

HANDBOOK FOR SBS TRACK STUDENTS IN THE MPH PROGRAMME

2017

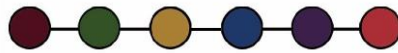


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INTRODUCTION TO DSBS

OVERVIEW OF THE DSBS

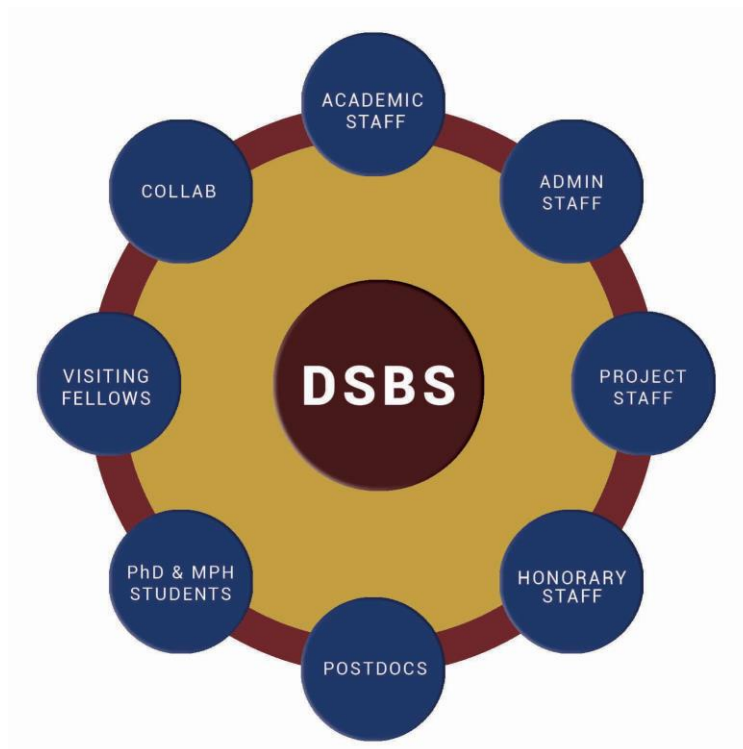
Founded in 2013, the Division of Social and Behavioural Sciences now coordinates the School of Public Health & Family Medicine's teaching and research capacity in this field. The social and behavioural sciences are critical components of any holistic approach to public health research, teaching and training, as well as community engagement and knowledge dissemination. For research, the social science perspective can offer insight into public health's "why" questions. Teaching and training in the social sciences offers students and professionals a diverse range of skills that can be applied in varied contexts. The social sciences also provides well-established methods for engaging with communities and disseminating research findings that help to communicate the meaning of public health issues and concepts for people within these contexts. The role of the social and behavioural sciences in the field of public health is increasingly valued as part of a complex, people-centered approach to tackling the multifaceted challenges in public health.

Niche areas and emphases include:

- Intersection of critical and applied health social sciences
- Focus on application of robust disciplinary theory and method in inter-disciplinary setting
- Focus on clear, engaging, accessible and creative forms of dissemination

WHO WE ARE AND WHO WE WORK WITH

Overview of DSBS staff



There are many ways that people become involved in the life of the Division. We have academic and honorary staff, administrative staff, project-based staff, postdoctoral/PhD/MPH students, visiting fellows and a wide range of collaborators in teaching and research. For more detail on people involved with the Division, see the [DSBS Welcome Booklet](#).

Teaching Staff in DSBS

Christopher Colvin: Head of Division, Associate Professor

Alison Swartz: Lecturer

Vuyiseka Dubula-Majola: Lecturer

Jane Harries: Head of Women's Health Research Unit (WHRU), Associate Professor

Kristen Daskilewicz: Teaching Assistant (WHRU)

Administrative staff

Aphiwe Makalima: DSBS Administrator (aphiwe.makalima@uct.ac.za)

Overview of collaborators

A major ingredient in the growth and success of the Division's work over the last few years has been our productive collaborations with a wide range of academic, NGO, government and community partners. These partners both enable and enrich our work – we see our relationships with them not as external to the Division but as a core element of who we are. Our partners are and have included:

Brown University
University of Virginia
University of the Witwatersrand
Sonke Gender Justice
Monwabisi Mawogi and the Town Two (Khayelitsha) community
People's Health Movement South Africa
GRADE-CERQual Working Group
Médecins Sans Frontières
Imbizo Yamadoda
University of Basel
Institute for Development Studies (Sussex University)
Medical and Health Humanities in Africa Network

RESEARCH AREAS

Men, masculinity and health

One of the Division's key research areas involves work on men, masculinities and health, particularly with respect to HIV, gender-based violence and gender transformation initiatives. Previous and ongoing research projects have focused on men's experiences in HIV support groups, issues of men's use of and access to health services, gender and the community organisation of care, and the role of human rights discourses in HIV/AIDS treatment choices.

HIV/TB health services

Much of the research work in the Division has been focused on understanding and supporting the development of longer-term HIV and TB prevention and treatment programmes in South Africa. Previous and ongoing projects in this area include research with community health workers

(CHWs) on CHW policy development, training and expectations, the use of CHWs in PMTCT interventions, patient experiences of lay health work, and the impact of CHWs on health citizenship, nurse-initiated ART, second-line treatment failure in ART patients, and policy transfer of molecular TB diagnostics in South Africa.

Health governance and activism

Research in the Division also explores health governance, health activism and human rights. Previous and ongoing projects have examined the People's Health Movement's 'Right to Health' campaign, sanitation and health activism in Khayelitsha with the Social Justice Coalition, the Treatment Action Campaign (TAC) and health pluralism in the context of local politics, and the Learning Network for Health and Human Rights Project (part of the Health and Human Rights Programme in UCT's School of Public Health and Family Medicine).

Qualitative evidence synthesis (QES) and politics of knowledge production

Qualitative evidence synthesis is a growing strength in the Division. There are two streams of this work. The first involves developing new methods for conducting these kinds of reviews and translating their findings, as well as carrying out QES on specific topics such as CHW motivation, health systems barriers and enablers to maternal ART, and task shifting in midwifery programmes. The second stream involves ethnographic work to document and better understand the growing recognition of QES in global health policymaking as a new form of global knowledge production and knowledge politics.

Chronic Illness

A growing body of research in the Division is focusing on understanding and supporting the needs of people with chronic and/or non-communicable conditions in South Africa and other low- and middle-income countries. Previous and ongoing projects in this area have explored adolescents' experiences of managing the chronicity of HIV, psychiatric discourse on the mental health 'treatment gap' in Africa, the macro-politics and embodied experience of long-term oxygen therapy for Chronic Obstructive Pulmonary Disease (COPD) in South Africa and Uruguay, the impact of the provision of wheelchairs on individual users and households in Zimbabwe and South Africa, and the use of community-based participatory research methodologies to identify and address the chronic care needs of women over the life course in South Africa and the US.

Pedagogical research

Finally, the Division has an emerging research interest in developing and evaluating new pedagogies for community health research. In particular, we are interested in pedagogical research that assesses field-based approaches to experiential learning for community health research methods.

TEACHING

MPH and PhD Programme

In 2015, a '**Social and Behavioural Sciences**' (SBS) track was added to our School's Master of Public Health Programme (MPH). The coursework for the track includes six core modules, four elective modules and a mini-dissertation that uses theory and method from the social and behavioural sciences. Students can select elective modules from other courses in the MPH, from other departments at UCT, or from other universities, with the permission of the track convenor. Four of the six core courses are based in DSBS: Public Health and Society, both Qualitative Research Methods Courses and Gender and Health.

The Division also offers PhD supervision and is currently hosting 12 PhD students. The PhD in Public Health is by research only, though additional coursework may be offered and/or required for students needing additional training. Students come from a wide variety of disciplinary backgrounds and work experiences but all share a solid foundation in SBS theory and method and an interest in the critical application of these approaches to public health practice.

Short Courses and Guest Lecturing

Since our inception in 2013, we in DSBS have noticed a strong interest in training in health social science research methods and theory across the Faculty and University. Many of those interested in this training are not part of our School or able to take the regular courses we offer through the MPH Programme. We are therefore working on a series of short courses that we can offer to the broader audience of those who are interested in training in these methods and theories. We have already offered two introductory courses and one intermediate course in the qualitative data analysis software NVivo and plan further courses on Nvivo, innovative qualitative data collection methods, qualitative evidence synthesis, and health promotion methodology.

SOCIAL RESPONSIVENESS

‘Social responsiveness’ describes UCT’s efforts to translate the academic work undertaken inside the university beyond the university walls and ensure that our teaching and research have an impact with our non-academic constituencies. In the Division, active involvement in policy engagement and knowledge translation is an important element of our social responsiveness. We have used our research to make input into important debates, both globally and in South Africa.

Recent policy stakeholders have included:

- South African National AIDS Council
- Western Cape Provincial AIDS Council
- South African National Department of Health
- World Health Organisation
- UNICEF

In addition to the translation of our empirical research findings for policy actors, we have also been engaged in broader efforts to develop and strengthen the place of evidence from social and behavioural science research in global health policymaking and practice. Most of this work is methodological, focused on developing new ways of conducting systematic reviews of qualitative evidence and translating evidence syntheses into policy and practice recommendations.

Staff in the Division have considerable experience providing technical support in social science research methods and theory to a number of civil society organisations. Much of this work involves helping to build capacity within these organisations to undertake their own operational research, and to interpret and make use of the research findings of others in their work.

Recent partners include:

- Sonke Gender Justice – www.genderjustice.org.za
- Médecins Sans Frontières (SA & Swaziland) – www.msf.org.za
- Human Rights Media Centre – www.hrhc.org.za
- People’s Health Movement – www.phm-sa.org
- Development Works – www.developmentworks.co.za
- ComaCare & Imbizo Yamadoda – www.comacare.com

OTHER PROGRAMMES/RESOURCES

SASH Fellows Programme (including workshops, writing retreats, other open events)

Another key source of support and potential collaboration is through the South African Social Sciences and HIV (SASH) Programme which is a central component in the Division's platform for supporting social and behavioural science teaching and research. It is funded by a five-year, R20 million grant from the NIH, awarded jointly to UCT and Brown University in the US. For more information on the SASH Programme, and its flagship initiative, the SASH Fellows Programme, please visit <http://www.sashprogramme.org/>.

Nvivo Users Group

The NVivo Users Group is a recently established initiative within the Division. NVivo is a data analysis programme which assists with qualitative and mixed methods research by helping the user (researcher) organize, analyse and find insights in unstructured or qualitative data. The group aims to bring together Nvivo Users of different levels of experience (both staff and students from multiple departments and disciplines) for peer-to-peer informal training and problem-solving. The group meets monthly, is free to attend, and offers a supportive environment in which to learn about this valuable software.

Global Health Internship

For students interested in gaining experience in editorial work, there is an opportunity to assist senior academic staff on three publications: *Critical Public Health*, *Globalisation and Health*, and *Critical Health Perspectives*. In so doing, the student(s) would also be exposed to the work of an impactful health activist organisation, People's Health Movement-South Africa (PHM-SA).

THE SBS TRACK IN THE MPH PROGRAMME

BACKGROUND TO THE TRACK

The Master of Public Health Programme (MPH) at UCT has been growing steadily since its inception almost 15 years ago. As it has grown, specialist ‘tracks’ have been added in the areas of Epidemiology, Community Eye Health, Health Economics, and Health Systems. The new track in ‘Social and Behavioural Sciences’ (SBS) has been available to students as of 2015.

APPLICATION AND SELECTION PROCESS

The closing date for applications is generally before 31 July for international students and before 20 September for South African citizens and permanent residents.

The primary objective of the SBS track is to train students with existing experience in social or behavioural sciences and to facilitate the application of their skills in the field of public health. To this end, the minimum entrance requirements for consideration to be admitted into the track are:

- Minimum Honours degree, or significant work experience in a social science discipline (e.g. psychology, history, anthropology, sociology, social work etc.)
- Proficiency in English (both written and oral)

As with the other tracks in the MPH programme, interested students will be asked to submit full applications in line with the general admission requirements. Students in the SBS track will also be asked to write a letter of motivation specifically explaining their research vision, how this might fit in with the research goals and activities of the Division, and how being part of the SBS track may help to facilitate reaching these goals. It is possible that applying students will also be contacted for Skype/telephone interviews prior to acceptance. Students are welcome to contact staff before applying but should first thoroughly read [our website](#) and additional material, such as the [DSBS Welcome Booklet](#).

As in the overall MPH programme, we aim for a diverse and inclusive group which is a combination of South African, other African, and international participants from the global north and south. Please see our transformation policy (p. 23 in this Handbook) for more details.

SWITCHING IN AND OUT OF TRACKS

Students can switch directly into the general track. However, switching to an alternate specialised track requires permission from the convenors of both tracks. Any decision to switch should first be discussed with both convenors to ensure clarity about requirements and eligibility.

THE SBS AND HEALTH SYSTEMS TRACKS

Students with an interest in both SBS and Health Systems (HS) topics may wonder which is more appropriate. Coursework and theses within the HS focus tend to be multidisciplinary, including social science approaches as well as input from other disciplines. In contrast, the SBS track focuses specifically on applying social and behavioural theories and methods to a wide array of public health problems.

This means that students on the SBS track can address a health systems problem for their mini-thesis, using approaches from SBS coursework and methodology. Similarly, on the HS track, one is likely to incorporate some social and behavioural methods/approaches in the thesis. In short, if health systems

research is likely to be your central focus, the HS track may be more appropriate. If you're unsure about your central focus or if your interests extend beyond health systems work, SBS may be more appropriate.

Both tracks represent new, growing, and interesting spaces within public health scholarship. Be sure to look closely at the handbook and requisite core taught modules, and to talk to convenors if you are unsure. Both tracks also offer varied opportunities for support and additional activities - please consider these when making your decision.

CHOOSING YOUR COURSES

Core courses

The programme includes six core modules as well as four elective modules. The core SBS MPH courses are:

- Qualitative Research Methods
- Qualitative Data Analysis
- Public Health and Society
- Gender and Health
- Public Health and Human Rights
- Introduction to Epidemiology

Information on exempting out of/transferring credit for courses can be requested from the Postgrad Office. There is a credit and exemption form that needs to be completed – please contact Crystal August (crystal.august@uct.ac.za) for further information.

Elective courses

The other four elective courses can be taken from among the other MPH course offerings. Up to two elective courses may be taken outside of the School. Students can also select elective modules from other courses in the MPH, from other departments at UCT, or from other universities, with the permission of the track convenor. For example, the Medicine and the Arts course (www.futurelearn.com/courses/medicine-and-the-arts) would be a good complement for our MPH courses. Students should also explore short courses at UWC (www.uwc.ac.za/Faculties/CHS/soph/Pages/Winter-School.aspx) that could give students equivalent course credits.

TIMELINES AND DEADLINES

Overall timelines for the MPH

Two years is the standard recommendation for completing coursework. In the vast majority of cases, it is impossible to complete coursework in one year due to restrictions on when requisite courses are offered. Most students finish their thesis write-up in the early part of their third year (see below for more). **Please note that there is a faculty-mandated five year limit for completing both coursework and dissertation, although it is possible to take a leave of absence.**

Planning your thesis

Students should begin preliminary thinking about the thesis in the first year of study. For example, students should begin to think about topics of interest and potential supervisors with overlapping or germane interests (please see “Finding and recruiting a supervisor” on p.15 below for more

information). Some also start working on a proposal, although this is not strictly necessary. Ideally, one should start second year with clear plans for a topic, supervisor, and timeline. A mini-thesis is not large in scale and data collection need not take longer than a month or two but the full process (proposal, protocol, data collection and analysis) is lengthy and usually takes at least a year.

While students usually complete data collection and preliminary data analysis by the end of their second year, there is an opportunity to complete write up in the first couple of months of the year following the conclusion of coursework exams. **Please note that the deadline for paying fees for the following year is usually mid-February. Students who submit by February will graduate in June and will not have to pay another year of fees.** We do however request that students are aware of supervisors' commitments; it is important to carefully plan with supervisors to ensure their availability at deadline times.

Recent mini-dissertation research topics in SBS have included:

- Caregiver perspectives on HIV child disclosure
- Motivations and experiences of community health workers
- Role of power in health committees and community participation
- Teenage pregnancy, health literacy and decision-making

FUNDING/WORK OPPORTUNITIES

SASH and DSBS Fellowships

The rapid growth of our Division over the last three years—captured in the wide range of teaching and research activities described above—has in large part been catalysed by the South African Social Science and HIV (SASH) Programme. The **SASH Programme** is a collaboration between the University of Cape Town (UCT) and Brown University in Providence, USA. Through connecting with the SASH programme, students may have the opportunity to work with people from both UCT and Brown University, and participate in SASH events throughout the year.

The overall aim of the SASH Programme is to support and strengthen the place of HIV social science teaching and research at UCT's School of Public Health and Family Medicine as well as to mentor the next generation of scholars working in HIV Social Science in sub-Saharan Africa. The flagship initiative in the SASH Programme is the **SASH Fellows Programme**. The Fellows Programme focuses on developing and supporting postgraduate students and junior faculty members.

SASH Fellows join the Programme for two years and have access to a wide range of benefits, including:

- Bursaries for Masters or PhD study at UCT
- Individualized mentoring in research & professional development with experienced scholars
- An ongoing series of research seminars, training workshops, and writing retreats
- International exchanges with Brown University
- Specialised training in social science research methods, including NVivo training, innovative visual and audio methodologies, mixed methods research, and qualitative evidence synthesis
- Teaching training, mentoring and support
- Supervision and financial support for Fellows' own research projects during the fellowship

NRF – Community Engagement Grant

At the end of 2016 we were successful in an application to the NRF to support a Community Engagement Grant. In the context of this grant, 'community engagement' is broadly defined and thus allows for students to pursue a diverse range of research questions and topics. Research would be

linked either to: i) projects and activities in Town Two (Khayelitsha), including the Field School and Iliso Lamakhosikazi or ii) the Movement for Change and Social Justice (MCSJ), based in Gugulethu. Please see the [DSBS Welcome Booklet](#) for more information about these projects.

We have some scope to fund students who are interested in pursuing research projects linked to community engagement. Funding could come in the form of partial bursaries or funding to cover research costs. For more information, please contact Alison Swartz (alison.swartz@uct.ac.za) at DSBS.

Other funding

There are also a number of additional funders outside of the Division who may be able to fund or partially fund the completion of an MPH, including the broader university and the National Research Foundation (NRF). Please refer to the UCT Postgraduate funding office (<https://www.uct.ac.za/apply/funding/postgraduate/awards/merit/>) for further information. **While the onus is on the student to begin the application process, we would be glad to advise regarding opportunities and procedures.**

THE SBS COHORT

As a part of the SBS track, we will offer you various sources of support and engagement throughout the MPH programme. Our hope is to create an SBS cohort with regular meetings where track students can share information and access networks and opportunities through DSBS.

SBS Track Events

Monthly group meetings allow SBS track students to come together for peer support. Some of these meetings are for guest lecturers or alumni to speak with students, while others will act as a time for SBS students to workshop and debrief during the different stages of their thesis. In 2017, Samantha Malunga (an SBS student who started in 2016) will act as student liaison and mentor to new SBS students. Supervisors will also be encouraged to attend these meetings so that all can benefit from sharing experiences and ideas. SBS students will also be invited to various events throughout the year, including writing retreats, reading groups and events where other researchers in relevant fields will be present.

Past and Present SBS Students

There is a small but growing cohort of SBS MPH students. Thus far, research topics on the SBS track have included:

- Caregiver perspectives on HIV child disclosure
- Motivations and experiences of community health workers
- Role of power in health committees and community participation
- Teenage pregnancy, health literacy and decision-making

Our current PhD cohort and their topics are as follows:

- Alison Swartz (“Coming of Age in Khayelitsha”)
- Idriss Kallon (“Influences on the continuity of care for patients with Mycobacterium tuberculosis referred from a tertiary hospital”)
- Bey-Marrié Schmidt (“Assessing men’s performance in the HIV cascade in Klipfontein sub-district: a retrospective cohort study”)

- Rebecca Matter (“What works to increase access to assistive technology in resource limited environments”)
- Myrna van Pinxteren (“Tracing the paper, following the people: Understanding the movement of HIV information in health care facilities in the Klipfontein sub-district and improving communication between providers”)
- Tebogo Mokganyetji (“Family and community experiences of pediatric HIV disclosure”)
- Carolyn Agema-Agesa (“Utilisation of a multisectoral approach in strengthening referrals of survivors of sexual violence from the health sector in Kenya”)
- Ingrid van der Heijden (“An exploration of physically disabled women’s experiences of violence in South Africa”)
- Nelson Biodun Olagbuji (“Contraceptive needs of adolescent girls living with HIV in urban townships in Western Cape, South Africa”)
- Cari van Schalkwyk (“Modelling the impact of prevention strategies on cervical cancer incidence in South Africa”)
- Brian Kanyemba (“Predictors of adherence to PrEP”)
- Lesley Gittings (“Adolescent male sexuality and health seeking practices”)

SBS Vula Site

Resources (including readings introducing the principles of SBS, SBS track relevant readings and notices of events) will be managed through a Vula site for SBS students. This site will also be used to manage SBS student thesis administration- including the relevant ethics forms, thesis templates etc.

The DSBS Website

The Division aims to set up an additional site to complement and enrich [our web presence](#) on the School of Public Health and Family Medicine site. This interactive platform will host both staff and student research, comments and reflections from those who have completed or are currently on the SBS MPH track, and offer a space in which the student voice can be heard. We also hope to host a monthly student blog.

COMMENTS, QUESTIONS, CONFLICTS, CONCERNS

Students should speak with the relevant course and track convenors regarding comments, questions, or concerns. The abovementioned monthly meetings offer another space to discuss concerns. There are also regular course evaluations and an annual meeting with the overall MPH convenor.

THE SBS/MPH MINI-THESIS

CHOOSING A TOPIC AND A SUPERVISOR

Review and approval of thesis topics (by Head of Division)

As part of the requirements for the completion of an MPH in the SBS track, students must complete a mini-dissertation that uses SBS theory and methodology, which will need to be approved by the HoD (Chris Colvin). The purpose of the dissertation is to show that the candidate is able to carry out supervised research, has a grasp of the research tools in the chosen field, and is familiar with the more important publications on the subject. It should also demonstrate that the candidate is able to communicate results and to evaluate his or her own work and that of others critically.

An MPH dissertation should have a limited focus on just one research question rather than many. Candidates will need to work closely with their supervisor to shape a manageable question in light of limited resources. The research could also be part of a larger research project (more details below).

The literature review should indicate that the candidate is capable of identifying the most important and up to date works in the field, of reading them critically, and of synthesising the findings.

The standard aimed for should be that of a "potentially publishable" article in a peer-reviewed journal. This should not be interpreted as a "pass" criterion. A dissertation which does not meet this standard may still pass, with a mark (50% or above) appropriate to the quality. Conversely, the fewer changes required in the view of the examiner for an article to be rendered competitive for publication, the higher the mark that would be expected to be awarded.

The SBS track of the MPH currently weights the "mini-dissertation" at 33.3% of the total programme mark. The dissertation and coursework have to be passed independently. In other words, the coursework marks cannot compensate for a fail on the dissertation and vice versa. A distinction is awarded with a mark of at least 70%.

Choosing a thesis topic

There are a number of ways to choose a thesis topic. Students have the freedom to define a topic they find particularly interesting and work from there. On the other end of the spectrum, students can find a supervisor and ask for an interesting project to work on. The latter option may also involve some flexibility and allow the student to tweak the topic to match their interests more closely.

There are advantages and disadvantages to each of these approaches. Finding your own topic and pursuing it offers the most flexibility and freedom of choice. However, while it is not difficult to identify an interesting topic, it may be hard to find a research site, apply for ethics approval, and define the parameters of a question on your own. Working on a supervisors' project entails access to considerable support, the opportunity to learn to work collaboratively, and potentially, access to the resources available in the broader project.

Topic selection is an individual choice but it is important to acknowledge the relatively small scale of an MPH thesis. A Masters degree teaches methodology and practice: your thesis is not required to make a significant contribution to the knowledge-base (although this is possible). It is helpful to think pragmatically and remember that you are primarily required to show that you understand and can enact the core principles of public health research.

Finding and recruiting a supervisor/co-supervisors

Students are not assigned a supervisor. The convenor has a responsibility to ensure that all students eventually find a supervisor but it is each student's responsibility to identify and approach a potential supervisor. Supervisors may be from either DSBS or other divisions (if there is a good fit), as long as they are qualified to supervise an SBS MPH.

The first step in finding a supervisor is to pay close attention to the lecturers in the department and then to do some research about their interests and publications. As being a supervisor is not mandatory for all staff in the School, it is advisable to closely consider their specific interests when suggesting a supervisory relationship. It is also possible to recruit (external) co-supervisors, which is often very helpful if the student or convenor is able to identify willing specialists who can provide expertise unavailable in the School. Although the primary supervisor must be from within the School, being on the SBS track entails access to our wide network of potential local and international co-supervisors.

The supervisor/student relationship

Support and guidance will be offered by the Division in order to support the supervisory relationship. Both supervisors and students must consult the Faculty of Health Sciences Postgraduate Supervision Booklet for general information (especially Section 2, page 8 of the booklet). An important part of the supervisor-student relationship is the establishment of an initial memorandum of understanding (MoU).

The MoU is based on a template (please see appendices) and should include clear indications of the following:

- Frequency of contact.
- Preferred communication method (for example, e-mail or in person)
- Timelines for each stage of the work
- Frequency of submission of work (in writing or through presentation)
- Type of feedback expected and time frames
- Whether students work in the division, at home or in the library
- Hours at work/in the laboratory
- Nature of any directed reading programme
- Monitoring, evaluation and reporting of progress
- Additional training, courses and fieldwork requirements
- When publications are expected and whether papers will be presented at conferences
- Availability of funding for travel and registration at conferences
- Intellectual property issues
- The establishment and membership of the supervisory committee

Students on the SBS track must send the minutes of every supervisory meeting to your supervisors, clearly noting action points and timelines for both parties. In addition, SBS students currently undertaking their dissertations are required to submit a mandatory brief monthly check-in to the division administrator (Aphiwe Makalima at aphiwe.makalima@uct.ac.za) to ensure nobody falls behind. Additional supervisory meetings can be arranged during the more intensive parts of the thesis writing.

Developing your study idea

In the process of developing their research studies, SBS students should collect approximately 10 relevant readings on the methodologies that they plan to employ for their thesis research for early discussion with their supervisors. We also recommend reading previous departmental theses to get a sense of format, scope, content, and tone.

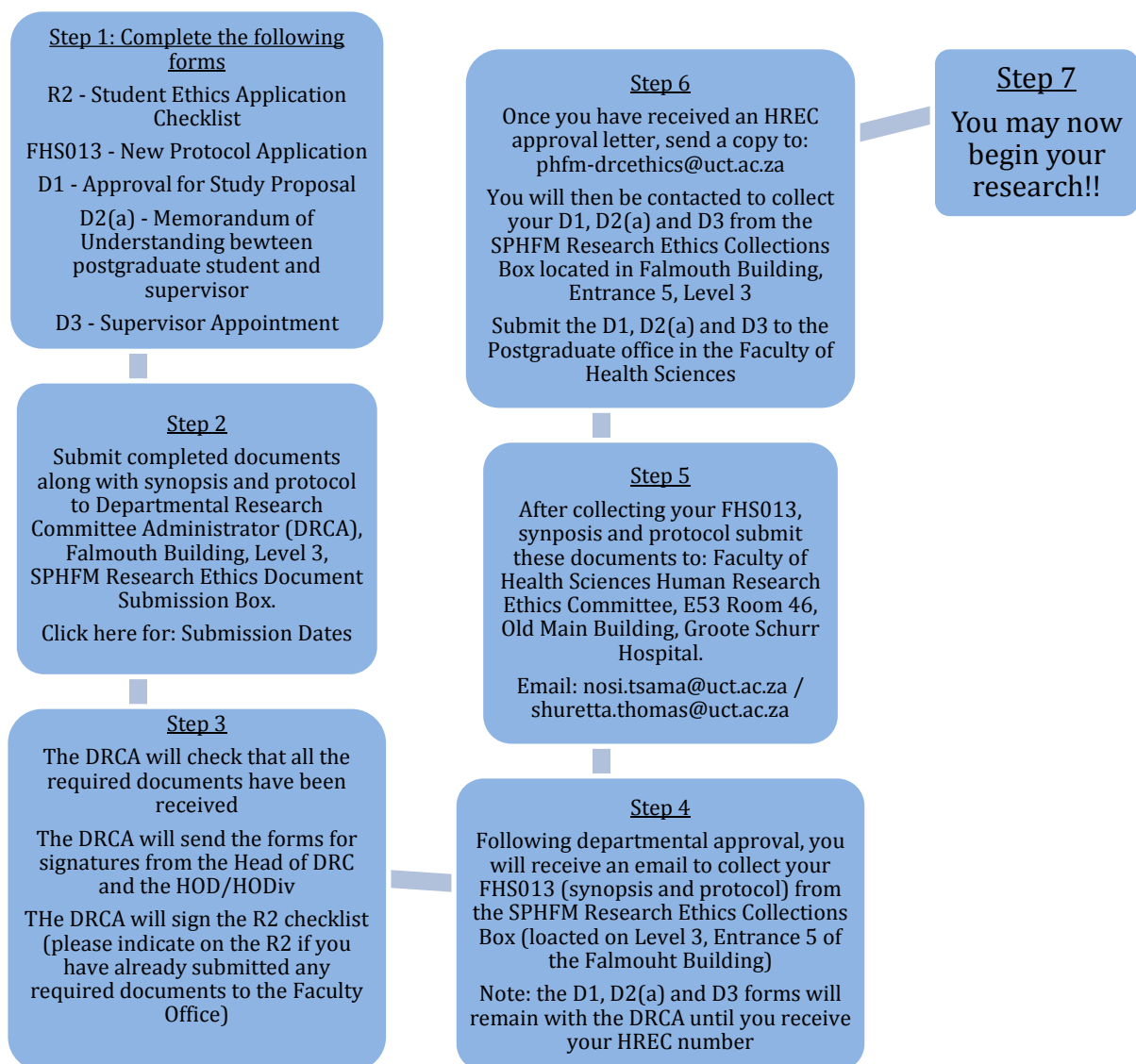
DEVELOPING YOUR PROPOSAL

Proposal format

Please refer to the general MPH handbook for extensive instructions regarding proposal format.

Departmental approval and registering your study and supervisor(s) with the PG office

Departmental ("School") approval for a research proposal must be sought by following the process in the flowchart below. All forms can be obtained from <http://www.publichealth.uct.ac.za/departmental-research-committee>.



Faculty of Health Sciences Human Research Ethics Committee (HREC) review

This is not the same as Departmental approval. This should be sought by submitting a proposal to the Faculty of Health Sciences Human Research Ethics Committee, using the Ethics Committee application form available on <http://www.publichealth.uct.ac.za/>. Many sections of this form will not be applicable, and should be marked "N/A". Refer to Steps 5-7 in the chart above for further details on HREC submission.

Ethics approvals have to be renewed once a year. It is important to manage this process well and to submit notifications of renewal.

If the protocol is later changed in a way that has implications for risk/gain benefits or ethical implications, amended approval of the change needs to be sought. No data should be collected before a letter is received from the Human Research Ethics Committee, with final approval. Such letters should be kept by the candidate.

If you are working on a study which has already received ethical approval you can work on the study while collecting data but still need an additional, freestanding protocol for your dissertation. This needs to be submitted to ethics well before the conclusion of your thesis.

If the research has received ethics approval from an outside institution, the proposal must still be reviewed by the Faculty Human Research Ethics Committee. The prior approval letter must be submitted. Research previously approved by the UCT committee does not have to be resubmitted.

Dissertation proposals based on analysis of secondary data not in the public domain should also be submitted. Expedited review is given in most cases. If in doubt, the chairperson of the Human Research Ethics Committee should be contacted for advice.

Government and Other Permissions

Any primary research taking place in a provincial or local authority health department facility, such as hospitals or clinics, must be submitted to the relevant provincial or local authority for access approval. This can only be done after departmental and ethics approval have been obtained.

The procedure for such approval can be obtained from:
www.capegateway.gov.za/eng/pubs/public_info/H/213781
Contact: Charlene Roderick: 021 483 6857
Email: health.research@westerncape.gov.za

CARRYING OUT THE STUDY

Conducting the Research and Writing Up

Detailed information about the structure of the final thesis is available in the MPH Handbook (Section 7, pp. 63 – 72). Key information about structure and format is available in the Appendix of this handbook. Students are responsible for understanding the thesis format and should read previous theses if there is any confusion.

Some tips to remember about specific sections of the thesis:

- **Protocol:** The protocol that is submitted as part of your thesis should be the same as the one you wrote at the beginning of your project. It should be amended if you made any

methodological changes but not much revision should be needed. The protocol should capture what you *actually* did in the study but is not supposed to be substantially redrafted.

- **Literature review:** The literature review is an important element of a thesis. It should tell the story of how the literature leads from what is known to what is not known, and then make a coherent link to your research question. The literature review's narrative should make a strong case for your research and provide a clear indication of which gap it might address. The literature review is **NOT** a space to list everything you have ever read on the topic. Instead, it is your argument for why the study is needed. After reading the literature review the reader should be clear about the problem at hand and further, convinced that the problem is important.
- **Manuscript:** Although you should be writing your manuscript as though it is a journal article and thus can include your supervisor/co-supervisors as co-authors, this should be principally your own work. "Co-authors" can provide supervisory assistance including advice on structure, language and style issues, clarifying lines of argument, additional literature to explore, and points of confusion to address. However, they will NOT do close revisions or draft sections, as a co-author usually might.

There is no strict overall length requirement. Added together, the protocol, literature review and manuscript (including tables and figures but excluding references and appendices) will be between 10 000 and 15 000 words in length. Using size 12 font, A4 size pages and double spacing, this will typically be around 40 pages at 350 words per page. References and appendices may add another 15 to 25 pages.

SUBMISSION, EXAMINATION AND REVISION

[Please note, this information was drawn from the UCT core website.]

General UCT guidance on the digital submission of postgraduate theses can be found here: https://www.uct.ac.za/usr/current_students/postgrad/digital_upload_dissertations_theses.pdf.

Master's and PhD candidates are to submit electronic versions of (full or minor) dissertations/theses online via the PeopleSoft Student Administration Self-service functionality. Hard copies of "intention to submit" forms and dissertations/theses no longer need to be physically deposited at UCT.¹ Instead, you must submit your work for examination from any digitally-connected destination.

To graduate in June, your thesis must be submitted by 15 March of the same year. To graduate in December, your thesis must be submitted by 15 August of the same year.

At the conclusion of your research, you will be required to complete and upload your "intention to submit" form on PeopleSoft, followed by the upload of your dissertation/thesis. All communication from UCT regarding the examination process will occur via your UCT e-mail address – [student number]@myuct.ac.za. Please make sure that you have your username and password and are able to access the [PeopleSoft Student Administration Self Service](#).

Intention to Submit

Approximately 4-6 weeks before you submit your dissertation/thesis for examination, you need to notify UCT of your intention to do so by uploading an "intention to submit" form. This will let the

¹ In the event that any of your external examiners request a hard copy of your dissertation/thesis, you will be required to supply this. The Faculty or the Doctoral Degrees Board Office will contact you should this be necessary.

University know that examiners need to be secured for you. If you do not upload this form in good time, it may delay your examination.

Please download an “intention to submit” form from the [Faculty of Health Sciences website](#). In addition to the “intention to submit” form, all students must upload an abstract. The file must be named as follows: **Abstract-open.pdf**

If you have sought and been granted permission for embargo of your dissertation/thesis (please see http://open.uct.ac.za/thesis_guidelines.html) you must additionally provide a neutralised/restricted abstract which will be placed on *OpenUCT* after examination. After the expiry of the embargo period, the full or open abstract will be placed on *OpenUCT*. The file must be named as follows: **Abstract-Restricted.pdf**

Complete the ‘intention to submit’ form and then log in to the [PeopleSoft Student Administration Self Service](#). Select ‘Self-service’ and navigate to the ‘Research Activities’ section. Go to ‘Service Requests’ and select ‘Create New Request’. On the following screen, select the Request Category of ‘Thesis/ Dissertation related requests’. On the next screen choose ‘Intention to submit’ as the request type.

Select the Request Subtype appropriate to you, taking particular note of which degree (PhD or Master’s) and the faculty in which you are registered, and upload your completed ‘intention to submit’ form and your abstract as separate PDF documents. You may also view what you have uploaded to confirm that all is in order and may add any additional notes in the ‘Comment’ section if you so wish, but this may be left blank. Once your form has been successfully uploaded, click the ‘Submit’ button.

Once your form has been submitted and processed, you will receive an acknowledgement of receipt via e-mail. You may also log in to [PeopleSoft Student Administration Self Service](#) to check the status of the service request.

In cases where a submission is incomplete it will be rejected, and you are required to upload the incorrect or missing document/s as a **new** service request (if you add them to the existing service request, the DDB Office/Faculty Office is not made aware that new/additional documents have been uploaded).

Uploading and submitting your dissertation/thesis for examination

You will need to submit the following documents:

- **Thesis/Dissertation:** Once you are ready to submit your dissertation/thesis for examination, save it as a PDF file. The file must be named as follows: **Thesis.pdf** (This name is to be used for both PhD and MPH students).
- **Abstract:** All students must again upload an abstract (it may be changed since it was first uploaded at the ‘Intention to submit’ stage. If you have sought and been granted permission for embargo of your dissertation/thesis (please see http://open.uct.ac.za/thesis_guidelines.html) you must additionally provide a neutralised/restricted abstract which will be placed on *OpenUCT* after examination. The Abstract files must be named as follows: **Abstract-open.pdf** (the full abstract), or **Abstract-restricted.pdf** (the neutralised abstract which has all sensitive information removed).
- **Turnitin originality report:** All MPH students who submit their dissertation/thesis for examination must include a plagiarism report from Turnitin (also known as an Originality Report_ with their submission. Ensure that the Turnitin Originality Report is signed off by

your supervisor and included in your submission. See the section below, Using Vula and Turnitin on how to access Vula to obtain a Turnitin Report.

- **Submission declaration/word count form**
- If applicable, the **OpenUCT suppression form**, where the supervisor supports a delay in making the dissertation/thesis available via OpenUCT to enable publication.

Log in to the [PeopleSoft Student Administration Self Service](#). Select 'Self-service' and navigate to the 'Research Activities' section. Go to 'Service Requests' and select 'Create New Request'. On the following screen, select the Request Category of 'Thesis/ Dissertation related requests'. Then choose 'Upload Thesis/ Dissertation for Examination' as the request type.

Please choose the Request Subtype, taking particular note of which degree (PhD or Master's) and the faculty in which you are registered, and upload your dissertation/thesis for examination, along with the additional documents listed above.

You may view what you have uploaded to confirm that the correct file will be submitted. Type the following confirmation statement in the comment section:

"I confirm that the uploaded document is the dissertation/thesis to be examined." and then click 'Submit'.

Once your dissertation/ thesis has been submitted and processed, you will receive an acknowledgement. You can check the progress of your submission on PeopleSoft.

In cases where a submission is incomplete it will be rejected, and you are required to upload the incorrect or missing document/s as a **new** service request (if you add them to the existing service request, the DDB Office/Faculty Office is not made aware that new/additional documents have been uploaded).

Please note: In the event that any of your external examiners request a hard copy of your dissertation/ thesis, you will be required to supply this. The Faculty or the Doctoral Degrees Board Office will inform you should this be necessary.

Library access: providing the library with a corrected copy of your dissertation/thesis

Once you have received the result of the examination of your dissertation/ thesis, you will be required to upload a final corrected copy as a PDF file type for the library in order to be eligible for graduation.

To do this, log in to the [PeopleSoft Student Administration Self Service](#). Select 'Self-service' and navigate to the 'Research Activities' section. Go to 'Service Requests' and select 'Create New Request'. On the following screen, select the Request Category of 'Thesis/ Dissertation related requests'. Then choose 'Library Copy – upload final Thesis/Dissertation for Library' as the request type.

Choose the Request Subtype, taking particular note of which degree (PhD or Master's) and the faculty in which you are registered and upload your corrected dissertation/thesis for the library. All students must again upload an abstract (it may have changed after being examined).

If you have sought and been granted permission for embargo of your dissertation/thesis (please see http://open.uct.ac.za/thesis_guidelines.html) you must additionally provide a neutralised/ restricted abstract which will be placed on *OpenUCT* after examination. The abstract and dissertation files must be named as follows:

- **Abstract-open.pdf** (the full abstract)
- **Abstract-Restricted.pdf** (the neutralised abstract which has all sensitive information)
- **Thesis.pdf**

You may view what you have uploaded to confirm that the correct file will be submitted. Once confirmed, please click 'Submit'.

You need to insert a statement in the comment section confirming that the uploaded files are the correct versions for the Library/*OpenUCT*. Once your dissertation/thesis has been submitted and processed, you will receive an acknowledgement of receipt.

Should you have any technical issues with the digital submission process or PeopleSoft system, please contact Student Systems Support sss-helpdesk@uct.ac.za.

Using Vula and Turnitin

- Send an email to help@vula.uct.ac.za to request access to the Turnitin 2015 Vula tab.
- Once you receive confirmation that you have been granted access to the tab, open an internet browser and type <http://vula.uct.ac.za> into the address bar. Alternatively, go to the UCT homepage at <http://www.uct.ac.za> and use the Vula quick link²
- Login (UCT Login) by entering your UCT Student Number and Password in the top right hand corner
- Once logged in to Vula you will find yourself in My Workspace. Along the top of the screen you will see a series of tabs of the Vula sites you are a member of. Click the tab called 'Turnitin 2015' to enter the site
- Click 'Assignments' on the left hand side of the screen
- Under the heading "Submission", you will need to upload your dissertation/thesis as an attachment
- Click 'choose file' and a new window will open up allowing you to select the document. Find your file and click Open. You will then return to the Vula page
- Tick the plagiarism box found under the declaration
- Click 'submit'
- Your report will generally be generated within 1 to 24 hours
- To view your report: Repeat steps 1-9. Once you have opened the assignment you will see an icon next to the Turnitin Report to view your report. If you would like to submit a revised or other document, click 'Remove' and go through the process of submission again

Note: The Turnitin report (the first pages of the report with the percentages up to the title of your actual thesis) is to be signed by yourself and supervisor and uploaded together with your Thesis submission.

The file size may not exceed 20MB. Files of larger size may be reduced by removing non-text content (pictures, graphs etc.) or submitted by chapter or in sections. Please contact the Vula helpdesk for assistance help@vula.uct.ac.za 021-650-5500.

² When you first arrive in Vula, click on 'Profile' in the left menu to update your details. You can also use the 'Preferences' tool to edit your tabs and adjust your notification options.

Examiner Nomination

Three examiners are nominated by the supervisor, two of whom are invited to examine, and one held as an alternate. One examiner must be international. All examiners must be external to UCT. These nominations are circulated to the Faculty Dissertations Committee for approval.

It is the supervisor's responsibility (with co-supervisors as relevant) to submit names of potential examiners to the Faculty Officer when the candidate is ready to submit. The examiners will be sent this dissertation guideline to enable them to judge the standard required.

Supervisors are encouraged to secure agreement in advance from examiners as this expedites the process. The details required from each examiner are: position and institutional affiliation, academic qualifications, postal and or physical address, telephone and fax numbers and email address, and a one paragraph description of their standing in the relevant field. Examiners will be asked by the faculty not to communicate with supervisors during the examination process, but rather with the faculty postgraduate officer, if they have any queries.

The candidate may not be informed of the identity of the examiners. After the outcome of the dissertation has been finalised, the examiners' identities are made known if the examiners have indicated that they do not object to this.

Post-Graduation Publication

As it is an ethical requirement to disseminate the results of research studies, candidates are encouraged to undertake to publish the study if of appropriate standard. This will almost always require work beyond the graduation date. Should you and your supervisor(s) decide to try and publish your work, the relationship would change and supervisor(s) would become actual co-authors and provide more substantial input. In so doing, you will be the first author on a shared piece of work and your affiliation with the Division of Social and Behavioural Sciences will be noted (even if you are co-supervised by somebody outside the Division).

Supervisors and co-supervisors should always be invited to be authors (although they do not have to accept) but students need not be shy in asserting their right to first authorship if they are leading the process. This can be a confusing relationship so please refer to the track convenor and the guidelines at <http://www.icmje.org/recommendations/> for further explanation. However, if a year passes without the student moving toward publication, the supervisor/co-author may take a leadership role in finalising publication. The student is always invited to participate as much as possible in the process.

Other co-authors on a publication arising out of the dissertation could include anyone who has made a substantial intellectual or academic contribution to the study. Measures of this contribution include time spent on developing the proposal, assisting with the analysis, reviewing results and assisting with their interpretation.

TRANSFORMATION AND THE DSBS

This is an abbreviated version of the DSBS Transformation Document. For the full version, please contact the DSBS Administrator.

DEMOGRAPHICS

Transformation is the process of broadening the participation of different demographic groups in the country, in particular those groups in the population that have been historically, and currently remain under-represented in institutions of higher learning. In South Africa, the demographic categories with the most historical salience are those of race, class and gender. We also believe, however, that disability, language, age, sexuality, gender (in its expressions beyond male/female) and other axes of difference are also relevant when considering the overall demographic profile of the Division in the context of the transformation project. A commitment to transformation is particularly important in the context of a society previously designed to exclude those of colour and women. This exclusion resulted in a culture of inequality and discrimination, as well as a lack of demographic representation in higher education institutes. There has been little improvement in basic education as interlinking factors are still being addressed.

The DSBS is a new Division within the School of Public Health and Family Medicine and it has a small staff and student complement. This makes it difficult to speak about shifts (especially gradual shifts) in demographic patterns over time. Currently, the majority of staff and students in the DSBS are white female South Africans with the next largest group being black female South Africans. The Division is committed to creating a more representative distribution of staff, particularly through targeted recruitment, working with promising staff or postgraduate students to develop individual paths for career advancement, and facilitating access to mentoring and support for professional development. We also hope to attract and facilitate a more representative student body through admission targets, marketing and targeted recruitment, promoting use of the Academic Development Programme and additional academic support, and targeted bursaries linked to research projects and funding.

INSTITUTIONAL ENVIRONMENT

The DSBS strives to create an environment absent of harassment and discrimination towards individuals or groups of people. The Division sees diversity as an opportunity to promote forms of social cohesion that work through difference, rather than in spite of it. In order to try and create an environment in which people feel that they belong, we promote the following to instill an inclusive institutional culture: language use, safe spaces, social events, a flexible work environment, open door policies, rotating meeting chairs, and transparent decision-making processes.

Support is also an important element of a positive institutional culture. While the Division does not have the resources to provide formal services and support structures to staff and students beyond the normal supervision and support offered by individual staff, there are support services provided to the UCT community that can be accessed by staff and students including:

- **DISCHO:** The Discrimination and Harassment Office is situated in the Transformation Service Offices (located in the office of the vice-chancellor) - <http://www.uct.ac.za/services/discho/>. DISCHO is a service to assist UCT community in matters of discrimination, sexual harassment, harassment, domestic violence and rape. There are Student Support Officers; Sexual Harassment Advisors; Anti-Discrimination Advisors and mediators.
- **HAICU:** - HIV/AIDS Inclusivity & Change Unit is situated within the Transformation Services Office (TSO), and it ensures that the university is responding appropriately to the HIV pandemic in a co-ordinated and collaborative manner in the areas of HIV management,

teaching, research and social responsiveness. <http://www.uct.ac.za/services/haicu/>;
<http://www.haicu.uct.ac.za/>.

- Disability Service: The UCT Disability Service works towards the removal of any physical, policy, information and attitude barriers that might prevent students and staff from fulfilling their potential. It advocates the policy of equal opportunities adopted by the university. The services it offers are: access solutions; advocacy; teaching and learning support; learning disability support and extra time and sign language interpreters.
<http://www.uct.ac.za/services/disability/>.
- Childcare: The Educare Centre provides pre-primary education for the children of UCT staff and students. <http://www.uct.ac.za/students/services/educare/about/overview/>

CPD

Continuing professional development for Division staff can be divided into two components: 1) ongoing professional development activities, and 2) support for ad hominem promotion. The DSBS will continue to send staff to training courses that will help in facilitating their continuing development. These may be courses offered through UCT or the Division will pay for courses offered outside of UCT services for staff development. While as a Division we cannot change the promotion criteria or process, we will ensure that promotion planning is part of a yearly performance review. DSBS will make use of the School's process of mentored internal review of promotion plans.

PIPELINE DEVELOPMENT

Pipeline development speaks to the varying distribution of people across different levels within the DSBS (and more broadly, within the SOPHFM environment) and the need to think about developing the 'pipeline' of up and coming scholars and staff in order to sustain an effective 'next generation of academics' for demographic transition. For the Division, pipeline development means focusing on recruiting and supporting promising Masters and PhD students so that they may one day occupy more senior positions within the Division. This involves not only supporting them in their studies, but helping to map out a career path for them and mentor through the process of professional development. Inevitably, much of the benefit of this pipeline development will be enjoyed outside of the Division since most students will go on to seek work elsewhere. It is nonetheless imperative that the Division focus on pipeline development since without it, the supply of trained academic professionals willing to work in the Division will remain low.

Funding from the SASH Programme has also allowed us to provide targeted support to those from disadvantaged communities through a range of activities such as workshops, linking to mentors, and assistance with research costs. We are actively recruiting students from these backgrounds for participation in the Programme and will be re-designing the second round of Fellowships to focus more on Masters and early PhD student support. The grant for the iALARM project also allows us to offer more bursaries with the possibility for SBS bursaries in the future. In future, we also hope to facilitate postgraduate students' longer-term development and movement into academic roles by incorporating their skills through active research and teaching assistance, providing support as above, and using research grants to promote transformation through capacity development in budgets.

TEACHING AND SUPERVISION

In future we hope to build on this by assisting staff in developing skills to teach in a diverse cultural and linguistic environment (e.g. the University's free isiXhosa lessons and beginner's sign language assistance from deaf colleagues in the School), assisting staff in developing skills and knowing how to access resources to support struggling students, PHD and MPH collaborative classroom discussions,

and feedback and review from students regarding the classroom environment and the content of the teaching.

RESEARCH FOCUS AND IMPACT

In a University context, transformation should play a role in what we learn, teach and research. Research systems are faced with two challenges: to redress past inequalities, and to strengthen and diversify research capacity. Research must also keep abreast with emerging global trends. The Division currently has five focal areas, many of which directly address issues related to social and political transformation. Much of the work in each focal area is also designed to have an impact beyond the University setting.

These include:

- i. *Men, Masculinities and Health*: Involves research on HIV, gender-based violence and gender transformation initiatives. Previous and ongoing research projects have focused on men's experiences in HIV support groups, issues of men's use and access to health services, gender and the community organisation of care and the role of human rights discourses in HIV/AIDS treatment choices.
- ii. *Health Governance and Activism*: Previous and ongoing research projects have examined the People's Health Movement's 'Right to Health' campaign, sanitation and health activism in Khayelitsha with the Social Justice Coalition, the Treatment Action Campaign (TAC) and health pluralism in the context of local politics and the Learning Network for Health and Human Rights Project (part of the Health and Human Rights Programme in UCT's School of Public Health and Family Medicine).
- iii. *HIV and TB Treatment and Prevention Programmes*: Focused on understanding and supporting the development of longer term HIV and TB prevention and treatment programmes in South Africa. Previous and ongoing research projects include research with Community Health Workers (CHW) on CHW policy development, training and expectations, the use of CHWs in PMTCT interventions, patient experiences of lay health work and the impact of CHWs on health citizenship, nurse-initiated ART, second line treatment failure in ART patients and policy transfer of molecular TB diagnostics in South Africa.
- iv. *Qualitative Evidence Synthesis (QES) in Global Health Policy*: This work involves developing new methods for conducting these kinds of reviews and translating their findings, as well as carrying out QES on specific topics such as CHW motivation, health system barriers and enablers to maternal ART, and task shifting in midwifery programmes.
- v. *New Pedagogies for Community Health Research*: This area involves pedagogical research that assesses field-based approaches to experiential learning for community health research methods. An important part of these experiential learning methods involve immersion, language training, homestays, and other forms of direct and sustained engagement with communities outside the University context.

SOCIAL RESPONSIVENESS

This domain addresses the Division's responsiveness to social interests and needs beyond the academic community. The DSBS aims to offer service support and engagement and has played a role in public health advocacy, technical support to communities, and policy contributions. Staff in the Division have

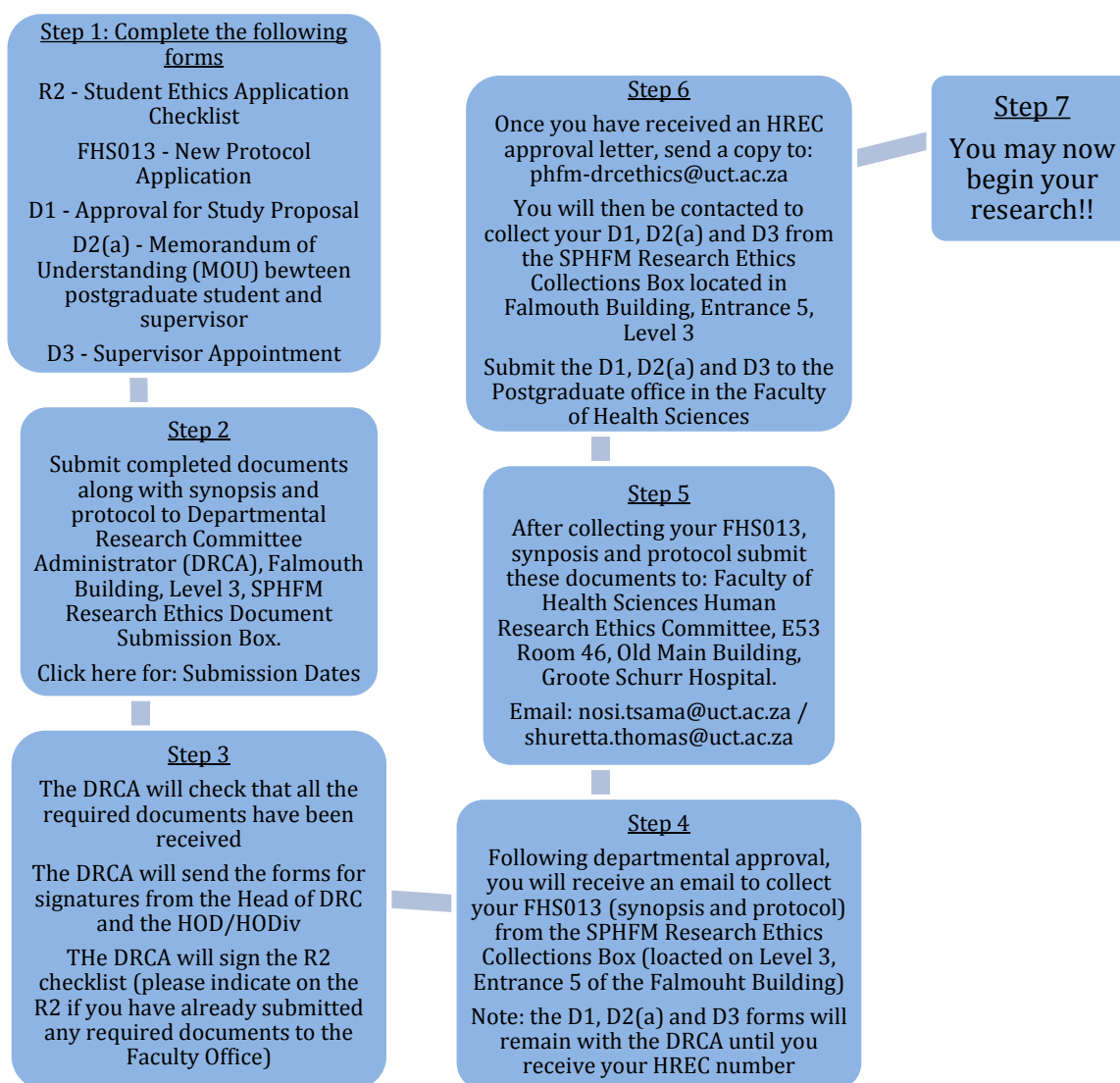
been involved in a wide range of Public Health advocacy efforts including engagement and advocacy work involving the People's Health Movement SA, Sonke Gender Justice, and the South African Human Rights Commission (SAHRC), as well as supporting various communities and community-based organisations to identify public health priorities and build local research, knowledge translation, and implementation capacity. Division staff also have considerable experience providing technical support to Medicins San Frontieres, the Human Rights Media Centre (HRMC), Development Works, and ComaCare and Imbizo Yamadoda. Division staff have contributed to policy through stakeholder engagements involving the South African National AIDS Council (SANAC), the Western Cape Provincial AIDS Council, the South African National Department of Health, the World Health Organisation, and UNICEF.

PROCUREMENT

Part of transformation is the use of more Black-owned and operated vendors/suppliers of goods and services. The DSBS often makes use of UCT approved vendors that are identified on the basis of financial stability, BEE status, references, and price, quality and service offerings as per tender or RFP process. DSBS will continue to make use of the approved UCT vendors. When outsourcing staff for consulting and fieldwork, DSBS will explore using staff from NGOs (e.g. RLabs) and previously disadvantaged communities (e.g. Pastor Monwa Maqogi and Amelia Mfiki from Town 2 in Khayelitsha).

RESOURCES

FLOWCHART FOR THE MINI-THESIS



MOU

The [MOU](#) can be found on the UCT website.

THESIS FORMAT AND STRUCTURE

Part A: Protocol

This section should include the study protocol (as approved by the Departmental Research Committee and the Faculty Human Research Ethics Committee). (The protocol can be updated for purposes of final dissertation submission as long as there are no ethics implications of any changes made). The protocol should include the problem statement together with the research justification and statement of objectives. There should be enough literature to support this. A full literature review should not be incorporated into the protocol. In the appendices section

of the protocol, questionnaires or data capture instruments as well as consent and participant information forms should be included.

Detailed guidelines will be given during the programme for the writing of protocols. The length must be appropriate to the study – a typical protocol without references and appendices will range from 15 to 25 pages.

Part B: Structured literature review

A structured literature review appropriate to the subject matter, and methods of the dissertation must be completed. The review should be between 3 000 and 4 000 words. This will not ordinarily be of the detail or standard required for a “Cochrane type” systematic review, but will have a structured format. It needs to include important literature in the field but does not have to be comprehensive. The review should not be handed in for faculty approval with the protocol, and can be finalized at the time of dissertation submission.

Part C: “Journal ready” manuscript

A manuscript of an article makes up the final component of the thesis. For formatting purposes, a named peer reviewed journal should be chosen. The manuscript should meet all the requirements set out in the Instructions for Authors of that journal, including word count and referencing style. (The journal must allow at least 3 000 and preferably 4 000 words). The Instructions to Authors must be included in the dissertation as an appendix. Supervisors will assist candidates to identify an appropriate journal. The article should have its own abstract and own references list. (The abstract will overlap with the “dissertation abstract” at the front of dissertation). The article does not have to be submitted to the journal in order to meet academic requirements. (See also note under 7.1 above). Also, should it eventually be submitted, the choice of journal may change.

Systematic reviews

Formal (“Cochrane type”) systematic reviews are also acceptable. These will have two literature reviews: an extended review (Part B) and a “journal ready” component (Part C). In such cases the Appendices section may include some of the plots and analyses used for obtaining summary values and some of the data pertaining to articles included and excluded.

Part D: Appendices to the dissertation

These will vary with the study but should typically include:

- Questionnaire/data capture instrument(s).
- Consent form and participant information form.
- Letter of approval from UCT Human Research Ethics Committee.
- Instructions for Authors of journal whose format has been used.

If desired, selected supplementary tables or figures, with brief explanatory text, that would be useful for the examiner to see as part of the analyses but which could not be included in the article for reasons of space. These should not simply be a collection of analysis printouts but should be readable as an addendum with reference to the article. The article can make reference to these addenda.

Any technical appendices needed – for example, laboratory techniques, statistical formulae.

As long as the thesis is readable and internally consistent, any of a number of styles is acceptable. The Harvard style for referencing is recommended. In this style, referencing is by first author in parentheses in the text and the bibliography is listed alphabetically (rather than using numerical

superscripts in the text). A guide to the Harvard (and other styles) can be found at <http://www.lib.uct.ac.za/wp-content/uploads/2012/08/harvarduct-2012.pdf>

LITERATURE REVIEW

As noted above, the literature review should indicate that the candidate is capable of identifying the most important and up to date works in the field, of reading them critically and of synthesising the findings. The review should not be handed in for faculty approval with the protocol, and can be finalized at the time of dissertation submission. A suggested structure for the literature review is as follows:

- a) Objectives of literature review
- b) Literature search strategy, including inclusion and exclusion criteria and quality criteria, if relevant
- c) Summary and interpretation of literature.
- d) Identification of gaps or needs for further research.
- e) References (which will overlap with but will not be the same lists as for the journal article and protocol)

CHOOSING A JOURNAL

When choosing a target journal, students should consider how closely their research matches the journal content and focus. Supervisors can also advise students regarding journal options. In addition, we have compiled a database of possible SBS-appropriate journals, which can be accessed on request – please contact Zara Trafford (zara.trafford@uct.ac.za).

AUTHORSHIP

- [Authorship Practice Policy](#)
- Guidelines to authorship can be found at <http://www.icmje.org/recommendations/>.

Please refer to the track convenor for further explanation and guidance. It is advisable to discuss authorship positions as early as possible and to establish a formal agreement about these arrangements.

RESEARCH INTEGRITY, ETHICS TRAINING, AND PLAGIARISM

The field of research integrity is defined by responsibility and care for the relationships on which the discovery and dissemination of knowledge depends, and the resonance between the conduct of research and the contexts in which the research takes place and/or has effect.

In keeping with the emphasis on excellence in research, UCT has a framework of policies for the responsible conduct of research that governs research at the university. The framework and its policies are designed to promote ethical research conduct, integrity in research and related relationships, and to provide procedures to guide decision makers or persons who wish to raise concerns.

Relevant policies include:

- [Authorship Practices Policy](#) that requires fair, transparent, and ethical conduct;
- [Research Misconduct Procedures](#) that provide clear, transparent and fair processes for dealing with allegations of research misconduct;
- guidance on [Avoiding Plagiarism](#) for both staff and students to avoid this form of academic dishonesty;

- [Whistle-blowing Policy for Academic Misconduct](#) that provides procedures for persons who raise a concern about possible breach of policy or code;
- and the [UCT Research Ethics Code for Research Involving Humans](#) and the [UCT Code for Use of Animals in Research and Teaching](#).

UCT affirms the requirement that research involving human participants or animal use for research or teaching must undergo ethics review, according to faculty-specific guidelines. Review generally entails prior approval of a research proposal by a Research Ethics or Animal Ethics Committee. In cases where prior approval is not appropriate, the research proposal should be subjected to appropriate deliberative procedures, according to faculty-specific guidelines.

All UCT-based or affiliated researchers bear responsibility for ensuring that these policies are implemented properly and are adhered to. The Senate Ethics in Research and Senate Animal Ethics Committees have the special responsibility to receive reports, advice and queries relating to research involving human participants or animal use respectively. The Terms of Reference for each committee outline both the scope of this responsibility and the procedures to be used.

The Office of Research Integrity (ORI) works collaboratively with research ethics and animal ethics committees as well as individual researchers, under the auspices of the Senate Ethics in Research and Senate Animal Ethics Committees, to promote responsible conduct of research and in particular to foster ethics in research.

From time to time, the policy and procedure documents mentioned above may require revision to respond to changing circumstances and needs. All UCT-based or affiliated researchers bear responsibility to bring deficiencies in these documents to the attention of the EiRC, the SAEC or the ORI. In this way, a sound reflexive and responsive approach to responsible conduct of research can be assured.

For more, please see: www.researchoffice.uct.ac.za/research_integrity/overview/

WRITING LAB

The [Writing Lab](#) provides FHS students and staff with convenient access to specialist writing support on their own campus. Contact Natasha Muna (natashia.muna@uct.ac.za) for further details.

POSTGRADUATE RESOURCES AT UCT

Please go to www.uct.ac.za/students/postgraduates/administration/ for a number of valuable resources including faculty, funding, and administrative information, as well as useful links.