Chapter 1: Editorial
Postgraduate Supervision in Transformation Indaba: Contexts, Challenges, Opportunities and Praxes

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On 14 and 21 May and 11 June 2021, respectively, Prof JA Smit organised the first UKZN – UNIZULU online supervision indaba events for our province. Colleagues from the College of Humanities were invited to present short, 15-minute papers on doctoral supervision. This was during the height of the COVID-19 pandemic and was initiated to provide a space for academics to report and reflect on their experiences of doctoral supervision, generically, experientially, as well as in their use of online tools.

Later in the same year, Prof. A.L. Shokane (UNIZULU) as Project Initiator, with Prof. G.M. Naidoo (UNIZULU) Project Co-Ordinator, and Prof. J.A. Smit (UKZN) Workshop Facilitator, initiated the same format of short paper indaba online event at the University of Zululand. Over four years, this was organised as annual recurring capacity development events with a total of just more than eighty papers presented across our universities and campuses, and the different

indaba events. In our annual calls for papers, it was also expanded to the supervision of all levels of post-graduate research, Honours, Master's and PhD, including reflections and contri-butions from early, mid-, and senior career colleagues and supervisors. Over the last two years, and in response to our calls, we also incorporated paper presenta-
tions on the ethics and uses of artificial intelligence in supervision and research.

According to evaluations, assessments and reports, we have seen and experienced noticeable increases in the quality of our students' research projects, dissertations and theses, across the levels, at both UNIZULU and UKZN. The main impact was to learn from each other, and support each other, to capacitate and improve the quality of our students' work, and, longitudinally, impact the competencies and quality of our own postgraduate but especially PhD work with our students. Time to graduation has also started to shorten.

At both UNIZULU and UKZN, we also experienced both a heightened awareness among scholars and supervisors of the nature and importance, as well as the quality, processes and dynamics of postgraduate research.

So, it was against this background that we have invited all our presenters of these four years to prepare papers for peer-review and publications. We are happy that we have received a substantial number with this volume, the published result of our peer review processes.

As many presenters have indicated and also due to the interest in the project, also from our fellow universities in the province, the project will continue into 2026. We have new Indaba events being planned. Some will be internal to each university, with others across universities, and yet others, province-wide.

We are also thankful to the editors of the *Alter*nation African Scholarship Book Series who have invited us to publish this volume as part of their annual peer-reviewed publications series.

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Supervision in Transformation Indaba Contexts

In the chapter that opens this volume, **John Mhandu** and **Vivian Besem Ojong** examine the discourse of decoloniality in South African higher education and the importance of the indigenous knowledge system in the post-colonial epoch. The main aim of **'Rethinking Africa's Higher Education Systems: Pathways to Indigenous Knowledge Beyond Colonial Legacies'** is to provide a comprehensive analysis of the decolonial project in African higher education, examining its theoretical underpinnings, current challenges, and potential pathways forward. It draws on and engages the challenges of transformation from Eurocentric curricula to aspects of decolonised frameworks. Discourse analysis is used, drawing on recent scholarship, to explore the theoretical underpinnings of decolonisation. It explores the decolonised framework's manifestations in academic institutions of higher education and the potential pathways for implementing decolonial practices. The study uses secondary data sources. A multifaceted approach was implemented, incorporating the salient theoretical arguments from Fanon, pedagogical research, and pertinent case studies of recent decolonial initiatives. Key findings from the literature highlight the persistent influence of colonial legacies in African institutions. Given this reality, the chapter advocates for the importance of integrating Indigenous Knowledge Systems (IKS), augmenting it with Fanon's discourse and the Freirean Humanising Pedagogy in fostering decolonial praxis. The main argument herein is that a comprehensive approach to decolonisation requires not only curriculum transformations but also structural changes in research methodologies, the production of knowledge systems, and institutional framework. A seminal aspect of the study is that it proposes a **multilayered model** for the analysis of epistemic injustice in **African Higher Education.** At the centre of this model is the acknowledgement of the sociocultural, historical, and political dynamics in Africa that have profoundly shaped knowledge production in the present moment. The model shows how colonial legacies created and continue post-colonial structures in academic institutions, which

continue to dehumanise and marginalise African Knowledge systems. It disregards the Western models, which view the African knowledge system as unscientific, retrogressive, and inferior.

The chapter on **'Prospects and Challenges of Supervising African Indigenous Knowledge Systems Research in Higher Education',** by **Hassan O. Kaya** and **Mayashree Chinsamy,** is a predominantly qualitative study, and discusses comparative prospects and challenges experienced by AIKS supervisors and students from the partner institutions of the Centre of Excellence in Indigenous Knowledge Systems (CIKS). The Centre's hub is at the University of KwaZulu-Natal, South Africa. The identified supervision challenges include: inadequate strategic programmes and platforms in higher education institutions to capacitate AIKS supervisors; a system that allows for students and IK holders to positively impact local communities and the academy; the lack of AIKS-based pedagogies and methodologies in working with marginal cultures, despite institutional vision and mission statements; and that AIKS supervisors have a limited holistic understanding of student socio-cultural needs and its impact on the supervision process. Even so, the study has also identified opportunities with regard to each of these challenges. The most significant opportunity is the place-based, holistic and multi- and transdisciplinary nature of AIKS. Due to its holistic and integrative dynamics, the Centre attracts a growing number of researchers and postgraduate students from within and outside South Africa. The research engagements and knowledge generated help to promote the significance of indigenous knowledge systems in the global knowledge economy.

Addressing these challenges and leveraging the related opportunities requires a fundamental shift in mindset, moving away from Eurocentric epistemologies and embracing a more inclusive and equitable approach to knowledge production. By fostering collaboration, promoting ethical research practices, and investing in capacity building, higher education can create an environment that supports and celebrates AIKS, ensuring that these valuable and inclusive knowledge systems are preserved, shared, and used to address the challenges facing local communities and the world at large. The opportunities include the fact that promoting AIKS research can contribute to transformative and decolonised curriculum development, environmental sustainability, and inclusive community development.

Postgraduate supervision is a complex and lengthy process that requires a blend of essential skills, deep expertise, strong mentorship and careful strategic planning. In their chapter, **'Supervising Postgraduate Students in a**

Developing Country: Reflections on the Challenges', Mpilo S. Mthembu and **Dennis N. Ocholla** examine the challenges faced by students, supervisors, and higher education institutions in the supervision of postgraduate students, particularly those pursuing master's and doctoral degrees in developing countries like South Africa. The study is informed by personal reflections and a review of relevant literature guided by both the theory of Knowledge Creation and Bronfenbrenner's Ecological Systems Theory. Timely completion and graduation for postgraduate degrees, especially at the master's and doctoral levels, are often hindered by issues such as poor student quality, dependency, insufficient supervisory skills, high workload, the supervision approach employed, meeting the demands of the Council on Higher Education and the absence of clear policies and guidelines. Although the present chapter primarily focuses on developing countries, its implication extends beyond this context, as its findings have broad applicability in various aspects of research, teaching, and learning. Moreover, the insights derived from this chapter can contribute to a deeper understanding of postgraduate supervision trends and the overall progression of postgraduate education, not only in South Africa but also in other regions facing similar challenges.

South African higher education institutions have seen a steady rise in postgraduate enrolments as part of a broader effort toward inclusive transformation. Despite this growth, challenges related to power dynamics, gender inequality, and cultural exclusion continue to shape the postgraduate supervision experience. In her chapter, **'A Reflection on Issues of Power, Gender and Culture in Postgraduate Supervision', A.R. Moonasamy** reflects on these systemic issues using a qualitative thematic analysis of secondary data to explore how postgraduate students navigate the complexities of supervision. The findings highlight that, although higher education is now more accessible in post-apartheid South Africa, many students, particularly those from historically marginalised backgrounds, continue to face exclusionary practices that undermine their academic journeys. The study calls for inclusive supervision models, better institutional support systems, and policy reforms that acknowledge and address the realities of diverse postgraduate students. Additionally, the chapter recommends the implementation of ongoing professional development for supervisors and the creation of collaborative, culturally responsive supervision practices. These measures are essential to redress power imbalances and ensure meaningful transformation in the postgraduate landscape.

Angelo Nicolaides' chapter, **'Ethics and Related Research Considerations for Postgraduate Students in the Humanities and Social Sciences',** reconnoitres the issue of research ethics, which is critical since academic research involves a shared and methodical search for new knowledge creation using diverse scientific methods according to prescribed codes of conduct that must be adhered to. In undertaking any research, it is vital to act ethically at all times and observe the 'Golden Rule' which states that one ought to 'Do unto others as you would have them do unto you'. While it is apparent that most people accept that there are indeed some conventional ethical norms, they may, of course, interpret and apply them in different ways based on their individual values and general life experiences. The standards of research must advance the aims of the research that is undertaken, including inter alia truth, knowledge, and the avoidance of malpractices. Research must thus always be undertaken and grounded on methodological norms, such as truthfulness, integrity, accuracy, transparency and accountability, and these are the prerequisites for ethical quality driven and reliable research. Research ethics is essential to apply to promote free, dependable, and responsible research. Research and ethics need to be intimately linked since good ethical research practices are non-negotiable. No research strategy for collecting personal data should be unsuitable for required ethical approval unless the possible benefits offset possible harms. Consequently, a researcher's research design approach must be carefully considered. The researcher must effectively interpret, assess, and apply various research guidelines, make just decisions and act ethically when conducting their research, which should essentially be of value since society relies on research as a basis of reliable knowledge. Research ethics pursues justice and is at the heart of the humanities and social sciences. It concerns what and why one researches, and not only how research is conducted. Thus, every researcher is responsible for behaving ethically and responsibly.

Supervision in Transformation Indaba Challenges

'Successful supervision of postgraduate research' and students is a thorny issue in terms of research quality control, throughput, graduate quality and the employability of the qualifying graduates. Drawing on years of lived experience supervising master's and doctoral candidates, **Dennis Ocholla's 'Successful Supervision of Postgraduate Research: Experiences, Challenges, and**

Opportunities' explores strategies for successful supervision, as well as the key stages, challenges, and opportunities. Discourse and literature review have been applied to support the narrative. Finally, I argue for greater investment in supervision through policy, capacity building, facilities, and awareness to enhance the quality of graduates, a pressing concern in South Africa. It is acknowledged that, while a lot is being done to achieve postgraduate quality, more investment into the recognised challenges is required to turn them into opportunities. This chapter is expected to improve postgraduate supervision, leading to higher student completion rates and graduates of higher quality who are more employable. The paper is likely to improve postgraduate supervision at the university level in South Africa, and perhaps elsewhere within a similar PG environment.

Universities worldwide are grappling with the rapid rise of generative artificial intelligence (GAI) and its implications for knowledge production, research ethics, and supervision practices. In South Africa, this debate is shaped by unique contextual factors such as the digital divide, institutional policy lag, and ongoing struggles for decolonisation in higher education. **'University Research Supervisors' Responses to Generative AI in the Context of Institutional Policy Lag'**, by **Suriamurthee Moonsamy Maistry** and **Upasana Gitanjali Singh** reports on a qualitative study of thirty research supervisors at a research-led South African university, exploring their dispositions towards the use of AI in master's and doctoral supervision. Drawing on the Unified Theory of Acceptance and Use of Technology (UTAUT), the findings highlight a continuum of perspectives, from enthusiastic adoption to cautious resistance. Supervisors recognised GAI's potential to streamline proposal development, literature reviews, and data analysis, while raising concerns about authorship, accountability, and the risk of eroding critical thinking. Beyond plagiarism, supervisors and the literature emphasise broader ethical risks, including epistemic injustice, ownership of ideas, bias, and institutional responsibility. The study also situates South Africa within wider African and global debates, underscoring the need for contextually sensitive policies that balance innovation with academic integrity. By foregrounding African higher education realities and the ethical and institutional policy dimensions of AI use, this paper contributes to emerging scholarship on how research supervision is being reshaped by technological innovation in the Global South.

The quality of postgraduate education primarily depends on the effective supervision of postgraduate students. In today's technological-driven landscape, the supervisory role has become more challenging due to different

technological elements, such as Chip Chat, Artificial Intelligence, Machine Learning (ML and other technological tools etc. This is in addition to the economic, social, and educational backgrounds of postgraduate students, where their attraction and retention are significantly important for educational institutions. **Toyin Cotties Adetiba's 'With or without Artificial Intelligence: the transformational Challenges of Postgraduate Supervision in South Africa's Higher Education',** proposes that though AI is significantly important for academic research, the potential to erode the basis for thorough and careful research process, current and future developments in artificial intelligence (AI) systems vis-à-vis the space for human intervention can transform or revolutionize the research process either for better or worse. Thus, AI systems can productively serve as agents of transformation since they help to streamline and add tools to conducting our research. However, these technological elements can also become a potential enemy if allowed to replace the position of the supervisor and the student, thus weakening academics' ability to learn as theorists, or take academics off course through biased, inaccurate, and sometimes fake information regarding a research phenomenon, while putting students' postgraduate learning experience and supervision and other interests at risk. Whichever angle is considered, AI systems have come to stay. Using a qualitative method, this work argues that AI has the potential to undermine the very essence of academic inquiry owing to its potential to disrupt the established research methodologies, ethical paradigms and fundamental principles that have long guided scholarly work and are seen as indispensable for academic research. Concluding that while the use of AI tools can be entertained in research activity, it has the potential to undermine the credibility of the researcher and the supervisor since the product of such research would no longer be the research team's (the student and the supervisor) ideas but those of the AI, hence the need for caution while using AI.

Titled, **'Postgraduate Co-supervision Conundrums: Complementarity and Contradiction',** this chapter by **Nyna Amin** and **Pryah Mahabeer** focuses on doctoral students' experiences of co-supervision. We utilise a triadic dialectical coherence framework to examine complementarity, contradictions and conundrums inherent in co-supervision arrangements. Our research shows that co-supervision between doctoral students and co-supervisors leads to both positive outcomes and obstacles. Different supervision approaches provide comprehensive academic and emotional support, while inconsistent supervision approaches lead to cognitive development and personal independence. Consistent challenges in coordination and power dynamics fuel intellectual

development. The research shows that productive co-supervision depends on organisational frameworks and human skills that manage rather than eliminate these tensions. The three-headed approach inspired by Janus offers insights for transforming supervision challenges into opportunities for growth in interdisciplinary research environments.

Supervision in Transformation Indaba Opportunities

The success of postgraduate supervision is affected by various factors. Many students enter the postgraduate education environment without sufficient knowledge of research methods. They may not be able to sail through the postgraduate phase without acquiring the required skills and adequate support to conduct postgraduate research. **Fairhope Gumede's 'A Critical Review of Different Supervision Approaches and Styles in the Social Sciences: Aspiring Supervisory Reflections on African Languages'** critically reviews the different approaches and styles that supervisors can adopt in African Languages postgraduate research. A qualitative approach located within the constructivist paradigm was adopted. Data for this study were collected through documents review. A search for effective postgraduate supervision literature was conducted to identify relevant research published from 2015 - 2024. The following search words were used on various search engines: effective supervision, constructive feedback, postgraduate research, and higher education. Reference lists of retrieved publications were also searched for additional sources. The theoretical framework of this study is Developmental Supervision Theory (DST) by Glickman (1980). Findings of this study suggest that supervisors need to provide the type of supervision which ensures that the students produce work of a high standard, thereby increasing throughput rates. It also revealed that group supervision (supervising a postgraduate cohort) and bringing on board researchers with different knowledge and skill sets, enhances the students' understanding.

Sadhana Manik's 'Essential Elements of Support for Effective Supervision and Well-being of First-generation Postgraduate Students: An Autoethnographic Perspective' is a contribution to the scholarship on supervisory support aimed at first-generation postgraduate African students' wellbeing in South African universities. Whilst there is a plethora of studies on supervisory models, styles and practices, there is a distinct paucity of research on personal and academic support provided when a postgraduate student

experiences a challenge/s that threaten progression and timeous completion of the postgraduate study. This paper attempts to fill the gap in support as epistemological access. The discussion is located within the supervisor – student relationship (SSR) and Manik offers an autoethnographic perspective on supervisory support as a thread of epistemological access underpinned by an intermediate to strong supervisory style, an 'ethic of care' (Tronto 2020) and the notion of a 'psychological contract' (Cureton 2016). She shares her attempts to support students' mental well-being whilst encouraging postgraduate students towards academic success. Her personal reflections and reflexivity distil from the supervision experiences and students' digital and written feedback, which establishes what comprises essential elements of support for their positive well-being. She presents a layered framework of her supervisory selves for effective supervision, including a triple vignette of support (care, concern and collaboration). She also reveals her commitment and contribution to 'technical generativity' (Kotre 1984) in developing the next generation of African academics. The conclusion provides theoretical insights on staff and students' mental well-being, and the construct of 'underprepared supervisors' for first-generation postgraduate students in higher education.

In his **'Excellence in Supervision is a Function of Relevant Models'**, **Simon Bhekumuzi Khoza** interrogates and analyses supervision models. They are important since they help supervisors and students identify and understand the research needs and identities that drive their research actions. Supervision models are categorised into structured, unstructured, and semi-structured types. Although supervisors in South Africa have used supervision models to improve postgraduate throughput rates, they have not helped South Africa to produce one hundred doctoral graduates per one million people p.a. as yet. Producing one hundred doctoral graduates per one million people is the South African target for 2030 as stipulated in the *National Development Plan of 2030*. Higher education institutions (HEIs) are expected to produce at least five thousand doctoral graduates yearly. According to some reports, HEIs in South Africa produce fewer than two thousand doctoral graduates per year. This cause of concern motivated Khoza to explore and analyse supervision models used by postgraduate supervisors at a HEI in South Africa. This study used a pragmatic paradigm, action research, and a digital national identity framework to frame document analysis, reflective activities, observations, focus group discussions, and semi-structured interviews as the data collection methods. The study further used purposive sampling with convenience sampling to select twenty postgraduate supervisors from a HEI in South Africa.

The findings indicate that the dominance of the structured and unstructured models has generated tension between them that needs to be addressed by a semi-structured model, which is capable of creating a space for digital self-reflectivity before supervision processes take place. It is for this tension that this study explored and analysed supervision models used in South Africa. A semi-structured model concentrates on actions, beliefs behind the actions, and the consequences/ outcomes of supervision. This study, therefore, recommends the application of a semi-structured model and awareness of natural forces/ laws that promote natural actions, thus addressing personal and natural needs.

Postgraduate supervision represents both a significant responsibility and a rewarding opportunity for early-career academics. However, the transition into a supervisory role from just being a supervisee comes with common challenges such as inadequate preparedness due to the lack of formal supervision training, balancing multiple roles in academia, and issues of power dynamics in supervisory practices, which also lead to conflicts. In **'Developing Transformative Postgraduate Supervision Practices for Early-Career Academics: A Journey of Growth, Guidance and Success', Zinhle Mthembu** adopts a qualitative autoethnographic methodology to critically reflect on her personal journey from being a supervisee to becoming a supervisor for honours, master's and PhD students. The analysis explores the multifaceted nature of the supervisor's role, emphasising the importance of building trust and rapport, providing constructive feedback, cultivating critical thinking, and offering consistent motivation and support. The discussion highlights practical strategies such as the 'sandwich' feedback method, structured check-ins, and collaborative learning models for fostering a supportive and productive supervisory relationship. This underscores the significance of creating inclusive environments where students feel empowered to thrive, ultimately enhancing the quality of the postgraduate research experience and the development of the next generation of researchers. In addition to helping individual students, this chapter recommends a proactive approach that leads to more impactful and significant research outcomes, such as higher publication rates, better research quality, and happier students.

Supervision in Transformation Indaba
Praxes

The role of postgraduate studies in the enterprise of a research university

cannot be underrated. Therefore, good supervision is expected to provide valuable support and mentorship to postgraduate students. Various scholars have argued that a supervisor must fully understand their role clearly in showcasing that their students complete their studies. However, others have posited that the lack of formal training of supervisors in fulfilling their roles delays the student to complete their studies. Consequently, it is necessary that supervisors keep reflecting on how they supervise their postgraduate students. Thus titled, **'A Reflection on Postgraduate Supervision Practices: A Case of One University in KwaZulu-Natal Province',** this chapter by **Zinhle Primrose Nkosi** and **Phephani Gumbi** reflects on and evaluates our postgraduate supervision practices, especially of mid-career academics and supervisors. Operating within the interpretivist paradigm, the study uses a qualitative research approach, and it adopts action research methods. Participants include two lecturers in the field of language education and are also researchers in this study. In addition, nine postgraduate students form part of the sample. Interviews, telephone conversations, observations, and document analysis are used as data generation methods. Data analysis is done using thematic analysis. Among findings, the study reveals that while our supervision strategies are helpful to the students, we need to improve on how we provide feedback, and turnaround time in providing feedback. The need for group supervision was identified as a tool to provide opportunities for sharing ideas. The study concludes that, as supervisors, our methods of supervision are helpful, even though we need to improve in certain areas. The study has implications for further research that will focus on experienced supervisors who are senior academics and their supervision styles.

Research supervisors are deemed experts in supervisory relationships; they hold intellectual authority over research topics and processes and implicit authority over supervisees, whom they must ensure will conduct research progressively and ethically. Supervisory roles thus contain embedded power, which, by institutional expectations, must be ethically enacted. But what happens when supervisees are Big Shots outside the supervisory relationship – meaning they hold high-ranking social positions? What happens when they exert power over supervisors, as they do over subordinates outside of the university environment? **Claire Gaillard's 'Supervising the Big Shots: A Research Supervisor's Reflections on Supervising High-ranked Education-alists'** critically deliberates on this probability by drawing from the author's autoethnographic accounts on navigating supervision relationships with power-seeking Big Shots. A reflexive thematic analysis of these accounts uncovers

how elements inducing negative power relations between the supervisor and power-seeking Big Shots play out. Consequently, this chapter imparts how supervisory processes can be redressed to establish amicable supervisory relations between supervisors and Big Shot supervisees.

One of the standard procedures when conducting research is to use a questionnaire or interview schedule to obtain data in answering the research questions. In **'Enhancing Questionnaire Quality in Research: Challenges, Principles, and the Acid Test',** Sam Lubbe, Flip Schutte and Henry Mynhardt engage the concern that many students do not use a proper method or do not know how to compile a scientific and rigorous questionnaire that is coordinated and specifically linked to the research questions concerned. In fact, there appear to be cases where questionnaire design is merely dealt with loosely, in a rule-of-thumb kind of way with both student and supervisor arriving at the end of the empirical data generation phase of the research, where they have weak or limited data or data that do not sufficiently answer the main aspects of the key research questions as well as each of the sub-questions. This conundrum has severely impacted not only the quality of the thesis but also student and supervisor progress and, in some cases, even their mental health. To the contrary, it is incumbent on both student and supervisor to plan and think through each research instrument that employs forms of questioning for empirical data generation. They need to ensure that rich data is generated – data fit for providing a coherent and logical evidence-based argument that convincingly answers the research questions. In this chapter, the authors propose a matrix and procedure that could help to solve this challenge of improving on 'questionnaire quality', if appropriately followed.

The doctoral research proposal is far more than a descriptive blueprint; it must serve as the foundational demonstration of a student's capacity for Critical Creativity, the integrated skill that elevates an idea into a compelling argument for novel scholarly contribution. In **'Feasibility as the Integrating Component: Conceptualizing Critical Creativity for Novel Contributions in Doctoral Proposal Design'** Sam Lubbe, Henry Mynhardt and Flip Schutte, argues that this critical approach necessitates the seamless integration of two seemingly opposed mental functions: creative thinking, which generates expansive possibilities and new conceptual pathways; and critical thinking, which rigorously assesses those ideas by identifying methodological, logistical, and philosophical obstacles. To ground this innovative integration, the process starts with establishing a strong conceptual framework. Doctoral candidates must utilise rigorous analytical tools, like the Mission, and Core Com-

petence or MCC Strategic Decision Matrix, to systematically test their research ideas' research feasibility, and theoretical grounding. This demanding scrutiny is vital, ensuring the proposal is not merely an exercise in replication but lands decisively in the strategic 'Drives' quadrant – a clear indicator of genuine, forward-thinking innovation. By applying Critical Creativity throughout the document, the student can effectively address the deep philosophical under-pinnings of their study and prove that the proposed contribution possesses true originality and scope, transforming the proposal into a powerful testament to their intellectual readiness and scholarly authority.

Adopting the conventions and forms of disciplinary academic writing is a core requirement for students to successfully engage in a university's community of practice. Yet, writing in an academic register for students whose mother tongue is not English can be challenging for a variety of reasons. Chief amongst these problems is first language transfer, the transition from undergraduate studies to postgraduate research and the genre and disciplinary requirements of writing a thesis. In **'Writing in an Academic Register', Ayub Sheik's** study is grounded in Halliday's register theory, a key concept in systemic functional linguistics. He contends that language is functional and registers vary according to the contexts of communication. He then demon-strates how Halliday's notions of field, tenor and mode may be useful for students engaging in academic discourse. The use of appropriate registers in academic writing will advance student efforts in meeting the requirements of particular disciplinary norms, reduce bias, and meet the expectations of academic audiences. A formal, academic register will also impress upon the students, language choices such as hedging, boosters, the use of the passive voice, the avoidance of inappropriate phrasal verbs and colloquial patterning (amongst others) to maintain an objective and scholarly authorial identity. Fin-ally, insight into writing in an academic register will enable students to effect-ively recruit the repertoire of resources, discursive structures, logic, augment-tation, citation methods and other discourse features of academic writing.

In our final chapter, **'Remembering Forward: Memory Work Prin-ciples in Transformative Postgraduate Supervision'**, **Michael Anthony Samuel** argues for a fundamental reconceptualisation of post-graduate super-vision in South African higher education through the theoretical framework of memory work. Reflecting on thirty years of post-apartheid doctoral education provision, the chapter demonstrates how transformative doctoral supervision requires moving beyond hierarchical, performativity-driven models toward collective, democratic approaches that value contestation and multiplicity. The

chapter is structured in two complementary sections. Section One explores memory work as a theoretical foundation, examining how productive memory-making operates through non-linear temporality (kairos rather than chronos) and relational experiences. It identifies five 'pedagogo-pathologies' (amnesia, fantasia, solitaria, inertia, and nostalgia) that undermine transformative potential by perpetuating apartheid legacies and conservative practices. Section Two applies these insights to postgraduate education, critiquing the quantitative obsession with doctoral outputs while presenting an alternative cohort model of supervision that embodies memory work principles.

The cohort model demonstrates how collective memory-making can disrupt traditional power relations through collaborative communities of practice involving multiple supervisors, students, and graduates. Various permutations of this model have evolved across disciplinary, institutional, and international contexts, addressing supervisory capacity challenges while promoting democratic engagement and creative 'serendipitous accidents'.

The chapter concludes that transformative supervision requires conscious commitment to challenging comfortable patterns of the past while remaining open to uncertain futures. Memory work provides a theoretical scaffold for continued experimentation in curriculum design, though further empirical research is needed to evaluate long-term transformative impacts across different institutional and cultural contexts.

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