UFS Postgraduate PULP

PULP

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UFSUV | UFSweb | UFSweb

Inspiring excellence.
Transforming lives.
Inspireer uitnemendheid.
Verander lewens.

UNIVERSITY OF THE
FREE STATE
UNIVERSITEIT VAN DIE
VRYSTAAT
YUNIVESITHI YA
FREISTATA

UFS·UV
POSTGRADUATE SCHOOL
NAGRAADSE SKOOL

PULP

NOUN

1. A periodic publication, such as a book or magazine, often printed on poor quality paper, and containing shocking subjects and materials portrayed as non-shocking.

2. A soft moist mass of cohering cellulose fibres, usually obtained from wood, from which paper is usually made.

VERB

1. To reduce a material or solid substance to a pulp, for example, reducing printed papers, books, etc., to pulp for use in the production of new paper.

2. For a material or solid substance to be reduced to pulp.

3. To remove the pulp from, for example, a root cannel or fruit.

ADJECTIVE

1. Term is often used as a modifier (attributively) for a popular or sensational writing: a pulp novel; a pulp magazine; pulp fiction.


The distance
between your dreams and
reality is action.

FOREWORD by the VICE-RECTOR: Research

The University of the Free State (UFS) is situated in one of the poorer provinces in the country and is a higher education institution that provides its people with hope and possibility for a brighter future through education. Postgraduate studies can increase the chances of employment and create possibilities for an even brighter future.

As most of the postgraduate programmes contain a significant amount of research I am excited to report on the research progress the UFS has made over the past few years. As from the beginning of 2015 the university has two NRF A-rated scholars. Prof Melanie Walker and Prof Max Finkelstein have been judged by their peers to be world leaders and at the cutting edge of knowledge production in Education and Mathematical Statistics, respectively. These achievements are indicators of the national and international recognition of the research conducted by outstanding scholars at this university.

In recent years we have been successful in reaching many of our research targets. We have observed an increase in the number of high impact research publications in accredited international journals, we have enhanced our national competitiveness in the number of peer-reviewed scholarly books, we have significantly more NRF rated researchers,

POSTGRADUATE STUDIES CAN INCREASE THE CHANCES OF EMPLOYMENT AND CREATE POSSIBILITIES FOR AN EVEN BRIGHTER FUTURE.

a record number of highly productive post-doctoral fellows involved in our research endeavors, we recorded the most successful return on applications for scholarships and funding in the history of the UFS, and we have increased our international footprint. As a strategic goal of the university to increase the number of registered postgraduate students, we have also significantly increased the number of available Honors, Masters and Doctoral bursaries.

I am pleased to welcome all postgraduate students to our Bloemfontein, Qwaqwa and South campuses, and I wish you all every success in your pursuit of postgraduate education at the UFS.

Prof Corli Witthuhn
Vice Rector (Research)

MESSAGE FROM THE DIRECTOR OF THE POSTGRADUATE SCHOOL

Internationally there is a strong shift towards increasing the number of postgraduate students at universities. Globally, the highly competitive nature of the job market requires highly skilled graduates with an expanded skill set that will enable them to deal innovatively with the demands and challenges of their specific disciplines. The most advanced economies have a much larger cohort of highly qualified workers with the ability to do research that contributes to innovative scientific, social, and business processes giving these countries a competitive advantage to ensure higher growth and prosperity. Therefore, postgraduate education moves away from a singular focus on the development of knowledge and skills relevant to your specific research project, but rather focuses on the development of a broader range of competencies to ensure that you can make a significant impact on your subject field, work environment and community.

Postgraduate education can be a life-changing experience for students, both a challenging and personally rewarding experience. The Postgraduate School endeavours to make the experience of being a postgraduate student at the University of Free State (UFS) one which is stimulating and enjoyable. The metaphor of a journey is often used to describe the process of completing a

"Postgraduate education can be a life changing experience for students, both a challenging and personally rewarding experience."

postgraduate degree. As with any other journey, it requires planning, competencies, resources and perseverance. The postgraduate school serves as your travel companion on your journey, providing guidance, support, and opportunities to develop your skills to become a researcher and expert in your discipline.

Globally, postgraduate students face certain universal challenges, which include time management and the battle to get enough focused time to stay on track and finish in time, academic writing and dealing with the isolation caused by postgraduate studies that require hours of reading and writing - both solitary activities. The Postgraduate School is constantly looking for ways to address these issues. For on-campus students and those close enough to attend the workshops, we provide a valuable academic and social support service. Our challenge is that the majority of our postgraduate students do not have the luxury of attending these workshops. This gave rise to the birth of the UFS Postgraduate PULP. PULP is an innovative project, initiated by Dr Chantell De Reuck, a postdoctoral fellow at the Postgraduate school, to provide a tool book for achieving success as a postgraduate student. Based on evaluation findings, it brings together information and resources wwhich cover every aspect of the postgraduate journey. My wish is that PULP will serve as your daily desk reference to answer the questions you have about the research process, the postgraduate landscape of policies and procedures, and the various postgraduate resources available online and on campus.

Welcome to an exhilarating postgraduate journey.

Dr Henriëtte van den Berg
Director of the Postgraduate School

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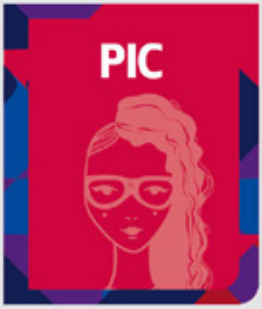
Who am I?



Name

Surname

ID Number

Degree

Degree Code

SARS / Tax Number

Student / Staff Number

Cellular

Email

Office Address

1. INTRODUCTION TO POSTGRADUATE STUDIES at the UFS

"If we knew what it was we are doing, it would not be called research, would it?"

- Albert Einstein

About the Postgraduate School

The University of the Free State made an institutional commitment to excellence in postgraduate education and established the Postgraduate School (PGS) in 2011. Research excellence is often endorsed as a means of proclaiming an ideal for the highest attainment of quality in research at higher education institutions. This proclamation, however, pushes the focus onto the outputs of your work as a postgraduate student, both as a measure of institutional productivity, and as a reflection of your research skill.

The PGS takes cognizance of the knowledge and skills required to work in a 21st century knowledge economy, as well as the personal needs and desires for achieving excellence within your research. This allows us to provide you with a hub of services geared towards developing your postgraduate identity and providing you with free services* specifically tailored towards carrying out your research activities successfully.

Since carrying out quality research requires an ever-evolving set of skills, the PGS offers a variety of workshops and related events aimed at the development of professional research skills. These workshops cover the critical areas of writing skills, research methods, information management, ethical practices, research supervision, project management, theoretical application, intellectual property and legislation, and career development.

In addition we also have an information desk, an information-rich website, regular electronic PGS newsletters, a postgraduate funding office which delivers reliable information and training for gaining access to prestigious research funding, regular postgraduate student networking events, a full-time scientific writing mentor, and we house the Postgraduate Student Council.

The Postgraduate School
http://postgraduate.ufs.ac.za/

Orientation session for Postgraduate Students
http://postgraduate.ufs.ac.za/content.aspx?id=15

https://www.facebook.com/postgraduateschoolufs

http://za.linkedin.com/pub/postgraduate-schoolufs/85/202/627

https://www.youtube.com/channel/UCxV8rEqyn5N2J8MsT9b41_g
or search for 'Postgraduate School UFS' on Youtube.

All services and resources highlighted in UFS POSTGRADUATE PULP are free to all registered postgraduate students and academic staff of the University of the Free State, unless otherwise stipulated.

WHAT is this PULP

It is one of the overarching goals of the Postgraduate School to continually elevate the standards of the training and related services it provides. This PULP is a reflection of the information requests reported by our postgraduate students during our 2014 evaluation activities.

UFS POSTGRADUATE PULP is a guide that points postgraduate students toward available services, support and reliable information. It is also a guide for understanding some of the critical concepts and process in postgraduate research, and a tool to help you develop your full potential as a postgraduate researcher.

UFS POSTGRADUATE PULP provides reliable information that will not only help you to critically map out your thinking regarding the study you plan to undertake, but also to potentially speed up your advancement through various aspects of the research process.

UFS POSTGRADUATE PULP used as to tool:

- Encourages repeated reflection on your planning
- Provides an overview of the postgraduate research process, from research topic selection to final document submission
- Encourages one to break down complex concepts and to critically understand each part of your own personal research process;
- Encourages the conceptualisation of realistic timelines, deadlines and budgeting;
- Encourages networking and discussion around various aspects of your research;
- Creates a sense of ownership of your research;
- Provides space for personalised notes and sketches; and
- Provides direct links to relevant UFS services, resources and contact information that would be specific to your needs as a postgraduate student.

LEVELS of POSTGRADUATE STUDY

DOCTORATE • PHD

- Earned by: Thesis or Articles
- National Qualifications Framework: Level 10
- Scope of knowledge:
- Duration: 3 – 4 years
- Total number of UFS doctoral students 2014: 659

MASTERS

- Earned by: Coursework and Dissertation
- National Qualifications Framework: Level 9
- Scope of knowledge: You must be able to demonstrate specialist knowledge to enable engagement with and critique of current research or practices, as well as advanced scholarship or research in a particular field, discipline or practice.
- Duration: 2 years
- Total number of UFS Master's students 2014: 2,280

UNDERGRADUATE

POSTDOCTORAL FELLOWSHIP

- Entails: Funded fixed-term research position
- National Qualifications Framework: Level 10
- Scope of knowledge: You must be able to demonstrate expertise and critical knowledge in an area at the forefront of a field, discipline or practice; and the ability to conceptualise new research initiatives and create new knowledge or practice.
- Duration: 1 year +
- Total number of UFS Postdoctoral Research Fellows 2014: 69

HONOURS

- Earned by: Coursework and research-based report
- National Qualifications Framework: Level 8
- Scope of knowledge: You must be able to demonstrate knowledge of and engagement in an area at the forefront of a field, discipline or practice; an understanding of the theories, research methodologies, methods and techniques relevant to the field, discipline or practice; and an understanding of how to apply such knowledge in a particular context"
- Duration: 1 year
- Total number of UFS Honour's students 2014: 1,951

DIFFERENCE between a MASTERS and a DOCTORAL DEGREE

While there are obvious differences in the length of study and workload, one of the main differences between Doctoral and Masters degrees is the need for Doctoral students to provide an original contribution to the body of knowledge, and in doing so, fully realise mastery of the research process over the course of the Doctoral thesis. One could also view this main difference like this: The Masters degree develops research skills, while the Doctoral degree involves research leading practice.

FOR A MASTERS DEGREE, COMMON ASSESSMENT CRITERIA INCLUDE:

- technical competence;
- evidence of scholarly research;
- critical ability;
- understanding of relevant theoretical issues;
- lucidity and coherence; and
- a dissertation should have a theme or 'thesis', which should be sustained, thus presenting a unified, cumulative argument.

The same general criteria applied in assessing Masters dissertations are also applied for Doctoral degrees, however they are applied much more rigorously. The thesis is subject to critical assessment, specifically against the basic requirement that a doctorate be an original contribution that extends the frontier of knowledge.

THE THESIS WILL COMMONLY ALSO INCLUDE:

- a greater sense of perspective, and often coverage of a wider field, than a Masters dissertation; systematic knowledge of the field of study;
- an awareness of theoretical problems directly or indirectly relevant to the topic;
- an extensive as well as intensive knowledge of the subject; and
- mastery of the skills and methods of research, and the student should be able to conceive, design and implement research.

POSTDOCTORAL FELLOWSHIP

WHAT IS A POSTDOCTORAL FELLOW?

Postdoctoral Research Fellowships are normally awarded to individuals within five years of receiving a doctoral degree for the purpose of engaging in a period of dedicated research. Postdoctoral Research Fellows are neither students, nor employees of the University of the Free State.

OBJECTIVES BEHIND HOSTING POSTDOCTORAL F ELLOWS AT THE UFS:

- To place the University of the Free State at the forefront of research and innovation;
- To generate new knowledge and transfer knowledge and skills;
- To enable outstanding doctoral graduates to obtain experience of research and innovation at a higher education institution;
- To provide an opportunity for promising young researchers from different universities to enhance their research skills and expertise;
- To expand on existing research and ideas and to pursue new lines of research;
- To interact with other academics and postdoctoral fellows;
- To encourage an increase in publication outputs;
- To establish and enhance South African intellect;
- To develop knowledge for stakeholders such as the government, business, industry and social communities; and
- To promote national and international conference attendance by postdoctoral fellows and the presentation of research papers at these conferences.

At the time of the award, the doctor's degree should have been conferred on the candidate no longer than five years ago. After the interviewing and selection process has been completed, the host academic must supply the Postdoctoral research Co-ordinator with the following details of the chosen applicant:

- The name and full contact details of the selected candidate.
- The amount of the award and its source(s) (description of the original source/s and the university cost entity/centre) from which it will be paid.
- The term of the award (one or two years initially).

Postgraduate Academic and Administrative processes

Alongside conducting your own academic research, there is a range of other processes involved in the successful completion of a postgraduate degree. These include both academic processes (e.g. supervision, examination, the research itself), and administrative procedures (e.g. research ethics and the application/registration process). One way of considering these processes is the 'Good practice framework for research training', developed by Professor Joe Luca at Edith Cowan University, Australia. It provides a useful tool for both student and institution to see how well the needs of postgraduate students are being met.

THE FRAMEWORK CONSISTS OF THE FOLLOWING NINE AREAS WHICH ALL RELATE TO POSTGRADUATE STUDIES:

1. GOVERNANCE

The university should have an efficient and effective governance framework, which assures and enhances research training quality. Policies should be accessible, transparent, clearly communicated and regularly reviewed. These include policies related to grievances and appeals, which should be readily available on the university website and other media, and should be addressed through formal procedures in a timely manner.

2. PROGRAMME AND OUTCOMES

Academic programmes require students to produce quality research. In the case of doctoral students, this must be a significant body of original research and contribution to knowledge. Research degree programmes should be evaluated on how well they meet the needs and expectations of students, employers, discipline groups and the wider community, e.g. in terms of completion rates, time to completion, and examination outcomes. Students should be provided with the opportunity to develop professional and transferable skills during their research programme.

3. SELECTION AND ADMISSION

The university should ensure that selection and admissions procedures are inclusive, clear and easily accessible, consistently applied and equitable. These requirements ensure successful students complete their research in a timely manner.

4. SUPERVISION

The university should provide students with a supervisory team that has an appropriate mix of expertise in the discipline(s) of the candidate's research, the relevant research methods, and in supervising successful research degree completions. The supervisory team must mentor and actively assist the candidate, meet the academic and administrative requirements of the institution, tailor their practice to the needs of individual candidates and provide access to appropriate support and pastoral care as required.

5. CANDIDATURE (STUDENT) MANAGEMENT

The university should provide clear, detailed and accessible information to students and supervisors to support them in managing student progress and professional development. The roles and responsibilities of both student and supervisor should be clearly defined.

6. RESPONSIBLE CONDUCT OF RESEARCH

Research training is supported by academic structures, policies and practices that require, facilitate and promote responsible research and integrity. Mechanisms should exist to ensure ethical approval is granted before data collection takes place, for any projects where this is necessary.

7. CANDIDATE SUPPORT

The university should ensure that students have access to required resources which enable timely completion of a quality degree including appropriate physical, financial, administrative, academic, counselling, and disability support services. The institution should be committed to providing a research environment for research candidates that is engaging, culturally sensitive, locally and globally relevant and supports diversity.

8. EMPLOYABILITY SKILLS DEVELOPMENT

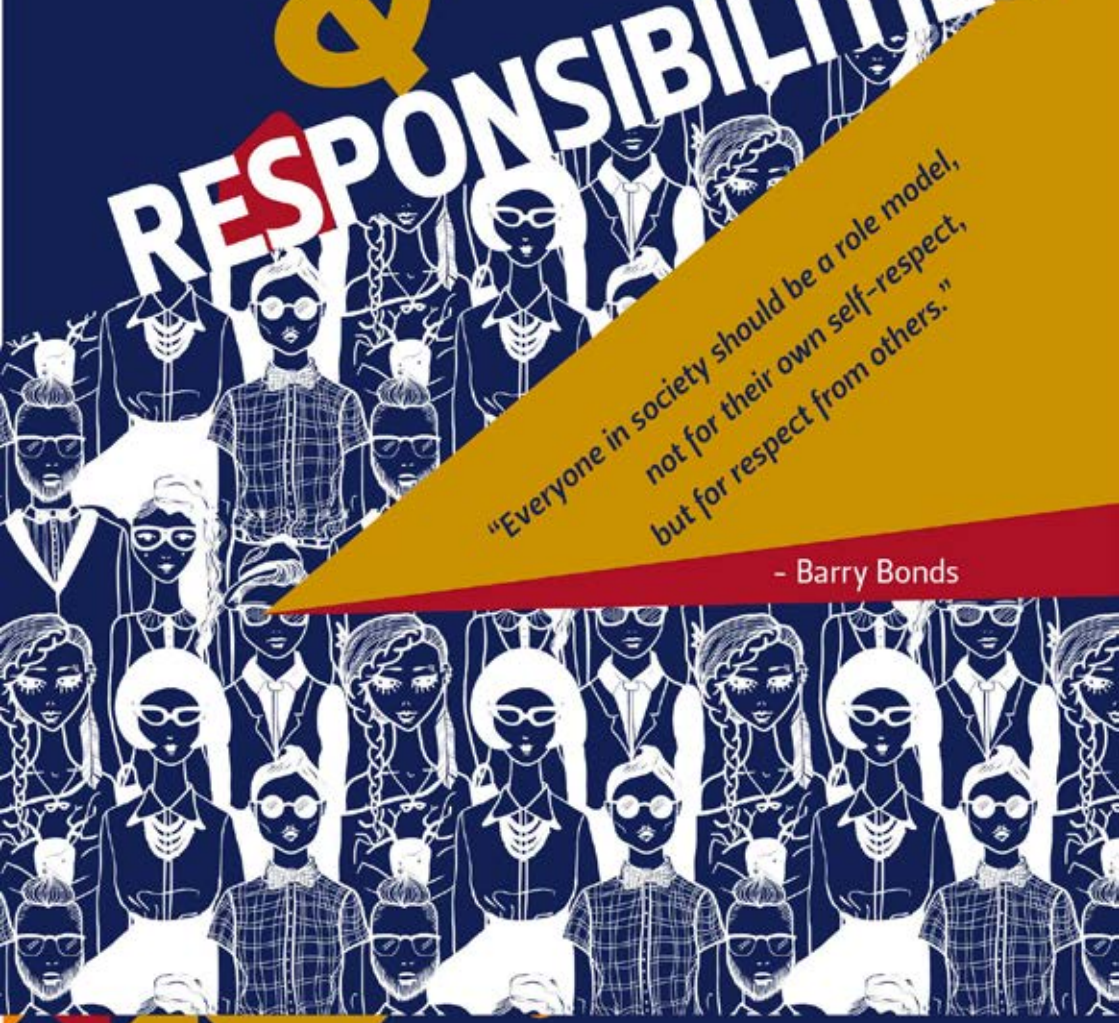
The university should support students to be competitive and successful in both academic and non-academic careers. The institution should work with the student to determine short, medium and long-term goals that assist the student with employability skills and their broader development as a researcher. Attention to career development needs to be given during the degree itself, and also after submission of thesis for examination. Students should have access to support mechanisms for building their CVs and portfolios, and opportunities for networking with potential employers should also be available.

9. EXAMINATION

Work submitted for examination meets international standards and the examination process ensures successful students merit the award of the degree.

All of these dimensions work together to create a positive and supportive experience for students.

2. ROLES & RESPONSIBILITIES



"Everyone in society should be a role model, not for their own self-respect, but for respect from others."

– Barry Bonds

PROFESSIONAL CONDUCT

To be successful in your research it is essential to demonstrate professionalism in your conduct. Being professional is more than just dressing smart or having a degree. Professionalism requires refining a combination of behaviours, skills or competencies that, with repeated practice, will instil within you the qualities of a professional. To be professional means that you communicate effectively and appropriately while conducting yourself with responsibility, accountability and integrity.

Your postgraduate studies provide an appropriate environment for developing your own personal style of professionalism. To develop or improve your professionalism, here are seven simple secrets to achieving success:

1. MEET REGULARLY WITH YOUR SUPERVISOR

It is your responsibility to make sure you get the supervision you need. Supervisors are invariably busy. If you need advice on your approach, if you're stuck, or if you need feedback on your drafts then it's up to you to get their attention. The best way to do this is to have regular meetings. Set up regular meetings with a simple agenda where you discuss the work you've done, the issues that have arisen, and what your next steps are.

2. WRITE UP YOUR RESEARCH IDEAS AS YOU GO

You need to be writing from the start. Don't wait for the so-called write-up period. Get words down on paper as soon as you can. If you read some articles, write about them. If you run experiments, write about them. If it moves, you write about it. The words you write may never make it into your final dissertation/thesis, but they will be the grandparents of the ones that do. Once you've written the words then you need to show them to people. You need regular feedback to refine your writing and your thinking.

3. HAVE REALISTIC RESEARCH GOALS (IT IS NOT THE NOBEL PRIZE)

Most PhD students start off with wildly unrealistic expectations about what they can achieve in three years. They see this as their big chance to make a great contribution. The reality is that when you are doing a Masters or PhD you are learning to do research. The purpose of a research degree is to learn how to be an independent researcher. Your thesis doesn't have to be perfect. In fact it will never be perfect. It needs to be finished.

4. BEWARE OF DISTRACTIONS AND OTHER COMMITMENTS

There are many potential distractions. Some may not even look like distractions such as hunting for references, doing courses, teaching and tutoring, housework, shopping and the biggest of all - email and Facebook (social media). There is nothing wrong with any of these activities but the secret is to do the thesis first and fit the other things in around the edges.

5. IT'S LIKE A JOB - SET REGULAR HOURS AND TAKE HOLIDAYS

One of the traps in research is the flexibility. If you don't do that analysis today it doesn't really matter – there's always tomorrow and the day after, but this leads to procrastination and guilt. You need to treat your research like a job. This means regular hours, a plan, milestones, and accountability.

6. MAKE FULL USE OF THE AVAILABLE HELP

You don't have to do it all yourself. There's a lot of legitimate assistance available. This could be help with editing, statistical advice, data entry, a cleaner.

7. PERSEVERE: ATTAINING A POSTGRADUATE DEGREE IS 10% INTELLIGENCE AND 90% PERSISTENCE

Of course you need intelligence, but that's not enough. You have to be able to persist. You have to be able to bounce back when things go wrong. The failure rate for submitted PhDs is much less than 1%. However one of the problems is that people don't get to the end. People often wonder if they are clever enough to get a PhD. The bigger question is, are they persistent enough to get a PhD?

Professionalism: Developing This Vital Characteristic
http://www.mindtools.com/pages/article/professionalism.htm

RESEARCHER RESPONSIBILITIES

The primary purpose of doing a research degree is to enhance and develop your knowledge in a specific area of research, and to provide you with the research skills needed to become an independent researcher, or to prepare you sufficiently to adapt the skills in the world outside of academia. While the university is obligated to develop teaching content and opportunities for developing your educational competence, you have the responsibility to:

- Develop your ability for independent, honest and critical thought;
- Communicate, transfer and exploit knowledge for the benefit of the university, the economy and society as a whole;
- Develop an appropriate range of research skills;
- Confirm your research roles and responsibilities in consultation with your supervisor(s);
- Give due consideration to any guidance or corrective action proposed by your supervisor(s);
- Recognise when you need help and raise any problems or concerns with your supervisor(s) as early as possible;
- Evaluate the potential risks posed by your research process;
- Behave honestly and ethically in the course of your research;
- Be accurate and organised in your research activities;
- Adequately understand and carry out the procedures (including statistical and other analytic procedures for the evaluation of data) used in your research;
- Comply with all relevant university policies and procedures;
- Comply with all bursary or scholarship rules, regulations and/or terms and conditions;
- Submit your dissertation/thesis on time;
- Submit a dissertation/thesis of an appropriate standard.

If you have any questions about any aspect of responsibilities, you should discuss these with your supervisor(s) as early as possible.

Balancing Things Out: Your Ability to Remain Sane in Times of Academic Insanity
http://postgraduate.ufs.ac.za/content.aspx?id=15

Strategies for Dealing with Your Supervisor
http://postgraduate.ufs.ac.za/content.aspx?id=15

Personal and Professional Development of Researchers
http://postgraduate.ufs.ac.za/content.aspx?id=15

MY Important Dates

REGISTRATION	__ / __ / 20__
TITLE REGISTRATION	__ / __ / 20__
ETHICAL REGISTRATION	__ / __ / 20__
PROCESS MILESTONES	
PROPOSAL	__ / __ / 20__
LITERATURE REVIEW	__ / __ / 20__
METHODS SECTION	__ / __ / 20__
DATA COLLECTION	__ / __ / 20__
DATA ANALYSIS	__ / __ / 20__
CONCLUSION AND DISCUSSION	__ / __ / 20__
EXECUTIVE SUMMARY / ABSTRACT	__ / __ / 20__
LANGUAGE EDITING	__ / __ / 20__
PRINTING / BINDING	__ / __ / 20__
FINAL DOCUMENT SUBMISSION	__ / __ / 20__
CORRECTIONS	__ / __ / 20__
GRADUATION	__ / __ / 20__

SUPERVISION

The student-supervisor relationship is a fundamental part of postgraduate study, especially at the Masters and Doctoral levels. While this relationship will vary between individuals and also between individuals from different departments, there are some general relationship aspects which will apply to all students and supervisors.

RELATIONSHIP

The desired professional approach is one where you are treated with respect, in an atmosphere where you are not afraid to ask questions or show your ignorance of a topic. Your supervisor should provide intellectual and emotional support, while also taking a critical approach to your work; remember that any criticisms or suggestions are about your work rather than you. While you will be doing your own independent research, you should also consider - and not instantly dismiss - ideas put forward by your supervisor. If you do decide not to implement a suggestion/edit, you should be prepared to justify this.

PRACTICALITIES

It is professional for both you and your supervisor to be prepared to be accountable, and to plan a mutually agreeable working structure. Establish guidelines about who will take responsibility for arranging meetings and how often you will meet, and how far in advance of meetings you will submit your work. You are responsible for the quality assurance of the work you submit to your supervisor, so while your draft work does not have to be the finished article, it can be a good idea to get someone else to read through it before you submit it.

It is also worth remembering that your supervisor is likely to have a lot of demands on their time as well as other students requiring their attention. This means that you should not necessarily expect to get feedback straight away; conversely, six months to return a piece of work isn't acceptable or useful to you. It is your responsibility so you have to keep the process going. In the end, it is your study so it is not unreasonable to expect the onus to be on you to get the best out of the relationship.

EXPECTATIONS

- to receive a reasonable level of supervision – frequent, dedicated meetings;
- to have your work considered well in advance of any meeting;
- to have constructive feedback on your written, oral and lab work;
- to have access to your supervisor when needed;
- your supervisor to be open, friendly and supportive;
- your supervisor to have a good knowledge of the area; and
- your supervisor to be interested and involved in your ultimate success.

YOUR SUPERVISOR(S) WILL ALSO HAVE REASONABLE EXPECTATIONS OF YOU:

- to be reasonably independent, while asking for help if you need it;
- to produce written work that may require a series of draft versions;
- to meet with him/her/them regularly;
- to prepare for meetings, so that work done and ideas had can be presented coherently and in a way that's easy to absorb in a short time;
- to work according to an agreed timetable and to keep accurate records;
- to be honest when reporting progress and results; and
- to raise difficulties promptly and keep her/him/them informed of your progress.

FEEDBACK

It is useful to record a brief summary of any formal supervision meetings with your supervisor as soon as possible after they take place, and then email this back to them.

STRATEGIES FOR GETTING THE BEST FEEDBACK POSSIBLE

- Be prepared.

- Know what you want – it is useful to specify in advance at what level you're seeking feedback, or if you want feedback on specific areas (e.g. general structure, the quality of your evidence, writing style) – this will help your supervisor focus on your needs.

- Ask questions – better questions should result in better feedback e.g. 'Do you think the discussion of X fits better in section A or B?', rather than 'Would you look at my writing?' Or you could say, 'Don't bother at this stage with the sentence structure, but tell me if the argument is logical and convincing'.

- Seek feedback from as many sources as possible – your supervisor is not your only source of feedback; you could ask other students, or other academics (though it is best to mention this to your supervisor in the latter case)

OVERCOMING RELUCTANCE TO SEEK FEEDBACK CAN STEM FROM SEVERAL REASONS:

- Imposition on the supervisor – you may think that you are imposing on your supervisor, but remember that providing supervision is part of their role and what they have agreed to do. If you are prepared and know what you want, this makes the process run more smoothly

- Doubts about your own work – this is a normal feeling with any academic work. Accept that, to get the job done well, you have to deal with discussion of the weaknesses as well as the strengths of your work

- Protecting yourself – some people only give negative feedback and never mention what is good – they may assume you already know what is good so there is no need to talk about it, in which case you could try asking something like 'OK, we've talked about the problems with my work. Are there some good points you're happy with?'

- Worthless feedback – if everything you produce yields just a nod or tick, you need to ask specific questions to elicit more useful comments

DEALING WITH CRITICAL FEEDBACK:

- Critical feedback is a way of improving your work, and a means of the supervisor sharing their expertise about the topic

- Remember that criticism is based on your work, rather than you as an individual. Try to consider critical feedback in a calm and reasoned, rather an emotional way.

- Although you should consider all feedback, this does not mean you have to suspend your judgment and blindly follow it. It may be helpful to consider questions such as: am I sure I understand what the reader is getting at? Do I think the reader has understood the points I was making? Do I agree with the feedback? To what extent do I want to follow it? Why did I do it in the way I did it in the first place? Is it consistent?

Maintaining a good student/supervisor relationship
http://thesiswhisperer.com/2011/03/22/happily-ever-after/

Strategies for Dealing with your Supervisor
http://postgraduate.ufs.ac.za/content.aspx?id=15

My Supervisor's Responsibilities

TITLE / NAME / SURNAME

DEPARTMENT

FACULTY

TELEPHONE

EMAIL

My Co-supervisor's Responsibilities

TITLE / NAME / SURNAME

DEPARTMENT

FACULTY

TELEPHONE

EMAIL

My Responsibilities

TITLE

DEPARTMENT

FACULTY

RESPONSIBILITIES

3. RESEARCH PLANNING

"Failing to plan is planning to fail."

Alan Lakein

FINDING a Research Question

Research typically begins by clearly identifying and defining a problem you wish to study. You may be given a problem situation and a predetermined research question that you need to answer, or you may be required to identify and define your own. At its essence a research problem is a sentence or statement that describes (or predicts) the relationship between two or more variables, and is written in the form of a clear question. It is a general statement of the question you intend to study.

You can identify a potential problem by doing a small preliminary search on a relevant database (our library subscribes to over 130 discipline-specific databases). Other options include identifying issues printed in the media or consulting with your supervisor or a specialist immersed in your area of interest who may have a good idea of where the research gaps are. Regardless of where and how the question is identified, you will need to consult the available literature on the topic to, get a sense of what is out there and to make sure that your proposed research question has not already been sufficiently answered.

It is very important that you take time and reflect on the research problem you wish to study and to define it as clearly as possible, because it is your research problem that gives rise to your research objectives, hypotheses, definition of variables, and selection of your methodology.

Library databases
http://library.ufs.ac.za/templates/database_resources.aspx

MY Research Question

Problem situation: [A simple paragraph that identifies your problem]

Problem question: [A single statement phrased as a question]

Parameters of the problem

- How widespread is this problem?
- Who is affected by this problem?
- What is the distribution of this problem? (i.e. How widespread is the problem?)
- What is the occurrence of this problem? (i.e. How often does this problem occur?)
- What costs are associated with this problem?
- Who else is concerned about this problem?

WRITING YOUR RESEARCH PROPOSAL

A research proposal is a central part of any research project and can be a useful tool with which to manage your research project. It could be a short, concise document as part of a university application form or a more substantial document required as part of a funding application. Irrespective, it provides a framework to guide your research efforts. Some faculties/universities will not formally register a research degree applicant until a research proposal has been finalised. In these cases, a provisional registration is sometimes offered to cover the six months a research proposal will typically take to develop.

It is important to note the relevant rules and guidelines set by your faculty and/or department, and especially the deadlines. Failure to do so will guarantee the rejection of your proposal. Depending on the type of research being proposed, and the specific demands of the department and/or degree, your supervisor should be able to give you more specific information concerning what should be included in your proposal. A good research proposal can take several months to prepare and must identify the problem you propose to investigate, why it is important to investigate, the methods you plan to use, and whether or not the findings of your investigation will make an original contribution to the existing body of knowledge.

REASONS WHY PROPOSALS FAIL

- Sloppy proposal (Not enough time spent preparing the proposal)
- Not in required format. Sloppy technical, formatting, grammar and spelling errors
- Inappropriate topic
- Non-compliance with technical and formal requirements
- Unclear statement of problem
- Project not feasible – scope too broad, time constraints
- Inappropriate research design – mismatch between problem statement and choice of design
- Lack of clarity or information about methodology – how will the project be conducted
- Incorrect or inappropriate methods – sampling, techniques and data collection methods are inappropriate for design

- Work plan deficient or unrealistic
- Inadequate understanding of body of knowledge – unaware of key or latest developments in the field

(MOUTON 2007)

Writing a Research Proposal
http://www.youtube.com/watch?v=uyoU4BwTHmol

"Writing Tips: How to Write a Research Proposal"
https://www.youtube.com/watch?v=ZPajRnK5vjI

How to Write a Research Proposal
http://www.eastchance.com/howto/res_prop.asp

Planning and Writing the Research Proposal
http://postgraduate.ufs.ac.za/content.aspx?id=15

Writing Funding Proposals for International Grants
http://postgraduate.ufs.ac.za/content.aspx?id=15

Project Graduate School
https://projectgraduateschool.wordpress.com/2011/03/09/karens-famous-and-foolproof-research-proposal-template/

"The Foolproof Research Proposal Template"

LARGE GENERAL TOPIC OF WIDE INTEREST
(Global Warming, Immigration, Cancer, ect.)

All this in the first 2 paragraphs!

Yes, I'm serious

Brief Ref. to Literature I

Brief Ref. to Literature II

"**HOWEVER**, scholars in these fields have not yet adequately addressed XXXX..."

↓

GAP IN KNOWLEDGE

1. **Urgency:** This gap is bad!!!
2. **HERO Narrative:** I will fill this gap!!!

↓

YOUR RESEARCH QUESTION
"I am applying to XXX to support my research on XXX"

↓

SPECIFICS OF YOUR PROJECT
(background info, location, history, context, limitations, ect.)

↓

As many pages as they allow and no more

LITERATURE REVIEW (Multi page, thorough, accurate, relevant)

↓

METHODOLOGY (Discipline specific)

↓

TIMELINE (Month by month plan)

↓

BUDGET (Realistic and legitimate expenses)

↓

STRONG CONCLUSION!!!
("I expect this research to contribute to debates on xxxxxx")

Credit: Karen Kelsky, PhD, McNair Scholars Program, University of Oregan

YEAR PLANNER ONE

Dec	Nov	Oct	Sept	Aug	Jul	Jun	May	Apr	Mar	Feb	Jan	
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Dec

YEAR PLANNER TWO

Dec	Nov	Oct	Sept	Aug	Jul	Jun	May	Apr	Mar	Feb	Jan

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YEAR PLANNER THREE

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YEAR ONE

January	February	March
April	May	June
July	August	September
October	November	December

YEAR TWO

January	February	March
April	May	June
July	August	September
October	November	December

YEAR THREE

January	February	March
April	May	June
July	August	September
October	November	December

ETHICAL RESPONSIBILITIES

You have to consider any potential ethical issues raised by the conduct of your research and how these would be addressed should they occur. Your research may be deemed as "high risk" if it involves animals, sensitive or explicit materials, or vulnerable groups such as children or adults with disabilities, and even students as your research subjects. If your research does not involve the empirical investigation of people or animals, but has potential social or environmental implications it would still be considered "high risk" research. In any of these cases you need to consult with your supervisor to identify the most appropriate guidelines and ethical approval system for your research project.

At its essence, you are responsible for balancing your obligations to society and science while at the same time protecting the rights and the welfare of your research participants, community or environment, so as to ensure minimal risk of harm. You are also responsible for protecting the identities, interests and information they provide you with. And lastly, you are responsible for managing your resources honestly and reporting your results accurately.

You will also need to consider composing an *ethics statement* for your research or funding proposal, dissertation, thesis and/or article. Ethics statements show that you are aware of the ethical considerations and agree to conduct your research in accordance with ethical procedures, especially those prescribed by your faculty.

WHY DO YOU NEED ETHICAL APPROVAL?

In order to foster a strong and sound research culture at the University of the Free State, as well as to meet institutional values ethical approval is required for all research projects. If you are collecting data or tissue from a person (or animals) to use within your research, then you must obtain ethical approval prior to commencing your study and collecting that data or recruiting your participants.

Ethical approval is also required even if your research does not directly involve human participants but does raise other ethical issues due to the potential social or environmental implications of the study. For example, excavating a burial site or conducting research on a sacred site would have important ethical implications for the family and/or community concerned. The re-use of personal data may also require ethical approval due to its sensitive nature or if individuals can be identified from it. As such, you must think very carefully about whether your study requires ethical approval prior to commencing. If in any doubt, contact the Research Ethics Office for advice (Contact details are provided in the PULP Directory).

THE MAIN REASONS WHY ETHICAL APPROVAL IS NEEDED

In order for research to result in benefit and minimize risk of harm, it must be conducted ethically. The Ethics Committee's review processes are intended to ensure this whilst remaining sensitive to the needs of researchers. All staff and students conducting research with human participants (either directly or indirectly) must obtain ethical approval. This also applies for Studies with Animals.

The aim of ethical review is to protect the participants: they are a valuable part of the research process and not merely a means of accessing data. However, ethical review also helps to protect the researcher. There has been an increase in the number of small research studies and market 'research' which has led to a reduction in the number of people agreeing to be participants. By obtaining ethical approval you are demonstrating that you have adhered to the accepted ethical standards for a genuine research study which could increase your recruitment potential.

STUDIES MUST NOT COMMENCE UNTIL ETHICAL APPROVAL HAS BEEN OBTAINED.

- The researcher will not be covered by the university's insurance if ethical approval was not obtained prior to commencement. This means that should a participant make a claim regarding the research, then the staff or student would be personally liable.
- It is generally accepted that funders, such as research councils will not provide financial support for research that does not have ethical approval.
- Many publications will now no longer accept for publication results of research that were not ethically approved. As such, researchers may need to present evidence of ethical approval in order to publish their results to the wider research community.

HOW DO I OBTAIN ETHICAL CLEARANCE FOR MY RESEARCH?

READ THE ETHICAL CLEARANCE GUIDELINES;

- Consult with the Faculty Research Office or the Directorate of Research Development to find out which ethics committee you need to apply to and when;
- Get your login details for RIMS (Research Information Management System) from Maricel van Rooyen: vanrooyenm2@ufs.ac.za /051 401 9451;
- Complete the online application form and submit it to your Supervisor / Study Leader and Department Head;

- The Department Head will check it and send it to the Ethics office for review by the Ethics Committee;

- Applicants will receive an online response within a few days of the Ethics Committee meeting where the specific application was discussed;

- Approved applications will receive an approval letter including their ethical clearance approval number and other relevant information. Often this approval will be accompanied by stipulations that need to be made before the onset of the research;

- Unsuccessful applicants will receive an email with recommendations for revision and re-submission; and

- In the event of unresolved disputes or grave dissatisfaction with regards to the outcome or procedures of the decision, applicants can appeal to the Senate Research Ethics Committee (estherhs@ufs.ac.za / Tel. 051 401 9152)

A summary of Important Documents in the Field of Research Ethics
http://www.ncbi.nlm.nih.gov/pmc/articles/PMC2632196/

Research Ethics
http://postgraduate.ufs.ac.za/content.aspx?id=15

Research Information Management System (RIMS)
https://ufs.rims.ac.za

Books on Research Ethics
http://postgraduate.ufs.ac.za/dl/userfiles/Documents/00000/1373_eng.pdf

SENATE ETHICS RESEARCH COMMITTEE (SREC)

RIMS COMPLIANCE MODULES FOR ETHIC APPLICATIONS AND COMMITTEE REVIEWS

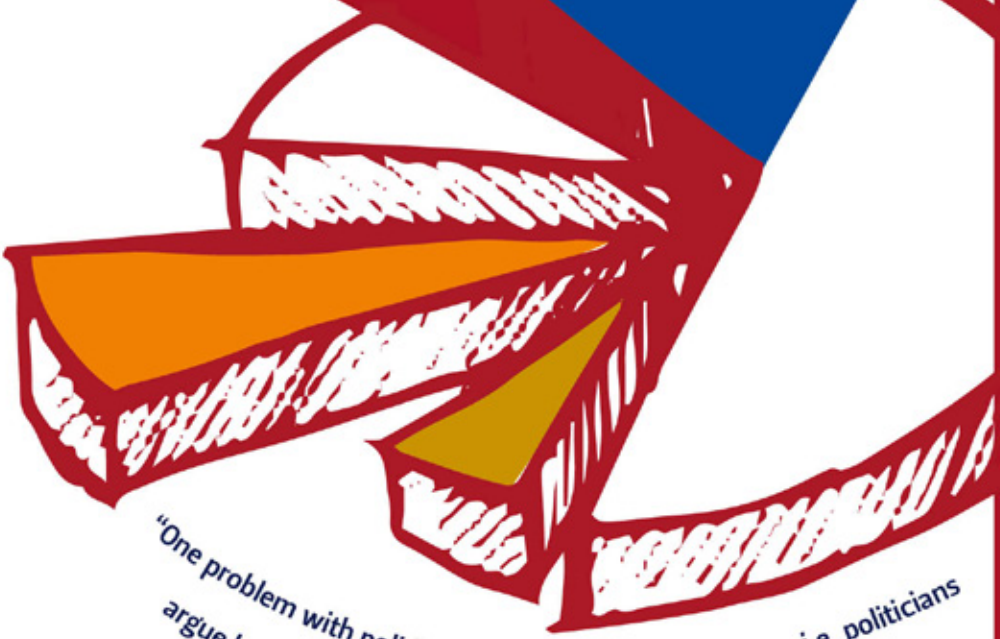
ELECTRONIC SUBMISSIONS , REVIEWS AND MEETING ADMIN

6 Active Committees
(Ethics Committees)

- HUMAN SUBJECTS
  - 1. NON-HEALTH SCIENCES COMMITTEES
    - 1.1 Faculty of Natural and Agricultural Sciences
    - 1.2 Faculties of Education & Law
    - 1.3 Faculties of Humanities, Theology & Economic Sciences
    - 1.4 QwaQwa Campus Committee
  - 2. HEALTH SCIENCES COMMITTEE
- LAB ANIMALS
  - 3. ANIMAL CARE AND USE COMMITTEE
- ENVIRONMENT AND BIO-SAFETY (Non Active)
  - 4. ENVIRONMENT AND BIO –SAFETY COMMITTEE


THE EVOLUTION OF INTELLECTUAL FREEDOM
I'M GOING TO RESEARCH WHATEVER I WANT!
I'M GOING TO RESEARCH WHATEVER MY PROFESSOR WANTS!
I'M GOING TO RESEARCH WHATEVER MY TENURE COMMITTEE WANTS!
I'M GOING TO RESEARCH WHATEVER MY GRANT COMMITTEE WANTS!
I'M GOING TO RESEARCH WHATEVER I-
"Research In Peace"
RIP
BEFORE GRAD SCHOOL
GRAD STUDENT
ASSISTANT PROFESSOR
TENURED PROFESSOR
EMERITUS PROFESSOR
JORGE CHAM © 2011
WWW.PHDCOMICS.COM

4. FUNDING



"One problem with politics is that it is a zero sum game, i.e. politicians argue how to cut the pie smaller and smaller, by reshuffling pieces of the pie. I think this is destructive. Instead, we should be creating a bigger pie, i.e. funding the science that is the source of all our prosperity. Science is not a zero sum game."

– Michio Kaku

DO YOU NEED FINANCIAL SUPPORT?

Financial assistance is a very important resource for postgraduate students. It is a resource that can reduce worries about daily living expenses and can pay your research costs. Researchers often underestimate the cost of their research. Scholarships have unique benefits and are the most desirable form of financial aid. Many are merit-based or awarded as recognition for achievements. Like grants, scholarships do not have to be repaid. Grants are often need-based, so scholarships are more prestigious and can enhance your resume as well as help you pay for your education.

Some students assume that scholarships are primarily designed for students who are in dire need of financial assistance. This is not the case. In fact, winning a scholarship will be beneficial to any student for several years following their receipt of the award. If you are on the fence about applying for scholarships and unwilling to commit your time to the process, consider these significant benefits before you miss your opportunity. Apart from the obvious financial benefits, scholarships can also help you achieve your career goals and can benefit you in the following ways:

1. CAREER BENEFIT

Earning a prestigious or merit-based scholarship can actually make you a more attractive job candidate. Employers who understand the competitive nature of the scholarship will recognise it as an accomplishment. Generally, a merit-based scholarship demonstrates to future employers that you have exceptional ability in your academic area. Competitive scholarships are accomplishments worth listing on your CV, and can help distinguish your CV from those sent by hundreds of other applicants for the same position. Looking for a job is hard work, but when you have plenty of achievements and qualifications it is much, much easier.

The process of applying for a scholarship can be somewhat agonising. You must look realistically at yourself and then put that image out for critical evaluation and comment. A great deal of effort goes into making a scholarship application, and there are few guarantees of success. On the other hand, the process of making a scholarship application forces you to reflect upon your field of study, what it is about, why it is of interest, and how might it evolve in the short and long term. This is a higher level of thinking, and thus has its own intrinsic value. You formulate academic goals and set a plan for achieving these goals. And without even noticing it, you have made some small, but important advances in your development as a scholar.

2. EDUCATIONAL BENEFIT

According to a study conducted by the Bill and Melinda Gates Foundation, working while in university is the number one reason people drop out. Having a scholarship that pays for your education and living expenses can actually reduce your risk of dropping out and not getting the degree you want. Scholarships can also mean more time for studying and learning, which can lead to better grades and retention of knowledge and increase your chances for continuing to to a higher level of postgraduate study.

3. FINANCIAL BENEFIT

A scholarship is a financial award that is given to students by universities, or other organisations. The goal of a scholarship is to enhance the education of the student. There are a wide variety of scholarships available, and each scholarship will require applicants to meet a variety of different requirements. Many students graduate from university with enormous student loan debt or limit their education in an attempt to control costs. Because scholarships are free money, however, students can focus on their careers instead of thinking about how they will repay loans. By removing financial barriers, scholarships make education and career goals easier to obtain.

4. PERSONAL BENEFIT

A scholarship can make a big difference in how much time and resources you will have during your studies to spend on enhancing your experience and knowledge through service-learning, volunteer opportunities and internships. The money and security afforded by a scholarship allows you to be more selective in how you spend your free time. Use this time wisely and make the most of it; instead of working at any minimum-wage job you can find to support yourself, select work that is meaningful and that will add value to your degree.

TAKE NOTE:

- The Postgraduate School's Funding office advises and assists registered postgraduate students to identify and locate funding opportunities;
- Applying for funding is a competitive process that will depend on your qualifications, experience, and research aspirations;
- It is a time-consuming process to identify potential funding and to prepare the application;

- Some funders have strict rules that you would need to comply with should you be successful in your application, so always check what the terms and conditions are; and

- Be explicit about your timeframes and the required budget for your proposed research project, and specify any items to be paid for by other funding sources.

Bursaries
http://postgraduate.ufs.ac.za/content.aspx?id=12

Fellowships
http://postgraduate.ufs.ac.za/content.aspx?id=13

A Practical Guide to NRF Online Applications
http://postgraduate.ufs.ac.za/content.aspx?id=15

Identifying Bursaries and Grants Using the Research Professional Platform
http://postgraduate.ufs.ac.za/content.aspx?id=155

Project Management for Grant Projects
http://postgraduate.ufs.ac.za/content.aspx?id=15

Writing Funding Proposals for International Grants
http://postgraduate.ufs.ac.za/content.aspx?id=15

Research Professional
https://www.researchprofessional.com/sso/login?service=https://www.researchprofessional.com/0/

National Research Foundation
http://www.nrf.ac.za/

MY BUD

PERSONNEL	YEAR 1	YEAR 2	YEAR 3	TOTAL
SUPPORT PERSONNEL				
Assistants				
Technicians				
Contract Workers				
PROFESSIONAL PERSONNEL				
Consultancy				
Researchers				
SUB-TOTAL				

RUNNING COSTS	YEAR 1	YEAR 2	YEAR 3	TOTAL
Materials (e.g. reactants, electronic components)				
Stationary (e.g. pens, paper, photocopying, printing)				
Telephone				
Disposables (e.g. Petri dishes, pipettes, algar gel)				
Analysis of samples				
Equipment (e.g. computers, microscope, fermenters)				
Transport				
Software				
Miscellaneous expenses				
SUB-TOTAL				

GET

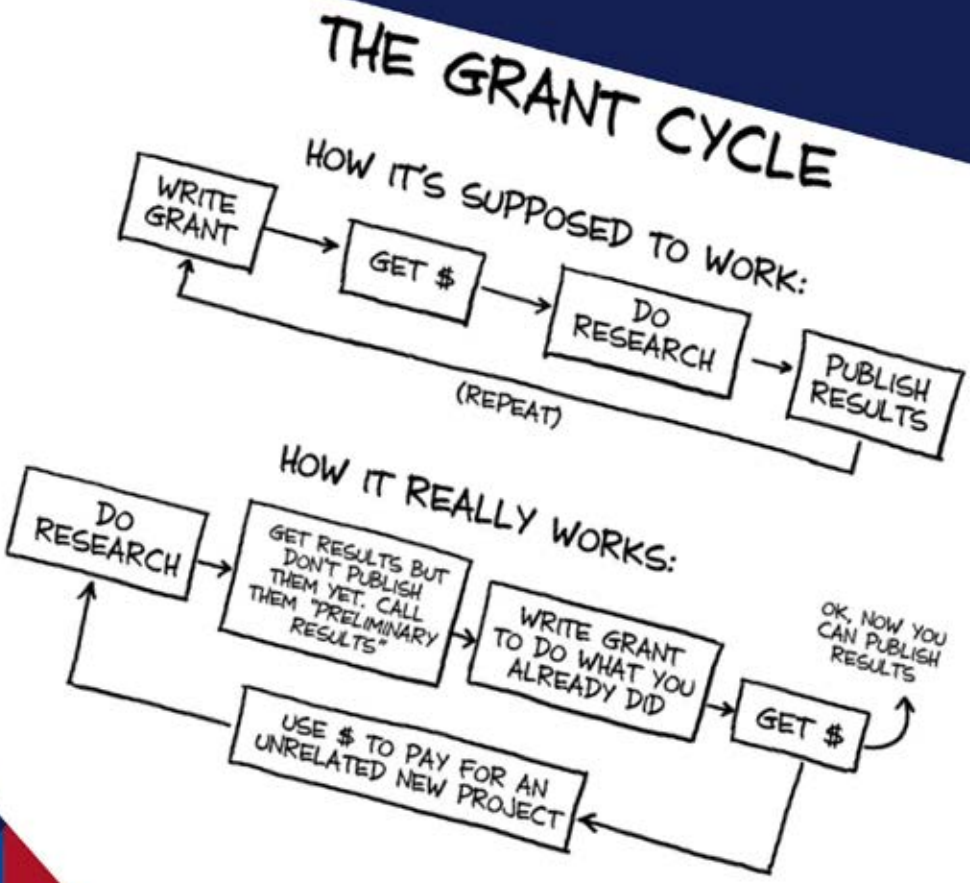
TRAVEL TO CONFERENCES, WORKSHOPS, SEMINARS	YEAR 1	YEAR 2	YEAR 3	TOTAL
Registration fees				
Transport				
Accommodation				
Subsistence/daily allowance				
SUB-TOTAL				

OTHER	YEAR 1	YEAR 2	YEAR 3	TOTAL
SUB-TOTAL				

Research Levy*(Required when applying for funding)	YEAR 1	YEAR 2	YEAR 3	TOTAL
X% of personnel sub-total				

VAT* (Required when applying for funding)	YEAR 1	YEAR 2	YEAR 3	TOTAL
X% of running sub-total				
TOTAL REQUIRED FOR MY RESEARCH				

AVAILABLE FUNDS	YEAR 1	YEAR 2	YEAR 3	TOTAL
Bursaries/Scholarships				
Research grants				
Other				
TOTAL AVAILABLE FOR MY RESEARCH				


THE GRANT CYCLE
HOW IT'S SUPPOSED TO WORK:
WRITE GRANT
GET $
DO RESEARCH
PUBLISH RESULTS
(REPEAT)
HOW IT REALLY WORKS:
DO RESEARCH
GET RESULTS BUT DON'T PUBLISH THEM YET. CALL THEM "PRELIMINARY RESULTS"
WRITE GRANT TO DO WHAT YOU ALREADY DID
GET $
OK, NOW YOU CAN PUBLISH RESULTS
USE $ TO PAY FOR AN UNRELATED NEW PROJECT
WWW.PHDCOMICS.COM

5.THESIS AND DISSERTATIONS

"Read, read, read. Read everything - trash, classics, good and bad, and see how they do it. Just like a carpenter who works as an apprentice and studies the master. Read! You'll absorb it. Then Write. If it's good, you'll find our. If it's not, throw it out of the window."

William Faulkner

WRITING YOUR THESIS OR DISSERTATION

Writing a thesis or dissertation is probably viewed as the most unnerving aspect of postgraduate education, especially because it is the ultimate outcome of countless hours of diligent thinking, planning, consultation, training, and writing. However, as your academic writing abilities improve, the less daunting this process becomes.

Academic writing is designed for a particular audience and has its own style, tone, and conventions, which dictate the choice of words and phrasing. Academic writing typically aims to be formal, objective and structured, and should communicate concisely, clearly and unambiguously. In addition to the actual writing process, academic writing involves a range of other complex processes. These processes include finding information in the library or online databases, researching and making notes, organising and planning, collaborating with other

students and supervisors, writing according to academic standards, and publishing your work or presenting it for examination.

Although each thesis or dissertation is unique, they all have similar components as outlined in the rest of this section. The functions and requirements of each component may vary according to your field of study, level of postgraduate study and the research question you are attempting to answer, so be sure to consult with your supervisor about the regulations governing your degree and the components (including the exact order) that you need to include in your thesis or dissertation.

THE IMPORTANCE OF STRUCTURE:

Structure is important in academic writing because it helps to make your ideas clear, guides the reader's understanding and can strengthen your arguments. Some academic writing, such as scientific reports, have a given structure, so you just need to find out what is required under each heading and keep to it. Other writing requires the writer to select and organise the material he/she, is writing and so develop a structure.

Usually in the introduction, the writer sets out the structure so that the reader knows what to expect and the order in which it will be presented. The order in which information is presented should be logical so that the reader can follow the thinking, ideally with just one point or idea per paragraph. In addition the ideas should flow and each paragraph should be linked so that the reader is drawn through an explanation or argument, rather than stopping and starting at each new point. The conclusion to the piece should draw together all the points or ideas and come to a conclusion.

PGS Resource Centre
http://postgraduate.ufs.ac.za/content.aspx?id=51

Academic Writing for Novice Authors
http://postgraduate.ufs.ac.za/content.aspx?id=15

Scientific Communication and Thesis Writing
http://postgraduate.ufs.ac.za/content.aspx?id=15

Scientific Writing Skills for Theses and Dissertations
http://postgraduate.ufs.ac.za/content.aspx?id=15

Library Support for Researcher in a Technological Age
http://postgraduate.ufs.ac.za/content.aspx?id=15

Guidelines for Writing Theses or Dissertations
http://postgraduate.ufs.ac.za/content.aspx?id=15

Academic Writing and Scientific Communication
http://postgraduate.ufs.ac.za/content.aspx?id=15

Books on writing theses and dissertations
http://postgraduate.ufs.ac.za/dl/userfiles/Documents/00000/1374_eng.pdf

MY Technical Requirements

Font Size	Line Spacing	Margin Width

Format for Headings

Footnotes and Endnotes

Referencing Style

Sequence of Sections

Abstracts

An abstract is a short summary of approximately 200-300 words, which provides a brief description of the main points of your larger study. It is not a review or evaluation of your study. It serves to familiarise a reader about the subject of your study, and allows him or her to decide if the full document should be read or not. An abstract is essentially a stand-alone section of text which typically provides your reader with the title of your research, your research question or problem, the purpose of your research, the methods employed, your main results and conclusions, and the major implications of your findings or possible suggestions for action.

The components of an abstract vary according to your disciple and the type of research you undertake. For instance, an empirical study would require that you highlight the design, procedures, sample, and/or instruments you make use of, while for a theoretical study you would need to mention the most relevant literature. For scientific communication purposes, it is your abstract that gets published (indexed) in various databases to allow for easy searching and selection of your work by other researchers or interested persons.

SOME GUIDELINES TO FOLLOW:

- Write your abstract last (after completing your research);
- Consult with your supervisors regarding the type of abstract you should write (you may be required to write an executive summary* rather than an abstract);
- Write in the past tense;
- Unless it is absolutely necessary, abbreviations or acronyms should be avoided;
- Keep your language simple and clear (get straight to the point);
- Do not make references to figures, diagrams and literature contained in the text of your manuscript;
- Everything written in your abstract must appear in the text of your manuscript;
- In the case of articles, refer to the authors, guidelines provided by the journal; and
- Do not exceed your word limit

Books on Writing Theses and Dissertations
http://postgraduate.ufs.ac.za/dl/userfiles/Documents/00000/1374_eng.pdf

Academic Writing and Science Communication
http://postgraduate.ufs.ac.za/content.aspx?id=15

Scientific Communication and Thesis Writing
http://postgraduate.ufs.ac.za/content.aspx?id=15

*Executive summaries provide a concise outline of the main points of the research over several pages rather than a paragraph, and may include headings and bulleted information with follows the sequence of the manuscript.

MY Abstract QUESTIONS

What did you do?

Why did you do it? (Research question)

How did you do it? (Methods)

What did you learn? (Major results)

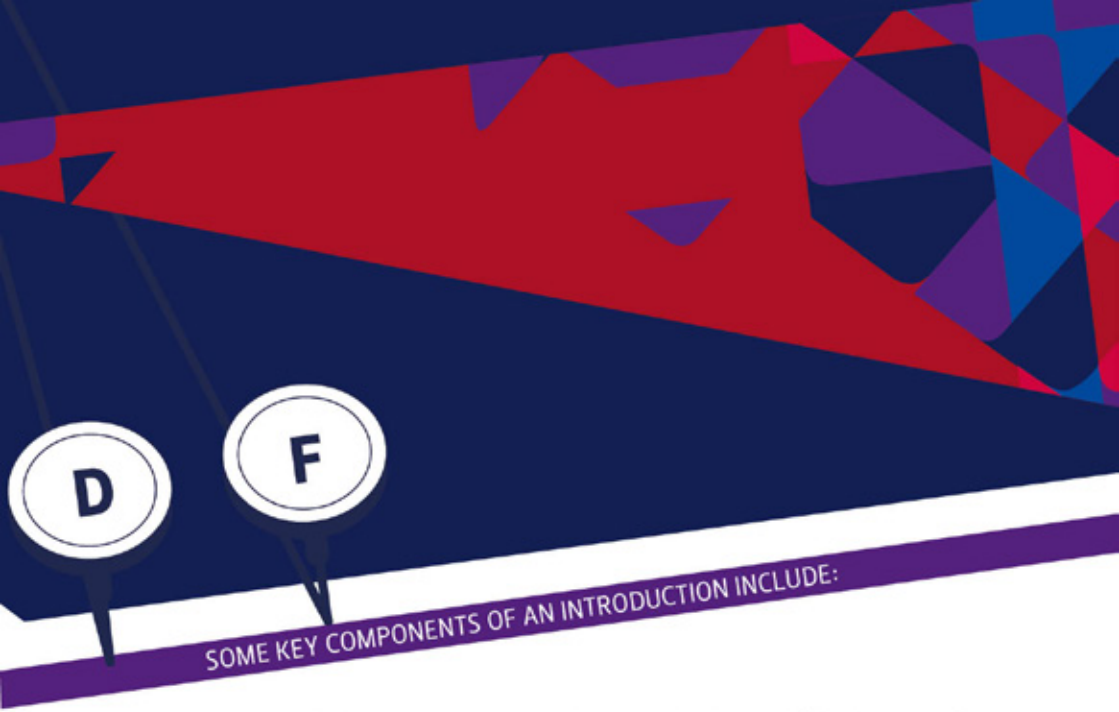
Why does it matter? (Significant implications)

Keywords

INTRODUCTIONS

A well-written introduction is an efficient way to get your readers attention early on, by highlighting the value, importance and context of your research, as well as its unique contribution to the existing body of knowledge. In other words, an introduction provides the rationale for your research. It is also the first impression you set for your supervisors and examiners with regard to your writing style, use of language, structure of your document, and the depth and complexity of your research.

An introduction serves as a summary of more detailed points that will appear again elsewhere in your thesis or dissertation. Since the introduction is rather difficult to write without having completed the rest of the chapters/sections, the introduction section(s) are typically completed last.



SOME KEY COMPONENTS OF AN INTRODUCTION INCLUDE:

- Contextual information – give some history or background (let the reader know who, what, when, where, why);
- Attract the attention of your reader – add a hook, a quotation, an anecdote, an interesting fact (a statistic for instance), a definition, or a glimpse at the opposition. A statement of something interesting enough to motivate your reader to continue reading;
- Acknowledgement of previous work – briefly cite previous work in the area that you are building on;
- Definition of important terms – definitions work well for new terms that are relevant to the topic, not dictionary definitions of well-known words;
- A statement about your research problem - raise the question that you will answer in the rest of the text;
- Significance of Research – briefly explain why your area of research is necessary or the benefits of doing your research;
- Aims and objectives;

- Theoretical framework – state your approach or position, or thesis, on the topic

- Research methods – briefly describe the research methods you will be using to answer your research question and some expected outcomes;

- Scope of work – explain what will and will not be included;

- Structure of document – give a brief description of the sections/ chapters to come to give your reader an idea of what lies ahead.

Although there is no simple formula for writing an introduction, remember that stating the obvious and making general statements not only wastes space it also lowers the standard of your dissertation/thesis/article.

Books on Writing Theses and Dissertations
http://postgraduate.ufs.ac.za/content.aspx?id=15

Academic Writing and Science Communication
http://postgraduate.ufs.ac.za/content.aspx?id=15

Scientific Communication and Thesis Writing
http://postgraduate.ufs.ac.za/content.aspx?id=15

MY Introduction

LITERATURE REVIEWS

A literature review is a critical examination of all the works you consult for the purpose of understanding and investigating your research problem. It is not a summary, but rather background information that allows you to set the context for your research. It allows you to show your supervisor(s) and examiner (s) that you have a good understanding of the debates within your field, the rationales used, as well as the strengths and weaknesses of the evidence. Ultimately, it should clearly delineate the area to which you will be making a contribution within your field.

The literature which you could consult for a review is numerous, including journal articles, books, conference proceedings, government policies and reports, newspapers, theses and dissertations, and internet websites. To prevent a seemingly endless reading workload for yourself, you should be certain about the type of literature review you need to do before you begin consulting the literature. There are four types of literature review (review of perspectives, methodological review, theoretical review, and substantive review), and each type of literature review may consist of one or more large chapters (especially in cases where the literature forms the main source of data), or merged into the appropriate sections of your manuscript. You will need to discuss what is most appropriate for your research with your supervisor(s).

Knowing what type of literature review to implement helps you to be more selective and critical about the references you include and exclude. You can further improve the writing of the review - and help your reader understand the connection between the work already done in your area - by understanding the general principles of organisation. In other words, you need to decide on a conceptual framework or method for organising your writing – a method that will allow you to clearly describe key themes and make connections between them. By showing the limitations and gaps in the existing literature, you validate your own research.

Writing the Literature Review
http://postgraduate.ufs.ac.za/content.aspx?id=15

Effective Search, Use and Evaluation of Academic Databases
http://postgraduate.ufs.ac.za/content.aspx?id=15

Books on Writing Theses and Dissertations
http://postgraduate.ufs.ac.za/content.aspx?id=15

MY CHECKLIST FOR REVISING AND IMPROVING DRAFTS

NOTES

THIS CHECKLIST MAY HELP YOU WITH REVISING AND IMPROVING DRAFTS OF ACADEMIC PAPERS:

Is your main idea clearly stated near the beginning of the paper/section/chapter?

Is your main idea narrow enough to be proved in a paper of this length?

Have you included enough evidence or proof to persuade someone who may disagree with you?

Have you chosen your evidence or proof carefully and explained how it proves your point?

Have you anticipated and answered intelligent questions and objections to your idea?

Have you avoided mere summary? (unless your supervisor has specifically asked for a summary)

Have you used quotations with care? (Too many quotations may seem like padding, while too few may give the impression that you not done sufficient reading on the subject.)

Are your paraphrases really your own words and style of writing?

Is your paper logical?

Have you eliminated oversimplifications and contradictions?

Is your sentence style straightforward and concise? (No wordiness or gobbledygook)

If appropriate have you given enough documentation and page references?

Is your organization easy to follow?

Have you run a spell check to check if your grammar correct?

Have you had your final draft proofread by a fellow student or colleague?

MY Mind Map 1

TOPIC

Order your ideas on paper using a rough plan or diagram

MY Mind Map 2

TOPIC

Order your ideas on paper using a rough plan or diagram

RESEARCH METHODS

You will need to describe, in quite some detail, the kind of research you will employ to answer the research question set for your study. It is essential that at this point you understand the difference between methodology and methods - terms which are often confused for the same thing. Understanding this difference is important, because your research problem dictates the research methodology you should employ, which in turn dictates the possible methods you could use to collect your data. Be aware that your choice of method can have an effect on the results you achieve.

Your research methodology and methods are typically discussed and detailed in a separate methods chapter or section of your manuscript. In this section/chapter, you will need to describe all the methodological steps you implement in order to answer your research question(s) or to test your hypotheses. As a rule of thumb, you should include sufficient information for someone else to not only replicate your methods, but also get similar results. By providing sufficient information, you also allow your supervisor(s) and examiner(s) to determine whether your methodology is sound. Some typical sections could include research design, research subjects/participants, inclusion and exclusion criteria, sampling procedure, sample size, materials and equipment, statistical assumptions, research instrument(s), analytical methods, and methodological limitations. Take note that references given under this section are normally limited to specific data sources, descriptions of procedures, and any statistical software that you make use of for data analyses.

A METHOD IS...

METHODOLOGY ISN'T METHODS.. OR ... WHAT GOES IN A METHODS CHAPTER
http://patthomson.net/2013/02/18/methodology-isnt-methods-or-what-goes-in-a-methods-chapter/

BOOKS ON RESEARCH DESIGN AND METHODS
http://postgraduate.ufs.ac.za/dl/userfiles/Documents/00000/1372_eng.pdf

CHOOSING APPROPRIATE RESEARCH METHODOLOGIES
http://www.palgrave.com/studentstudyskills/page/choosing-appropriate-research-methodologies/

QUANTITATIVE METHODS INITIATIVE
http://www.quantitativemethods.ac.uk/

DIFFERENT RESEARCH PARADIGMS
http://postgraduate.ufs.ac.za/content.aspx?id=15

LINKING RESEARCH QUESTIONS WITH RESEARCH METHODS
http://postgraduate.ufs.ac.za/content.aspx?id=15

PHILOSOPHY OF HYPOTHESIS TESTING
http://postgraduate.ufs.ac.za/content.aspx?id=15

DEVELOPING AND TESTING THEORETICAL MODELS
http://postgraduate.ufs.ac.za/content.aspx?id=15

MIXED METHODS RESEARCH
http://postgraduate.ufs.ac.za/content.aspx?id=15

INTRODUCTION TO QUALITATIVE RESEARCH METHODOLOGY
http://postgraduate.ufs.ac.za/content.aspx?id=15

A METHODOLOGY IS...

THEMATIC ANALYSIS OF QUALITATIVE DATA
http://postgraduate.ufs.ac.za/content.aspx?id=15

QUALITATIVE RESEARCH PARADIGMS AND THE USE OF ATLAS.TI SOFTWARE
http://postgraduate.ufs.ac.za/content.aspx?id=15

RESEARCH METHODOLOGY - SCHOOL FOR APPLIED HEALTH PROFESSIONS
http://postgraduate.ufs.ac.za/

STATISTICAL PACKAGE FOR SOCIAL SCIENCES (SPSS)
http://postgraduate.ufs.ac.za/content.aspx?id=15

STATISTICS FOR RESEARCH QUESTIONS THAT EMPHASIZE DESCRIPTION AND PREDICTION
http://postgraduate.ufs.ac.za/content.aspx?id=15

FACTOR ANALYSIS
http://postgraduate.ufs.ac.za/content.aspx?id=15

QUANTITATIVE METHODOLOGY
https://www.youtube.com/watch?v=iSkRtYjaqIM&list=PLKEz5Pbi4p3CWU2f21f7WIW-eOgN4_Udp

RESEARCH PARADIGMS
https://www.youtube.com/watch?v=6yujk97PU-U&list=PLKEz5Pbi4p3Db7laC3vyI6cW1VI2ESyaB

RESEARCH DESIGN
https://www.youtube.com/watch?v=z0dmopB-IDA&list=PLKEz5Pbi4p3DjrWHnCfdEe8PKUD7bCHSv

QUESTIONNAIRE DESIGN
https://www.youtube.com/watch?v=uu03jHoVGyI&list=PLKEz5Pbi4p3C4aN_s9poD-zdfhnv0gmF4

MY Methodological QUESTIONS

What key results do I need to show in order to make my case?

Description and justification of my choice of methodology/perspective (e.g., why qualitative, or case study, or quantitative; why symbolic interactionism, phenomenology, feminism, Marxism, critical realism, etc.)

What data could I use as convincing evidence, and what methods could I employ to collect it?

How much evidence do I need to provide to confirm my case?

What data analysis technique(s) will I use to analyse my data?

FINDINGS

The findings (or results) section provides an account of what you found in your research, and to write this section of your manuscript you will need to have already performed the analysis of your data. The purpose is to present the massive volume of data you collected in a well-organized text that is meaningful to your reader. How you organise your findings will depend on the type of results you obtain from your research. In quantitative research this means that you would present your numeric information in a logical order using subheadings, written text, graphs, tables, and/or diagrams, while in qualitative research you would order your findings according to the categories or themes uncovered in your research.

TIPS TO KEEP IN MIND WHEN WRITING UP YOUR FINDINGS:

- Be clear;
- Be accurate;
- Do not discuss your research literature or implications of your findings – only include results from your data analysis;
- Use the past tense when you refer to your results;
- Determine whether your data are best presented in the form of text, figures, graphs, or tables;
- Displaying your data in either figure or table form, but not both (i.e. if you create a table of findings, it is not necessary to insert a graph highlighting the same data);
- Provide a descriptive heading for all figures and tables, and number them sequentially in the same sequence they are first mentioned in the text;
- Refer to all figures and tables in the accompanying text and guide your reader's attention to any significant results;
- Do not provide results that are not relevant to the argument being presented; and
- If required, raw data or interview transcriptions are typically included as an appendix to your manuscript. This allows your supervisors and/or examiners to determine if any mistakes were made in reporting your findings.

Microsoft Excel for Data Analysis
http://postgraduate.ufs.ac.za/content.aspx?id=15

SPSS Basic Training
http://postgraduate.ufs.ac.za/content.aspx?id=155

Qualitative Research Paradigms and the Use of ATLAS.ti Software
http://postgraduate.ufs.ac.za/content.aspx?id=15

Qualitative Research Paradigms and Use of NVivo
http://postgraduate.ufs.ac.za/content.aspx?id=15

MY Findings

WHAT MAJOR SECTIONS MIGHT I USE TO ORGANISE MY RESULTS? IN THE CASE OF THEORETICAL FRAMEWORKS, HOW WILL I PRESENT AND INTEGRATE MY RESULTS?

DISCUSSIONS AND CONCLUSIONS

The first thing to note is that there is a slight difference between a 'conclusion' and a 'discussion'. In the context of journal articles, some journals request one, or the other or both. As they are similar, many writers see these terms as interchangeable, however it's worth looking at recent articles in the journal you are intending to publish with to check what exactly the journal wants. If you are uncertain of what is expected regarding the discussion and conclusion in your thesis/ dissertation, you should raise it in discussions with your supervisor.

The discussion section is where you interpret and describe the significance of your results while taking into consideration what is already known about your research problem and where you explain any new insights on the problem you have investigated. It is here where you attempt to relate each finding back to your original research question or hypothesis and determine whether your findings answer your question or support your original hypothesis. The discussion is also where important implications of the research results are considered from theoretical and/or practical perspectives.

Your findings should be compared and contrasted with previous studies by relating each finding back to those you discussed in your literature review. You should comment on whether your findings are the same or different and why. This is where you give your opinions to your reader. However, keep in mind that your opinions should be based on your results or on the published results of other studies. Also, consider any limitations of your study, the interpretation of your data may have been influenced by methodological and other biases. It is helpful to look back over how you did your research and discuss whether you think any aspect of it could have been done better,

highlight any weaknesses you may have noticed, and disclose anything that may have gone wrong, and then briefly discuss how they could be addressed in future studies. You may also point out any results that suggest new lines of study.

Your conclusion section is vital as many readers may only read the abstract and conclusion in full, and skim-read the rest. It is therefore important to have a tightly written opening paragraph, which contains your key idea in the opening sentence, to make sure the reader is aware of what your work is about straight away. While it's easy to assume that your findings speak for themselves, particularly if you have been immersed in your research for a long time, some readers will not necessarily read your findings section. Thus, you should spell out your findings and their implications as they will not necessarily be self-evident to these types of readers.

Some exercises from Patricia Goodson's book, called Becoming an Academic Writer (Los Angeles: Sage Publications, 2013), may help you with the process of writing your conclusion. While Goodson's book about writing conclusions focuses on academic journal articles, much of the advice is also relevant to writing theses and dissertations. Also note that the 'reader' of a journal article can be seen as analogous to the examiner of a thesis or dissertation.

EXERCISE 1:

BRAINSTORMING YOUR KEY FINDINGS

You may find it useful here to set a timer for 10 minutes. List your thoughts about the main findings of your research in bullet point form. Then brainstorm any other questions that your research brings up (you can again use bullet points). Think like a reader would – what questions would they have if they were reading your study for the first time? Begin to answer these questions – in doing so, you interpret your findings for the reader. You can also use this exercise to pose new questions of your own which may appear.

EXERCISE 2:

LINK YOUR FINDINGS TO OTHER RESEARCH

It's a good idea to start your conclusion with a summary of your study's most important findings, using concise sound bites, which refresh the reader's memory. You can then link your findings to other studies in your field, and discuss how similar or different your results are to other authoritative research on the topic. This helps the reader to see the bigger picture, and joining the dots between your research and that of others starts a discussion/conversation about the topic.

In this exercise, draw up a grid/matrix with nine columns (the last five columns will be used in the next exercises). In the first column, write down each of your most salient findings. In the second column, put down references which agree with your findings, and in the third column put down references which disagree. Then, in the fourth column, write down how these other references converge or diverge with your own.

EXERCISE 3:

RELATING YOUR FINDINGS TO THEORY

The conclusion/discussion section is where you go beyond description to *interpret* your findings.

This involves telling the reader what your findings mean, explaining why you may have obtained these (rather than other) results, and clarifying what the results point to. Thus, you will explain *why* you obtained the results you did, and this will be how your study contributes to theoretical thinking in your field.

In the fifth column of the matrix from the previous exercise, list the theoretical perspectives which may help your readers understand each particular finding. In the sixth column, write down how your findings relate to that theory – how they support or disprove it.

EXERCISE 4:

THE IMPLICATIONS OF YOUR RESEARCH

We now consider the implications of your research – now that you know your research findings, what can be done with this information? This can be summarised as the reader asking 'so what?' about your research. In columns seven, eight and nine, consider the question of 'So what?' applied to your main findings, in terms of 'So What... for Practice?', 'So What... for Future Research?', 'So What... for Theory?'

EXERCISE 5:

THE LIMITATIONS OF YOUR RESEARCH

Most articles will include a paragraph or two discussing the limitations of the research; keep this fairly brief and only discuss the most important limitations. Many authors seem to rush through this section, but it's worth giving it some thought.

Create a new grid with 4 columns. In the first column, write down any problems or difficulties you had during the project, and in the next column put down 'Yes' or 'No' as to whether each issue affected your results. Then in the third column write down the ways you dealt with each issue (you only need to do this for the 'Yes' issues), and in the last column write down a positive characteristic of your study which counterbalances the problem. While you should highlight the limitations of your study, you don't want your reader to remember the negatives so you should also try to balance problems with the contributions your study makes. Help the reader to see the big picture about what your research brings to the topic as a whole, despite its problems.

REFERENCING

All the literature referred in the text of your manuscript must be presented in a separate "references" section. The information contained in this section shows your reader all the texts/materials you have consulted throughout your research. It also allows your supervisors and examiners to identify and locate the original publications to verify the facts and arguments you provide in your manuscript and to check for plagiarism.

Although there are several ways of organising your references, your department may expect you to follow a particular style of referencing (e.g. Harvard, Chicago, MLA, Turabian etc.). You should discuss the style of referencing you will apply to your manuscript with your supervisor, or, in the case of article publications, you should consult the selected journal's author guidelines for the style required. Typically, references are listed by author in alphabetical order, and if there are two or more references with the same authors, the references are organized by the year of publication. You should not include secondary references – always consult the original source of information. If you make use of unpublished material you must provide sufficient information for retrieval of that material.

Library Support for Researchers in a Technological Age
http://postgraduate.ufs.ac.za/content.aspx?id=15

Effective Search, Use, and Evaluation of Academic Databases
http://postgraduate.ufs.ac.za/content.aspx?id=15

Plagiarism
http://postgraduate.ufs.ac.za/content.aspx?id=15

Books on Referencing
http://postgraduate.ufs.ac.za/dl/userfiles/Documents/00000/1371_eng.pdf

Books on Plagiarism
http://postgraduate.ufs.ac.za/dl/userfiles/Documents/00000/1370_eng.pdf

MY Referencing GUIDE

At postgraduate levels you are expected to be competent at referencing the following types of texts/materials according to your specified referencing style:

Types of References	My Examples
Books: Single Author	
Books: Two Authors	
Books: Three or More Authors	
Books: Editors and Chapters by Different Authors	
Unpublished conference papers	
Conference Papers Published in Proceedings	

Reports of Corporate bodies (Societiet/ Institutes)	
Theses and Dissertations	
Government: Publications	
Government: Acts	
Journals: Single Author	
Journals: Two Authors	
Journals: Three or more Authors	
Newspapers	
Electronic Publications	

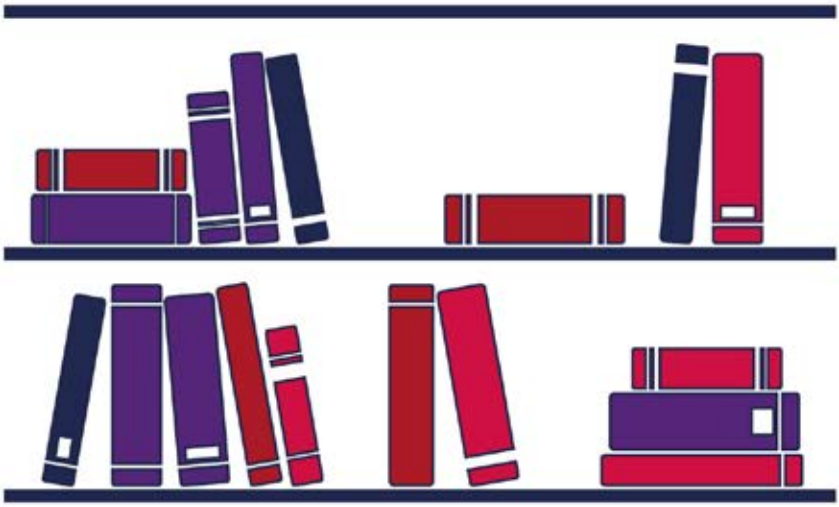
MY Notes

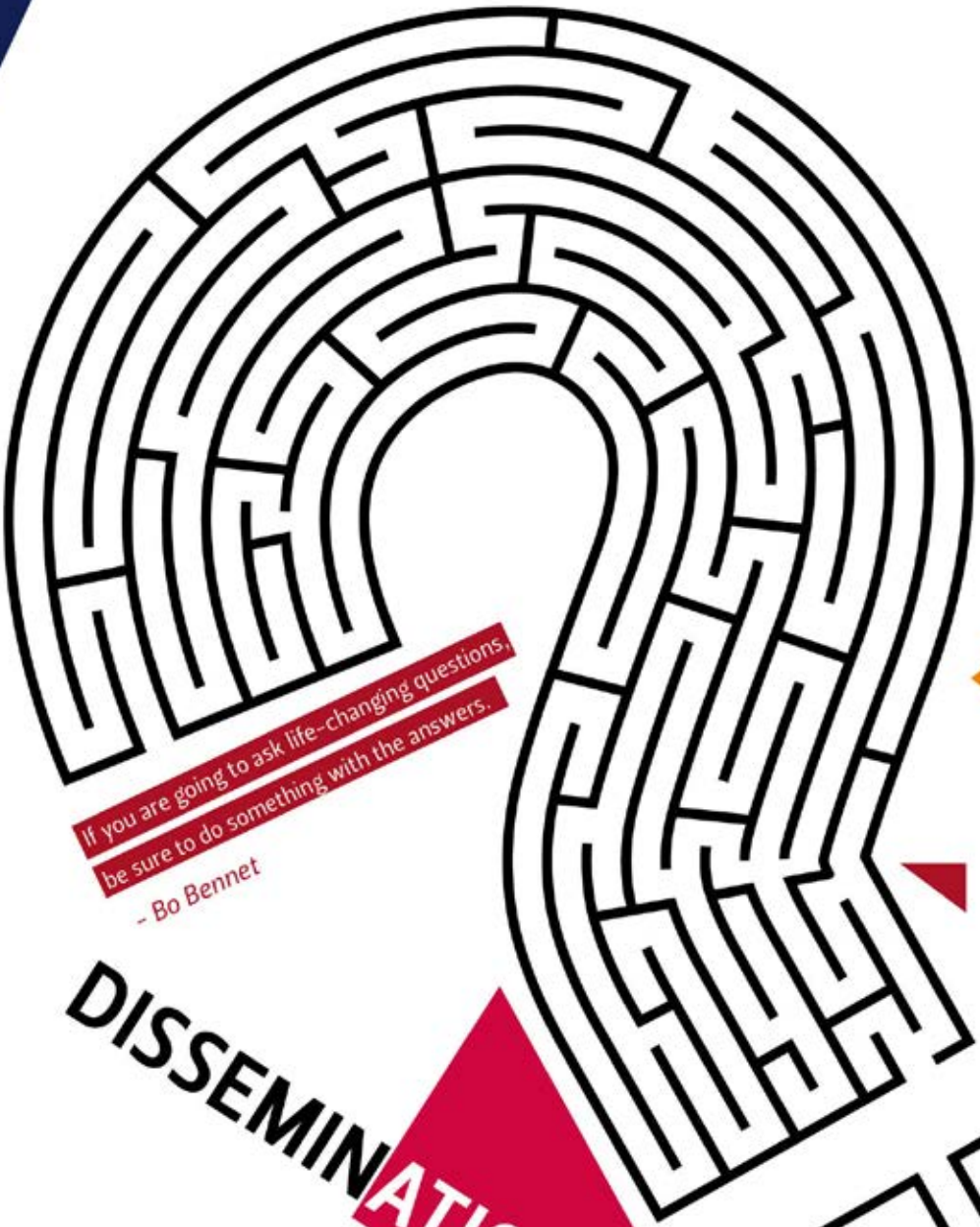
IS IT A SUPERVISOR WAITING FOR A STUDENT'S CHAPTER?

OR IS IT A STUDENT WAITING FOR A SUPERVISOR'S FEEDBACK?

My thesis is written in

WWW.PHDCOMICS.COM





If you are going to ask life-changing questions, be sure to do something with the answers.

- Bo Bennet

6. DISSEMINATION OF FINDINGS

SUBMISSION OF RESEARCH OUTPUTS

Research is of little use if people, and especially the right people, are not made aware of it. As a postgraduate, the dissemination of your research findings typically begins when you have completed and are ready to submit your thesis or dissertation manuscript or publishable articles. It may also include your peers, colleagues, or even your research participants, especially if they somehow participated in your research.

Remember to keep communicating with your supervisor(s) during all activities related to the communication of your research findings and be sure to familiarise yourself with the university's Policy on the Protection, Exploitation and Commercialisation of Intellectual Property. Some guidelines on the submission processes for various outputs are given below.

DISSERTATIONS AND THESES

All theses and dissertations need to be submitted for examination, so as you near completion of your final draft you may want to discuss some of the questions below with your supervisor(s).

- When are theses and dissertations submitted for examination?
- What does the examination process entail?
- Must students indicate their intention to submit? If so, how long prior to submission should this be done?
- Who must be informed?
- Is there a difference between examination copies versus final bound copies of theses and dissertations?
- What happens if revision is needed?
- What are the rules for binding and printing of the manuscripts?
- Do digital copies need to be made for the library?

ARTICLE PUBLISHING

This process should happen in collaboration with one's supervisor(s). This process of publishing a single online scientific journal article may involve the payment of a publication fee to the academic journal. You should also be aware that you can only submit your article to one journal at a time, and that you should keep copies of everything you send.

JOURNAL ARTICLES, BOOKS, AND CONFERENCE CONTRIBUTIONS

All journal articles, books (including chapters in books), and Conference Contributions must be submitted to the person in your department who is responsible to capture Research outputs in RIMS. This should be done as soon as the publication is available, and usually requires that you submit a PDF version of the publication. Refer to the Research Output Nutshell for additional information journals, authored books or chapters in books, and published conference proceedings.

Be mindful that the RIMS system closes in February of each year to take stock of the university's research output, which is then submitted to the Department of Higher Education and Training (DHET) in May of every year. Late publications (i.e. those received after the closing date of RIMS) must still be submitted to the person in the department who is responsible for RIMS capturing as soon as the publication is available, in order to make the necessary arrangements.

You should also be aware that there are publishers who target postgraduates, who have finished their dissertation/thesis, to publish in a book. Such books are not subsidised by DHET since the university already receives a subsidy for the masters/doctoral degree. If a student would like to publish his/her masters or doctorate in a book, it will need to include 75% more research, and a letter of confirmation will be required from his/her supervisor.

List of Accredited Journals
http://library.ufs.ac.za/content.aspx?uid=203

Books on Journal Article Writing
http://postgraduate.ufs.ac.za/dl/userfiles/Documents/00000/1369_eng.pdf

UFS Policy on the Protection, Exploitation and Commercialisation of Intellectual Property
http://postgraduate.ufs.ac.za/dl/userfiles_workflow/Documents/00000/1362_eng.pdf

Writing Retreats (Monthly)
http://postgraduate.ufs.ac.za/content.aspx?id=15

Writing Scientific Articles
https://www.youtube.com/watch?v=eH1CZYxsjsA

Postgraduate Student Seminars
http://postgraduate.ufs.ac.za/content.aspx?id=32

The South African Translators' Institute (SATI)
http://translators.org.za

Open Access: The True Cost of Science Publishing
http://www.nature.com/news/open-access-the-true-cost-of-science-publishing-1.12676

RESEARCH OUTPUT NUTSHELL

WHAT IS A RESEARCH OUTPUT

A research outputs is defined as textual output where research is understood as original, systematic investigation undertaken to gain new knowledge and understanding.

WHY COLLECTING RESEARCH OUTPUTS

Collecting and submitting research outputs to Department of Higher Eduacation and Training (DHET) are to encourage research productivity by rewarding quality research output at public higher education institutions. DHET measure not all research outputs, but to enhance productivity by recognising the major types of research outputs produced by higher education institutions.

APPROVED JOURNALS BY DHET

Articles subsidised:

Original artices • Research letters • Research papers • Review articles

Articles NOT subsidised:

Correspondence to the editors • Book reviews • Abstract or extended abstracts
News articles • Keynote addresses • Obituaries • Advertorial

***Subsidised** as a single unit (1.00 unit)*

EVIDENCE SUBMIT TO DRD TO BE EVALUATED:

Hard Cope of first page of the article.

Must show detail of the following, if not, include pages that do show information.
Title of article • Journal name • Year of publication • Volume and part numbers
Name and affiliation of authors.

Electronic version (pdf) to upload in RIMS

Additional information required to DHET, DST AND DRD: Impact Factor, CESM and RIMS codes

AUTHORED BOOKS / CHAPTER IN BOOKS

Books / chapter in books subsidised:

Purpose of book must be to disseminate original research and new developments.

Books / chapter in books NOT subsidised:

Dissertations and theses • Text books, professional handbooks and study guides
Reference books, Dictionaries and Encyclopedias • Reporst forming part of contract research and other commisioned work • Works of fiction • Inuagural speeches • Introductions & conclusions (unless entire book claim)

***Subsidised** to a maximum of 5.00 units of a portion thereof - based on the number of pages being claimed relative to the total number of pages of the book.*

EVIDENCE SUBMIT TO DRD TO BE EVALUATED:

Hard copy of the book, even if only a chapter in a book is claim. Name and affiliation of authors in the book. Publications not in **ENGLISH** must be accompanied by a one-page English summary.

NB: Evidence on a letterhead from the publishers of the **peer-review process, as detailed as possible prior to publication.** Peer review process, not only a statement referring to peer review process, not only a statement referring to peer review or thanking reviewers.

Addtional information required to DHET, DST and DRD: CESM and RIMS codes

PUBLISHED CONFERENCE PROCEEDINGS

Proceedings subsidised:

Purpose of Proceeding must be to disseminate original research and new developments.

Proceedings NOT subsidised:

Abstracts or extended abstracts • Keynote addressed and invited paper
Previously published material • Brief Communications • Short Papers
Proceedings in non-accredited journals

***Subsidised** to a maximum of 0.5 unit.*

EVIDENCE SUBMIT TO DRD TO BE EVALUATED:

Hard-copy of the proceedings or print outs of UFS papers:

Ascertain that print outs of the following are attached:

Front and back cover of the proceeding.
ISBN number must be available.
Table of contents • Review Commitee • Introduction • Preface • Foreword
Name and affiliation of authors in the proceeding.
Publications not in **ENGLISH** must be accompanied by a one-page English summary

NB: Evidence on a letterhead from the publisher/editor of the **peer-review process/ statement in proceeding, as detailed as possible prior to publication** (not only a statement referring to peer review or thanking reviewer.)

Additional information required for DHET, DST and DRD: CESM and RIMS codes.

- *Subsidy is shared between the athouts of the same institutions. Affiliated with two or more institutions the allocating of units are shared between the claiming institutions.*
- DHET will accept late submissions for a preceding year as long as they are accompanied by an acceptable late submission reason letter on a letterhead of the publisher. Institutional error or negligence is not a satisfactory reason for delay.

MY SUBMISSION Checklist

NOTES

- INCLUDED ALL THE RELEVANT COVER PAGES
- CONTENT IS IN THE CORRECT SEQUENCE
- CONTENT IS CORRECTLY FORMATTED
- ATTACHED ALL RELEVANT MATERIAL
- PAGE NUMBERS IN TABLE OF CONTENTS CORRELATE WITH PAGE NUMBERS OF CONTENT
- SUBMITTED FINAL DRAFT TO SUPERVISOR(S)
- ADDRESSED SUPERVISOR(S) FEEDBACK ON FINAL DRAFT
- CREATED A BACKUP OF FINAL VERSION
- INDICATED INTENTION TO SUBMIT
- EDITING OF FINAL VERSION
- CREATE A BACKUP OF EDITED VERSION
- BINDING AND PRINTING


REGISTRAR
REGISTRAR
SUBMIT THESIS HERE
SLAMMT!
HOORAY!!
LOOK, I'M WRITING SPACE!
SORRY, YOUR MARGINS ARE 0.07" WIDER THAN UNIVERSITY SPECIFICATIONS.
COME BACK TOMORROW.
WWW.PHDCOMICS.COM

INTELLECTUAL PROPERTY

One of the expected outcomes of your research and scholarship at the UFS is the generation of intellectual property (IP). IP at UFS is governed by the UFS *Policy on the Protection, Exploitation, and Commercialisation of Intellectual Property*. This policy sets out the principles for ownership, management, commercialisation, rights and responsibilities in relation to UFS intellectual property generated by UFS staff, students and others connected to the UFS.

According to this policy, IP includes all outputs of creative endeavour in literary, artistic, scientific and engineering fields that are capable of being protected by law from use by any other person, whether in terms of South African law or foreign law. It includes, but is not limited to:

- All forms of copyright;
- Patents, patentable and non-patentable material (but not discoveries);
- Inventions (registered or non-registered);
- Field and laboratory notebooks;
- Registered and unregistered designs (circuit layouts and topographies);
- Plant varieties;
- Registered and unregistered trademarks, service marks and commercial names and designations;
- Trade secrets and confidential material; and
- Knowhow and other proprietary information associated with any of the other designated items of intellectual property.

Irrespective of the form that your IP might take, the rights that are afforded impose certain controls over the way both you and others can use your research outputs. Unless otherwise agreed beforehand, all rights to the results of work undertaken within the scope of your postgraduate studies vest in the university, whether or not the dissertation/thesis is accepted or research completed. All students give irrevocable consent to the formal cessation of any applicable rights to the UFS when registering at the university.

Intellectual Property and Copyright Legislation
http://postgraduate.ufs.ac.za/content.aspx?id=15

UFS Policy on the Protection, Exploitation and Commercialisation of Intellectual Property
http://postgraduate.ufs.ac.za/dl/userfiles_workflow/Documents/00000/1362_eng.pdf

The Intellectual Property Rights from Publicly Financed Research and Development Act (Act No. 51, 2008)
http://ship.mrc.ac.za/IPRAct2008.pdf

DISCLOSURE PROCESS

Many University staff and graduate students are innovators or entrepreneurs at heart, inspired by discovery and a desire to make the world a better place. An invention can be defined as the conception and/or development of a product or process which is novel and which has a specific application.

Your research outcome might constitute an invention if it meets some or all of the following criteria:

- It can be described as new, novel, unique and/or inventive;
- It is unusual or unexpected;
- It solves a significant problem;
- It has commercial application and commercial value; and
- It is useful.

The Technology Transfer (TT) office at the Directorate of Research Development provides researchers with the tools they need to disclose intellectual property and help transfer research to the marketplace. The disclosure process begins with the inventors contacting the TT office for login details to RIMS the electronic submission system

WHAT DOES THE 'INVENTION DISCLOSURE' PROCESS INVOLVE?

This is the process of formally describing and recording an invention, together with the relevant associated information, in order to set in motion the process of technology transfer. It involves an evaluation of the invention for patentability (or other form of intellectual property protection) and for its potential commercial and/or social value.

The invention disclosure process has two components:

- Completing an invention disclosure form on RIMS (Research Information Management System); and
- Submitting the disclosure form electronically to the TT office.

Submitting a disclosure is the first step in moving research from the laboratory to the marketplace. Submissions can be done for the following types of Innovations: Invention, Business Idea, Software, Multi-Media, Therapeutic Invention, Written Work, Procedural, Design Registration, Diagnostic Invention, Plant Breeder's Rights, and Trade Secret.

The following will be taken into consideration with your application:

- Potential value as an intellectual property asset of the university; and
- Royalty returns in terms of the intellectual property policy, where the institutional benefit sharing is described.

If the University does proceed with the patenting process the TT office will maintain dialogue with the inventor and a patent attorney to file a patent application.

UFS Policy on the Protection, Exploitation and Commercialisation of Intellectual Property
http://postgraduate.ufs.ac.za/dl/userfiles_workflow/Documents/00000/1362_eng.pdf

Research Information Management System (RIMS)
https://ufs.rims.ac.za

MY Disclosure INFORMATION

PRIMARY INVENTOR

CO-INVENTORS

TITLE OF MY INNOVATION/INVENTION

TYPE OF INNOVATION/INVENTION

BRIEF DESCRIPTION OF MY INNOVATION/INVENTION

DEVELOPMENT STATUS OF INNOVATION/INVENTION

WHO IS THE TARGET MARKET (END USER) OF MY INNOVATION/INVENTION?

WHAT POSSIBLE APPLICATIONS ARE THERE FOR MY INNOVATION/INVENTION?

FINANCIAL IMPLICATIONS OF MY INNOVATION/INVENTION

RESEARCH TO MARKET

The ideas, discoveries, inventions or technologies that originate from your postgraduate research may have enormous social and economic benefit if taken to market. This process may entail licencing the intellectual property generated by your research to an existing company, or using it to starting up a new company. If you have the desire to commercialise the IP generated from your research and initiate a start-up company, then the Office for Innovation and Business Development should be your first stop. This Office deals with the protection, management and commercialisation of intellectual property at the University and the establishment of spinoff companies.

As part of this process you will need to clearly identify your market opportunity, develop a comprehensive business plan, and find appropriate funding to grow and sustain the company. You will also need to assess the commercial potential of your IP and develop an appropriate commercial strategy. Assistance with your commercialisation strategy is provided by the Office for Innovation and Business Development.

To envision a basic plan for the development of your startup company, you should consider the various components of your business model. To help you brainstorm your ideas, some of these components are listed on the *My Start-up Business Model Canvas* that follows. Remember that every company's business model is unique, and it is these specific details that you need to have a good grasp on if you want to be successful when trying to sell your business idea to potential investors, relevant institutions, and/or partners.

The Importance of Technology Transfer
http://postgraduate.ufs.ac.za/content.aspx?id=15

Directorate of Research Development Innovation and Business Development
http://supportservices.ufs.ac.za/content.aspx?id=437

Academic Patenting: How universities and public research organizations are using their intellectual property to boost research and spur innovative start-ups
http://www.wipo.int/sme/en/documents/academic_patenting.html

The Free State Regional Innovation Forum
http://www.riffs.info/

MY START-UP

COMPANY NAME [Name of my start-up]	PRODUCT/SERVICE [Description of my product/service]

TARGET MARKET [Who will my costumers be?]	MARKET VALUE [What value am I bringing to the market with this product/service?]

BUSINESS canvas

KEY PLAYERS
[Who are the key people that will be involved and their role/capabilities?]

COSTING
[How will my product be costed?]

REQUIRED RESOURCES
[What are the key resources I require?]

DISTRIBUTION
[How will my product/service be distributed?]

FUNDING REQUIREMENTS
[How much funding do I require?]

regional innovation forum
free state

creating tomorrow

The concept of Regional Innovation Forums for South Africa was born out of an initiative of the Department of Science and Technology (DST) to utilize innovation in addressing the problems of inequality, poverty and unemployment in South Africa. The Free State Regional Innovation Forum (RIFFS) was established in 2014 with the aim of enhancing the socio-economic status of the region by creating platforms for the collaboration and engagement of various contributors to the innovation value chain. This innovation value chain typically spans across research, concept design, prototyping, incubation, enterprise development and implementation activities.

RIFFS is comprised of a wide range of stakeholders from within higher education, various spheres of government and business from the Free State Region, and provides a multitude of opportunities for research leaders to network with industry partners, who could play a different but complimentary role in the commercialisation of IP.

THE FREE STATE REGIONAL INNOVATION FORUM

http://www.riffs.info/

CREATIVITY IN INNOVATION AND RESEARCH

https://www.youtube.com/playlist?list=PLKEz5Pbi4p3Bn0yv0NZZLcGhZMyjMmbcH

science & technology
Department: Science and Technology
REPUBLIC OF SOUTH AFRICA

Central University of Technology, Free State

UNIVERSITY OF THE FREE STATE
UNIVERSITEIT VAN DIE VRYSTAAT
YUNIVESITHI YA FREISTATA
UFS UV

7. POSTGRADUATE RESOURCES

"You cannot afford to wait for perfect conditions. Goal setting is often a matter of balancing timing against available resources. Opportunities are easily lost while waiting for perfect conditions."

- Gary Ryan Blair

PGS WORKSHOP

Every year, the PGS offers over 100 workshops covering a number of research-related areas and skills over various timeframes. All of our local and international workshop presenters have demonstrated a level of research excellence in their specific areas of expertise. To help you find and secure your seat in the right workshop for your needs, browse the list of workshops below that regularly make an appearance on our calendar.

Note that to accommodate the multiple responsibilities of the various attendees, workshop durations are kept to a minimum (1 day to 4 days). Attendance of workshops is voluntary and provided free of charge to all interested registered postgraduate students and to university staff responsible for research supervision or involved in research projects.

Due to limited seating at many of these workshops, be sure to regularly check the workshop timetables, including the relevant registration details. These are made available at the PGS Information Desk, or if you prefer a digital version, please sign up to our PGS mailing list (send an email to: postgraduatersvp@ufs.ac.za) or find a downloadable copy on the PGS website.

Date		
		A Practical Guide to NRF Online Applications
		Acdademic Writing and Science Communication
		Academic Writing for Novice Authors
		Article Writing for Research Publication
		Balancing Thing Out: Your Ability to Remain Sane in Times of Academic Insanity

Date		
		Developing and Testing Theoretical Models
		Different Research Paradigms
		Effective Search, Use, and Evaluation of Academic Databases
		Factor Analysis
		Generic Academic Writing for Honours Students
		Guidelines for Writing Theses and Dissertations
		Identifying Bursaries and Grants Using the Research Professional Platform
		Intellectual Property and Copyright Legislation
		Introduction to Qualitative Research Methodology
		Library Support for Researchers in a Technological Age
		Linking Research Question with Research Methods
		Mendeley
		Mixed Methods Research
		Microsoft Excel for Data Analysis
		Orientation Session for Postgraduate Students

Date		
		Personal and Professional Development of Researchers
		Philosophy of Hypothesis Testing
		Plagiarism
		Planning and Writing a Research Proposal
		Prestige Funding Mentoring Programme
		Project Management for Grant Projects
		Qualitative Research Paradigms and Use of Atlas.ti Software OR NVivo
		Qualitatice Research Workshop: Requirements for Postgraduate Study Projects
		Research Ethics
		Research Methodology School for Applied Health Professions
		Scientific Communication and Thesis Writing
		Scientific Writing Skills for Academic Articles
		Scientific Writing Skills for Research Proposals
		Scientific Writing Skills for Theses and Dissertations
		Statistical Package for Social Sciences (SPSS): Basic Training
		Statistical Package for Social Sciences (SPSS): Advanced Training (One-way and Two-way Analysis of Variance)
		Statistics for Research Questions that Emphasis Description and Prediction

Date		
		Strategies for Dealing with your Supervisor
		Strengthening Postgraduate Supervision (NUFFIC)
		The Good Supervisor: A Workshop on Effective Supervision Practices
		The Importance of Technology Transfer
		Thematic Analysis of Qualitative Data
		Writing a Funding Proposal
		Writing Funding Proposals for International Grants
		Writing Retreat (Monthly)
		Writing the Literature Review
		Writing the Research Proposal

If workshop scheduling is unsuitable, or if attendance is difficult, be sure to have a look at the Resource Centre on the PGS website for additional reading material covering similar topics.

Resource Centre
http://postgraduate.ufs.ac.za/content.aspx?id=51

UFS Sasol LIBRARY

POSTGRADUATE RESEARCH UNIT

The UFS Sasol Library on the Bloemfontein Campus has a dedicated Postgraduate Research Unit located on level 6, creating an environment conducive to studying/research for postgraduate students. This section of the library is for the use of postgraduate students only. Available during office hours (Monday, Tuesday, Thursday, Friday: 08:00 - 16:30: and Wednesday: 09:00-16:30), it is equipped with the following resources:

- Computer workstations; and
- Wireless access using laptops (visitor access shall be required).

KOVSIECAT

A multitude of electronic resources can be accessed on and off campus through the library search engine.

ACCESS

All library services are accessible to prospective postgraduate students. Access shall be subject to a valid student card with photo.

LIBRARY ORIENTATION AND INFORMATION SERVICES

Students who would like to use the library in person are more than welcome to make an appointment with Research/Information Librarians for library orientation.

INTER-LIBRARY LOAN SERVICES

Postgraduate students benefit from the Inter-Library Loans service on level 6, making it possible for students to access and use books and journal articles from other academic libraries.

PLEASE NOTE AFTER COMPLETING YOUR THESIS OR DISSERTATION:

A digital copy on CD-R must be submitted by the student for the University Library, and must be submitted to the Registrar: Student Academic Services Department or the designated member of the Qwaqwa Campus management, in the case of a student at the Qwaqwa

Campus, and must meet the following requirements:

- embedded fonts;
- one file containing the full text, abstract in both English and Afrikaans, keywords, illustrations and maps; and
- PDF file format.

UFS Sasol Library
http://library.ufs.ac.za/default.aspx?language=eng

PGS Funding Office

There is a dedicated office for Postgraduate funding opportunities within the Postgraduate School. This office assists postgraduate students to identify sources of finance within the university and beyond, and to prepare successful applications for funding. Students can visit the Postgraduate School, schedule individual appointments, or request information by email. During one-on-one funding consultations we can help identify and locate funding opportunities for postgraduate-related expenses, including tuition, research, conference, and research travel. The School's office manages a rich online database of scholarships, bursaries, and other funding opportunities, and these are updated via a monthly newsletter. Students are strongly advised to regularly visit the Postgraduate School's website for the latest information on bursaries and fellowships.

BE ADVISED

The services made available by the funding office are offered free of charge to registered postgraduate students of the UFS. Bursaries and fellowships are not awarded automatically they must be applied for. A complete and certified official academic record must be attached to all applications for bursaries at the UFS. Students who have obtained their qualifications at other higher learning institutions or universities must also attach the relevant academic records to their applications. Should students to whom bursaries have been awarded not complete their degrees, the University may claim reimbursement of the amount paid out to them. Before applying to an outside organisation, applicants must make sure that they meet the minimum requirements set by those organisations and institutions.

WHEN TO LOOK FOR FUNDING

The best course of action is to look at least a year ahead of when you will need funding. Most funding deadlines occur in the period between July and November for funding made available in the following academic year. However, there are still opportunities available to you throughout the year. For a broad overview of available bursaries/scholarships to UFS students pick up or request a copy of the latest 'Bursaries and Scholarships Guide for Postgraduate Students'.

GET ORGANIZED AND START NOW

- Ask early! Plan a year in advance.
- Talk to fellow students! Where and how have they found research funding?
- Be sure about the type of funding opportunity you are looking for.
- Carve out some time every day or week to work on your application.
- Keep track of your application deadlines.
- Applications typically require a CV, cover letter, letters of recommendation, academic records, certified copies of your ID/ passport, and a proposal.
- Get advice and guidance from supervisors and the Postgraduate School!

The Postgraduate Funding Office is located in at the Johannes Brill Building on the University of Free State main campus and is open for advice Monday-Friday, 8:00 am - 4:00 pm. You are welcome to drop in. Please call 051 401 2045 or email postgrad@ufs.ac.za

Bursaries and Scholarships Guide for Postgraduate Students
http://postgraduate.ufs.ac.za/dl/Userfiles/Documents/00000/308_eng.pdf

Funding your Postgraduate Studies
http://postgraduate.ufs.ac.za/content.aspx?id=43

National Research Foundation
http://www.nrf.ac.za/

A Practical Guide to NRF Online Applications
http://postgraduate.ufs.ac.za/content.aspx?id=15

Identifying Bursaries and Grants Using the Research Africa Platform
http://postgraduate.ufs.ac.za/content.aspx?id=15

Writing a Funding Proposal
http://postgraduate.ufs.ac.za/content.aspx?id=15

Writing Funding Proposals for International Grants
http://postgraduate.ufs.ac.za/content.aspx?id=15

Research Professional
https://www.researchprofessional.com/sso/login?service=https://www.researchprofessional.com/0/

*Certified

ICT SERVICES

It is important for you to know how to efficiently use a computer to write your dissertation/thesis and to access valuable information. Please feel free to address any of your postgraduate IT questions at the Student Desk (051 401 2442). You can get registered for Internet usage, get McAfee anti-virus software as well as Novell installed, and you can set and change your student and personal passwords at the Student Desk.

Note that there are companies that offer student discounts on software, but this will have to be driven from the student and software supplier's sides. At present, only the Statistical Package for Social Sciences (SPSS) is loaded free of charge onto postgraduate students laptops.

For SPSS to be loaded onto your laptop, the following will be required:

* A Letter from department to state that the person is a student there;
* The laptop can then be brought in to the Student Desk for the software to be loaded; and
* Depending on how busy the Student Desk is, the student will then be contacted to pick up the machine again after the software has been loaded.

ICT Services
http://ictservices.ufs.ac.za/

STATISTICAL CONSULTATION Unit (SCU)

The Statistical Consultation Unit (SCU) was established in the Department of Mathematical Statistics and Actuarial Science in 2014. This unit provides a statistical consultation service to academic staff and registered postgraduate students* undertaking quantitative research at the UFS. The service is free to postgraduate students.

The SCU can make a contribution throughout the research process, from the planning of your research project, through the analysis of research data, up to the publication of the findings. By assisting with better collection, analysis and reporting of research data, the SCU is geared toward increasing the quality and quantity of UFS research output. In addition to the consultative services, the SCU also offers short lectures and workshops on statistical concept s and research methodology through the Postgraduate School.

It is important to note that, in the case of postgraduate research, both the student and the student's supervisor are required to attend initial discussions in order to clarify and agree upon responsibilities and project contributions. It would also be beneficial for students to have a basic understanding of statistics before the consultation process is initiated, and that the initial consultation occurs in the early planning stage of the research project. The contribution of the SCU must receive the necessary recognition in all research outputs, and co-authorship is indicated where significant intellectual contributions are made in the planning, analysis, or publication of a research project.

Statistical Consultation Unit
http://natagri.ufs.ac.za/content.aspx?id=1031

Philosophy of Hypothesis Testing
http://postgraduate.ufs.ac.za/content.aspx?id=15

Microsoft Excel for Data Analysis
http://postgraduate.ufs.ac.za/content.aspx?id=15

Statistical Package for Social Sciences (SPSS): Basic Training
http://postgraduate.ufs.ac.za/content.aspx?id=15

*Postgraduate students in the Faculty of Health Sciences are provided with similar services through the Department of Biostatistics.

Postgraduate STUDENT COUNCIL (PGSC)

In 2011, the Postgraduate Student Council (PGSC) was established as the authority responsible for representing the interests of the larger postgraduate student community. Inspired by the lack of a representative postgraduate voice across UFS campuses, the PGSC pursues its mission by promoting human rights and scholarly development initiatives. It does so by acting as a formal mediating body between UFS structures and postgraduate students through its elected chairperson and its five portfolios:

- Academic;
- Community service;
- Administration and finance;
- Media and marketing; and
- Executive committee.

PARTICIPATE IN THE ANNUAL 3 – MINUTE THESIS COMPETITION

Explain the essence of your research in 3 minutes and you could win CASH prizes and qualify to represent the UFS in the national competition!

Through its various projects, both on campus and off campus, the PGSC promotes multiculturalism, diversity, and academic excellence, as well as self-enhancement within individuals in the postgraduate student community and communities as a whole. Projects include, amongst others, hosting various speakers on academic topics, social networking events, and community drives based on the needs analyses conducted in local communities. The PGSC newsletter details the most recent activities and is available on the PGSC website.

The PGSC invites you to participate by communicating your ideas with them on how they can jointly reduce your academic troubles and maximise the pleasure of your postgraduate studies. For more information, or if you would like to become involved in any activities you can make contact with the PGSC through its website, the information desk at the Postgraduate School, or send an email to the current chairperson.

Postgraduate Student Council
http://postgraduate.ufs.ac.za/content.aspx?id=30

3-Minute Thesis, UFS, 2014
https://www.youtube.com/watch?v=psQvHucmVGA

DIRECTORY

MANAGEMENT	
Vice Rector (Research)	**Contact person:** Prof Corli Witthuhn **Tel:** 051 401 2116 **Email:** witthuhnrc@ufs.ac.za **Website:** http://research.ufs.ac.za
Vice-Principal: Academic and Research (Qwaqwa Campus)	**Contact person:** Dr Elsa Crause **Tel:** 058 718 5111 **Email:** crauseej@qwa.ufs.ac.za **Website:** http://www.ufs.ac.za/about-the-ufs/visit-the-ufs/qwaqwa-campus
DIRECTORATE RESEARCH DEVELOPMENT	
Senior Director	**Contact person:** Dr Glen Taylor **Tel:** 051 401 9778 **Email:** taylorgj@ufs.ac.za **Website:** http://research.ufs.ac.za
Deputy Director: Innovation and Business Development	**Contact person:** Werner Nel **Tel:** 051 401 9448 **Email:** nelpw@ufs.ac.za **Website:** http://research.ufs.ac.za
Assistant Director: Research Development [Staff NRF Applications]	**Contact person:** Eleanor van der Westhuizen **Tel:** 051 401 7077 **Email:** vdwesthd@ufs.ac.za **Website:** http://research.ufs.ac.za
RIMS Coordinator & Ethics Applications	**Contact person:** Maricél van Rooyen **Tel:** 051 401 9451 **Email:** vanrooyenm2@ufs.ac.za **Website:** http://research.ufs.ac.za

Research outputs	**Contact person:** Anna-Marie Pienaar **Tel:** 051 401 3027 **Email:** pienaram@ufs.ac.za **Website:** http://research.ufs.ac.za
Technology Transfer Office	**Contact person:** Themba Masiba **Tel:** 051 401 7873 **Email:** masibati@ufs.ac.za **Website:** http://research.ufs.ac.za
Postdoctoral Fellows	**Contact person:** Mandy Jampies (Coordinator) **Tel:** 051 401 9725 **Email:** jampiesMG@ufs.ac.za **Website:** http://research.ufs.ac.za
POSTGRADUATE SCHOOL	
Information Desk	**General enquiries** **Tel:** 051 401 7161 **Email:** postgraduatersvp@ufs.ac.za **Website:** http://postgraduate.ufs.ac.za/
Director	**Contact person:** Dr Henriette van den Berg **Tel:** 051 401 3451 **Email:** vdberghs@ufs.ac.za
Deputy Director	**Contact person:** Dr Priscilla Mensah (Researcher Development programme) **Tel:** 051 401 9642 **Email:** MensahPDNA@ufs.ac.za
PGS Mailing List	**Email:** postgraduatersvp@ufs.ac.za
Postgraduate Academic Writing Support	**Contact person:** Alet Olivier **Tel:** 051 401 3174 **Email:**AOlivier@ufs.ac.za
Postgraduate Funding Office	**Contact person:** Joy Ngabe **Tel:** 051 401 2045 **Email:** postgrad@ufs.ac.za **Website:** http://postgraduate.ufs.ac.za/content.aspx?id=43

Postgraduate Student Council	**Contact person:** Chairperson **Tel:** 051 401 9926 **Website:** http://postgraduate.ufs.ac.za/content.aspx?id=30
ETHICS COMMITTEES	
Faculty of Natural and Agricultural Sciences	**Contact person:** Amanda Smith (Administrator) **Tel:** 051 443 9011 **Email:** smitham@ufs.ac.za
Qwa Qwa Campus Committee	**Contact person:** Teto Bereng (Administrator) **Tel:** 058 718 5111 **Email:** berengtv@qwa.ufs.ac.za
Health Sciences	**Contact person:** Jemima du Plessis or Mare Marais (Administrators) **Tel:** 051 405 3004 or 051 405 7794 **Email:** DuPlessisJ@ufs.ac.za or EthicsFHS@ufs.ac.za
Humanities	**Contact person:** Charne Vercueil (Information) **Tel:** 051 401 7083 **Email:** VercueilCC@ufs.ac.za
RIMS (Research Information Management System) Information and General Enquires	**Contact person:** Maricel van Rooyen **Tel:** 051 401 9451 **Email:** vanrooyenm2@ufs.ac.za **Website:** https://ufs.rims.ac.za
FACULTY OF ECONOMIC AND MANAGEMENT SCIENCES: DEPARTMENTS AND DIVISIONS	
Office of the Dean	**Contact person:** Prof. Hendri Kroukamp (Dean) **Tel:** 051 401 2310 **Email:** kroukhj@ufs.ac.za **Website:** http://econ.ufs.ac.za/
Business Management	**Staff directory:** http://econ.ufs.ac.za/templates/staff.aspx?DCode=001 **Website:** http://econ.ufs.ac.za/content.aspx?DCode=001

Centre for Accounting	**Staff directory:** http://econ.ufs.ac.za/templates/staff.aspx?DCode=002 **Website:** http://econ.ufs.ac.za/content.aspx?DCode=002
Centre for Business Dynamics	**Staff directory:** http://cbd.ufs.ac.za/contact.aspx?DCode=Z24 **Website:** http://cbd.ufs.ac.za/
Centre for Development Support	**Staff directory:** http://econ.ufs.ac.za/templates/staff.aspx?DCode=003 **Website:** http://econ.ufs.ac.za/content.aspx?DCode=003
Economics	**Staff directory:** http://econ.ufs.ac.za/templates/staff.aspx?DCode=006 **Website:** http://econ.ufs.ac.za/content.aspx?DCode=006
Industrial Psychology	**Staff directory:** http://econ.ufs.ac.za/templates/staff.aspx?DCode=007 **Website:** http://econ.ufs.ac.za/content.aspx?DCode=007
UFS Business School	**Staff directory:** http://bus.ufs.ac.za/templates/staff.aspx?DCode=009 **Website:** http://bus.ufs.ac.za
FACULTY OF EDUCATION: DEPARTMENTS AND DIVISIONS	
Office of the Dean	**Contact person:** Prof MG Mahlomaholo (Dean) **Tel:** 051 401 9281 **Email:** mahlomaholomg@ufs.ac.za **Website:** http://edu.ufs.ac.za/
School for Social Sciences and Language Education	**Staff directory:** http://edu.ufs.ac.za/templates/staff.aspx?DCode=185 **Website:** http://edu.ufs.ac.za/content.aspx?DCode=185
School of Education Studies	**Staff directory:** http://edu.ufs.ac.za/templates/staff.aspx?DCode=182 **Website:** http://edu.ufs.ac.za/content.aspx?DCode=182

School of Higher Education Studies	**Staff directory:** http://edu.ufs.ac.za/templates/staff.aspx?DCode=184 **Website:** http://edu.ufs.ac.za/content.aspx?DCode=184
School of Mathematics Natural Sciences and Technology Education	**Staff directory:** http://edu.ufs.ac.za/templates/staff.aspx?DCode=183 **Website:** http://edu.ufs.ac.za/content.aspx?DCode=183
FACULTY OF HEALTH SCIENCES: DEPARTMENTS AND DIVISIONS	
Office of the Dean	**Contact person:** Prof Gert. van Zyl (Dean) **Tel:** 051 401 3739 **Email:** studentadminfhs@ufs.ac.za **Website:** http://health.ufs.ac.za/
Anaesthesiology	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=019 **Website:** http://health.ufs.ac.za/content.aspx?DCode=019
Anatomical Pathology	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=020 **Website:** http://health.ufs.ac.za/content.aspx?DCode=020
Animal Research Centre	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=021 **Website:** http://health.ufs.ac.za/content.aspx?DCode=021
Basic Medical Sciences	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=022 **Website:** http://health.ufs.ac.za/content.aspx?DCode=022
Biostatistics	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=023 **Website:** http://health.ufs.ac.za/content.aspx?DCode=023
Cardiology	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=024 **Website:** http://health.ufs.ac.za/content.aspx?DCode=024

Cardiothoracic Surgery	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=025 **Website:** http://health.ufs.ac.za/content.aspx?DCode=025
Chemical Pathology	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=026 **Website:** http://health.ufs.ac.za/content.aspx?DCode=026
Clinical Imaging Sciences	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=030 **Website:** http://health.ufs.ac.za/content.aspx?DCode=030
Community Health	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=027 **Website:** http://health.ufs.ac.za/content.aspx?DCode=027
Critical Care	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=028 **Website:** http://health.ufs.ac.za/content.aspx?DCode=028
Dermatology	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=029 **Website:** http://health.ufs.ac.za/content.aspx?DCode=029
Exercise and Sport Sciences	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=149 **Website:** http://health.ufs.ac.za/content.aspx?DCode=149
Family Medicine	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=031 **Website:** http://health.ufs.ac.za/content.aspx?DCode=031
Forensic Medicine	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=032 **Website:** http://health.ufs.ac.za/content.aspx?DCode=032

Haematology and Cell Biology	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=033 **Website:** http://health.ufs.ac.za/content.aspx?DCode=033
Internal Medicine	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=034 **Website:** http://health.ufs.ac.za/content.aspx?DCode=034
Medical Microbiology	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=035 **Website:** http://health.ufs.ac.za/content.aspx?DCode=035
Medical Physics	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=037 **Website:** http://health.ufs.ac.za/content.aspx?DCode=037
National Control Laboratory for Biological Products	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=036 **Website:** http://health.ufs.ac.za/content.aspx?DCode=036
Neurology	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=038 **Website:** http://health.ufs.ac.za/content.aspx?DCode=038
Neurosurgery	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=039 **Website:** http://health.ufs.ac.za/content.aspx?DCode=039
Nuclear Medicine	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=040 **Website:** http://health.ufs.ac.za/content.aspx?DCode=040
Nutrition and Dietetics	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=061 **Website:** http://health.ufs.ac.za/content.aspx?DCode=061

Obstetrics and Gynaecology	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=041 **Website:** http://health.ufs.ac.za/content.aspx?DCode=041
Occupational Therapy	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=062 **Website:** http://health.ufs.ac.za/content.aspx?DCode=062
Oncology	**Staff directory:** http://health.ufs.ac.za/templates/staff.aspx?DCode=042 **Website:** http://health.ufs.ac.za/content.aspx?DCode=042
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International Affairs	**Contact person:** Mrs Dineo Gaofhiwe-Ingram (Assistant director) **Tel:** 051 4019058 **Email:** gaofhiwed@ufs.ac.za **Website:** http://supportservices.ufs.ac.za/content.aspx?DCode=460

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Library and Information Services: Interlibrary loans	**Contact person:** Ms. Estie Pretorius **Tel:** 051 401 2228 **Email:** estie@ufs.ac.za **Website:** http://library.ufs.ac.za/default.aspx?language=eng
Statistical Consultation Unit	**Contact person:** Prof. R Shall **Tel:** 051 401 2945 **Email:** schallr@ufs.ac.za **Website:** http://natagri.ufs.ac.za/content.aspx?id=1031
Free State Regional Innovation Forum	**Website:** wwww.freestateregionalinnovationforum.co.za
EXTERNAL SERVICE PROVIDERS	
Design	**Contact person:** ANDREASVILJOEN **Tel:** 051 430 6966 **Email:** andreas@andreasviljoen.co.za **Website:** www.andreasviljoen.co.za
Language Practitioners	Contact person The South African Translators' Institute (SATI) Website: http://translators.org.za

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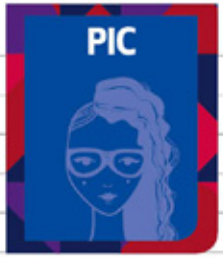

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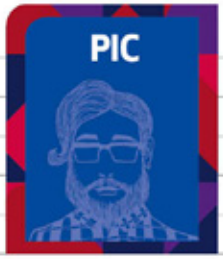

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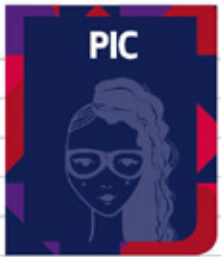

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A Guide to ACADEMIC REGALIA

The Hat
Is it possible to wear something dorkier? No. That's why you wear it.

The Hood
Do not use unless you are a Sith Lord.

Velvet Stripes
Smooth, like our hypotheses and conclusions.

Gown Colors
Colors on gowns are standardized according to the discipline by the Intercollegiate Bureau of Academic Costume, an organization that suspiciously returns no results when you search for it on Google.

Bling
Yo yo, Rappers and University Presidents have something in common.

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Every Wizard should have one.

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Accountancy	"Drab"
Fine Arts	"Brown"
Public Policy	"Peacock Blue"

Nothing says, "We've learned something" like dressing the same way they did in Medieval Times.

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