

Promoting ethical research culture in pursuit of a fruition legal postgraduate supervision practices

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1 Introduction

Ethical research and conduct are integral to ethical legal research projects. Ethical research is used by supervisors and students to provide high quality research projects, to initiate change, to improve policies and legal services, and evaluate their own research projects. This designates that legal research is not an isolated activity, rather it is essential across the continuum of the legal fraternity. This also suggest that ethics is considered the focal point in supervision and if not considered, it could turn to be a serious perennial institutional challenge.¹

Ethical problem solving is an effective tool for assisting both supervisors and supervisees in identifying and determining action when supervisory dilemmas arise. Supervisors will find that supervisees' ethics training is focused primarily on risk avoidance and knowledge, sometimes rote knowledge of the ethics code, but does not necessarily identify ethical dilemmas within the expanse of the scientific presentation and setting. This to note, it is argued that supervisors must model positive ethics, ensuring that supervisees understand and promote the highest ethical conduct and aspirational principles.² The supervisors' ethical knowledge, skills, attitudes, and competence should be strong, modelling adherence to ethical principles and codes, and reflective practice. Supervisors are

1 Black Enterprise 'Managing a multicultural workforce'. *Black Enterprise Magazine* July 2001.

2 C Falender 'Ethics of clinical supervision: An international lens'. (2020) *Psychology in Russia: State of the Art* 42-53.

also challenged to identify ethical aspects of clinical presentations and supervisor-supervisee interactions, and to provide a respectful process that attends to the various requisite competencies needed to ensure that supervisors learn and provide the best supervisory care, protecting and enhancing the outcome for the students they serve.³ This chapter speaks to the value of integrating ethics across legal research projects. It also identifies supervisory methods and ethical considerations that suffice throughout the research process, from designing the chapter to disseminating the findings. Given the significance of research, this chapter is aimed at providing recommendation on how to promote research ethics within the legal research projects.

2 Conceptual clarification

It is significant to look closely into the meaning of the central concepts adopted in this chapter. In so doing, it must be kept in mind that these concepts will, as a result, be subject to different meaning legally and in the context of this chapter. The following are some of the relevant and interrelated definitions.

2.1 Supervision

In the context of this chapter, the term supervision is defined to mean a multifaceted process that among other involves assisting the student or the supervisee to conceptualise, work on and to bring a researchable research project to fruition. According to Garlick, supervision is important and needed because it support competency, learning and development.⁴ Moreover, this include assisting the student with data and data analyses and as well as data interpretation.⁵ It must be noted that this definition may differ from other definitions since there is no universal or standard definition of postgraduate supervision as mentioned above.

3 Falender (n 2) 42-53.

4 M Garlick Why supervision is so important and what is expected of us from a regulatory perspective in relation to supervision. <https://www.weightmans.com/insights/the-importance-of-effective-supervision/#a-case-study> (accessed 4 May 2025).

5 University of Limpopo Policy and Procedures on Postgraduate Research and Supervision available at <https://www.ul.ac.za/wp-content/uploads/2023/11/Post-Graduate-Research-Policy-and-Procedures.pdf> (accessed 15 December 2024).

2.2 Supervisor

Although the word supervisor can be defined in various forms, it is prudent to highlight that in the context of this chapter, the word supervisor refers to an academic supervisor or postgraduate supervisor. In an attempt to locate this chapter within the university context and flowing from the Policy on Postgraduate Supervision and Research of the University of Limpopo, a supervisor denotes the person who promote the student or the student's research activities leading wholly or in part to the awarding of a master's degree or doctoral degree. In line with this definition, the policy further entails that supervision is a core academic function in higher education and training institutions since it is the interface between teaching and learning and research.⁶ In the context of this chapter, supervisor is a person who is responsible for giving guidance or directions to the candidate or the supervisee in relation to the research project. As indicated above, it is important to note that in a research project, there can be more than one supervisor where circumstances permits and when a need arise.

2.3 Supervisee

In terms of the Meriam Webster's Dictionary, the term supervisee refers to a person being supervised.⁷ In other words, the one who is being supervised or works under the control or supervision of the supervisor.

2.4 Research ethics

According to the World Health Organisation (WHO), research ethics are standards of conduct that researchers are expected to observe and comply with when conducting research.⁸ Simply put, ethics govern the standards of conduct for researchers when conducting their research projects.

6 University of Limpopo Policy and Procedures on Postgraduate Research and Supervision (n 5) 3.

7 Merriam-Webster.com Dictionary, Merriam-Webster, <https://www.merriam-webster.com/dictionary/supervisee> (accessed 7 January 2025).

8 <https://www.who.int> (accessed 7 January 2025).

3 Ethical and effective supervision

Noteworthy, recognition that supervision is a distinct professional competence that requires training is an essential first step in the supervisory journey. It must be emphasised that supervisors hold responsibility for both supervisees care and for their institutions, and for understanding and integrating the worldviews and belief structures of the supervisees and themselves. The supervisor models ethical behaviour, thus providing a supervisory role and curriculum that is supported by multicultural competent ethical practice.⁹ Generally, the supervisor should be competent in the areas under his/her supervision, including understanding multicultural factors, modelling meta competence, or considering what one does not know, and creating an environment in which communication and the supervisory relationships are facilitated. Acknowledging the limits of a supervisor's own competence and requisite ethical steps to address those limits are critical.¹⁰

4 Organisation theory and the study context

It is important to take a close look into the theory that will assist to get a better understanding of the concept of research ethics and its importance and in line with the supervisory practice.

Postgraduate supervision programmes and research ethics or ethical considerations are subjects which provides a causal link for innovative teaching and learning including a fruition supervision. It is important to note that a good supervisor is the one who adhere to and follow the supervisory ethical conduct and that supervisor will take his or her students or supervisees to incredible heights. Of importance is to understand what this chapter is all about in order to have an improved understanding and to clear any misconception of postgraduate supervision in line with research ethics. At face value, this chapter might seem to be limited to supervision in a narrow sense. However, an in-depth analysis will demonstrate that the chapter goes beyond the issue of supervision as it extends to, *inter alia*, the issues of finance in supervision and the influence and effects that funding has on throughput and

9 Falender (n 2) 42-53.

10 Falender (n 2) 42-53.

postgraduate supervision, issues of ethical consideration, and social-economic challenges and their influence in post-graduate research supervision. Substantively the supervision approaches or guiding theories, their advantages and pitfalls will be closely looked at. Whilst on the other hand, an expedition will be carried out to examine the role and importance of ethics in postgraduate supervision.

5 Social justice agenda

According to Govender, the quality of higher education especially in black communities is poor.¹¹ This notion is also supported by popular scholars in the higher educational arena. For example, Jansen avers that in order to have a social agenda that advances the quality of lives of our people, there is a need for an education of good quality and standard.¹² Simply put, the author acknowledge that the social justice agenda cannot be achieved if the education system is not in line with the social justice agenda and is of poor quality and substandard. Thus, the chapter emphasise that student's research projects must among other things be driven by the social justice agenda. This denotes that supervisors and supervisees need to also investigate topics or themes that advances social agenda and incorporated such into their research programs. The chapter further accentuates that government, private companies and other relevant stakeholders must also have funding mechanisms to deliberately fund those research project that advances socio-economic issues and challenges.

6 Ethics and student-supervisory role

As a matter of fact, ethics are a central part of post-graduate research and all the academic facets. Moreover, ethics maintain the academic standard and quality of the research and all the academic activities of an educational institution. Case in point, Resnik asserts that ethics are undistinguishable to morality. This denotes that both the rules

11 J Govender 'Social justice in South Africa' (2016) *Civitas-Revista de Ciências Sociais* 237-258.

12 J Jansen 'Social Justice in South Africa: Leveraging the Sustainable Development Goals and the Global Human Rights Agenda to Advance Social Justice' (2019) Report of the Inaugural Social Justice Summit and International Conference. Thuli Madonsela and Marna Lourens (editors) 1-175.

of morality and the rules of ethics distinguish between what is right and wrong.¹³ Put differently, ethics in the context of postgraduate supervision deals with the norms and standard of conduct that aims at differentiating what is acceptable and what is not. In line with the role of the supervisor, Maxwell and Smyth postulates that ethics in supervision is a very multifaceted process which involves that the supervisor needs to involve the organisational, social, cognitive and emotional aspect.¹⁴ This suggests that the supervisor must adapt to the need of the supervisee in order to effectively facilitate the learning and supervision process. Lovitts therefore posits that the supervisor needs to be an expert in the subject matter, must provide mentoring or guidance, and where necessary even organise sponsorship or financial support.¹⁵

To this end, the role of a supervisor can best be described as a mentor who facilitates the process of a research project from its inception until the final stage which is normally the graduation stage. In addition, Petersen indicates that supervision is not only about the supervisor guiding the supervisee or student, instead, it is two sided which means that both parties involved benefit in that the supervisors equally learn and grow in terms of knowledge and experience in the process of supervision.¹⁶ Emilsson and Johnson convey a different perspective on the role of supervisors by submitting that supervision is always perceived from the lens of roles and responsibility instead of a relationship point of view. The authors maintain that if supervision is viewed from a

13 DB Resnik 'What is ethics in research & why is it important?' (2020) National Institute of Environmental Health Sciences also available at <https://www.niehs.nih.gov/research/resources/bioethics/whatis/index.cfm> (accessed 15 December 2024).

14 TW Maxwell & R Smyth 'Higher degrees research supervision: From practice towards theory' (2011) *Higher Education Research and Development*.

15 B Lovitts 'The transition to independent research: Who makes it, who doesn't and why?' (2008) *The Journal of Higher Education*.

16 M Gordon-Pershey & PR Walden (2013). 'Supervisor and supervisee perceptions of an adult learning model of graduate student supervision' (2013) *Perspectives on Administration and Supervision*. Further see M Gordon-Pershey & PR Walden 'Applying adult experiential learning theory to clinical supervision: A practical guide for supervisors and supervisees' (2013) *Perspectives on Administration and Supervision* also available at https://www.researchgate.net/publication/271770235_Applying_Adult_Experiential_Learning_Theory_to_Clinical_Supervision_A_Practical_Guide_for_Supervisors_and_Supervisees (accessed 7 January 2025).

relationship perspective it will be effective which will translate into effective supervision.¹⁷

7 Ethics in postgraduate supervision

Ethics are the cornerstone of postgraduate supervision. Without ethical consideration, research will not be considered proper research. This is accentuated by Resnik when alluding that ethics have to do with what is acceptable and unacceptable within the context of research. Resnik further posits that these are principles that ought to be adhered to or complied with in order to conform with ethics in research or postgraduate supervision. The author emphasised that amongst others, honesty remains the fundamental principle to be adhered to when dealing with ethical consideration in research.¹⁸

In this regard, this chapter argues that there must be trustworthiness in terms of the collection of data, and the manner and process of collecting and analysing the said data. In summation, data must be true and not manipulated or fabricated. In the same breath, data analysis and collection must be done with respect and integrity particularly in fields where it involves human beings unlike in the legal field where reliance is mostly on doctrinal method. Resnik argues that research prejudice must be avoided at all material times in terms of data analysis, interpretation and expert testimony and so forth. The author further opines that the researcher ought to disclose any personal conflict and interest that exists in order to maintain academic integrity, quality and standards.¹⁹

8 Models, practices and processes of supervision

In order to facilitate the research program it is important for the assigned supervisor to adopt an approach, style or practice that the supervisor will employ in a particular research and supervision activity. This to note, this part of the chapter will be devoted to the models or methods of supervision. At the onset, it must be noted that these styles or approaches

17 MU Emilsson & E Johnsson 'Supervision of supervisors: On developing supervision in postgraduate education' (2007) 26 *Higher Education Research and Development*. Also available at <https://doi.org/10.1080/07294360701310797> (accessed 15 December 2024).

18 Resnik (n 13).

19 As above.

differ depending on the type of research project the supervisee intend to follow. Arguably, there are quite a number of styles which are recognised.²⁰ For example, these styles include traditional approaches, group approach and team approach. Though not exhaustive, these approaches or models of supervision are singled out and discussed hereunder.

9 Supervision styles, practices and processes

9.1 Traditional approach

One of the approaches in supervision is the traditional approach. This model is also known as dyadic approach. This is a traditional style of supervision which is premised on two key players namely the supervisor and the student or supervisee. In this approach, both the two role-players and or participants are actively involved in the research activity.²¹ This chapter accentuates that this approach if not carefully employed may lead to power dynamics that might hinder the smooth running of the research activity and at times prevent the supervisor to bring the project to fruition in that the supervisor in a traditional approach is considered the alpha and omega. In other words, the supervisor possesses knowledge while the supervisee or the student is merely there to follow the guidance of the supervisor.

For this reason, some scholars perceive this as solemn pitfalls. For example, Mackinnon find this approach or method of supervision to be counterproductive for it creates a dependency on the supervisor or cause the student or the supervisee to rely heavily on the supervisor without encouraging the supervisee to be independent in any way.²² This notwithstanding, the traditional approach like any other approach has its advantages. It is argued that this approach encourages and promotes the interpersonal relationship which fact must not be overlooked. Li and Searle are of the view that if a traditional approach is properly employed

20 S Delamont, P Atkinson & O Parry *Supervising the doctorate: A guide to success* (2004) Maidenhead: Open University Press.

21 R Parker 'A learning community approach to doctoral education in the social sciences' (2009) *Teaching in Higher Education*.

22 J Mackinnon 2004. 'Academic supervision: Seeking metaphors and approaches for quality' (2004) *Journal of Further and Higher Education*.

and used effectively, it also promotes mentorship and coaching.²³ Therefore the traditional approach need not be completely dealt away with as it can still be useful if employed and used accordingly.

9.2 Group approach

Following the traditional approach, there is another supervision style termed group approach. The group approach can be seen as an alternative to the traditional approach. At the onset, this approach diffuses the power relations discussed under the traditional approach. It increases social learning in a collaborative space environment as oppose to the traditional approach which suggests that knowledge and power vests in the supervisor.²⁴ Thus, this approach encourages independent work ethic on the part of the supervisee or the student. Moreover, Malfroy, submits that the group approach does not take away neither the importance nor the role the supervisor plays in the research project. Instead the supervisor is still the driving force in the research project in that they must guide and provide research direction but equally the peer value added in group approach cannot be overlooked.²⁵

The value that is added by the peer-in-group approach is also recognised by other scholars. For example, Lovitts asserts that in a group approach peers influence each other and that can also lead to supervisees producing a research project of high quality and standard.²⁶ Moreover, Bitzer and Albertyn are of the view that supervisees in the group approach are able to interact with each other without the power dynamics that are present in the traditional approach.²⁷ In other words, this type of approach encourages learning through interaction with other peers and most importantly it allows supervision to be more collaborative and collective thereby creating a sense of belonging on the part of the students or supervisees in the research journey. This however, must not

23 S Li & C Searle 'Managing criticism in PhD supervision: A qualitative case study' (2007) *Studies in Higher Education*.

24 Parker (n 21) 48.

25 J Malfroy 'Doctoral supervision, workplace research and changing pedagogic practices' (2005) *Higher Education Research and Development*.

26 Lovitts (n 15).

27 EM Bitzer & RM Albertyn. 'Alternative approaches to postgraduate supervision: A planning tool to facilitate supervisory processes' (2011) *South African Journal of Higher Education* also available at <https://doi.org/10.20853/25-5-5554> (accessed 12 November 2024) 25.

be misconstrued to mean that the responsibility of the supervisor will be redundant. Emphatically, it is argued that the supervisor's responsibilities will still be significant in that he or she will still be providing valuable guidance.

In addition, Malfroy allude that the supervisor will still be a major role player in that one on one session will still take place and the supervisor will still provide direction to each and every research project of supervisees that he or she oversees.²⁸ Therefore, this approach assists in terms of allowing supervisees to find their research identity and taking charge in their research projects. This allows supervisees to commit mistakes but learn from their mistakes and from their peer too since this is a group approach. It further assists in terms of networking or building relationships with peers which can be beneficial mostly to the supervisee. Like any other method, the group approach too also has its shortcomings. This means that if it is not properly managed it can lead to ineffectiveness. For instance, some supervisees are naturally introverts which can then result in fear of participation in a group environment or setting.²⁹

9.3 Team approach

The team approach must not be confused with the group approach. The two are not the same. This approach has to do with the teaming up of supervisors (commonly known as co-supervision) to supervise a student or a supervisee. This normally takes place when the students' research project is multidisciplinary in nature. For instance, where the supervisee's research project delves into different fields or niche areas that will need at least more than one supervisor from different fields or niche areas. On the other side this method can be employed to capacitate the junior supervisors or academics by paring them with the senior and experienced ones.

For illustration purposes, the postgraduate coordinator will pair the emerging and or junior supervisor with the senior and or more experienced supervisor to ensure that there is not only effective supervision but there is also a transfer of skill from the senior experienced

28 Malfroy (n 25).

29 Parker (n 21) 50.

supervisor to the emerging one. This is accentuated by Nulty, Kiley and Meyers when submitting that the team supervision approach involves a principal supervisor who provides a support role to the co-supervisor.³⁰ In addition, Malfroy supports the position that team approach supervision works better in the multidisciplinary research project since it allows the supervisee to have access to different perspectives and information.³¹ The team approach to supervision especially in interdisciplinary research projects must not be done chaotically. As a result, skilled and knowledgeable supervisors are required. However, that is not sufficient for an effective research project to succeed. This to note, it is worthy to mention that in those circumstances since there is more than one supervisor involved, it means more than one personality and ideas are also infused.

On the same note, it is argued that in order to circumvent and mitigate unnecessary clashes, both supervisors and the supervisee must focus mainly on research projects as opposed to interpersonal issues (such as cultural differences) which are at times inevitable. This means that there must be a new way employed to supervise which will not allow the egos or differences of the supervisors to cloud their judgement since at the end it is about the supervisee and producing quality research projects with a meaningful impact as opposed to their personal agendas. Lastly, the principal supervisor must involve the co-supervisor in the research project plan, meetings and any other process or activities that deal with the research project to have a pleasant supervisory journey for both the supervisors and the supervisee. It must be noted that where there are fundamental differences and interpersonal issues at play between the supervisors, the supervisee is the one who stands to suffer the consequences as his or her progress and the project will be adversely affected. This might be in the form of delay in feedback, delay in agreeing on the direction that must be followed in the research project and ultimately causing frustration, demoralisation and poor response from the supervisee.

30 D Nulty, M Kiley & N Meyers 'Promoting and recognising excellence in the supervision of research students: An evidence-based framework' (2009) *Assessment & Evaluation in Higher Education*.

31 Malfroy (n 25).

To this end, this chapter stresses that it is enlightening to note that no particular supervision model or approach is better than the other. It is noteworthy to indicate that these methods can be employed depending on the circumstances and the wishes of the participants in question. Furthermore, it is clear from the discussion above that each approach has its own challenges and advantages. Thus, as supervisors, emerging or established, it will be imperative to learn as much as possible about these models or approaches in order to absorb the advantages of each model and adopt and employ them as and when a need arise. However, one can concede that though there is no singular supervisory model which is predominant, it is noted that the sole or traditional supervision approach is still preferred in majority of institutions both domestically, regionally and internationally.³²

10 Postgraduate supervision and financial support

The link between research throughput and finance has been noted in some scholars' work. The purpose of this part of the chapter is to analyse the relationship that exists between the research and throughput and additionally examine the consequences that ensue as a result of finance or lack of financial support thereof in the postgraduate journey. It must be noted that the majority of undergraduate degrees are funded by the National Student Financial Aid Scheme (NSFAS).³³ At the postgraduate level however, institutions such as the National Research Foundation (NRF) also play an integral role in funding some of the postgraduate research projects. With regard to private research funding, it can happen that the funders can under certain circumstances own the research project as their intellectual property or even sway the direction and results of the research outcome. Thus, research funders must have the integrity to desist from influencing the research in any way whatsoever, otherwise such leads to academic interference which violates the common law principle

32 P Ngubele 'Postgraduate supervision practices in education research and the creation of opportunities for knowledge sharing' (2021) Problem of Education in the 21st Century.

33 A Wildschut and others 'The National Student Financial Aid Scheme (NSFAS) and its impact: Exploring the absorption into employment of NSFAS funded graduates' available at <https://www.nsfas.org.za/content/reports/NSFAS%20Complete%20Report.pdf> (accessed 4 May 2025)

of academic freedom that both the supervisor and the supervisee are entitled to and must enjoy.

Mukwad and Holmat submit that financial difficulties can be limiting in terms of the throughput of the research project and that student who is not funded will usually take time to finish their postgraduate studies.³⁴ In the main, Mukwad and Holmat are of the view that postgraduate students (PhD candidates for example) with funding finish within a period of five years or even less whereas non-funded take double the period.³⁵ Moreover, the number of candidates that are fully funded is three times less than the non-funded ones. This denotes that funding is a serious issue within the postgraduate education. Moreover, funding is a condition that makes it favourable for the supervisee to complete their research project in time. For this reason, poor or lack of funding mechanism thereof need to be looked at in an attempt to improve same for a better postgraduate graduation throughput. With this in mind, it is submitted that both the public and private sectors and other interested stakeholders have the responsibility to fund and make financial resources available to the supervisees in their disciplines.

11 Way forward

The research methodology has *inter alia* reaffirmed that there is no singular model of supervision that can be utilised universally. This means that supervisors need to appreciate and learn different types of research models to enhance their knowledge and use the suitable one depending on the special needs of each research project. Consequently, supervisors need not be rigid in their approach. They must be open-minded and also be willing to learn themselves. For this reason, supervisors, emerging or established need to attend workshops and training that deal with contemporary issues relating to ethics and research supervision methods in order to equip themselves with the supervisory skills. Whereas ethics and the student-supervisor role are two different things, one appreciates that ethics goes hand in hand with research and under no circumstance can research be conducted without observing the ethical considerations

34 G Mukwada & L Holtman 'Challenges confronting the quality of postgraduate research supervision and its effects on time-to-degree and throughput rates: A case of a South African university' (2014) *Mediterranean Journal of Social Sciences*.

35 Mukwada & Holtman (n 34).

that regulate the type of research project one is undertaking. Moreover, the supervisee-supervisor role can be implemented through a group supervision model or any other model as discussed above. Therefore, it is significant for the supervisor to ensure that the journey and environment are conducive for both participants. The implementation of effective student-supervisor role can be implemented through collective engagement by the supervisor and the supervisee.

12 Conclusion and recommendations

There has been an increased demand on the need for supervision following the large number of law students pursuing postgraduate studies. For this reason, supervisors need to recognise the ways in which the supervision dynamics are changing and evolving. This to note, supervisors must adopt the necessary skills to accommodate a multicultural or diverse working environment. Above all, supervisors must be ethical at all material times when performing their supervisory duties.

In summation, this study serves as an unembellished reminder that postgraduate supervision is a pedagogy that must be studied on a continuous basis. This to note, supervisors ought to supervise with guidance that extends not only their data analysis skills, writing skills and others but also the conceptual understanding and appreciation of the fact that their supervision is as good as their exposure to contemporary issues. They must also employ the methods of supervision as discussed above depending on the needs and circumstances of each case. Postgraduate supervisors must begin to understand that they need to involve the supervisee in the decision-making of the direction of the research project so as to empower them and also be the supervisors of tomorrow.

It is clear from the above analysis that post-graduate research supervision is an evolving field that requires emerging supervisors and established supervisors to keep abreast with the contemporary issues and dynamics that exist in the sphere of legal postgraduate research supervision, particularly issues involving ethics. Moreover, this must be a stark reminder that research supervision is a multifaceted academic activity that involves not only an expert supervisor in the field, but also other ethical attributes that the supervisor must embrace. Either than ethical considerations for instance, a supervisor equally must be emotionally supportive in some instances, as the emotional support is important to supervisees.

The chapter has highlighted the key considerations that both supervisors (emerging and established) need to take into account. For example, it has demonstrated that no singular research approach is suitable for different types of scientific and legal research. Simply put, there is no blanket approach when it comes to postgraduate research supervision. For example, when dealing with supervision models or approaches there is an appreciation recorded as highlighted above that all these approaches can be good only if they are employed and used effectively. Thus, a supervisor may opt to choose a particular approach of supervision but such approach must be done with the appreciation of the fact that these models or approaches have their pitfalls and also considering the ethical consideration as the focal point in research activities.

This chapter recommend that higher institutions need to have programs that seek to empower supervisors both emerging and established. It must be mandatory for a supervisor to attend one training or workshop per semester or per year depending on the institutional need. Regarding ethics and student-supervisor role, the chapter has demonstrated and argued that both students and supervisors play a critical role in the completion of quality academic research projects. The chapter noted that common issues such as interpersonal issues can cause a delay in the completion of the research project. Thus, the study recommends that supervisors need to have emotional intelligence by attending supervisor seminars and training constantly. Where there is co-supervision, it must be mandatory through university policies that there must be a demarcation of work allocated to the co-supervisor. Lastly, finance and research throughput must be done by the university research office to mitigate the influence of the funder on the supervisor or supervisee. This to note, all deserving registered students must be granted such funding to bring theirs research activities to fruition.