

LIST OF HIGHER CERTIFICATE COURSES AT UNISA



HIGHER CERTIFICATE IN ACCOUNTING SCIENCES

- Qualification code: 98201
- NQF level: 5
- Total credits: 120
- Mode of learning: Online and distance learning



HIGHER CERTIFICATE IN ANIMAL WELFARE

- Qualification code: 90098
- NQF level: 5
- Total credits: 120
- Mode of learning: Online and distance learning



HIGHER CERTIFICATE IN ARCHIVES AND RECORDS MANAGEMENT

- Qualification code: 98577
- NQF level: 5
- Total credits: 120
- Mode of learning: Online and distance



HIGHER CERTIFICATE IN CRIMINAL JUSTICE

- Qualification code: 90006
- NQF level: 5
- Total credits: 120
- Mode of learning: Online and distance

Unisa List Of Courses 2015

Ronald J. Burke, Astrid M. Richardsen



Unisa List Of Courses 2015:

ECIME2015-9th European Conference on IS Management and Evaluation Dr Elias Pimenidis and Dr Mohammed Odeh,2015-09-07 The 9th European Conference on Information Management and Evaluation ECIME is being hosted this year by the University of the West of England Bristol UK on the 21 22 September 2015 The Conference Chair is Dr Elias Pimenidis and the Programme Chair is Dr Mohammed Odeh both from the host University ECIME provides an opportunity for individuals researching and working in the broad field of information systems management including IT evaluation to come together to exchange ideas and discuss current research in the field This has developed into a particularly important forum for the present era where the modern challenges of managing information and evaluating the effectiveness of related technologies are constantly evolving in the world of Big Data and Cloud Computing We hope that this year s conference will provide you with plenty of opportunities to share your expertise with colleagues from around the world The keynote speakers for the Conference are Professor Haris Mouratidis from the School of Computing Engineering and Mathematics University of Brighton UK who will address the topic Rethinking Information Systems Security Dr Mohammed Odeh from the University of the West of England Bristol UK and Dr Mario Kossmann from Airbus UK who will talk about The Significance of Information Systems Management and Evaluation in the Aerospace Industry ECIME 2015 received an initial submission of 55 abstracts After the double blind peer review process 28 academic Research papers 5 PhD Research papers 1 Masters Research paper and 3 Work in Progress papers have been accepted for these Conference Proceedings These papers represent research from around the world including Austria Botswana Cyprus Czech Republic Ireland Japan Kuwait New Zealand Norway Poland Portugal Slovakia Russia South Africa South Korea Sweden The Netherlands UK and the USA **ICICKM2015-12th**

International Conference on Intellectual Capital Knowledge Management & Organisational Learning Vincent Ribi re and Lugkana Worasinchai,2015-10-20 Decolonisation in Universities Jonathan Jansen,2019-08-01 In this collection of case studies and stories from the field South African scholars come together to trade stories on how to decolonise the university Shortly after the giant bronze statue of Cecil John Rhodes came down at the University of Cape Town student protestors called for the decolonisation of universities It was a word hardly heard in South Africa s struggle lexicon and many asked What exactly is decolonisation This edited volume brings together the best minds in curriculum theory to address this important question In the process several critical questions are raised Is decolonisation simply a slogan for addressing other pressing concerns on campuses and in society What is the colonial legacy with respect to curriculum and can it be undone How is the project of curriculum decolonisation similar to or different from the quest for postcolonial knowledge indigenous knowledge or a critical theory of knowledge What does decolonisation mean in a digital age where relationships between knowledge and power are shifting The book combines strong conceptual analyses with novel case studies of attempts to do decolonisation in settings as diverse as South Africa Uganda Tanzania and Mauritius

Such a comparative perspective enables reasonable judgements to be made about the prospects for institutional take up within the curriculum of century old universities

Women in Management Worldwide Ronald J. Burke, Astrid M. Richardsen, 2016-08-12 Organizations today are facing unprecedented challenges including an ageing workforce potential talent shortages an increasingly competitive international environment and the need to utilize the talents of the best qualified people regardless of gender More women than men in many cases are graduating from universities and gaining the requisite experience to qualify for advancement to higher levels of management In this expanded and revised third edition Professors Burke and Richardsen together with a list of international contributors address women s progression in the workforce and into the upper echelons of management They cover a range of professions and a geographically dispersed territory thereby advancing the understanding of women in management within a traditional context and making a substantial contribution to the literature for both an academic and practitioner audience The broader regional perspective offers a comprehensive overview of the challenges and opportunities facing women in the workplace and promotes the ongoing analysis of the interface between women s career aspirations and societal and organizational norms assumptions and values Following the same format as the previous edition the country by country analysis allows for the data between countries and regions to be compared for the differences to be addressed and a more holistic picture of the situation in a given country to be assessed Women in Management Worldwide will appeal to researchers policy makers in a range of countries interested in workforce issues talent management and gender equality as well as consultants working with international organizations on HRM and organizational effectiveness challenges

Faith in Christ Today Invitation to Systematic Theology Klaus Nurnberger, 2016-06-29 In Volume I the author analyses the Word of God and the response of the Christian community in a lucid and accesible way In this second volume he interprets the classical assertions of the Christian faith in terms of Gods creative and redemptive project in the world of today His experiential approach is meant to restore the credibility vibrancy and relevance of faith in Christ for our times

Utilisation of South African Research on Higher Education Jan Botha , Gabriele Vilyte, 2021-10-26 The relationship between research on the one hand and policy practice on the other hand is complicated and collaboration between scholars in research on higher education RHE and institutional research IR practitioners is often lacking This book marks a collaborative effort of a diverse range of South African RHE and IR scholars and asks the overarching questions What do we know about the utilisation of South African research on higher education SARHE and its subset of research known as Institutional Research How and by whom is this research used The book begins by looking at the historical underpinnings of SARHE and delineating the shape and size of this body of research This is followed by a series of case studies on South African Higher Education institutions and governmental bodies investigating how when and by whom are research on higher education and institutional research used in the decision making of these organisations This book is the first of its kind in South Africa and sets out to lay the groundwork for further research into the

use uptake and utilisation of RHE and IR in this country

Yearbook of International Organizations 2014-2015

(Volume 4) Union Of International Associations, Union of International Associations, 2014-09-17 The Yearbook of International Organizations provides the most extensive coverage of non profit international organizations currently available Detailed profiles of international non governmental and intergovernmental organizations IGO collected and documented by the Union of International Associations can be found here In addition to the history aims and activities of international organizations with their events publications and contact details the volumes of the Yearbook include networks between associations biographies of key people involved and extensive statistical data Providing both an international organizations and research bibliography Volume 4 cites over 46 000 publications and information resources supplied by international organizations and provides nearly 18 000 research citations under 40 subject headings This volume also includes a research bibliography on international organizations and transnational associations *Reimagining Contract Law Pedagogy* Warren Swain, David Campbell, 2019-01-14 Reimagining Contract Law Pedagogy examines why existing contract teaching pedagogy has remained in place for so long and argues for an overhaul of the way it is taught With contributions from a range of jurisdictions and types of university it provides a survey of contract law courses across the common law world reviewing current practice and expressing concern that the emphasis the current approach places on some features of contract doctrine fails to reflect reality The book engages with the major criticism of the standard contract course which is that it is too narrow and rarely engages with ordinary life or at least ordinary contracts and argues that students are left without vital knowledge This collection is designed to be a platform for sharing innovative teaching experiences with the aim of building a new approach that addresses such issues This book will have international appeal and will be of interest to academics researchers and postgraduates in the fields of law and education It will also appeal to teachers of contract law as well as governmental and legal profession policymakers Teacher Preparation in South Africa Linda Chisholm, 2019-10-09 The book will focus on the emergence of a racially divided system of teacher preparation and its dismantling post apartheid It will explore the policies and politics of discrepant pathways to teacher preparation within the context of international and comparative trends **New Kid on the Block** Alison Mackinnon, 2016-07-18 The reconstruction of higher education in Australia at the end of the 1980s radically reshaped many existing universities However in South Australia Dawkins s educational changes brought into existence an entirely new university the University of South Australia formed by the merging of two former institutions from the advanced education sector the South Australian Institute of Technology and the South Australian College of Advanced Education This volume first traces the unsuccessful path taken by those institutions to form partnerships with the two existing universities in South Australia Having been rejected by Flinders and the University of Adelaide respectively the two former colleges joined forces and began life as a new university in a new system of higher education Lacking research funding and access to higher degree students in its previous life the new university nevertheless

had considerable strengths which suited the new system particularly in equity and links with business and the community. The story of the University of South Australia is one of the most successful of the Dawkins changes. After a shaky start its rapid rise to prominence in South Australia and beyond allows it to be truly seen as a new kid on the block in Australian higher education.

Activating Academia for an Era of Colliding Crises Alison Julia Katherine Green, Adam R. Aron, James Dyke, 2025-10-28

While there has been discussion for decades about the need to rethink the core purpose of academia to enable all to live well on a planet of finite resources, humanity's present predicaments point to a paradox at the heart of the academic enterprise. Although academic institutions have originated research and innovations that underpin much of what we view as development and progress, these same advances are also responsible for the global crises we now face. Indeed, many voices are now arguing that academia can and must do more to drive the transformative change that is needed if we are to avert the imminent catastrophe that is almost upon us.

The Alliance for Sustainability leadership in Education (EAUC) in conjunction with Second Nature and the United Nations Environment's Youth and Education Alliance announced in 2019 that over 7 000 higher and further education institutions across six continents were declaring a climate emergency with a three-point plan for action as part of the Race to Zero. This enshrined a bolder commitment from academia to play its part in achieving net zero greenhouse gas emissions.

While there has been success over several decades in fostering Education for Sustainable Development (ESD) and in embedding sustainability in curricula, the efficacy of this has arguably been limited by the disciplinary silos in which academics find themselves. Similarly, the research and scholarly work that is needed to fully understand planetary limits transcends the traditional silos of academic disciplines.

This Research Topic then will examine what needs to change to optimise ESD and transdisciplinary approaches to research and teaching. It will explore ways in which theories of change can be brought to bear on these issues.

Our Research Topic also centres on the responsibility acknowledged increasingly by academics for academic institutions and sectors and for academics themselves to do more. As trusted educators, communicators and policy influencers, academia has unique potential and responsibility to guide students and society through this transition to a better future.

In the case of many academics, this means embracing advocacy and activism as their moral responsibility at this point in humanity's history. To this end, the Research Topic will consider ways in which climate justice principles may be used to explore the responsibilities of academic institutions as one example of an actor with the capacity to influence the drivers of climate breakdown to act.

In some nations, academic institutions have fallen prey to a set of neoliberal assumptions that have arguably diminished the agency of individual academics. The marketisation of higher education is rife in some nations, e.g. UK and US, and while some academics have documented rising inequality, a deepening climate and ecological crisis, socio-economic breakdown and the deteriorating psychological and physical well-being, these engender they have so far proven mostly powerless to reorient their fields to confront these challenges at the institutional level. Consequently, they remain unable to pursue an agenda for change that benefits their students and wider

society This Research Topic welcomes research that explores actions available to academics from diverse perspectives including models of behavioural change Decades of research have shown that warnings do not work and that evidence based recommendations do not necessarily translate into policy or institutional change Academics increasingly refer to a broken science society contract suggesting that calls to listen to the science and expectations that warnings issued by scientists will be heeded reflect a depoliticized view of the relationships between science and society This failure to recognise the intricate ways in which science and policy are connected raises questions about the neutrality of research and the academic enterprise Our Research Topic invites articles that explore how we might re make the science society contract Questions about the independence and interdependence of research and teaching inevitably arise when academic institutions are in receipt of funds from corporations charities foundations and individuals Institutions can be compromised by vested interests often in the form of corporate interests that can influence research curriculum and staff appointments and the will of senior management to address this problem is poor While there are laudable initiatives aimed at resolving intersecting challenges and promoting transdisciplinary approaches in higher education it is fair to say that increasing numbers of academics globally realise that we are not set up to ready society for an era of colliding environmental and social crises Many fear that academia is guilty of perpetuating the problems that have created this crisis And while growing numbers hold this view few have ready answers as to what more academics and academic institutions can do In spite of this some academics have chosen to step outside of their conventional roles embracing advocacy and activism either taking individual action outside of their role or seeking to drive change within their institutions One problem is that action is fragmented often reliant upon the energies and tenacity of one or more individuals who have sought to re define their roles to embrace the responsibility they feel to act The Research Topic will serve to aggregate work on academic activism and to raise awareness of ways in which academics can act It will also examine the notion that we need to remake the science society contract and will explore what that entails The Research Topic will explore the interrelations between science and society and highlight the need to examine political dimensions of decision making and knowledge production To begin to provide answers to the questions of what it is that academics can do to drive transformational change this Research Topic brings together voices from diverse disciplines and nations Their voices have in common one thing each has reflected on or re imagined their role and purpose as an academic and each has embraced advocacy or activism The articles will be organised around three broad themes i In what ways are our academic institutions either failing or succeeding We invite articles that expose the overt and covert influences on academia such as neoliberal structures and fossil fueled research agendas We also invite articles centred on examples of good practice such as initiatives to foster transdisciplinary approaches to research and education ii Trailblazers for transformative change We invite case studies and critiques from the front lines from academics exploring and putting into practice their own take on What can I do Evaluations of what has and has not worked to drive change at the institutional and

individual levels are welcomed iii The disruptors that are already initiating transformations in HE The growth of for profit private providers open access teaching resources and other online approaches that threaten the business models of existing public and nonprofit institutions who struggle to compete with the relevance and just in time education that is becoming available via novel actors We welcome articles exploring the potential for disruption

A Handbook on Legal Languages and the Quest for Linguistic Equality in South Africa and Beyond Zakeera Docrat, Russell H Kaschula, Monwabisi K Ralarala, 2021-06-02 A Handbook on Legal Languages and the Quest for Linguistic Equality in South Africa and Beyond is an interdisciplinary publication located in the discipline of forensic linguistics language and law This handbook includes varying comparative African and global case studies on the use of language s in courtroom discourse and higher education institutions Kenya Morocco Nigeria Australia Belgium Canada and India These African and global case studies form the backdrop for the critique of the monolingual English language of record policy for South African courts the core of this handbook discussed in relation to case law and the beleaguered legal interpretation profession This handbook argues that linguistic transformation and decolonisation of South Africa s legal and higher education systems needs to be undertaken where legal practitioners are linguistically equipped to litigate in a bilingual multilingual courtroom that enables access to justice for the majority of African language speaking litigants enforcing their constitutional language rights

Sustainable Development Goals and Institutions of Higher Education Godwell Nhamo, Vuyo Mjimba, 2019-09-14 This volume brings together both theoretical and case study based contributions to the implementation of the Sustainable Development Goals SDGs in Institutions of Higher Education IHE presenting an impactful combination of authors from both developing and developed countries While most current publications addressing the SDGs and education focus on sustainable development in general and specific topics such as climate change or energy this book attempts to accelerate the localisation of the SDGs by presenting opportunities and innovations offered in various universities and campuses regarding SDGs localisation The book seeks to provide an important contribution to the global dialogue on IHE and the SDGs and will be of interest to academics and researchers engaged in the SDGs and education as well as government agencies and other interested stakeholders The book focuses on curriculum and learning matters research and development as well as community engagement Case studies detail the integration of SDGs in academic and professional development new approaches to implementing sustainability science instruction improvements in teaching practices to enhance teacher competence and responsible management education Additional focus is placed on the alignment of the SDGs in higher education with the other goals emphasizing technological innovation for improved human health and environmental management and climate change policies and action plans Interdisciplinary solutions for pressing environmental problems are also provided making sure that no one is left behind in realising these global development goals

Managing Digital Records in Africa Mpho Ngoepe, 2022-05-23 Managing Digital Records in Africa draws on the research work of the InterPARES Trust ITrust project

that investigated interrelated archival issues focusing on legal analysis infrastructure trust authentication and education within the African context This research focused book provides a legal analysis and systematic assessment of how African institutions manage digital records in four countries i e Botswana Kenya South Africa and Zimbabwe It also examines the extent to which records are managed using Internet based applications trust in such records and digital record authentication to support the auditing process Finally it provides a curriculum analysis in digital records at institutions of higher learning in 38 African countries The book s case studies illustrate the threads of discussion which span the ITrust domains of legislation infrastructure authentication trust and education in archives and records management The book can be used as a premier reference source by private and public organizations researchers educators archivists records managers and postgraduate students to make informed decisions about digital records records management systems cloud based services authenticating records and identifying universities on the continent that offer archival programmes The book may also find expression to practitioners in other fields such as law and auditing

The Mobile Learning Voyage - From Small Ripples to Massive Open Waters Tom H. Brown,Herman J. van der Merwe,2015-10-14 This book constitutes the proceedings of the 14th International Conference on Mobile and Contextual Learning mLearn 2015 held in a cruise ship leaving from and arriving to Venice Italy in October 2015 The 22 revised full papers and 6 short papers presented were carefully reviewed and selected from 81 submissions The papers deal with the topics related to the theme of the conference The mobile learning voyage from small ripples to massive open waters The conference theme paid tribute to the developments that brought mobile learning from its infancy steps in the early 2000s to maturity in 2015 while simultaneously paving the way for the broad and open waters ahead with new developments and progress in mobile learning and emerging ambient technologies

ICCWS 2019 14th International Conference on Cyber Warfare and Security Noëlle van der Waag-Cowling,Louise Leenen,2019-02-28

Open Access to Knowledge in Nigeria Kunle Ola,2018-10-17 This book provides an analysis of the legal and policy dimensions of open access to research education and public sector information with a focus on Nigeria Kunle shows how open access has evolved across the world and how such initiatives could be implemented in Nigeria and other countries in the developing world The author argues for a platform where Nigerians are able to freely connect to the global library through the open access dual platforms of self archiving and open access publishing thereby providing access to knowledge The importance of connecting local works to the global library to increase visibility and impact of such works is also underscored This book furthers our understanding of open educational resources as alternative avenues to accessing education and seeks to foster citizenry participation good governance accountability democratic values and spur creativity and innovation through open governance and access to public sector information Providing a framework for open access in developing countries Open Access to Knowledge in Nigeria is an important read for scholars interested in knowledge production in Africa development of the knowledge economy and the open access and

Access to Knowledge movements *A Social History of the University Presses in Apartheid South Africa* Elizabeth Le Roux, 2015-10-14 In *A History of the University Presses in Apartheid South Africa* Elizabeth le Roux examines scholarly publishing history academic freedom and knowledge production during the apartheid era Using archival materials comprehensive bibliographies and political sociology theory this work analyses the origins publishing lists and philosophies of the university presses The university presses are often associated with anti apartheid publishing and the promotion of academic freedom but this work reveals both greater complicity and complexity Elizabeth le Roux demonstrates that the university presses cannot be considered oppositional because they did not resist censorship and because they operated within the constraints of the higher education system but their publishing strategies became more liberal over time **The**

Short Story in South Africa Rebecca Fasselt, Corinne Sandwith, 2022-03-24 This book considers the key critical interventions on short story writing in South Africa written in English since the year 2000 The short story genre whilst often marginalised in national literary canons has been central to the trajectory of literary history in South Africa In recent years the short story has undergone a significant renaissance with new collections and young writers making a significant impact on the contemporary literary scene and subgenres such as speculative fiction erotic fiction flash fiction and queer fiction expanding rapidly in popularity This book examines the role of the short story genre in reflecting or championing new developments in South African writing and the ways in which traditional boundaries and definitions of the short story in South Africa have been reimagined in the present Drawing together a range of critical interventions including scholarly articles interviews and personal reflective pieces the volume traces some of the aesthetic and thematic continuities and discontinuities in the genre and sheds new light on questions of literary form Finally the book considers the place of the short story in twenty first century writing and interrogates the ways in which the short story form may contribute to or recast ideas of the post apartheid or post transitional The perfect guide to contemporary short story writing in South Africa this book will be essential reading for researchers of African literature *ECSM 2017 4th European Conference on Social Media* Academic Conferences and Publishing Limited, 2017-07-03

This Engaging World of E-book Books: A Thorough Guide Unveiling the Pros of Kindle Books: A World of Ease and Flexibility

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