field of (a) theory and (b) methodology or (c) practice? (for a PhD application)
- How will the study be done? Indicate whether you intend doing qualitative or quantitative research (or another relevant categorisation).
- What will be your research approach, method(s) and what types of data will you use?
- Who will your respondents/participants be?

- For quantitative research, indicate the type of research (e.g. survey, correlation, causal- comparative, experimental, etc.), the population (universe), sample, method of sample selection, data collection instrument(s) and procedures, intended data analysis strategies, motivation for choosing each of these, limitations of the design, measures of validity and reliability.
- For qualitative research, indicate a postulate (if relevant), site, sampling strategies, data collection strategies, data analysis strategies, motivation for choosing each of these, limitations of the design, measures of trustworthiness.
- You need to consult and refer to four to five sources on research methodology in this section.

#### **Theoretical framework**

- What theory/theories can you use to explain what you will find?

#### **Significance of the study**

- Why is this worthy of study?
- Why is it important and who will benefit from it? (Define the contribution to knowledge if you are a PhD student)
- What will be your new, original contribution to practical and theoretical knowledge in the field?

#### **Reference list**

- You need to include 12 to 15 sources.
- Include sources in this list only if you have referred to them in your text.
- Also make sure that you have included all the sources you have cited in your text.
- Use APA 7<sup>th</sup> as referencing style



# Checklist for preliminary proposal

DID YOU:	YES/NO
Use the 'heuristic device'?	
Keep the proposal within the prescribed length of 1000 (MEd) – 2000 (PhD) words?	
Check the proposal thoroughly for language/technical errors?	
Adhere to the layout guidelines (1.5 spacing, 12-point font, Arial/New Times Roman)?	
Did you reference all the sources you used?	

## Assessment of preliminary proposal

Name of Student: .....

Degree: .....

Title of dissertation/thesis (10-15) words

.....  
 .....

Please provide a written narrative on the proposal, addressing the following:

1. Identified research issue/problem
2. Rationale for wanting to research this issue
3. Literature offered on this issue
4. Formulation of what is not known, i.e. the 'gap'
5. Research questions
6. Explanation of the methodology (including the analysis)
7. Theoretical framework to make sense of the findings
8. Significance of the proposed study

Please provide a narrative on the following technical issues:

1. Reference list and referencing
2. Language usage
3. Technical presentation

Recommendation:

Is the quality of the ideas put forward in the preliminary proposal such that the student can be accepted for registration? **YES/NO**

Any other comments:

.....  
 .....

Assessor name: .....

Assessor signature: ..... Date: .....

## Guidelines for the full proposal

The full proposal is developed by working closely with your supervisor/promoter. It requires a refinement and an expansion of the preliminary proposal and should be about 20 to 30 pages. The successful acceptance of the preliminary proposal means that you will be allocated a supervisor and can register. The first milestone after registration is to develop and present a full proposal which will form the bedrock of the study you are undertaking. The same structure as in the preliminary proposal is required:

- Background and rationale Statement of the problem Research aims
- Research questions
- Literature review (including theoretical or conceptual framework) Research design and methodology
- Ethics
- Significance of the study (if PhD) References

## Guidelines for the Proposal Defence

Students will be required to submit their full proposal, at least a week before the proposal defence, to the postgraduate administrator who will circulate it to the exam panel (and interested staff members). An hour is allocated for the proposal defence. The supervisor chairs the proposal defence meeting and introduces the student. The student is required to do a power-point presentation to a panel of academics who will assess the strength of their proposal and presentation thereof. Please note that you will be allocated 30 minutes in which to do your presentation. The following components have been identified for this presentation:

- |  |        |
|--|--------|
| 1. Topic   | 1 min  |
| 2. Short background to study   | 5 min  |
| 3. What areas of literature will you draw on? What does the literature say about your focus? | 5 min  |
| 4. Aim of research/research objectives   | 4 min  |
| 5. Description of methodology  | 15 min |

The exam panel members then have 20 minutes to ask the student questions and to discuss the proposal. The two proposal examiners fill out the proposal evaluation form. Once the student has left, the panel discusses the proposal and makes a final decision on the proposal.

## Important information regarding academic writing

### Plagiarism

When using the words, ideas or arguments, published by someone else you must give credit to the source. To copy work from someone else's work without acknowledgement constitutes a criminal activity known as plagiarism. It is the same kind of offence as the infringement of copyright because it is the theft of someone's intellectual property. To avoid the grave legal consequences of plagiarism, such as suspension or expulsion, you have to apply proper referencing strategies when quoting from, or paraphrasing, a source. Below are webpages with resources on plagiarism and how to avoid it. <http://www.plagiarism.org/>  
<http://wpacouncil.org/node/9>

**Permission Example:**

Generative Artificial Intelligence (GenAI) tools are essential resources. It is valuable for you to engage critically with these tools and explore their use in generating content submitted for assessment in this course, including [papers, take-home examinations, and specified other assignments]. You remain responsible for all content you submit for assessments. You may use GenAI tools to help generate ideas and brainstorm. However, you should note that the material generated by these tools may be inaccurate, incomplete, and biased. We encourage you to consider how GenAI complements, replaces, or fails to replace your contributions and abilities.

Suppose you include content (e.g., ideas, text, code, images) that was generated, in whole or in part, by Generative Artificial Intelligence tools (including, but not limited to, ChatGPT and other large language models) in work submitted for evaluation in this course, this work **MUST** be declared/acknowledged. Failure to properly cite sources, including AI tools for generating content, would be considered Academic Misconduct, violating the University's Plagiarism Policy (305.04).

**Prohibition Example:**

By submitting work for evaluation in this course, you represent it as your own intellectual product. Submitting content for evaluation (e.g., ideas, text, code, images) that was generated, in whole or in part, by Generative Artificial Intelligence tools (including, but not limited to, ChatGPT and other large language models) would be considered Academic Dishonesty in violation of the University's Plagiarism Policy (305.04).

**Declaration Statement for Research Submission Example:**

I, [Student Name], declare that in the course of conducting my research for the thesis titled [Treatise/Dissertation/Thesis Title], I have utilised AI tools, including ChatGPT, in the following aspects of my study:

**[Specify Aspects or Stages of Study where AI Tools were Employed]  
[Provide Examples of Prompts Used for AI Assistance]**

I further acknowledge that AI tools have been employed to augment my literature review process and provide additional guidance in the synthesis of information. However, I understand that the responsibility for formulating research questions, hypotheses, and purpose statements lies with the researcher, and AI tools are employed as supportive aids.

I hereby affirm that all citations and references to AI-generated content derived from ChatGPT are appropriately attributed in accordance with academic standards.

Signature: \_\_\_\_\_

Date: \_\_\_\_\_

The above declaration statement allows students to explicitly state their use of AI tools, specify the aspects of their study where they were used, and provide transparency about the prompts used. They could indicate how the prompts were used in the same way as reporting on a literature search strategy for a literature review. It reinforces the understanding that while AI tools can be valuable aids, the researcher assumes the ultimate responsibility for research conceptualisation and purpose statements.

### **Academic writing**

There are many references and websites that will help you in terms of what is expected for academic writing. The following guidelines by James Bednar are in the public domain<sup>1</sup>. This means that you are free to copy it, redistribute it, modify it, or use it for any other non-fraudulent purpose.

If redistributing a complete copy or a lengthy excerpt, please (1) retain this notice, (2) clearly mark the original author, and (3) clearly mark any changes that you make as your own and not those of the original author (Bednar, <http://homepages.inf.ed.ac.uk/jbednar/writingtips.html>).

### **Resources on writing**

Online Writing Lab at Purdue University:

<http://owl.english.purdue.edu/owl/section/2/Copyright>

©1995-2012 by The Writing Lab & The OWL at Purdue and Purdue University. All rights reserved. This material may not be published, reproduced, broadcast, rewritten, or redistributed without permission. Use of this site constitutes acceptance of our terms and conditions of fair use.

### **Referencing styles**

The Faculty of Education makes use of either the APA referencing style or Harvard. Please liaise with your supervisor to determine which one of the two referencing styles you need to use. Please make sure that you do not mix the two styles.

<https://www.scribbr.com/category/academic-writing/>

<https://library.nwu.ac.za/research-academic-writing>

<https://owl.english.purdue.edu/owl/resource/560/01/>

## **Library support**

If you have not yet registered with Nelson Mandela University as a master's or doctoral student, you may visit the library and bring the following with you:

- A passport size photo and ID book
- Pay a fee of R250 to join the library for 6 months
- A letter from your prospective promoter saying that you are a prospective master's or doctoral student

See the following library link for citation guides:

<https://libguides.mandela.ac.za/APA-7th-ed-reference-style>

Once you have joined the library as a prospective master's or doctoral student:

- You will be allowed to borrow five books for 30 days
- You may access the online databases. You may contact the Faculty Librarian for assistance.
- You will not be allowed to borrow any periodicals (serials) or make use of the Inter- library loan system

# Research ethics

If your research involves working with people, such as teachers, community members, children or parents, you will need to complete an ethics application. You can only submit your ethics application after your proposal has been successfully defended. No research can start without ethics approval. The ethics application process is totally online and you can find more information and support videos at [https://rd.mandela.ac.za/Research-Ethics/Research-Ethics-Committee-Human-\(REC-H\)](https://rd.mandela.ac.za/Research-Ethics/Research-Ethics-Committee-Human-(REC-H)). In the meantime, read the following information to inform your understanding of the importance of the ethics process.

## **Basic Principles of the Belmont Report**

In the Nuremberg war crime trials after World War II, Nazi biomedical researchers were prosecuted for their abuses against prisoners in concentration camps. A proper set of standards for judging the physicians and scientists who had conducted experiments on the prisoners was drawn up by the presiding international tribunal. The basic ethics of the Nuremberg Code continue to serve as a cornerstone for modern regulations regarding the use of human participants in experimentation.

Its principles emphasize a profound respect for the voluntary nature of research participation, the idea of true informed consent, and the personal ethical responsibilities of the investigator to ensure human welfare.

In 1979, the Belmont Report: Ethical Principles and Guidelines for the Protection of Human Subjects of Research was published in the United States to provide a succinct description of the mandate for review of research involving human research participants. Regulation and guidelines concerning the use of human research participants in the U.S., and increasingly so in other countries, are based on the following fundamental elements excerpted from the Belmont Report:

**Respect for Persons** has at least two ethical considerations. The first is that the individual human research participant be treated as an autonomous being—a person who makes decisions or deliberates for herself about personal goals and then acts upon them. The second is that those persons who are not able to make and carry out decisions for themselves, such as children or sick people or those who have a mental disorder, must be protected from coercion by others and from activities that harm them. How much to protect them is related to the risk of harm and likelihood of benefit to them. In research, respect for persons demands that participants enter into a research programme voluntarily and with good information about the research goals.

Beneficence has to do with doing good to the individual. In the Belmont Report, beneficence is understood in a stronger sense, as an obligation, i.e., to do no harm and to “maximize possible benefits and minimize possible harms” to the individual research participant. “Do no harm” is a Hippocratic principle of medical ethics though its extension into research implies that “one should not injure one person regardless of the benefits that might come to others.” But sometimes you cannot know that something is harmful until you try it and in the process of trying, or experimentation, persons may be exposed to risk of harm. The Hippocratic Oath also requires that physicians benefit patients “according to their best judgment,” but again learning what will benefit may mean exposing a person to risk.

The principle of beneficence obligates both society and the individual investigator. Society has to give forethought to the longer-term benefits and risks that result from increased knowledge and from

the development of novel new therapeutic devices or procedures that are the outcome of research. Investigators and their institutions have to plan to maximize benefits and minimize risks.

Justice, in this report, refers to the benefits and harms to individual subjects of research. In the 19th and early 20th century hospitals in America, the burdens of experimentation fell upon the poor charity patients while the rewards of the improved medical care went primarily to the rich private patients. The Nazi researchers and concentration camp prisoners provides another good example of injustice. The benefits and burdens of research should be justly distributed. The selection of research participants needs to be constantly monitored to determine whether some pools of participants are being systematically selected from simply because they are easily available or vulnerable or easy to manipulate, rather than chosen for reasons directly related to the research problem being studied.

## ***Ethical principles in research involving human participants***

### ***Informed consent***

A critical component of respecting human participants is the informed consent process. The consent document is a written summary of the information that should be provided to the participant. Many investigators use it as a guide for the verbal explanation of the study. The participant's signature on the form shows agreement to participate in a study, but that is only one part of the consent process. The entire informed consent process involves:

- 1) giving a participant adequate information about the study,
- 2) providing adequate opportunity for the participant to consider all options, responding to the participant's questions,
- 3) ensuring that the participant has comprehended this information,
- 4) obtaining the participant's voluntary agreement to participate, and
- 5) continuing to provide information as the participant or situation requires.

In the case of subjects whose ability to understand might be limited, i.e., children, mentally disabled patients or those who are very ill, special provision may have to be made. With these groups, often permission must be sought from a third party who would be in a position to understand the incompetent participant's situation and act in their best interest. This third person should be able to follow the research and be able to withdraw the participant if it appears to be in the best interest for the individual. To summarise: the informed consent process must allow human participants, as much as they are able, to be given opportunity to choose what will or will not happen to them. The consent process must include information to the participant about the research; the participant must understand the information and volunteer rather than be coerced into participation.

### ***Assessment of risks and benefits***

Assessing risks and benefits means the researcher needs to assemble all data that explains why the research will obtain the benefits that are sought by the research project. The review committee of the researcher's sponsoring institution, upon review of the collected data, can decide whether the risks to the subjects are justified. Prospective participant can determine whether or not to participate. The term "risk" refers to the possibility that harm might occur.

There are many kinds of risks, such as psychological, physical, legal, social and economic hardship. The term “benefit” in the research context refers to something positive as related to health or welfare. Risk and benefits affect not only individual participants, but also their families and society at large. Importantly, in the past regulations about human subjects, the risk to participants has been outweighed by the sum of both the anticipated benefit to participants, and the anticipated benefit to society in the form of new knowledge to be gained by the research.

### **Selection of participants**

The principle of justice—that benefits and risks of research be distributed fairly. Researchers are not just if they only select disadvantages persons for risky research or only provide beneficial research to groups they favour. Special classes of injustice arise when participants are drawn from vulnerable populations, like those institutionalised or incarcerated in prisons, racial minorities, economically disadvantaged or the very sick.

Ethical Principles for Research	Ethical Principles for Research
<p><b>Respect for Persons</b></p> <ul style="list-style-type: none"> <li>• Individuals should be treated as autonomous agents</li> <li>• Persons with diminished autonomy are entitled to protection.</li> </ul>	<p><b>Informed Consent</b></p> <ul style="list-style-type: none"> <li>• Volunteer research participants, to the degree that they are capable, must be given the opportunity to choose what shall or shall not happen to them</li> <li>• The consent process must include three elements:               <ul style="list-style-type: none"> <li>• Information,</li> <li>• Comprehension, and</li> <li>• Voluntary participation</li> </ul> </li> </ul>
<p><b>Beneficence</b></p> <ul style="list-style-type: none"> <li>• Human participants should not be harmed</li> <li>• Research should maximise possible benefits and minimise possible risks</li> </ul>	<p><b>Assessment of risks and benefits</b></p> <ul style="list-style-type: none"> <li>• The nature and scope of risks and benefits must be assessed in a systematic way</li> </ul>
<p><b>Justice</b></p> <ul style="list-style-type: none"> <li>• The benefits and risks of research must be distributed fairly</li> </ul>	<p><b>Selection of participants</b></p> <ul style="list-style-type: none"> <li>• There must be fair procedures and outcomes in the selection of research participants</li> </ul>

Fig. 1: Basic ethical principles and applications as outlined in the Belmont Report



Change the World



[mandela.ac.za](http://mandela.ac.za)