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**Sub-theme:** Equity, Access, and Inclusion

**Format:** Paper presentation

### **Contemplating humanising pedagogy in postgraduate education: implications on scholarship and sustainability**

The Nelson Mandela University has made significant progress in bringing humanising pedagogy into its academic engagements, research activities, and curriculum transformation initiative. This progress is evident in the conceptualisation of students' access and success, accompanied by different support structures to enhance teaching and learning. This view has also shaped contemporary educational discourses relating to inclusion, epistemology, and assessment in higher education. The undergraduate program at the Faculty of Education is underpinned by a humanising pedagogy philosophical framework. It has influenced how students are being taught and assessed by moving away from a technicist exercise to one that is more enabling. Despite these advances, the influence of humanising pedagogy in postgraduate education remains limited. Several reasons account for this disparity: supervision practices, the nature of curriculum, assessment approach, and the current university funding strategy. Drawing on a conceptual analysis of humanising pedagogy and postgraduate scholarship, the paper argues that current funding arrangements do not adequately support the development of sustainable humanising practices at the postgraduate level. The paper conceptualises a hybrid funding strategy that could enhance the development of a sustainable scholarship of humanising pedagogy in postgraduate education. The proposed hybrid strategy seeks to advance innovative sustainable scholarship of humanising pedagogy, thereby contributing to ongoing debates on the impact of postgraduate transformation, inclusive scholarship, and sustainable academic development.