



UNIVERSITY OF
KWAZULU-NATAL
INYUVESI
YAKWAZULU-NATALI

B.Ed. Honours Student Information Guide

2022

School of Education Edgewood and Pietermaritzburg Campuses



EDGEWOOD



PIETERMARITZBURG

B.Ed. Honours Specialisation Co-ordinators (Edgewood & Pietermaritzburg)

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2	Curriculum Studies	Dr L Masinga	Masingal@ukzn.ac.za	031 260 3357
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13	Technology Education	Mrs Bongeka Mabaso	mabasob1@ukzn.ac.za	031 260 3413

No.	Compulsory Module	Name	E-mail	Tel no.
1	Understanding research (UR: EDRS701)	Dr Makhosi Shoba	ShobaM@ukzn.ac.za	
2	Independent Research Project (IRP: EDRS732)	Please contact the relevant specialisation coordinator who will provide you with further information regarding your supervisor for the IRP.		

Bachelor of Education Honours Student Handbook 2021

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SECTION 1

1. Introducing the B.Ed. Honours degree

1.1 Staff and contact details

Postgraduate Studies and Research B.Ed. Honours Administrators

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Edgewood campus
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Ndimandep1@ukzn.ac.za
Edgewood: Private Bag X03, Ashwood, 3605

Zanele Nduli
Edgewood Campus
NduliZ@ukzn.ac.za
Edgewood: Private Bag X03, Ashwood, 3605

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Pietermaritzburg campus
Tel: 033 260 6189
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1.2 Purpose of the B.Ed. Honours degree

The B.Ed. Hons is designed to build the competence of expert educators and curriculum specialists, systems managers, or educational researchers. Through this qualification, learners will be prepared to embark on a course of study leading to M.Ed. at HEQF level 9.

This degree requires that students enter a specific specialisation, and it includes an independent research project undertaken by the student. While students may take the degree for different purposes, a central element of the Honours degree is that it aims to provide a foundation for further academic study and research.

1.3 Who qualifies to enter? And how do I apply?

- a) Applicants may be registered for the qualification of Honours in any College, provided that they have:
 - (i) Completed a Bachelor's degree regarded as appropriate by the College concerned; or
 - (ii) Been admitted to the status of that degree in terms of Rule GR7 (a); or
 - (iii) Attained a level of competence as defined in Rule GR7 (b).
- b) A College may prescribe further minimum criteria for admission to study.

Not all who qualify will be accepted. Staff capacity means that we take a limited number into each specialisation in the Honours degree. To enter the programme students need to have obtained 55% for

their previous qualification. Students who do not meet this requirement, but who can provide evidence of relevant prior learning, may be accepted, although such applications have to be approved by the University Senate. Applicants are required to write an entrance test.

It is required of students that they are able to use computers both for producing assignments and for accessing emails and the Internet. If students do not have sufficient skills in that area, they must ensure that they get those skills in the first year of a part-time Honours degree. Staff may, for example, require that a student takes a course to develop these skills.

To apply, contact the administrative staff to get an application form. When you fill this in you **must** indicate your first, second and third choices for the specialisations on the application forms. Some specialisations cannot take all well-qualified applicants, and qualifying students may then be accepted into other specialisations where there are spaces.

1.4 Delivery mode (full-time/part-time) of the B.Ed. Honours degree at UKZN

Students attend lectures either on weekday afternoons, on Saturdays, or (in the case of certain modules) on a block basis during the school holidays. **Edgewood** modules are mostly in the afternoons from **16:00-18:00/18:30** and **Pietermaritzburg** modules are mostly on Saturdays and during block holiday sessions.

Usually each module has contact time of between 25 and 30 hours. However, it is not sufficient to simply attend lectures. It is important to recognise that the B.Ed. Hons requires students to engage with academic texts in their field of specialisation. You will need to make time to do a lot of reading and writing of essays and assignments on your own, outside of the lecture time. You should plan to do a minimum of 10-15 hours' work on your studies per week.

If you are teaching, you must register for the degree part time.

Full-time students may only have paid employment of 20 hours per week as long as these 20 hours fall outside of the B. Ed Hons time-table.

1.5 Structure of the B.Ed. Honours degree at UKZN

The degree consists of seven modules, usually completed in two years of part-time study or one year of full-time study. Each module is worth 16 credits, except for the Independent Research Project, which is worth 32 credits. In order to be awarded the Honours degree you must achieve a total of 128 credits.

Students have to apply for a particular specialisation (such as Adult Education OR History Education). If accepted, in most cases they then take **four core modules** that are required for the specialisation. In addition, one **elective module** from any other specialisation should be taken. Refer to the list of modules for each specialisation field in section 2 of this document.

Part-time students **must** register for one but not more than two modules per semester.

Please keep in mind HR Rule 7 on Progression a) A student may repeat a failed module not more than once, provided that this does not apply to the prescribed project described in Rule HR4 and HR6 above. b) A student who, after four semesters as a fulltime student or six semesters as a part-time student, has not completed the requirements for the degree, shall be excluded

1.5.1 Compulsory modules

All students must register for the following two compulsory modules:

Understanding Research (EDRS 701: first semester)

and

Independent Research Project (EDRS 732: second semester registration)

Understanding Research addresses the reading and understanding of research. The aim is not the production of research. Students should be able to read, understand, analyse and evaluate published research (in the form of journal articles, evaluation reports, Government review reports, newspaper/popular media reports). This module also prepares students for their research work on the compulsory *Independent Research Project* module.

The *Independent Research Project (IRP)* enables students to pursue a specific line of empirical or theoretical research in education, with particular reference to the South African context, through a supervised research project. In some specialisations students may work on a group project; in such cases there will be both assessment of the written work and an oral examination.

Assessment of the research project will be undertaken by the supervisor. The Higher Degrees Committee of the School responsible for the specialisation will appoint an external examiner for the research projects of students in that specialisation. More guidance on the roles of supervisors and students is given in Section 4.

Although the IRP module is a second semester module, most specialisations have contact sessions with their respective students in the first semester. Please check the time-table for dates or contact the specialisation coordinator. **IT IS A STUDENTS' RESPONSIBILITY TO CHECK THE TIMES FOR CONTACT SESSIONS AND DUE DATES FOR SUBMISSION.**

Also refer to section 3 of this document for more detailed information.

1.5.2 Core modules in specialisations

Each specialisation requires that students take FOUR core modules from the specialisation. The specialisations and their core modules are set out in Section 2.

1.5.3 Elective modules

Where the number of compulsory and core modules totals six, students select one module in order to complete the degree. These may be drawn from a specialisation or from certain free-standing modules (see end of Section 2).

B.Ed. Hons curriculum framework

FUNDAMENTAL MODULES COMPULSORY	SPECIALISATION MODULES		GENERAL ELECTIVE MODULES
TWO MODULES = 48CR	COMPULSORY FOUR MODULES = 64CR	ELECTIVE	ONE MODULE = 16CR
UNDERSTANDING RESEARCH (16CR) INDEPENDENT RESEARCH (32CR)	FOUR SPECIALISATION MODULES (4X16 = 64CR)	DEPENDING ON SPECIALISATION	ANY 16CR MODULE FROM ANY OTHER B.ED. HONS SPECIALISATION

1.6 Assessment for the B.Ed. Honours degree

Assessment varies from module to module, with examinations in certain modules, while the majority are likely to require two written assignments of roughly 2000 words each. Assignments are marked by the course lecturer(s), and are also assessed by an external examiner.

Where there are examinations, students who fail the main examination but achieve a minimum of 40% are normally given the chance to write a supplementary examination. Where assessment is on the basis of course work, students who do not pass their assignments are able to resubmit work within the time period set by the lecturer.

1.7 Academic rules and regulations

The detailed rules for the B.Ed. Honours can be found in the *College of Humanities Handbook*. It is important that you read the *College of Humanities Handbook*, as well as this *B.Ed. Honours Handbook*. The following information is a summary of important rules.

Registration is essential

Students who have not registered and paid for a module cannot attend the lectures, cannot write the exam of that module, and cannot have their work assessed in the case of coursework assignments. The University reserves the right to withhold results if a student has not paid **in full** for a module.

Distinction and summa cum laude

Award of degree cum laude and summa cum laude

- a) A degree of Honours may be conferred *cum laude* in accordance with the rules of the relevant College, as approved by the Senate, provided that, subject to exceptions as approved by the Senate, the student has:
 - (i) obtained a credit-weighted average of at least 75% over all modules required for the qualification; and
 - (ii) a mark of at least 75% for the prescribed project; and
 - (iii) successfully completed all modules in the curriculum without recourse to supplementary examinations; and
 - (iv) completed the degree in the prescribed minimum time.

- b) A degree of Honours may be conferred *summa cum laude* in accordance with the rules of the relevant College, as approved by the Senate, provided that, subject to exceptions as approved by the Senate, the student has:
- (i) obtained a credit-weighted average of at least 80% over all modules required for the qualification; and
 - (ii) a mark of at least 80% for the prescribed project; and
 - (iii) successfully completed all modules in the curriculum without recourse to supplementary examinations; and
 - (v) completed the degree in the prescribed minimum time.

Duly Performed requirement

In the case of formal summative examinations, all students need to meet the Duly Performed (DP) requirements for each module in order to qualify to write the examination. It is a DP requirement that students submit *all assignments* **and** achieve a *minimum mark* of 40% for their course work assignments. If you do not achieve 40% for your assignments, you will not be able to write the examination. To obtain a DP, students should also, as per the university regulations, *attend 75% of all lectures*.

Failing a module could result in exclusion

- a) A student may repeat a failed module not more than once, provided that this does not apply to the research project described in Rules HR4 and HR6 of the *College of Humanities Handbook*.
- b) A student who, after four semesters as a full-time student or six semesters as a part-time student, has not completed the requirements for the degree shall be excluded – refer Rule HR 7.

Attendance

Every student for the qualification of Honours shall attend an approved course of study as a registered student of the University for a period of at least two consecutive semesters after admission in terms of Rule HR2. Except with the permission of the Senate, all modules shall be completed at the University. Please also take note of Rule GR12 in the *College of Humanities Handbook*. “Every candidate shall meet the relevant attendance and performance requirements for each module and qualification as prescribed by the relevant college and approved by Senate, in order to obtain the requisite credit”.

1.8 Advice for B.Ed. Honours students

Do not rush your qualification

College policy is that the B.Ed. Hons is a one-year full-time and two-years part-time qualification. Two- years part time may seem a long time, and students are tempted to try to speed it up by taking additional modules. This approach is usually negative for the school where you teach (if you are a teacher), since teachers give up school time for their studies. It is also often negative for the student, who may under-perform because the work needs a lot of time and attention.

Many students who try to go this route manage to get through the degree, then find that they cannot progress academically because their pass mark is too low for admission into a Masters programme. The Honours programme at UKZN sets high standards, and that is to the advantage of students. Do not allocate it too little of your time.

Plagiarism

The University treats cases of copying the work of others without acknowledgement very seriously. This consists of copying verbatim from a book, article or the Internet, without acknowledging the source. Some students who have perhaps not studied in recent years often lose marks, and even plagiarise, as a result of not understanding this. For example, students may source something from the **Internet** and then use it without full quotation and referencing. This is easily picked up by staff and can lead to a mark of 0% or

even a disciplinary hearing, and sometimes exclusion from the University. Similar penalties apply in the case of students who cheat in examinations.

Talk to your lecturers if you are not sure. You are required to submit your written drafts and final to Turnitin. Your lecturer will assist you with Turnitin. Turnitin is a useful tool for you to check how much of your work is similar to other authors' work. You will need to create an account on www.turnitin.com.

Refer to UKZN plagiarism policy (revised 2014). See the UKZN website for full details: <http://soe.ukzn.ac.za/Postgraduate-Information/Honours/Honours-Document-Library.aspx>

ALL STUDENTS NEED TO COMPLETE A PLAGIARISM DECLARATION COVER PAGE – SEE APPENDIX 5. This cover page is also available in electronic format on <http://soe.ukzn.ac.za/Postgraduate-Information/Honours/Honours-Document-Library.aspx>

SECTION 2

2. Details of specialisations and modules in 2021

This section sets out the various specialisations and modules being offered in 2021. You can also refer to these offerings in the College of Humanities handbook that is available on the UKZN website.

All students accepted into the degree need to enter one of the following specialisations. The requirements for each specialisation are set out in greater detail below. Not all specialisations have a new intake every year.

- Adult Education (Pietermaritzburg only: not offered in 2022)
- Curriculum Studies (Edgewood only)
- Education and Development (Pietermaritzburg only)
- Educational Leadership, Management and Policy (Edgewood and Pietermaritzburg)
- Educational Psychology (Edgewood only)
- Gender Education (Edgewood only)
- History Education (Edgewood only)
- Language and Media Studies (Edgewood only)
- Science and Mathematics Education (Edgewood only)
- Social Justice Education (Edgewood and Pietermaritzburg)
- Social Sciences Education (Edgewood only)
- Teacher Development Studies (Edgewood and Pietermaritzburg)
- Technology Education (Edgewood only)

For modules offered in each specialization please check the **College handbook in the UKZN website**. **Also consult specialization coordinators who can also assist with modules for each semester and electives modules you can choose from. The orientation information for each specialization will have the details of the specialization coordinators and module coordinators.**

SECTION 3

3. Research modules

All B.Ed. Honours students complete TWO compulsory research modules.

3.1 Understanding Research (EDRS701)

Purpose of the module

This module seeks to develop students' competency to critically engage research articles within their respective paradigms, and as such prepares students for their independent research and facilitates the ability to engage research for the purpose of improving practice.

The purpose of this module is also to make B.Ed. Hons students better readers and users of research. The aim is not the production of research. Students are introduced to the fundamental concepts that underpin educational research, such as paradigms, methods, data analysis and presentation, and validity. Students will develop the knowledge and competencies to be able to read, understand, analyse and evaluate published research (in the form of journal articles, Government reports and popular media reports).

3.2 The Independent Research Project (EDRS732)

Purpose of the module

The purpose of this module is to provide B.Ed. Hons students with experience of a small independent research project, to foster intellectual independence and critical reflection. The module will develop research capacity in the methodology and techniques of a particular education specialisation.

The following guidelines apply to all B.Ed. Honours students in relation to the supervised Independent Research Project module.

The research for and writing of the report to complete this module involves both the student and the supervisor in a process of growth and discovery. While the major responsibility for the research and writing process belongs to the student, the supervisor plays an important role as the expert consultant and advisor in the formulation, development and completion of the research project.

Students must be allocated supervisors roughly two months before the time that the student registers for the Independent Research or Special Project module, so that supervision can commence promptly when the semester starts.

Some work on the research project is likely to have a literature review approach, rather than involving empirical research such as fieldwork. It is also possible that a group of students will work on the same project and be jointly supervised by one supervisor. The sections below have been divided into the supervisor's and the student's responsibilities, but since the relationship between the two is interdependent, both supervisor and student should read both sections.

3.2.1 The Supervisor's Responsibilities

Provide supervision

The supervisor will guide the student to complete and submit his/her Independent Research Project for examination by a specified due date within the semester of registration for the module. The academic co-ordinator will approve the due date.

As mutually arranged prior to meetings, the student (or group of students) and supervisor will meet regularly during the semester. In order to arrange for the meetings, the student and supervisor will need to exchange communication contact details, e.g. telephone and email addresses. They will meet for structured meetings. These may be face-to-face meetings and virtual meetings (using electronic mail).

The supervisor should advise the student if they plan to be absent from campus for a significant period, in which case adequate alternative arrangements should be made.

Maintain a supervision record

The supervisor is responsible for ensuring that a supervision record is kept of all (face-to-face and virtual) meetings. This record should include clear information about the event of the meeting, the student's achievement since the previous meeting, and what the student should achieve by the next supervision meeting. Both the supervisor and student should sign the record of each meeting and retain their own copies of the meeting record.

Although it is the responsibility of the supervisor to ensure that such a record is kept, s/he can delegate the compilation of this record to the student.

At the end of the semester, the supervisor must submit a short report (see appendices for sample) about the student's progress to the Research Office, copied to the Academic Co-ordinator and Specialisation Co-ordinator.

Refer to appendix 1 as an example of a supervision meeting report.

Assist student in planning his/her research project

The supervisor gives the student guidance on the research process, from the formulation of a researchable problem, the identification and review of relevant literature and other print and electronic resources, to the theoretical framework, research design and applying for ethical clearance, field data generation and analysis, and writing up of the research. See appendix 3 for information on the ethical clearance process. (In the case of some specialisations, the coordinator will apply for ethical clearance for the IRP as a group project).

The supervisor also guides the student to maintain the time schedule for his/her project and to submit the research project report by the due date to the B.Ed. Honours Administrator.

Identify student's research needs

Given that the student will have attended only the Understanding Research module that introduces students to the world of research, methodology, and empirical research, the supervisor is responsible for identifying gaps in the student's knowledge of methodology, and assisting him/her in identifying resources to close the gaps.

Assessing work in progress

The supervisor will require the student to apply for ethical clearance prior to commencing any field data collection, and to hand in work in progress at appropriate intervals. This work will be read, assessed and given oral and written formative feedback within a reasonable time.

Advising student prior to presenting the research report for examination

Prior to the date when the student is due to submit his/her research project report for examination, the supervisor will advise the student on the appropriate format in which he/she should present the report.

The internal examiner(s) of the IRP report will capture the achievements and challenges of the submitted report on a final examination report – see appendix 2 as an example.

Internal examiner

Normally the supervisor will be the internal examiner for the research report.

External examiner

Prior to the due date for examination, the supervisor will propose an external examiner to the School Higher Degrees Committee, which shall appoint the examiner. There will normally be one external examiner for each specialist area.

The student is not entitled to know the identity of the examiner and may not attempt to establish their identity or interfere in the examining process in any way, unless the examiner gives his/her consent.

3.2.2 The Student's Responsibilities

The prime responsibility for the Independent Research lies with the *student*. While the supervisor is responsible for giving the student guidance, the student is ultimately responsible for making his/her decisions after considering the supervisor's advice. The following are the student's specific responsibilities:

Orientating yourself

Students are responsible for ensuring that they are familiar with the University and College rules and procedures for study at B.Ed. Honours level. Students are expected to read the relevant documents containing these rules and procedures, including those accessible on the College web pages at <http://www.ukzn.ac.za>

Responsibility for the allocation of supervisors rests with the School for the student's specialisation. In very special cases, students may negotiate through the relevant Head of School to have a different supervisor, but there is no guarantee that the student's chosen supervisor can be assured.

Initiating the research project

Students should begin thinking about a researchable problem or issue early on, so that the topic is identified by the end of the semester immediately preceding the Independent Research module. Once the student has identified an initial research problem, he/she should develop a research design working with the supervisor. In cases of empirical research, the student needs to apply for ethical clearance according to the School Guidelines and application format. (These are available from the School office or College web pages at <http://www.ukzn.ac.za>, or the supervisor should have these.) After receiving provisional ethical clearance, the student may commence fieldwork.

Planning for the research study

In consultation with the supervisor, the student is supposed to take the study period into account in working out a time schedule for completing the project and submitting the report by the due date. The schedule should cover:

- (a) Review of the literature
- (b) Development of research methods (drafting instruments and piloting them if the study is empirical)
- (c) Generation of data

- (d) Analysis of data
- (e) Completing written chapters
- (f) Handing in the research report

Taking responsibility for supervision

Students bear partial responsibility for ensuring that meetings with their supervisors do occur. Students are required to attend meetings once they have been arranged. It is crucial that students come to these meetings having prepared in advance. Students should submit any work to be discussed at a supervision meeting in reasonable time to enable the supervisor to read it prior to the meeting. The supervisor might delegate the task of compiling a record of supervision meetings to the student.

Should tensions arise between the student and the supervisor in the process of supervision, students are advised to discuss these with the supervisor first. If, after that conversation, the matter is not resolved, the student should then discuss the concerns with the Cluster Leader at the earliest opportunity. Should a satisfactory solution not be found, then the student may raise such tensions with the B. Ed Hons Cluster Leader or the Teaching and Learning Academic Leader and subsequently with the Dean of the School. In extreme cases, the supervisor and the Head of School might agree that the best solution is to appoint a new supervisor for the student. It might, however, not be possible to appoint another supervisor within the time constraints of the module.

Maintaining progress

Students are required to maintain a steady progress in accordance with the time schedule agreed upon with the supervisor. Hence, students are expected regularly to submit work in progress to the supervisor in advance of supervision meetings. Failure to submit work in progress should be noted and recorded in the student's supervision file.

Writing, presenting and submitting the report for examination

Students are responsible for writing their own research reports. The supervisor only gives advice on the content of the dissertation, and is not responsible for decisions students make on the direction of the writing.

Students should not expect the supervisor to read and correct multiple drafts of the work. The number of drafts should be agreed upon between the supervisor and the student.

The supervisor is **not the editor**. Students are responsible for checking spelling, grammatical and referencing errors in their work. Such proofreading is not the supervisor's work. To make editing easier for themselves, students are encouraged to use computers and to word process all drafts and use the recommended software for citing references

3.2.3 Proposed template for the IRP proposal

**School of Education
Research Proposal
Independent Research – B.Ed. Honours**

Section 1: Personal Details

Student – name/number:

Postal address:

Phone:

Email:

Qualifications and institutions:

Specialisation and school:

Student's signature		Date	
---------------------	--	------	--

Supervisor		Institution	
Signature		Date	

Co-supervisor		Institution	
Signature		Date	

Submitted to School Higher Degrees Committee	Date	
--	------	--

Section 2: Project Description

Project title

Background and Introduction (10 lines)

Location of the study (5 lines)

Rationale and Purpose (10 lines)

Literature Review (List at least 5 key works related to your study in APA format that you have consulted)

Key questions to be asked (in bullet form)

Research methodology (in table format – see below)

Research question/s	How to be researched/Methodology to be used	How to be analysed
---------------------	---	--------------------

Trustworthiness/Validity/Reliability

Ethical considerations

List of references

3.2.4 Assessment and duration of the Independent Research

The final report should be between 6000 and 8000 words long, in 1.5 spacing and 12 point font. The report is internally examined by the supervisor and also moderated by an external examiner (external to UKZN).

The student must submit the research report to the B.Ed. Honours Administrator on or before the due date.

For students who have collected empirical data, the format of the report is informed by the structure of a journal article. Students who are writing an extended literature review will have a different structure.

Examiners will be commenting on the following aspects of your report:

1. **Rationale.** Are the purpose and the context of the research clearly stated?
2. **Literature review.** Does the student demonstrate a thorough understanding of the key debates/ issues in the field?
3. **Methodology.** Are the methods and sampling procedures clearly described? Are these appropriate for the study?
4. **Presentation of findings.** Is the presentation of the findings clear and easy to follow? (At the Hons level there may be a stronger focus on description than analysis.)
5. **Discussion and conclusion.** Are the key findings summarised and are the data interpreted in defensible ways? Is there an attempt to link the findings back to the literature?
6. **References.** Are all books and journals cited in the text correctly and referenced using APA 6th reference style.

Overall, the writing needs to be logical, well-structured and coherent.

Duration of Independent Research

The duration of the Independent Research module is one semester. The student whose report for an Independent Research module is not submitted by the end of the semester of first registration shall be deemed to have failed the module.

Students who fail are excluded from the degree, and are required to appeal against exclusion if they wish to continue with the degree. Staff are asked to guide students to withdraw from the module if they are not likely to submit on time.

SECTION 4

4. Using the APA7th referencing style

Section 4 of this guide provides guidelines on how to use the techniques of citations and referencing correctly.

In the School of Education of the University of KwaZulu-Natal, we have approved the style known as APA 7th for use in assignments and dissertations. Please note that ALL postgraduate assignments and dissertations submitted in this School MUST follow the APA 7th style for citations and references.

Visit the following website for detailed information and examples on how to use the APA7th referencing style.

<http://www.apastyle.org/>

Reference citations in text

There are styles for how a writer discloses and refers to his/her sources. When the writer discloses a source, the disclosure must be embedded in the text or body of the assignment or article, and this is referred to as a 'citation'. A citation is a short form or signposting of a reference to the source being cited. It provides the author's last name and the year when the source was published. A citation is always written in curved brackets. Look at the following sentence. The embedded citation refers to a 1998 report written by two authors:

Thus, in all public schools the first elections to establish governing bodies were in 1997 (McPherson & Dlamini, 1998).

When an extract or phrase from a source is quoted, the exact page in the source text must be provided in the citation as well. For example, in the following sentence the author has quoted a few words from a research report - therefore the author is an organisation - and the exact page for the quoted phrase in the source is given:

The teacher education system inherited from apartheid was 'a highly fragmented system..., organized broadly along ethnic lines, and controlled by fifteen different ministries in terms of different acts' (National Education Policy Investigation, 1992, p.5).

If a writer refers in the text to the source by the name responsible for authorship, then only the year needs to appear in the curved brackets, immediately after the name of the author. Look at the example in the following sentence:

The National Education Policy Investigation (1992) found that many challenges were inherited from the teacher education system of the apartheid era.

Citations are abbreviated acknowledgements that point the reader to the list of full references that appears at the end of the assignment, article or chapter. The list of full references is most often arranged in alphabetical order according to the author/s, then by year order, and then by first letter of the title. For example, the full references for the two citation examples given above are:

McPherson, G. & Dlamini, M. (1998). *Democratic school governing bodies in the Province of*

KwaZulu-Natal: The first elections. Durban: Education Policy Unit (Natal).

National Education Policy Investigation. (1992). *Teacher education: Report of the NEPI Teacher Education Research Group.* Cape Town: Oxford University Press & National Education Co-ordinating Committee.

There are many different citation and referencing styles used among academic institutions and publications around the world.

We recommend that you use the EndNote® electronic software program for all your citations and references. From time to time we offer a short introductory workshop and demonstration to help you start using EndNote®, and we advise you to attend one or more of these workshops. The EndNote® software is loaded on the computers in the postgraduate student LANs and, for the duration of your studies at the University of KwaZulu-Natal, a copy can be downloaded and installed on your home PC. For assistance with this, contact the consultant in the student LANs or the ITD helpdesk. In the EndNote® styles, you will find that *APA 7th* is already preformatted for your use.

In Annexures we provide you with the template or format of *AP7th* style for citations and the templates for each of the reference types that postgraduate students are most likely to need for the references at the end of assignments, articles and dissertations. If you are working manually on the computer with citations and references, rather than using EndNote®, then you should follow *APA 7th* style **precisely and accurately** as it is presented below. Occasionally one or more examples are presented in the shaded blocks.

Refer to Guidelines for referencing print resources and electronic resources. These guidelines are also available on the UKZN library website.

<http://libguides.ukzn.ac.za/content.php?pid=478174&sid=3916950>

SECTION 5

5. FREQUENTLY ASKED QUESTION

- Which semester are my modules taught in?
 - Speak to your specialization/ coordinators they will assist you.
 - Also check B.ED Honours time table.
- What time are my lectures?
 - Speak to your specialization/ coordinators they will assist you.
 - Also check B.ED Honours time table.
- Who will be my supervisor for the IRP?
 -
- How do I register for my modules?
 - Speak to B.ED Honours administrators (Ms Ndimande , Ms Nduli and Ms Sophie) they will assist you
- How do I chose my electives?
 - Speak to your specialization/ coordinators they will assist you.
 - Also check B.ED Honours time table because its important that you chose an elective that does not class with your core modules.

APPENDICES

Appendix 1

Example of a supervision meeting report

Student _____ Student No. _____

Supervisor _____

Date of meeting _____ Duration ____ hours

The meeting concerned the first draft of the literature review. Good progress.

Discussion:

1. Suggestions for sub-headings to give more structure to the review.
2. Cited sources need to be accurate, and should include recently published works.
3. Advised to contact (name) about how to reference using EndNote software.
4. Additional authors to consider are...
5. Checked progress against the time plan. Progress good and on schedule.

Plan for next meeting:

- Revised drafts of interview instruments and ethical clearance application to be emailed within 15 days for (supervisor's) comment.
- (Student) to identify one suitable participant for pilot of the interview instrument.

Next meeting on: _____ at _____.

Signed _____
(Supervisor) (Student)

Appendix 2

Example of the supervisor's final report

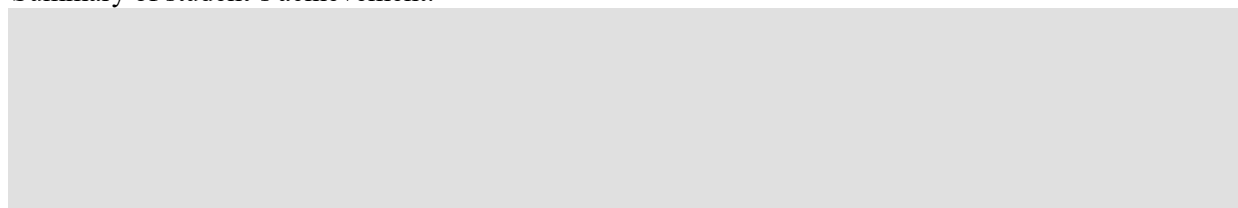
B.Ed. Honours Independent Research Module: Supervisor's Final Report

Student _____ Student No. _____

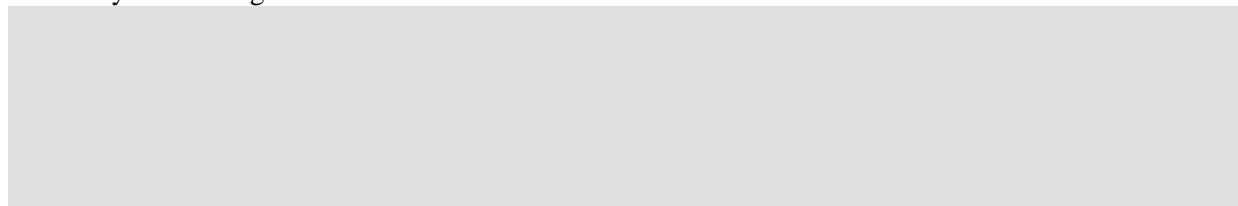
Supervisor _____

Specialisation _____

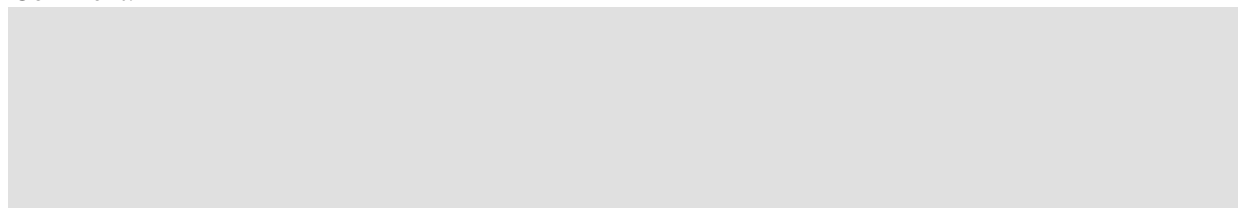
Summary of student's achievement:



Summary of challenges encountered:



Comment:



Submitted by: _____

Signed: _____

Date: _____

Appendix 3

Ethical Clearance Application Process

Visit the following website for full details: <http://www.ukzn.ac.za/education>

The following flow diagram sets out to assist students and staff with the process to be followed for EC applications in the School of Education:

Research Projects, Research Articles, Masters by Full Thesis and PhD Applications:
Staff Projects/Article EC applications are submitted via an online system: RIG.

For more information about Ethical Clearance

Tel: 031 260 3440; Fax: 031-2607594

Appendix 4

Suspension of Registration Template



UNIVERSITY OF KWAZULU NATAL

COLLEGE OF HUMANITIES

SCHOOL OF EDUCATION

APPLICATION FOR SUSPENSION OF REGISTRATION

SURNAME: _____ FIRST NAME: _____

STUDENT NO: _____

QUALIFICATION CURRENTLY REGISTERED FOR: _____

PERIOD REGISTERED: _____ PERIOD OF SUSPENSION: _____

REASON:

SIGNATURE: _____ DATE: _____

SIGNATURE OF DISCIPLINE CO-ORDINATOR: _____

DATE: _____

SIGNATURE OF ACADEMIC CO-ORDINATOR: _____

DATE: _____

Appendix 5

Plagiarism cover page for assignments

**UNIVERSITY OF KWAZULU-NATAL
SCHOOL OF EDUCATION
PLAGIARISM COVER SHEET**

To be completed and attached to every School of Education assignment.

Surname: _____

First Name: _____

Student number: _____

Module Name: _____

Lecturer: _____

Assignment title: _____

Due Date: _____

Keep a copy

Please be sure to make a copy of your work before you submit it. On rare occasions an assignment gets lost in the system. In such a case you must be able to provide another copy.

Plagiarism

Plagiarism is the presentation of work that has been copied in whole or in part from another person's work, or from any other source such as published books, periodicals, internet, newspapers, films, television and even verbally without due acknowledgement in the text. Plagiarism is considered a contravention of Rule 9(e)(i)(ff) of the UKZN Student Disciplinary Rules Handbook (2004). For more detailed information on plagiarism see the

[PLAGIARISM POLICY AND PROCEDURES Ref CO/05/0412/09.](#)

[http://education.ukzn.ac.za/Libraries/Plagiarism_Policy/Plagiarism_Policy - CO05041209_sflb.sflb.ashx](http://education.ukzn.ac.za/Libraries/Plagiarism_Policy/Plagiarism_Policy_-_CO05041209_sflb.sflb.ashx)

Collusion

Collusion is the presentation of material that is the result in whole or in part of unauthorised collaboration with another person or persons.

Consequences of plagiarism and collusion

In a case where a student has been involved in plagiarism or collusion, the matter will be referred to the University Proctor for prosecution, or will be dealt with through an Admission of Guilt procedure.

DECLARATION

I declare that the attached assignment is my own work and does not involve plagiarism or collusion.

Signed: _____ Date: _____