PULP

UFS POSTGRADUATE
A–Z PUBLICATION

The
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student's
companion

Inspiring excellence. Transforming lives.

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UFS
POSTGRADUATE SCHOOL

CONTENT

UFS POSTGRADUATE A–Z PUBLICATION

About this guide ...

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

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

UFS POSTGRADUATE **A–Z** PUBLICATION used as tool to:

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

Dear Postgraduate Student

t is an honour for the University of the Free State (UFS) to provide you with the information contained in this publication. We are hopeful that these guidelines will prove to be invaluable to you, and will ensure that you experience a smooth and rewarding postgraduate journey.

The UFS is a higher education institution situated in one of the poorer provinces of the country, and strives to inspire its people with hope and prospects for a brighter future through education. Education can create better employment opportunities, and it is a great privilege to be able to continue your undergraduate studies into a postgraduate programme. Use this opportunity to the fullest to strengthen your curriculum vitae and skills set in preparation for your chosen career.

The UFS values its postgraduate students, and one of the strategic goals of the university is to increase the number of registered postgraduate students. In support of this strategy, we have made available tuition bursaries for all research master's degree and doctoral students; we also provide significant bursary funding for students at honours level. These initiatives have made postgraduate studies and programmes more accessible, and we hope that this financial support will assist in making your studies towards a second and third qualification a positive experience.

I am pleased to welcome every honours, master's and doctoral student to our Bloemfontein, Qwaqwa and South Campuses. I wish you every success in your pursuit of postgraduate education at the UFS, and I trust that this will be an enlightening, challenging and empowering experience.

Prof Corli Witthuhn
VICE-RECTOR | RESEARCH

Message from the Director

A big, warm welcome to all the postgraduate students who have joined the academic trip at the University of the Free State. Your experience at the UFS will not only result in you accumulating more knowledge, but will also result in you developing tremendously as a human being (socially, psychologically, physically-, and intellectually). Just like the big transfer from high school education to undergraduate studies, the move from undergraduate studies to postgraduate studies or even from master's to doctoral studies, or has the potential to be both challenging and rewarding. This leap requires certain traits to be adopted to ensure the successful completion of your academic studies.
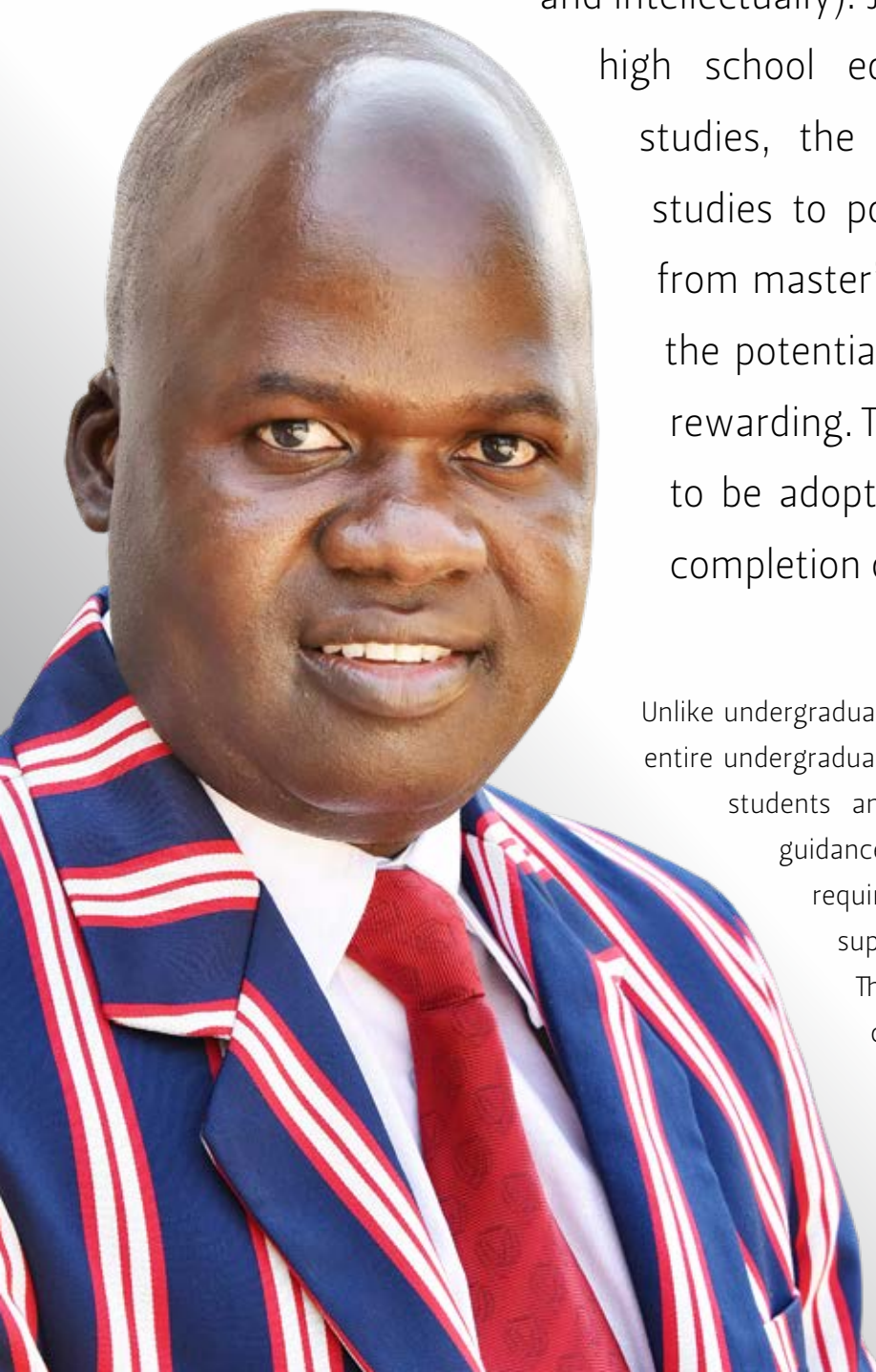
Unlike undergraduate studies, where you spent almost your entire undergraduate academic life in the comfort of fellow students and academic staff members providing guidance, postgraduate student life in most cases requires self-drive, and can be void of any social support to which one might be accustomed. This is where the Postgraduate School comes in. Our mandate is to create an enabling environment for postgraduate students to excel in their pursuit of their academic quests. The postgraduate school provides additional support to

that which is provided by faculties and departments in the form of workshops, courses, and other presentations, which equip the students with the requisite skills for the successful completion of their postgraduate education.

These workshops are offered not only at the various UFS campuses, but are also available in various provinces and neighbouring countries where we have huge numbers of students. The aim is to reach as many postgraduate students as possible without the students having to incur further travel and accommodation costs.

The workshops/courses that we offer aim to broaden postgraduate students' knowledge of research processes/methods, which in turn will influence throughput, publications, and the quality of postgraduate research being produced positively. The topics covered in presentations include, but are not limited to, academic writing, proposal writing, qualitative and quantitative research methodology, and writing articles from your thesis.

The postgraduate school is also strengthening its online offerings so that students can accessthe necessary academic material from anywhere in the world. In addition, we are starting an online postgraduate forum where postgraduate students can share ideas and experiences that will be enriching to fellow students.

On top of our capacity-building endeavours, we assist postgraduate students (especially Research Master's and PhD students) with funding information, especially funding bodies that they can approach. This includes funding from the UFS, NRF, and other bodies. We work in collaboration with other funding bodies to enable our students to access the required funding information and also to meet the requirements for funding from prestigious bursaries and fellowships. The Postgraduate School issues a monthly newsletter on available funding opportunities for students and junior staff.

The Postgraduate School is keen to keep in touch with the postgraduate student body. We work closely with our Postgraduate Student Council. which offers various academic and social activities to assist with adaptation to and integration into campus life. The Postgraduate School is situated in the Johannes Brill Building on the Bloemfontein Campus. We urge all postgraduate students to attend our social functions as and when they are advertised and to pop in and say hello. Let us have your current contact details so that we can keep you informed of our various offerings. Let the Postgraduate School smooth your passage as you negotiate the academic trail at the University of the Free State.

If you cannot personally come to Johannes Brill, please get in touch with us using the email address postgrad@ufs.ac.za. You can also use the same email address to send us your updated contact details.

Prof Witness Mudzi
DIRECTOR | POSTGRADUATE SCHOOL

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 cognisance 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, and we house the Postgraduate Student Council.

VISION AND MISSION

Vision

OF THE POSTGRADUATE SCHOOL

The PGS strives to be a global leader in postgraduate policy development, offering customised service to the postgraduate community at the UFS.

Mission

OF THE POSTGRADUATE SCHOOL

The PGS is a dynamic entity that supports and partners with the postgraduate community to develop and produces successful, accountable and impactful global citizens.

https://www.facebook.com/postgraduateschoolufs

https://www.linkedin.com/in/postgraduate-school-ufs-62720285/

https://www.youtube.com/channel/UCxV8rEqyn5N2J8MsT9b41_g

THE STAFF AT THE POSTGRADUATE SCHOOL:

https://www.ufs.ac.za/postgraduate/postgraduate-school-home/postgraduate-school/staff

Overview
OF **PORTFOLIOS** AT THE **PGS**

ACADEMIC WRITING: WRITE SPACE

- The vision is that the postgraduate Write Space will facilitate the development of holistic writing skills and related research, policies and practices effectively and innovatively. Within the UFS' PGS the Write Space values the most effective and fit-for-purpose approaches to facilitate the PG students' scholarly writing, keeping in mind that most PG students are non-traditional students. The identified needs of the UFS' postgrads, as well as relevant global research findings, influence the strategies and decisions in support of a proactive approach.

- The UFS' postgraduate community – including the leadership, academics and students – are well aware of the extendt of supervisory challenges. The Write Space facilitats a variety of developmental opportunities for all stakeholders in the supervisory process.

- Academic supervisors are almost exclusively self-taught with some experience; they often lack efficiently developed supervisory, writing and language skills. In addition to that, students are predominantly not English first-language users and ill-prepared for postgraduate studies.

- To address these challenges, the Write Space facilitates developmental opportunities (including workshops and language software), engages in continuous research and policy development and the initiation of opportunities to contribute to the well-being and goal attainment of the postgraduate community (e.g. online chat forum, online resource, video tutoring).

POSTGRADUATE FUNDING

- The main objective of the Funding Office is

to provide support to students in need of financial aid.

- Our focus is on UFS Honours, Research Master's and Research PhD bursaries as well as NRF bursaries; and to inform postgraduate students of available national and international funding opportunities by keeping them updated on available funding opportunities.
- In addition to the administration, monitoring and evaluation of NRF and UFS bursaries, the funding manager also markets a large number of national and international bursaries and scholarships.
- Individual consultations are offered to those who require information regarding financial and/or funding support through our main funding agency, the NRF.
- This portfolio produces an annual UFS postgraduate funding prospectus, which is available on our website.

MARKETING

- This portfolio is responsible for the availability and distribution of the PGS' marketing and branding material (e.g. banners, corporate gifts, programmes, newsletters, pamphlets, and others) to the media and the PG community.
- Social media (Facebook, LinkedIn and YouTube) are essential marketing and communication tool providing excellent support and information to our postgraduate students who live far from Bloemfontein and cannot attend training opportunities on campus.
- Distribution list: regular communication with our registered PG students, supervisors, deans, HODs, academic staff and specific support staff takes place through our

distribution list, which holds more than 7 000 contacts.

- Newsletter: A quarterly newsletter informs postgraduate students about upcoming workshops, due dates, current issues and achievements.

MENTORING AND COACHING PROGRAMME

- The main focus of this programme is to equip junior staff members, Master's and PhD students with the knowledge and skills on a personal and professional level to (amongst other components) to develop in their role as researchers contributing to the increase of publication rate increase the publication rate at the UFS.
- Academic publication outputs have repeatedly been found to be low, despite compelling personal and professional reasons to publish (McGrail, Rickard & Jones, 2006). To improve research output, the academic and intellectual quality of the research environment is of paramount importance for postgraduate students and staff members.

MONITORING & EVALUATION

- This portfolio tracks the progress and impact of the various portfolios at the PGS to determine whether targets are reached and objectives achieved through transparency in all our activities as we have accountability to Rectorate and to our funders/stakeholders.
- A range of templates and guideline documents focusing on the UFS postgraduate administrative processes is being developed with a special focus on the postgraduate student, the supervisor, the

different milestones in the postgraduate journey, student-supervisor agreements, different forms to be completed, deadlines and funding opportunities.

- This portfolio is responsible for the quality assurance of all the postgraduate programmes offered from Honours level to Doctoral degrees; including information from the yearbooks of each faculty, as well as quality assurance relating to the assessment and moderation of students' research projects.

- This portfolio is also tasked to assist with the writing/giving input to policies such as the annual General Rules, Plagiarism Policy, the Policy on Master's and Doctoral studies and policies that appy to postgraduate students.

POSTGRADUATE STUDENT TRACKING

- The University of the Free State recognises the importance of tracking, monitoring and supporting of postgraduate students throughout their period of study at the ufs.

- The postgraduate student tracking portfolio will implement and monitor the graduate research management (GRM) technology to enable the process of monitoring and evaluation of postgraduate students through all postgraduate processes from first registration to graduation through the functionality of the current PeopleSoft System.

- The GRM system will seek to identify bottlenecks, opportunities and risks early (early warning), improve reporting and auditing, monitor the student-staff relationship, assist in balancing the academic workload, and govern postgraduate administrative life cycle.

- The portfolio liaises with deans, heads of departments, postgraduate students and support services to facilitate the research process between all relevant stakeholders.

- The postgraduate student tracking portfolio provides postgraduate management information to university management, deans and departments that is beneficial for future planning.

RESEARCH CAPACITY WORKSHOPS

- The PGS offers workshops and seminars to enrich and empower postgraduate students for research.

- The workshops are presented as a supplement to research training taking place within academic programmes and is especially important for students who do not have the opportunity to attend formal capacity-development programme opportunities in their departments.

- Includes training on academic writing, in the latest research software, advanced methods in qualitative and quantitative research, ethics and intellectual property considerations in technology transfer, conducting literature reviews, and testing conceptual frameworks in different fields.

- We source our presenters from a wide range of disciplines and from different universities.

To access our current training programme:

https://www.ufs.ac.za/postgraduate/ postgraduate-school-home/activities/ training-and-development-opportunities

OUR CONTACT DETAILS

INFORMATION DESK

T: +27 51 401 7161

E: postgrad@ufs.ac.za

Website: https://www.ufs.ac.za/postgraduate

ACADEMIC WRITING

T: +27 51 401 3174

FUNDING

T: +27 51 401 2045 / 9635

MARKETING

T: +27 51 401 7638

MONITORING & EVALUATION

T: +27 51 401 9432

PROFESSIONAL DEVELOPMENT PROGRAMME

T: +27 51 401 3541

RESEARCH CAPACITY WORKSHOPS

T: +27 51 401 9867

POSTGRADUATE STUDENT TRACKING

T: +27 51 401 9642

POSTGRADUATE STUDENT COUNCIL

T: +27 51 401 9926

WEBSITE

https://www.ufs.ac.za/postgraduate/
postgraduate-school-home/academics/
postgraduate-student-council

HOW TO APPLY: https://apply.ufs.ac.za/

POSTGRADUATE APPLICATIONS

You need to contact the relevant department diretly for more information before you apply and confirm closing dates.

The Application Helpdesk will assist you with the application process.

Contact the helpdesk agents for:

- Information on any study programme's admission requirements;
- Assistance to complete your application forms (online or hard copy);
- Tracking the status of your application.

- Contact: +27 51 401 9666

E: studentadmin@ufs.ac.za

If you have applied to study a programme in the **Faculty of Health Sciences**, contact **Lydia du Toit**: +27 51 401 7513 fhsapplications@ufs.ac.za

Fax2email: **+27 86 579 5154** or **+27 86 6669 191**

For further information regarding postgraduate studies, consult the following website:

https://www.ufs.ac.za/postgraduate

BECOMING PART OF THE POSTGRADUATE FAMILY

ORIENTATION WEEK

Twice a year, at the start of each semester, the PGS has an orientation week aimed at guiding newly registered postgraduate students on their journey. The workshops cover a range of topics, including:

- Understanding the expectations related to the different milestones of postgraduate studies
- Prioritising tasks and time management
- Developing an effective working relationship with your research supervisor
- Guidelines for the literature review
- The role of the Postgraduate School
- Introduction of various support services on campus
- Being a responsible researcher, including ethical standards and processes

WELCOMING FUNCTION FOR POSTGRADUATE STUDENTS

The Postgraduate School hosts a series of welcoming events annually in order to welcome new and returning postgraduate students across all faculties officially. Students are also oriented on the functioning of the school, as well as its role in enhancing their postgraduate experience. The first is the Postgraduate Welcoming Function, with the second event being the International Postgraduate Information Session. Both events are conducted at the Bloemfontein and Qwaqwa Campuses.

REGISTRATION ON THE POSTGRADUATE SCHOOL DATABASE

If you are a postgraduate student at the UFS, we would like you to register on our database in order to keep you informed about upcoming funding opportunities, workshops, newsletters and other relevant information. To register with the Postgraduate School, please complete a registration form and return to Miss Kamogelo Dithebe at dithebeks@ufs.ac.za or drop off a hard copy at the front desk of the Johannes Brill Building. The supplementary information will be kept confidential and will help us to have a clearer picture of the postgraduate student body at the university.

NEWSLETTERS

The "Postgraduate News" is the official newsletter of the PGS, which is produced in two editions. The first edition, which gives information with regard to open calls on funding is produced monthly. The second edition offers a quarterly report on the PGS activities as well as information on services provided.

COFFEE MORNINGS

The Postgraduate School will have quarterly coffee mornings with postgraduate students. The main purpose is to create a platform for students to engage informally with one another, the Postgraduate Student Council and the staff of the PGS. This will also be a space for them to network with students from difference disciplines and/or faculties as well.

THREE MINUTE THESIS COMPETITION

The Three Minute Thesis (3MT®) is a research communication competition developed by the University of Queensland (UQ), whereby Master's and PhD students are given three minutes to present a compelling oration on their thesis and its significance. The 3MT challenges students to consolidate their ideas and research discoveries so they can be presented concisely to a non-specialist audience. The 3MT was designed to develop skills that will give students an important career advantage once they complete their studies. The institutional PhD winner and runner up become eligible for representation at the national competition. The UFS internal competition takes place in August annually, whilst the annual national competition takes place in October, where institutional representatives compete for the ultimate 3MT prize money.

POSTGRADUATE SCHOOL SOCIAL MEDIA

You can keep in touch with the Postgraduate School by following us on Facebook and adding us on LinkedIn. We post updates on our courses and activities, as well as links to general advice and info about postgraduate study that we hope you find useful:

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 'PostgraduateSchool UFS' on Youtube.

SUPERVISOR / POSTGRADUATE STUDENT PEER SUPPORT GROUPS

The PGS became aware of the need for assistance to the supervision community.

To create ...

- comfortable spaces for both the postgraduate students and the supervisors, two peer support groups were created:
- Regarding supervision | for postgraduate students
- Regarding supervision | for supervisors.
- The purpose of both are to share common problems and solutions, challenges and strategies, develop capacity, be accountable, be empowered, to have a sense of community and well-being and how they understand and experience the supervision process.
- Monthly lunchtime meetings of 40 minutes each at the Postgraduate School are scheduled and will including a video clip, an open discussion and a lunch snack.
- Although these are not advocacy or interest groups, the PGS will be cognisant of trends (problems and solutions) and may address these when and if the opportunities may arise.
- However, both groups will operate under a safe space approach.

INTERNATIONAL STUDENTS INTERNATIONAL OFFICE

We would like to welcome all prospective international students to the University of the Free State. Over the past few years, the UFS has been steadily increasing its intake of postgraduate students at master's, doctoral and postdoctoral level. The University of the Free State is home to 2 057 international students hailing from across the globe, as well as the African continent and neighbouring countries such as Lesotho and Botswana. The university's Office for International Affairs (OIA) ensures a hassle-free study experience for students from abroad. Staff assists students, visitors and faculty members to obtain the maximum benefit from their stay at the UFS.
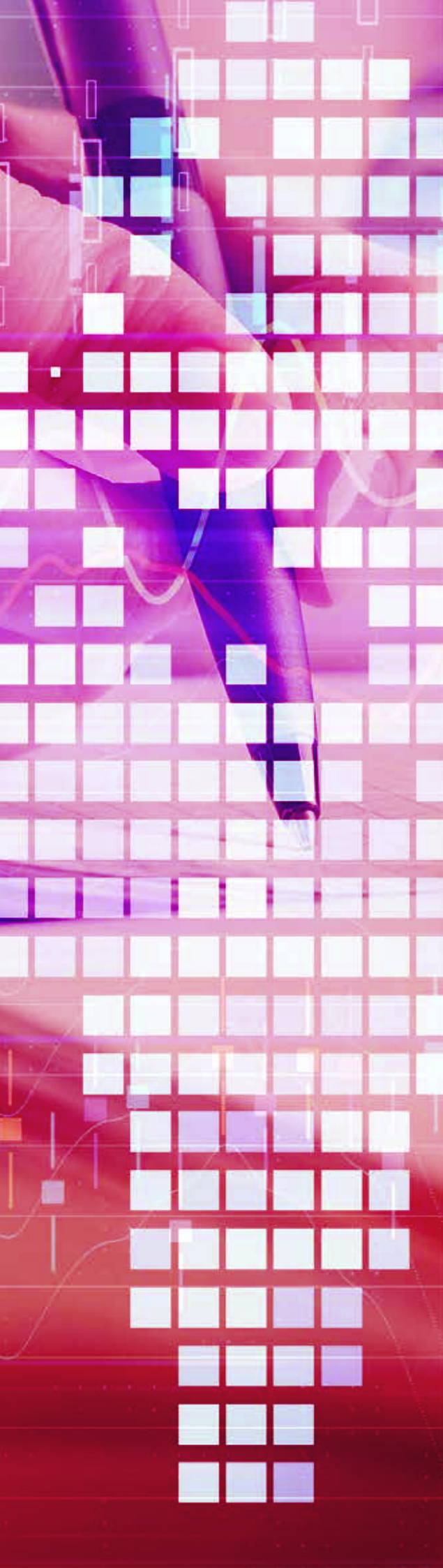
The OIA serves as a central hub for international students, providing support across a large platform, which includes:

- assisting prospective students with questions regarding admission, academic affairs, visas, study permits and accommodation;
- compiling and administering budgets for sponsored students; and
- providing on-going practical and emotional support to students far removed from their familiar support structures.

Additional services provided by the OIA comprise:

- assistance with exchange opportunities and the coordination thereof;
- liaising with foreign embassies in South Africa;
- working with the Department of Home Affairs regarding the renewal of study permits;
- negotiating, facilitating and managing international inter-institutional agreements and partnerships;
- facilitating academic visits; and
- promoting the UFS at international conferences/ workshops.

INTERNATIONAL APPLICATIONS

All international students are advised to take note of the following:

- An annual administrative fee is charged on all international student accounts and is non-refundable.
- You must have a VALID study visa before you can enter South Africa. For further details, please visit the Visa Facilitation Service (VFS) centre website: http://vfsglobal.com/dha/southafrica/.
- Make sure your study visa is issued for study purposes at the UFS and not at any other institution in South Africa. All students must have a valid and appropriate/correct visa to be registered at the UFS.
- You must be a member of a medical aid registered in terms of the Medical Aid Schemes Act 1998 of

South Africa, as required by the South African Immigration Act. Please note that your medical aid cover MUST be valid for the duration of your studies at UFS. No travel insurance or hospital plans will be accepted. For further details, please visit the Department of Home Affairs' website: www.dha.gov.za. For information on medical aids please visit: http://www.medicalschemes.com/MedicalSchemes.aspx for more information on registered medical aids.

- You will be required to pay a pre-registration fee before you can register as a UFS student. Communication on the amount expected to be paid and the deadline will be sent to all new students by the Tuition Fees Department. For further details, please visit http://www.ufs.ac.za/kovsielife/unlisted-pages/tuition-fees/tuition-fees-30.
- Students with scholarships must make sure that their sponsors are aware of the UFS regulation pertaining to payments prior to registration and the payment of tuition fees.
- Applicants who are in possession of a degree from non-South African universities must include the South African Qualifications Authority (SAQA) evaluation letter with their application form.
- Non-South African certificates/degrees must be assessed by SAQA prior to applying to the UFS. This process can take anything from two to three months. Please visit http://www.saqa.org.za/ for more information.
- The application process must be completed before arrival for registration at the university. Your details must be captured on the UFS database to facilitate the registration process. For this reason, adherence to closing dates is extremely important.

- Students transferring from other universities must include a certificate of conduct, as well as a study record from their previous university with their applications. The closing date for students transferring from other universities is 30 September 2016.
- International postgraduate students must attach certified copies of degrees/certificates to their applications. Degrees/certificates that are not certified will delay the processing of applications.
- Ensure that your application form is completed correctly and signed before returning it to the UFS. You should expect to receive feedback from the university within three weeks of sending your application.

PREPARATION FOR REGISTRATION AT UFS

If your application is successful, you will receive a letter of admission from the admissions office, as well as a letter from the Office for International Affairs for the study permit. Visit the South African Embassy in your home country with the above letters, as well as your passport, to apply for your permit. Please be advised that your study permit application can take up to six weeks to be finalised.

For further information on the above matters please contact the Office for International Affairs:
Jeanne Niemann: | T: +27 51 401 3219

All enquiries regarding applications:
T: +27 51 401 9538 | +27 51 401 3724
E: internationalenquiries@ufs.ac.za

Website: https://www.ufs.ac.za/supportservices/departments/international-affairs-home

INTRODUCTION TO

POSTGRADUATE STUDIES AT THE UFS

LEVELS OF POSTGRADUATE STUDY

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.
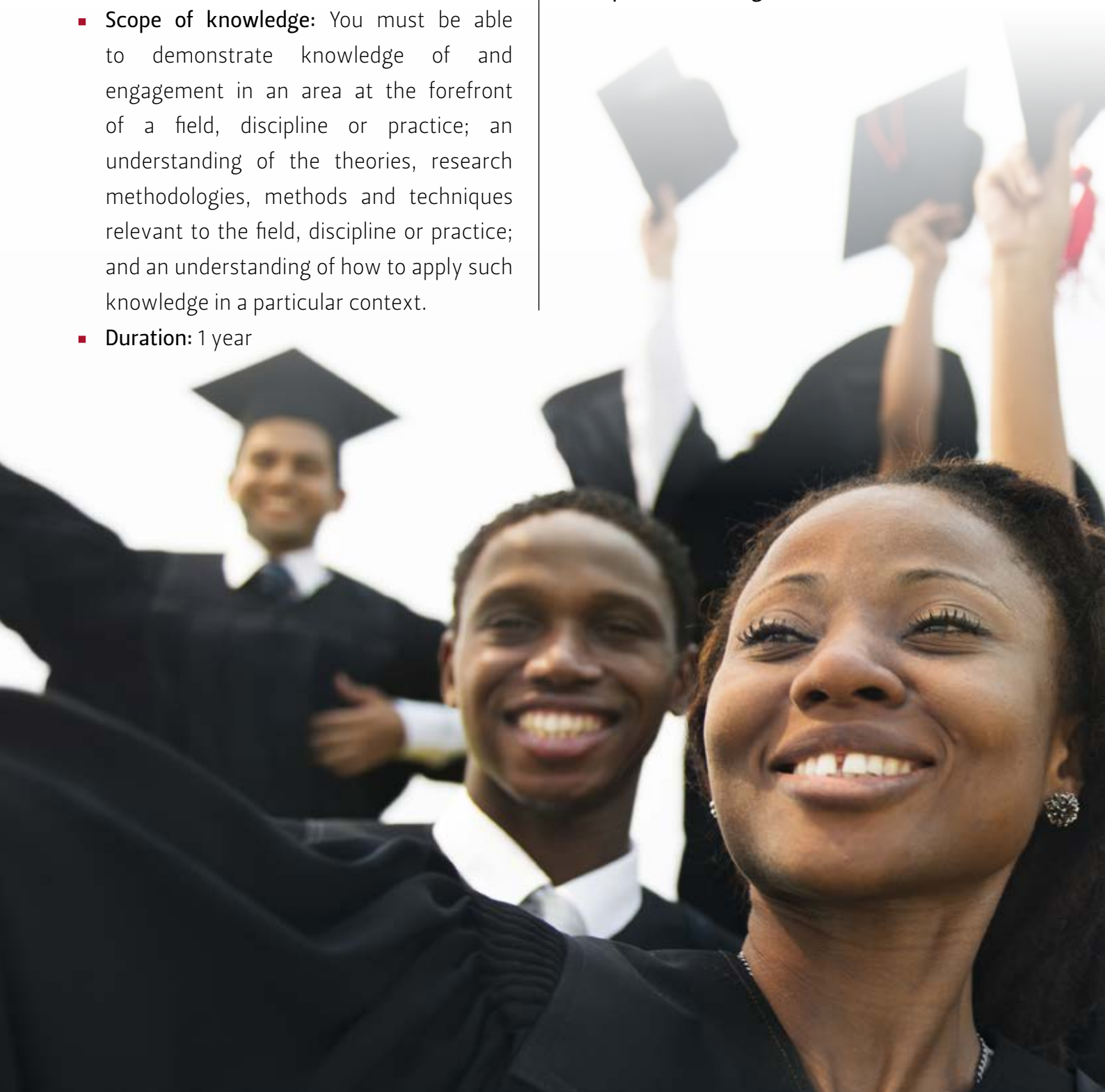- **Duration:** 1 year

MASTER'S

- **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

DOCTORATE | PHD

- **Earned by:** Thesis or Articles
- **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:** 3 – 4 years

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 +

Difference between a Master's and a Doctoral degree

While there are obvious differences in the length of study and workload, one of the main differences between Doctoral and Master's 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 as follows: The Master's degree develops research skills, while the Doctoral degree involves research-led practice.

For a Master's 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 Master's 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 PhD thesis will commonly include:

- a greater sense of perspective, and often coverage of a wider field than a Master's 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 postdoc 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 Fellows 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 Coordinator 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).

Should I study further and why?

Students who are in the final months of their undergraduate years often ask themselves whether it is worth continuing with postgraduate studies. Do not take this decision lightly! We work in a knowledge economy, where specialised knowledge and skills have significant commercial value. Therefore, in today's competitive job market it is often not enough to have only one degree. Having a postgraduate degree is a sign of perseverance and dedication to advance your knowledge. It shows that you are serious about investing in your future career. Graduate students often get the opportunity to engage with scholars from different disciplines, while postgraduate students get the chance to rub shoulders with the leading thinkers in their field. It is very exciting to attend a conference and to listen to the big names in your field, to meet them and share ideas. Postgraduate studies also provide the opportunity to change the direction of your career by choosing a postgraduate qualification in a different field, such as a BA graduate who continues with a qualification in Disaster Management or Forensic Studies. Completing a postgraduate degree can be very fulfilling and life-changing. Graduating with a master's or doctoral degree gives students a strong sense of personal satisfaction. It is not just emotionally rewarding, but can also be financially rewarding.

Are there any good reasons not to continue with postgraduate studies?

Yes, if the only reason why you enrol for postgraduate studies is that you want to avoid entering the job market or if you are afraid that you will not find a job, it is better to invest more time in searching for a job rather than continuing to avoid entering the real world. Another reason is if you have substantial debts after your undergraduate degree. Rather consider starting to work and return to university a few years later when you have paid off your study loans, or study part-time to avoid the potential loss of income during full-time studies. Students who are uncertain of the area of study in which they want to specialise can also benefit from entering the labour market, because the experience they gain may help them to develop new interest and may take their careers in a new direction.

Making an informed decision if and when you embark on postgraduate studies can pave the way to a rewarding journey that satisfies your intellectual curiosity and passion for your subject.

(Acknowledgement to Dr Henriëtte van den Berg)

FOR
THE
STUDE
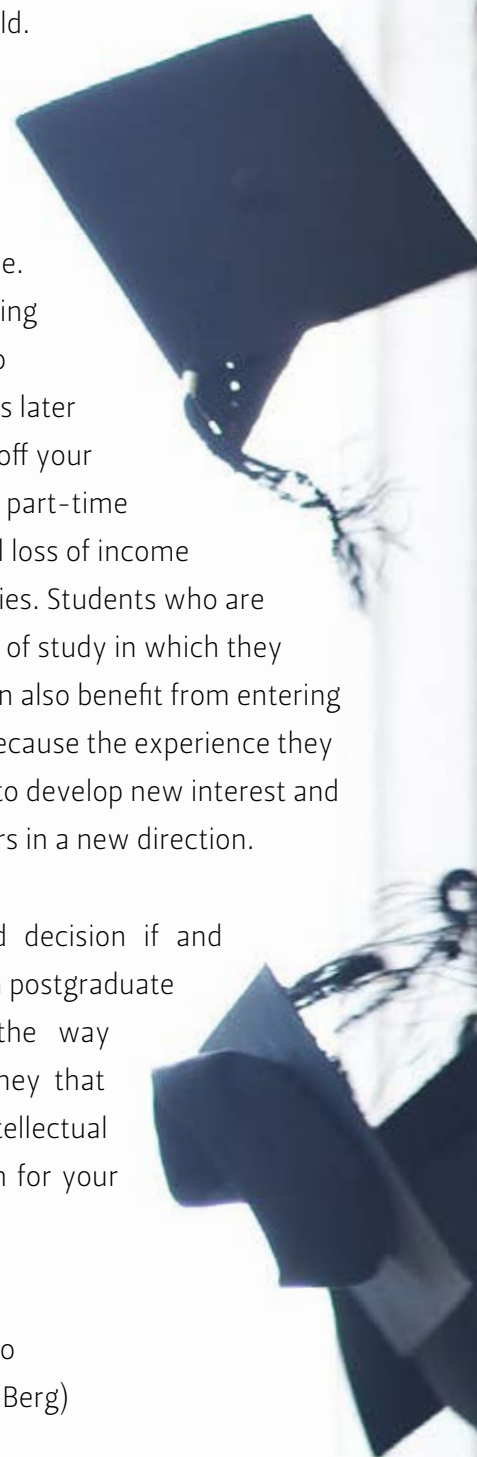
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FOR THE STUDENT:

What is an academic supervisor?

At the heart of the postgraduate experience is an intensive relationship with a researcher who is your appointed supervisor, whether for your Honours research project, your Master's dissertation, or the PhD work. You are entitled to expect a steady level of support from your supervisor; In turn, he/she is entitled to expect a specific level of application from you. These expectations are recorded in a Memorandum of Understanding between the student and supervisor. As postgraduate work becomes more independent, and the onus rests more and more with the researcher, the Faculty's Postgraduate Office is committed to ensuring that the relationship with your supervisor and the department is as productive as possible.

Finding a supervisor

Candidates for Master's or Doctoral students are encouraged to seek a supervisor with expertise in their proposed research area. At Honours level, supervisors are assigned to students by the academic department based on the research topics. Therefore, finding a supervisor is specifically relevant to Master's (by dissertation) and doctoral students. Once you have decided on the broad research area in which you wish to work, it is important to find an academic supervisor who must be approved by the Head of the academic Department. Certain conditions and rules apply to such an appointment. There is no set way of finding a supervisor. You might make personal contact with someone under whom you would like to research, or you may ask for a supervisor to be allocated if you are accepted as a student. You could also seek advice from the

Deputy Dean responsible for research in the Faculty in which you wish to register.

The approved supervisor is responsible for providing the necessary guidance needed for you to conduct and complete your research successfully. As such, the supervisor needs to have the necessary expertise, knowledge and skills to supervise the proposed research. As the student being supervised, it is incumbent upon you to avail yourself of the agreed upon supervision.

Roles, responsibilities and expectations of the student

PROFESSIONAL CONDUCT

To be successful in your research it is essential to demonstrate professionalism in your conduct. Being professional is more than just dressing smartly or having a degree. Professionalism requires refining a combination of behaviours, skills or competencies which, 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:

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.

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, you need to show them to people. You need regular feedback to refine your writing and your thinking.

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 Master's 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.

BEWARE OF DISTRACTIONS AND OTHER COMMITMENTS

There are many potential distractions. Some may not even look like distraction, 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.

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.

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.

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 lower 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?

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;
- Understand and carry out the procedures (including statistical and other analytic procedures for the evaluation of data) used in your research adequately;
- 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.

PATHWAYS TO COMPLETION OF A HIGHER DEGREE

BY

RESEARCH FOR A FULL-TIME CANDIDATE

DOCTORATE	MASTER'S
(Max 4 years)	(Max 2 years)
0 MONTHS	**0 MONTHS**
Registration	Registration
6 MONTHS	**6 MONTHS**
Title Registration Research Proposal	Title Registration Research Proposal
12 MONTHS	**12 MONTHS**
Ethics Data collection	Ethics Data collection
YEAR 2 & 3	**YEAR 2**
Data collection Synthesis Annual review 31 October	Data collection Synthesis Annual review 31 October
3-3½ YEARS	**1½-2 YEARS**
Thesis submission	Thesis submission
MAX 4 YEARS	**MAX 2 YEARS**
Completion	Completion

FOR THE
SUPERVISOR:

SUPERVISION

The student-supervisor relationship is a funda-mental part of postgraduate study, especially at the Master's 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 with you supervisor

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; therefore, 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. 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.

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;
- for your supervisor to be open, friendly and supportive
- for your supervisor to have a good knowledge of the area; and
- for your supervisor to be interested and involved in your ultimate success.

Your supervisor 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

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 to 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 comment

Dealing with critical feedback

- Critical feedback is a way of improving your work, and a means of the supervisor to share their expertise about the topic.
- Remember that criticism is based on your work, rather than on 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?

THESIS/DISSERTATION:

RESEARCH PLANNING

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 answered sufficiently.

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.

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 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)

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, to ensure minimal risk of harm. You are also responsible for protecting the identities, interests and information they provide you with. 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 this 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 demonstrate that you have adhered to the accepted ethical standards for a genuine research study that 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 a letter of approval 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 regard 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)
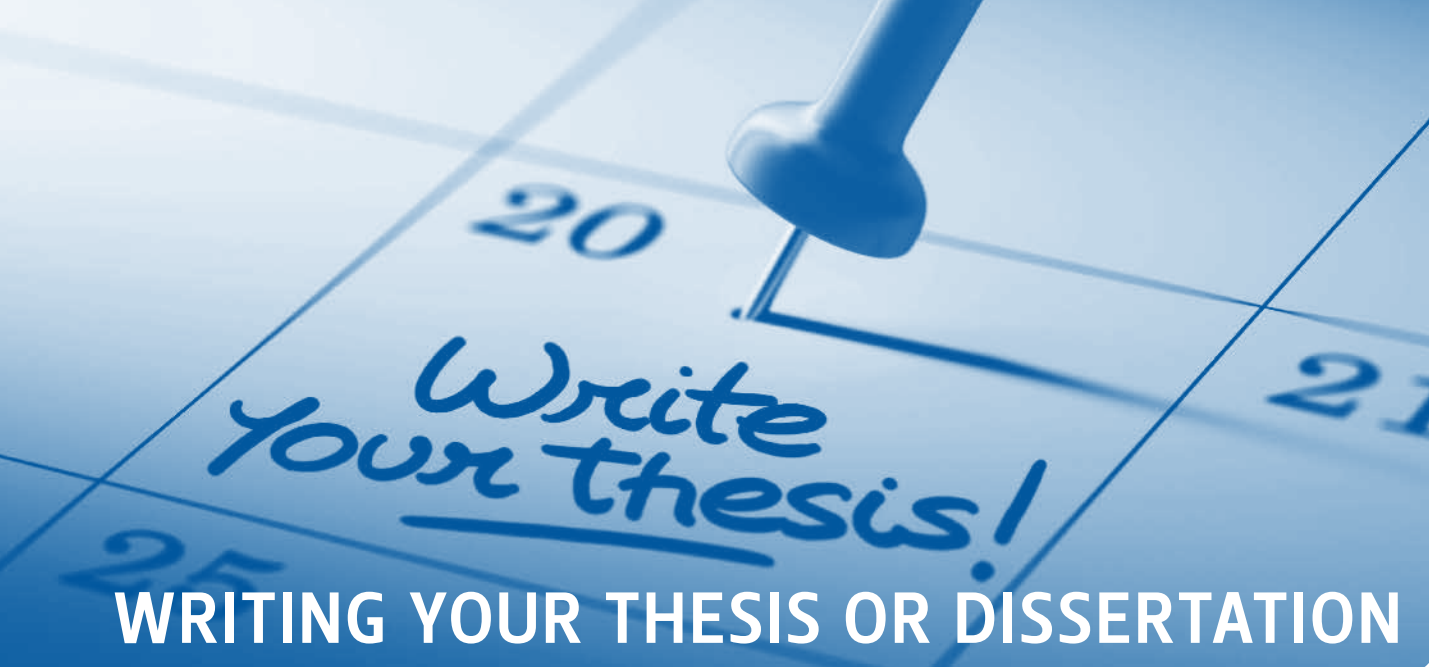
WRITING YOUR THESIS OR DISSERTATION

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 the 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, has a given structure, so you just need to find out what is required under each heading and keep to it. Other writing requires of 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.

ABSTRACTS

200–300 WORDS

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 discipline 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

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.

LITERATURE REVIEW

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 describe key themes clearly and make connections between them. By showing the limitations and gaps in the existing literature, you validate your own research.

Checklist for revising and improving drafts

- 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 have 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 is correct?
- Have you had your final draft proofread by a fellow student or colleague?

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 not only to 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.

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 performed the analysis of your data already. 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.
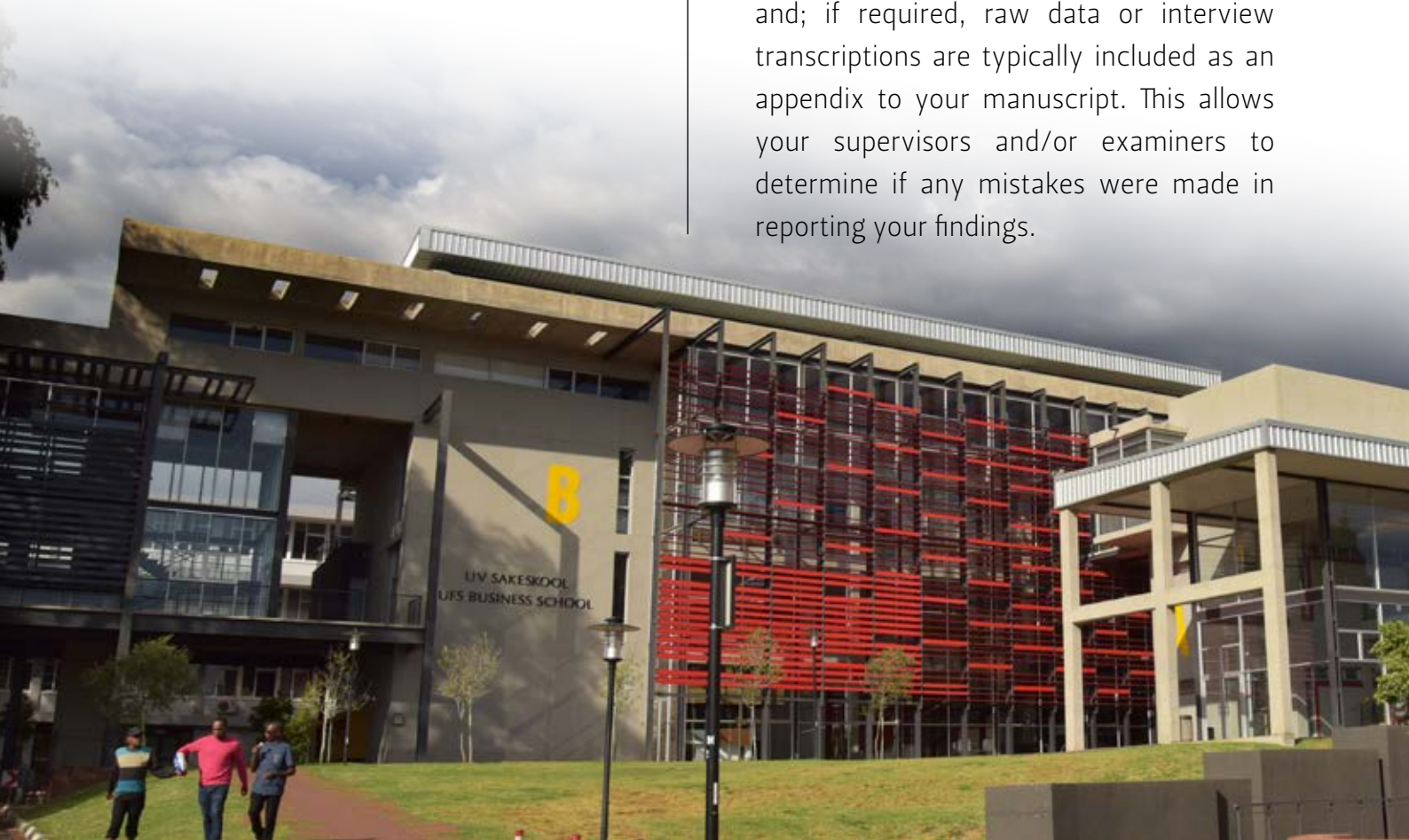
DISCUSSIONS AND CONCLUSIONS

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 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 have 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.

REFERENCING

All the literature referred to 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.

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 of the Free State Intellectual Property Policy. Some guidelines on the submission processes for various outputs are given below.

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.

DISCUSSION BETWEEN YOU AND YOUR SUPERVISOR ON YOUR DISSERTATION AND THESIS

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?

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 the DHET, since the university already receives a subsidy for the master's/doctoral degree. If a student would like to publish his/her master's 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.

INTELLECTUAL PROPERTY AND INNOVATION AT UFS

One of the expected outcomes of your research and scholarship at the UFS is the generation of Intellectual Property (IP). IP at the UFS is governed by the UFS Intellectual Property Policy. 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
- Know-how 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 course and 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.

INTERGRATION OF INNOVATION WITH THE TEACHING AND RESEARCH OBJECTIVES OF THE UFS

It is crucial that the reputation and image of the UFS is of such a standard that the UFS can attract new and continuous research contracts from industry and other stakeholders. From these research contracts, the UFS should become renowned as an academic knowledge partner that can foster, drive and successfully commercialise innovative research activities. Following this model, we anticipate that these research-related contracts will continue to foster an innovation and entrepreneurial culture at the UFS.

The UFS ultimately aims to create sustainable ventures that have the ability to grow and feed into a continuous cycle of innovation where newly established ventures will start to support research and teaching at the UFS.


BUSINESS DEVELOPMENT AND BUSINESS INCUBATION AT UFS

As discussed above, one of the expected outcomes of your research and scholarship at the UFS is the generation of IP and perhaps the creation of a venture using that IP. However, the feasibility of a project will be determined in the incubation phase.

The feasibility of a project first seeks to address the question of whether a product can be physically produced or if a product can do what it is supposed to do. Thereafter, the viability and market potential can be determined and if there is potential, they are up-scaled onto the experimental farm; whereafter accurate market, production and financial information is made available.

Aspects such as market demand, selling price and competitors are relevant in the viability phase, as the researchers need to ensure that the product they have developed has a market and can compete effectively in that market. The long-term sustainability of a project that is incubated will be determined through financial projection, which can be based on accurate data generated through the incubation phase, as well as ensuring that the necessary strategies are in place.

The GenerationKovsies Innovation Office at the UFS is responsible for identifying, analysing and establishing ventures utilising research outputs produced by the UFS staff and students.

FUNDING
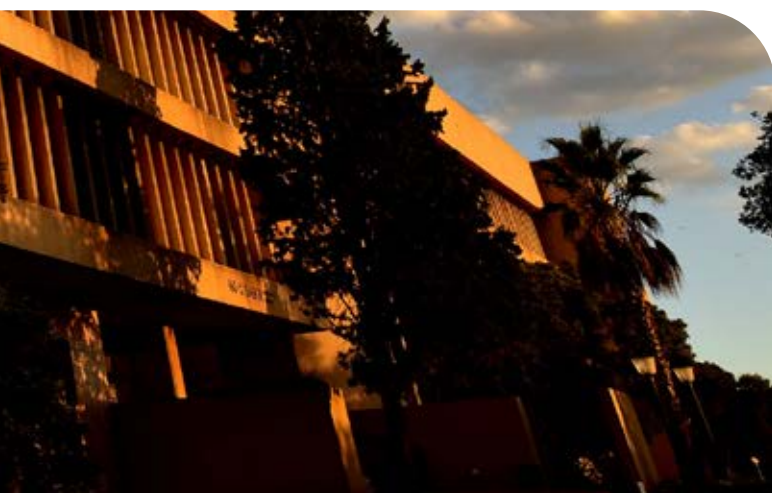
Do you need financial support?

Financial assistance is a very important resource for post-graduate 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:

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 at yourself realistically and then put that image out for critical evaluation and comment. A great deal of effort goes into drafting a scholarship application, and there are few guarantees of success. On the other hand, the process of drafting 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. Also, without even noticing it, you have made some small, but important advances in your development as a scholar.

Educational benefit

According to a study conducted by the Bill and Melinda Gates Foundation, working while at 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.

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 debts or limit their education in an attempt to control costs. However, because scholarships are free money, 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.

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 allow 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 to, 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.

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, as well as 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. 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 visit the Postgraduate School's website regularly 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 May 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 University of the Free State (UFS) believes that a student's first priority should be their academic work rather than having to worry about the financial burden of their postgraduate studies. It, however, needs to be kept in mind that UFS funds are limited and the application requests are high in number. It is essential for students to plan in advance and secure additional funds to cover tuition fees, living expenses, accommodation and research costs.

More than 1 500 bursaries and scholarships were awarded to postgraduate students this year. These bursaries and scholarships are not awarded automatically. Therefore, students are strongly advised to apply by submitting an application form to the department or organisation responsible for administering the financial support. There is a dedicated office for Postgraduate Funding Opportunities within the Postgraduate School to assist students to identify sources of finance within the University and beyond, and to prepare successful applications for funding.

FUNDING AVAILABLE FOR RESEARCH MASTER'S AND DOCTORAL STUDENTS:

The University of the Free State has allocated funds for research Master's and research Doctoral bursaries.

- Funding for research master's students is available for the first two years
- For doctoral students funding is available for the first three years
- Funding is available for full-time and part-time STUDY

WHO CAN APPLY?

- All South African and international students from any higher-education institution are eligible
- Students must meet all academic requirements of the university and must already be admitted to an academic programme at the University of the Free State

WHAT IS COVERED?

- Eligible research master's applicants will receive R15 040 (2020 only) to cover their academic tuition fees on an annual basis
- Eligible research doctoral applicants will receive R10385 (2020 only) to cover their academic tuition fees on an annual basis

WHAT IS NOT COVERED?

- All master's and PhD students pay registration fees, residence prepayments, accommodation (for students who stay in university residences), and living costs
- International levies
- International students and non-SADC students will still be required to pay 33% of their tuition fees

TERMS AND CONDITIONS

- Renewal of funding is subject to the previous year's academic performance
- It is the responsibility of the student to ensure that they complete the annual postgraduate student progress report every October. The information is available at the Postgraduate School.
- Funding is only allocated for the allowed study period of the first three years for Master's and the first four years for a PhD.
- Successful completion of bi-annual progress reports by the student and the supervisor

CONSULTATIONS

The Postgraduate Office also offers individual consultations to students who have questions related to financial support. Meetings may be scheduled with Ms Pinky Motlhabane at motlhabanegk@ufs.ac.za. The administration is partly done by the Postgraduate School located in the Johannes Brill Building on the Bloemfontein Campus.

ENQUIRIES CAN BE DIRECTED TO:

Mr Prince Khoza on 27 51 401 2045, KhozaPN@ufs.ac.za

Ms Pinky Motlhabane on +27 51 401 9635 or MotlhabaneGK@ufs.ac.za

The Postgraduate Funding Office is located in at the Johannes Brill Building on the UFS Main Campus and is open for advice from Monday to Friday, 8:00am - 16:00. You are welcome to drop in. Please call 051 401 7161 or email postgrad@ufs.ac.za.

Website: https://www.ufs.ac.za/postgraduate/postgraduate-school-home/funding/funding-your-postgraduate-studies

THE UFS LIBRARY POSTGRADUATE SERVICES

Kovsiecat and electronic resources

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

Access

All library services are accessible to prospective postgraduate students.

Library orientation and information services

Students who would like to use the library in person are more than welcome to make an appointment with the Research/Information Librarians for library orientation in Bloemfontein. Students in Qwaqwa must please contact Ms Zukiswa Ketiwe: ketiweZ@ufs.ac.za.

Inter-library loans services

Postgraduate students benefit from the Inter-library loans service at all branch libraries, making it possible for students to access and use books and journal articles from other academic libraries. Please contact the Inter-library loan services at **ill@ufs.ac.za.**

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 the Sasol Library's operating hours (Monday, Tuesday, Thursday and Friday: 08:00–22:00 and Wednesday: 09:00-22:00).

The Postgraduate research unit is equipped with the following resources:

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

Please note that, after completing your thesis or dissertation Master's and Doctoral students must submit an electronic copy of the accepted research dissertation or thesis, or interrelated, publishable manuscripts/published articles directly into KovsieScholar. Should problems be experienced with the submission of the accepted research document, one CD-ROM can be submitted by the student to the University Library.

The digital copy 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: https://www.ufs.ac.za/library

ICT SERVICES

It is important for you to know how to use a computer efficiently 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.

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 towards 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 concepts 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.

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

Student Recruitment Services

The focus of this department is to market the distinctive range of programmes within the seven faculties to deliver on the brand promise in line with the UFS's mission and vision.

T: +27 51 401 9111 | E: info@ufs.ac.za

Career Services

Career Services at the UFS offers a range of services and resources designed to assist students develop the employability skills they need in today's world of work. Wherever you are in your academic career, they will help you explore your career and achieve key career management skills.

T: +27 51 401 7393 | E: career@ufs.ac.za

Kovsie Health

Kovsie Health is part of the Health and Wellness Centre and provides for medical needs. A strict ethical code of confidentiality is maintained, and services are available to UFS students and staff, as well as to the public.

Primary Health Care services are rendered by professional nurses for students without medical aid (admin fee applies), whilst medical aid tariffs apply for those who are members of a medical aid. Consultation is available on an appointment basis.

T: +27 51 401 2603 (Bloemfontein Campus)
T: +27 58 718 5210 (Qwaqwa Campus Clinic)

Centre for Universal Access and Disability Support (CUADS)

CUADS strives to facilitate, create opportunities for, and enhance students' critical thought and ways of being that are consistent with human rights and the principles of social justice. The mission is to develop and implement co-curricular programmes, activities and services that provide truly humanising daily lived experiences which are essential for student academic success, social behaviour, student engagement, and an inclusive institutional culture.

T: +27 51 401 3713
E: mirandamh@ufs.ac.za

Student Counselling and Development

The vision of Student Counselling and Development is to promote, enable and optimise the student's self-direction. Their mission is to acknowledge the student as a holistic individual, responsiveness to and advocacy for varying students' needs, resolution of personal issues that impede students' potential, development of appropriate career and academic goals, career assessment, guidance and planning, as well as providing a supportive atmosphere for personal and professional development.

T: +27 51 401 2853
E: herbstp@ufs.ac.za

Blackboard

Blackboard is an online learning system where you will find material and assessments related to courses or modules (loaded 24 hours after registration).

Access Blackboard at: **https://learn.ufs.ac.za/** and log in with your student number and UFS campus password.

Editing & Translation Services

Please contact the Postgraduate School in order to access the list of accredited language editors and translators.

T: +27 51 401 7161 | E: postgrad@ufs.ac.za

Student Academic Services

Student Academic Services is the central administrative support service department that provides academic administration processes to the core business of the institution, an its main objective is to achieve excellence through efficiency and effectiveness by implementing total quality management.

Student Academic Services fulfils this role through application for academic admission, academic registration, curriculum management, student records, examination, and certification.

**T: +27 51 401 2345
E: studentadmin@ufs.ac.za**

Making your voice heard – feedback on your student journey

Keep us updated about your postgraduate journey by contacting the Postgraduate School:

T: +27 51 401 7161 | E: postgrad@ufs.ac.za

POSTGRADUATE STUDENT COUNCIL

The Postgraduate Student Council (PGSC) is a student body that advocates on behalf of postgraduate students at the University of the Free State (UFS).

Established in 2011, the PGSC forms part of the University's governing structures and ensures the representation of postgraduate students at management level in accordance with the Higher Education Act of South Africa. The chairperson of the PGSC has a seat on the Student Representative Council (SRC).

In line with the values of accountability, integrity, unity, fairness and excellence, the PGSC strives to serve the postgraduate student community through the promotion of the academic and human projects of the UFS. The PGSC also aspires to lead by example in the advancement of transformation, diversity and multiculturalism.

The PGSC organises various projects on academic topics, social networking events, and community-based projects. 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 **pgscouncil@ufs.ac.za.**

SCHEMATIC OVERVIEW OF THE **PGSC**

PGSC VISION

We aim to be a representative structure globally recognised for empowering postgraduate students to become socially responsible and innovative thinkers through the promotion of academic excellence and research driven towards socio-economic development.

PGSC MISSION

We are innovative game changers who empower, inspire and advocate on behalf of postgraduate students by creating spaces for policy engagement and sharing of information aimed towards creating a positive postgraduate experience.

PGSC GOALS

To empower postgraduate students to become innovative thinkers

To foster research driven towards socio-economic development at UFS

PGSC OBJECTIVES

To expose students to information, spaces and opportunities that foster exchange of ideas and research collaboration.

To initiate and facilitate engagements on postgraduate studies focused on socio-economic development through the establishment of relationships between postgraduate students, academic institution and industry.

To create platforms for engagement on postgraduate policies that contribute to positive academic experience.

DIRECTORY

TOP MANAGEMENT

VICE-RECTOR: RESEARCH
T: +27 51 401 2116
W: https://www.ufs.ac.za/research

VICE-PRINCIPAL: ACADEMIC AND RESEARCH (Qwaqwa Campus)
T: +27 58 718 5111
W: https://www.ufs.ac.za/qwaqwa

DIRECTORATE RESEARCH DEVELOPMENT

SENIOR DIRECTOR
T: +27 51 401 9778 / 3047
W: https://www.ufs.ac.za/research

DEPUTY DIRECTOR: FINANCE
T: +27 51 401 9448
W: https://www.ufs.ac.za/research

ASSISTANT DIRECTOR: NRF
T: +27 51 401 7077
W: https://www.ufs.ac.za/research

COORDINATOR: RIMS
T: +27 51 401 7873
W: https://www.ufs.ac.za/research

COORDINATOR: RESEARCH OUTPUTS
T: +27 51 401 3047
W: https://www.ufs.ac.za/research

OFFICER: POSTDOCTORAL FELLOWS
T: +27 51 401 9725
W: https://www.ufs.ac.za/research

ETHICS COMMITTEES

FACULTY OF NATURAL AND AGRICULTURAL SCIENCES
T: **+27 51 443 9011**

QWAQWA CAMPUS COMMITTEE
T: **+27 58 718 5111**

HEALTH SCIENCES

T: **+27 51 405 7795 / +27 51 405 7794**
E: **ethicsfhs@ufs.ac.za**

HUMANITIES

T: **+27 51 401 7083**

RIMS (RESEARCH INFORMATION MANAGEMENT SYSTEM): INFORMATION AND GENERAL ENQUIRES

T: **+27 51 401 9451**
E: **vanrooyenm2@ufs.ac.za**

FACULTIES

FACULTY OF ECONOMICS AND MANAGEMENT SCIENCES
OFFICE OF THE DEAN
T: **+27 51 401 2310 / 3454**
E: **kroukhj@ufs.ac.za**
W: https://**www.ufs.ac.za/econ**

UFS BUSINESS SCHOOL
T: **+27 51 401 3175**
E: **vanzylh@ufs.ac.za**
W: https://**www.ufs.ac.za/bus**

FACULTY OF EDUCATION
OFFICE OF THE DEAN
T: +27 51 401 9281
E: motaungsk@ufs.ac.za
W: https://www.ufs.ac.za/edu

FACULTY OF HEALTH SCIENCES
OFFICE OF THE DEAN
T: +27 51 401 7772 / 7797
E: robbertsep@ufs.ac.za
W: https://www.ufs.ac.za/health/departments-and-divisions/office-of-the-dean-health-sciences-home

FACULTY OF LAW
OFFICE OF THE DEAN
T: +27 51 401 2451
E: law@ufs.ac.za
W: https://www.ufs.ac.za/law/office-of-the-dean-law-home

FACULTY OF NATURAL AND AGRICULTURAL SCIENCES
OFFICE OF THE DEAN
T: +27 51 401 3199
E: makgwahlamvt@ufs.ac.za
W: https://www.ufs.ac.za/natagri/departments-and-divisions/office-of-the-dean-natural-and-agricultural-sciences-home

FACULTY OF THE HUMANITIES
OFFICE OF THE DEAN
T: +27 51 401 2369
E: coetseem@ufs.ac.za
W: https://www.ufs.ac.za/humanities/departments-and-divisions/office-of-the-dean-humanities-home

FACULTY OF THEOLOGY AND RELIGION
OFFICE OF THE DEAN
T: +27 51 401 9079 / 2667
E: theology@ufs.ac.za
W:https://www.ufs.ac.za/theology/departments-and-divisions/office-of-the-dean-theology-home

POSTGRADUATE RESOURCES

DIRECTORATE FOR RESEARCH DEVELOPMENT

ICT SERVICES
(INFORMATION AND COMMUNICATION TECHNOLOGY SERVICES)

T: +27 51 401 2442

E: studentdesk@ufs.ac.za

W: https://www.ufs.ac.za/supportservices/support-services-university-of-the-free-state-ufs-home/support-services/divisions

INTERNATIONAL AFFAIRS

T: +27 51 401 3219 / 2501 / 3403 / 9436

E: niemannaja@ufs.ac.za

W: https://www.ufs.ac.za/supportservices/departments/international-affairs-home

STATISTICAL CONSULTATION UNIT

T: +27 51 401 2945

E: schallr@ufs.ac.za

W: https://www.ufs.ac.za/supportservices/Staff-Search?pid=DVp9hlEM5o4%3d

ANNEXURE | DOCUMENTS

Postgraduate students have to take note of the following policies and guidelines, which are available electronically on the UFS website: https://www.ufs.ac.za/about-the-ufs/governance/policy-documents or it can be requested from the Postgraduate School:

POLICIES | GUIDELINES

- Policy on Master's and Doctoral Degrees
- Plagiarism policy
- Guidelines for the appointment of supervisors
- Guidelines for the evaluation of articles for master's degrees and doctorates
- UFS policy regarding joint degrees at master's and doctoral degree level with foreign universities
- Relationship between the supervisor and the student
- General information for and instructions to assessors of a dissertation (Master's degree) or a thesis (doctoral degree)

TEMPLATES | FORMS - CONTACT THE PGS FOR AN ELECTRONIC COPY

- Progress reports
- Funding application forms
- Memorandum of Understanding between a supervisor and student
- NRF Funding application form
- DV3 form – Application form for registered students in their final year who wish to apply for a new qualification on completion of the qualification (degree/diploma/certificate) they are currently registered for.
- Submission of Dissertations and Theses

NEWSLETTERS – CONTACT MS REABETSWE MABINE - MABINER@UFS.AC.ZA