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## Ali Mazrui Centre for Higher Education Studies Short Learning Programme in Issues, Challenges and Processes in Higher Education Research

**The Future  
Reimagined**

## The Programme

The Faculty of Education of the University of Johannesburg is offering a Short Learning Programme in Issues, Challenges and Processes in Higher Education Research. Successful candidates qualify for a certificate from the University of Johannesburg or for a credit bearing online module that will articulate towards a Master's degree in Higher Education Studies subject to approval by the Council on Higher Education (CHE).

The purpose of this Short Learning Programme (SLP) is to provide students with the necessary training on qualitative and quantitative research methods, including competence in the use of appropriate statistical analysis. It aims at providing a comprehensive understanding of the various methodological challenges of doing empirical research in higher education studies, drawing inferences from qualitative, quantitative and mixed methods. The course introduces students to the fundamentals of multi-level policy analysis, system approaches, thematic designs and various research designs for conducting meaningful inquiry and investigation in higher education research. Students will gain an overview of research intent and design, methodology and technique, format and presentation, and data management and analysis informed by commonly used statistical methods, which include discussions on sampling techniques, data collection techniques, literature review, and scholarly writing.

## Programme Content

The programme covers the following topics:

### 1. Introduction to research

The role of research, research process overview and research paradigms. This section covers the philosophies and the paradigms of research. It provides an introduction to qualitative, quantitative and mixed methods as well as relevant ethical issues in research.

### 2. Problems and hypotheses

Defining the research problem, formulation of the research hypotheses, research questions. This thematic section discusses the process of formulating hypothesis, a research problem, research questions and assesses the appropriateness of different kinds of research designs and methodology.

### 3. Research design and methods of data collection

This section covers the various research design methods, field research, survey research, data collection methods, data collection instruments (building questionnaires, interview guides, etc.), as well as choosing appropriate data analysis techniques in qualitative and quantitative research and conduct analysis.

### 4. Sampling techniques

This section discusses the nature of sampling, probability sampling design, nonprobability sampling design, determination of sample size and fundamentals techniques in statistical analysis.

### 5. Analysis of data and report generation/writing

This section highlights the different data analysis techniques, including multi-level policy analysis, system approaches, and thematic designs. It also covers report writing processes, reference and citation styles, structuring academic writings and discussion of results.

## **Programme Leader**

Dr Logan Govender

## **Who Should Attend**

The course will be valuable for students in their career as educator, researcher, policy advisor and advocator. They will add value to the education sector, contributing to crucial debates and initiatives that have a direct bearing on the developments and policy processes of the tertiary sector. Students will be professionally fit to critically engage in both theoretical and policy dialogues on higher education issues. Moreover, they will benefit the society at large by extending their critical thinking and problem-solving skills to their various workplaces, in building visionary educational communities.

## **When**

The first intake for this Programme is in July 2022.

## **Admission Requirements**

Prospective candidates will need to have obtained a previous qualification with honours or a postgraduate diploma in the field of Education, Social Science or related fields as per the National Qualifications Framework (NQF) Level 8 qualification (or equivalent) to be admitted to the programme.

A minimum of 65% completion in the approved honours or a postgraduate diploma or the equivalent is also required.

Prior learning will be recognised as an integral part of education and academic practice if the candidate has a basic and general understanding and knowledge about the field of Education.

## **Mode of Delivery**

Online interactive platforms will be used. Course coordinators and presenters will engage students through utilising not only the UJ Learning Management System but also through other webinar platforms, including Zoom, social media chat rooms and online calls.

## **Assessment and Outcome**

Participation in online discussion forums and webinars, written assignment(s) and written examination.

Outcome: Successful students will receive a certificate from the University of Johannesburg or qualify for a credit bearing online module that will articulate towards a Master's degree in Higher Education Studies (as per university rules).

## **Duration**

6 months

## **Cost**

R3500.00

## Foreign Students

Foreign Students must have their School Leaving Certificate and Tertiary Qualification Certificates evaluated by the South African Matriculation Board and SAQA respectively. This could take a couple of months so please do this timeously.

## Applications

If you are interested, please contact Ms Loria Mokoena, Tel: 011 559 3450  
Email: [loriam@uj.ac.za](mailto:loriam@uj.ac.za) who will then advise on the formal application process.

**Applications open from 1 May 2022 and close 18 July 2022.**

## Enquiries

Ms Loria Mokoena

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University of Johannesburg Faculty of Education

[www.uj.ac.za/education](http://www.uj.ac.za/education)