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Student Number  
17245128

**COURSE CODE**      **COURSE TITLE**  
**130099**              **Bachelor of Commerce**  
                         **Accounting and Finance Double Major**

### Recognition of Prior Learning

| Code                     | Title                            | Credits      | Grade | Mark % |
|--------------------------|----------------------------------|--------------|-------|--------|
| <b>Designated Credit</b> |                                  |              |       |        |
| 10987                    | Accounting 100                   | 25.0         | B     | 87     |
| 10530                    | Business Information Systems 100 | 25.0         | B     | 53     |
| 11011                    | Business Law 100                 | 25.0         | B     | 54     |
| 1234                     | Economics 100                    | 25.0         | B     | 68     |
| 305328                   | Financial Accounting 250         | 25.0         | PK    | 48     |
| 10546                    | Management 100                   | 25.0         | B     | 55     |
| 11013                    | Management Accounting 201        | 25.0         | B     | 62     |
| 10850                    | Marketing 100                    | 25.0         | C     | 71     |
| <b>Total Credits</b>     |                                  | <b>200.0</b> |       |        |

### Completed Within the Course

| Code         | Title                                    | Credits | Grade | Mark % |
|--------------|------------------------------------------|---------|-------|--------|
| <b>2014</b>  |                                          |         |       |        |
| Trimester 1A | 12607 Finance Principles 215             | 25.0    | C     | 75     |
| Trimester 1A | 8931 Microeconomics 200                  | 25.0    | B     | 50     |
| Trimester 1A | 11041 Taxation 231                       | 25.0    | B     | 60     |
| <b>2014</b>  |                                          |         |       |        |
| Trimester 2A | 305329 Advanced Financial Accounting 250 | 25.0    | B     | 53     |
| Trimester 2A | 11038 Corporate Finance 307              | 25.0    | B     | 52     |
| Trimester 2A | 11014 Management Control Systems 301     | 25.0    | B     | 50     |
| Trimester 2A | 9753 Portfolio Management 301            | 25.0    | C     | 70     |
| <b>2014</b>  |                                          |         |       |        |
| Trimester 3A | 10804 Accounting Systems 204             | 0.0     | F     | 39     |

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# Nmmu Handbook 2016

**Tabisa Mayisela, Shanali Govender**



## **Nmmu Handbook 2016:**

**The Bloomsbury Handbook of Diversity, Crises and Transformative Leadership in Higher Education** Yusef Waghid, Mary Drinkwater, 2024-09-05 The Bloomsbury Handbook of Diversity Crises and Transformative Leadership in Higher Education explores the intersections of contemporary understandings and practices of leadership within higher education around diversity inclusion and indigeneity With contributions from four continents the handbook brings together diverse perspectives to explore a range of topics including access equity cultural competence decolonisation student activism and indigenous insights Countries covered include Australia Canada Czech Republic India New Zealand Pakistan South Africa and the USA The book forms part of the Bloomsbury Handbooks of Crises and Transformative Leadership in Higher Education collection brought together by Mary Drinkwater

*The Bloomsbury Handbook of Global Education and Learning* Douglas Bourn, 2020-02-20 2021 PROSE Award Finalist Reference Works Learning about global issues and themes has become an increasingly recognised element of education in many countries around the world Terms such as global learning global citizenship and global education can be seen within national education policies and international initiatives led by the UN UNESCO European Commission and OECD The Bloomsbury Handbook of Global Education and Learning brings together the main elements of the debates provides analysis of policies and suggests new directions for research in these areas Written by internationally renowned scholars from Brazil Canada Finland Germany Ireland Italy Japan Pakistan Poland South Africa Spain Sweden Taiwan UK and the USA the handbook offers a much needed resource for academics researchers policy makers and practitioners who need a clear picture of global learning

[ICEL 2018 13th International Conference on e-Learning](#) Professor Eunice Ivala, 2018-07-05

*Teaching, Learning, and Enacting of Self-Study Methodology* Jason K. Ritter, Mieke Lunenberg, Kathleen Pithouse-Morgan, Anastasia P. Samaras, Eline Vanassche, 2018-03-15 This book offers a collection of original peer reviewed studies by scholars working to develop a knowledge base of teaching and facilitating self study research methodology Further it details and interconnects perspectives and experiences of new self study researchers and their facilitators in self study communities in different countries and across different continents Offering a broad range of perspectives and contexts it opens up possibilities for encouraging the collaborative and continuous growth of teaching and facilitating self study research within and beyond the field of teacher education The breadth of the scholarship presented expands scholarly discussions concerning designing representing and theorising self study research in response to pressing educational and social questions By documenting and understanding what teaching and learning self study looks like in different contexts and what factors might influence its enactment the book contributes to building a kaleidoscopic knowledge base of self study research Overall this book demonstrates the impact on participants professional learning and validates the authenticity and generative professional applications of self study methodology for and beyond teacher education providing implications and recommendations for practitioners on a global level

**Object Medleys** Daisy Pillay, Kathleen

Pithouse-Morgan, Inbanathan Naicker, 2017-11-13 How do we get at the meanings of everyday and not so everyday objects and how might these meanings enrich educational research The study of objects is well established in fields such as archaeology art history communications fine arts museum studies and sociology but is still developing in education Object Medleys Interpretive Possibilities for Educational Research brings together 37 educational researchers from wide ranging contexts and multiple knowledge fields to a dialogic space in which subjects and objects living and nonliving entangle as medleys to open up understandings of connections made with between and through objects Object Medleys offers diverse innovative modes and lenses for representing interpreting and theorising object studies The book is distinctive within scholarship on object inquiry in that much of the research has been conducted within Southern African educational contexts This is complemented by contributions from scholars based in Canada and the United Kingdom The original research represented in each peer reviewed chapter expands academic conversations about what counts as data and analysis in educational research Overall Object Medleys illuminates the applied and theoretical usefulness of objects in response to pressing educational and societal questions Object Medleys is a rich and fascinating exploration of new possibilities with potential for research teaching and learning that seems almost unlimited This book is a rich assembly of affordances for exploring and widening the role of objects in educational research It relocates attention from language and text towards embodied and material storytelling practices where new and marginalised ways of expression can find their ways into classrooms thereby opening completely new avenues of teaching and learning Kenneth M Ibjerg J rgensen Professor Aalborg University Denmark In a time when materiality is being brought at the centre of critical inquiry in the social sciences and humanities this edited collection offers unique insights into the relationship between objects subjectivities and learning Beautifully written and cogently argued the book breaks new ground by casting a critical spotlight on artefacts that might appear mundane at first sight but on closer inspection reveal complex patterns of educational potential Tommaso M Milani Associate Professor University of the Witwatersrand Johannesburg South Africa **Achieving Nelson Mandela**

**University?** Sibongile Muthwa, Denver A. Webb, 2024-08-20 South Africa's higher education sector is rooted in the country's divided past A significant State driven restructuring from around 1997 to 2005 resulted in what is largely the current configuration of public universities But just over two decades later for a variety of reasons the higher education sector in South Africa appears beset with numerous challenges Nelson Mandela University is one of the public universities that emerged from the restructuring process The university is in an ongoing state of evolution of becoming It developed out of the amalgamation of the University of Port Elizabeth Port Elizabeth Technikon and incorporation of the Port Elizabeth campus of Vista University as Nelson Mandela Metropolitan University in 2005 In 2017 it was renamed Nelson Mandela University after the world renowned statesman rather than the metropolitan area in which the university is primarily located The renaming was conceptualised as more than a marketing opportunity to rebrand the university but as an opportunity to reorientate the

university to reposition Nelson Mandela University as an engaged and socially embedded university in the service of society striving to be the academic expression of the values and ethos of its iconic namesake Endeavouring to be something greater and different from the norm imbues its strategy public statements and practices The determination to achieve Mandela University serves or is intended to serve as both an organising principle and a lodestar A cross section of writers from different backgrounds situates Nelson Mandela University within the contemporary historical moment from which it emerged and examines its subsequent evolution While Nelson Mandela University has performed the usual work expected of any university it has also sought to turn the university outwards to achieve a higher purpose framing itself as a values based university on a journey to become something else In Achieving Nelson Mandela University the university attempts to give an account of itself The book is an intellectual and scholarly reflection on where the university has come from and where it is seeking to go

**Higher Education Pathways** Ashwin, Paul, Case, Jennifer M., 2018-12-14 In what ways does access to undergraduate education have a transformative impact on people and societies What conditions are required for this impact to occur What are the pathways from an undergraduate education to the public good including inclusive economic development These questions have particular resonance in the South African higher education context which is attempting to tackle the challenges of widening access and improving completion rates in a system in which the segregations of the apartheid years are still apparent Higher education is recognised in core legislation as having a distinctive and crucial role in building post apartheid society Undergraduate education is seen as central to addressing skills shortages in South Africa It is also seen to yield significant social returns including a consistent positive impact on societal institutions and the development of a range of capabilities that have public as well as private benefits This book offers comprehensive contemporary evidence that allows for a fresh engagement with these pressing issues

**Global Child** Myriam Denov, Claudia Mitchell, Marjorie Rabiau, 2023-01-13 Armed conflicts continue to wreak havoc on children and families around the world with profound effects In 2017 420 million children nearly one in five were living in conflict affected areas an increase in 30 million from the previous year The recent surge in war induced migration referred to as a global refugee crisis has made migration a highly politicized issue with refugee populations and host countries facing unique challenges We know from research related to asylum seeking families that it is vital to think about children and families in relation to what it means to stay together what it means for parents to be separated from their children and the kinds of everyday tensions that emerge in living in dangerous insecure and precarious circumstances In Global Child the authors draw on what they have learned through their collaborative undertakings and highlight the unique features of participatory arts based and socio ecological approaches to studying war affected children and families demonstrating the collective strength as well as the limitations and ethical implications of such research Building on work across the Global South and the Global North this book aims to deepen an understanding of their tri pillared approach and the potential of this methodology for contributing to improved practices in

working with war affected children and their families      *Open Learning as a Means of Advancing Social Justice* Tabisa Mayisela, Shanali Govender, 2024-01-23 This volume investigates the uptake of open learning in South African Technical Vocational Education and Training TVET colleges and higher education institutions Comprised of 16 studies focused on activities at a range of colleges and universities across the country these chapters aim to promote a better understanding of open learning practices across the Post School Education and Training PSET sector including issues such as recognition of prior learning access for students with disabilities work integrated learning professional development novel student funding mechanisms leadership for open educational practices institutional culture student support blended and online learning flexible learning online assessment open educational resource development models and funding and micro credentials This collection of peer reviewed chapters contributes to understanding the ways in which South African PSET institutions and educators are interpreting open learning as a means of advancing social justice It includes a historical and contemporary understanding of the economic cultural and political obstacles facing PSET drawing on Nancy Fraser s theory of social justice as participatory parity to better understand the ways in which open learning may address systemic social injustices in order to allow South African students and educators to thrive This volume emerges from research conducted by the Cases on Open Learning COOL project an initiative by the Department of Higher Education and Training in partnership with the Centre for Innovation in Learning and Teaching CILT at the University of Cape Town UCT in South Africa      **LIFE SPAN**

**DEVELOPMENT PSYCHOLOGY** MANGAL, S. K., MANGAL, SHUBHRA, 2025-07-01 Written in a simple user friendly style the textbook provides a useful discussion for gaining essential insight into the development of human beings right from their conception till death across the entire life span and age periods Besides it has exclusively devoted three chapters for providing a detailed account of the theories governing human development happenings at the time of death and dying and age specific developmental disorders The coverage of the topics is rich enough and comprehensive for meeting the needs of the diverse audience of Psychology and Home Science to those appearing in the various State and All India competitive examinations It also serves as a reference text and practice book for those who need to apply the theory and practice of development psychology in their professional such as nurses child specialists and other health profession guidance and counsellors parents teachers and educational planners social workers and public welfare departments and agencies **KEY FEATURES** Provides a comprehensive and useful coverage of the topics aligning to the latest curriculum Organised in a coherent and systematic manner to gain insight into the entire life span of human beings Adequately illustrated with the examples figures and tables to support discussions in each chapter Makes deliberate attempt to clarify the terms and concepts through their brief description as box items Provides chapter end summary for quick glance and recapitulation **TARGET AUDIENCE** B A Psychology M A Psychology B Sc Home Science      Campus Student Activism, Politics, and Citizenship in the 21st Century Tshishonga, Ndwakhulu, 2025-04-03 Student activism and citizenship remain an integral part

of the governance of academic institutions democratizing the learning environment and advancing democratic values and societal change As a result student activism has become a key aspect of the global higher education landscape Individually and through the student councils students have been at the forefront fighting for social justice and equality inside their academic institutions and in larger society by fusing activism with citizenship Through student activism and citizenship students demonstrate their power to keep governments responsible and in redirecting the voices of students in higher education s decision making processes Further exploration may afford students the opportunity to influence social change by partaking in educational policy reforms and broadening global sociopolitical and economic growth Campus Student Activism Politics and Citizenship in the 21st Century examines the dynamics of campus politics through student activism and citizenship perspectives academia public private and civil society sectors It explores how student leadership engages university society stakeholders including management and governance structures and student welfare and institutional policy reformation in defense of the rights and interests of students This book covers topics such as higher education political engagement and social justice and is a useful resource for policymakers government officials sociologists political scientists academicians and researchers *Anchored in Place* Bank, Leslie, Cloete, Nico, 2018-11-05 Tensions in South African universities have traditionally centred around equity particularly access and affordability historical legacies such as apartheid and colonialism and the shape and structure of the higher education system What has not received sufficient attention is the contribution of the university to place based development This volume is the first in South Africa to engage seriously with the place based developmental role of universities In the international literature and policy there has been an increasing integration of the university with place based development especially in cities This volume weighs in on the debate by drawing attention to the place based roles and agency of South African universities in their local towns and cities It acknowledges that universities were given specific development roles in regions homelands and towns under apartheid and comments on why sub national place based development has not been a key theme in post apartheid higher education planning Given the developmental crisis in the country universities could be expected to play a more constructive and meaningful role in the development of their own precincts cities and regions But what should that role be Is there evidence that this is already occurring in South Africa despite the lack of a national policy framework What plans and programmes are in place and what is needed to expand the development agency of universities at the local level Who and what might be involved Where should the focus lie and who might benefit most and why Is there a need perhaps to approach the challenges of college towns secondary cities and metropolitan centers differently This book poses some of these questions as it considers the experiences of a number of South African universities including Wits Pretoria Nelson Mandela University and especially Fort Hare as one of its post centenary challenges **The Globalization of Internationalization** Hans de Wit, Jocelyne Gacel-Ávila, Elspeth Jones, Nico Jooste, 2017-01-20 The Globalization of Internationalization is a timely text which gives voice

to emerging perspectives as an increasing range of countries engage in the process of internationalization. The pressure to internationalize cannot be ignored by institutions anywhere in today's world yet the dominant paradigms in the conception of internationalization traditionally come from the English speaking world and Western Europe. This book sets out to offer alternative viewpoints. Different dimensions and interpretations of internationalization in countries and regions whose perspectives have received little attention to date provide food for thought and help to broaden understanding of its application in alternative contexts. Combining diverse perspectives from around the world, this new volume in the Internationalization in Higher Education series seeks answers to key questions such as: What are the main characteristics of internationalization viewed from different cultural and regional backgrounds and how do they differ from traditional models such as in Western Europe, North America and Australasia? What issues in different global contexts have an impact on internationalization processes? What are the key challenges and obstacles encountered in developing innovative and non-traditional models of internationalization? With contributions from world renowned international authors and perspectives from countries and contexts seen only rarely in the literature, *The Globalization of Internationalization* offers distinctive overviews and insights while exploring a range of thematic and regional issues arising from these considerations. This will be essential reading both as an academic resource and a practical manual for university leaders, academics, higher education policy advisers and non-governmental organizations which fund higher education.

*Contextualising Rural Education in South African Schools*, 2023-04-03

South Africa's democratic government inherited a divided and unequal system of education. Under apartheid, South Africa had nineteen different educational departments separated by race, language, geography and ideology. This education system prepared learners in different ways for the positions they were expected to occupy in social, economic and political life under apartheid and was funded and resourced in ways that favoured white people and disadvantaged black people who remain in the working class. The newly elected democratic government in 1994 laid a foundation for a single national education system. Twenty-five years after the dawn of democracy, education is still in a parlous state in many communities in South Africa, but it is in the rural areas, mainly in the former homelands, that learners are most disadvantaged.

Contributors are: Olufemi Timothy Adigun, Oluwatoyin Ayodele Ajani, Alan Bhekisisa Buthelezi, Joyce Phikisile Dhlamini, Bongani Thulani Gamede, Samantha Govender, Lawrence Kehinde Nontobeko, Prudence Khumalo, Primrose Ntombenhle, Khumalo Azwidohwi, Philip Kutame, Manthekeleng Linake, Sive Makeleni, Nkhensani Maluleke, Bothwell Manyonga, Mncedisi Christian Maphalala, Takalani Mashau, Hlengiwe Romualda Mhlongo, Rachel Gugu Mkhasibe, Dumisani Wilfred Mncube, Nicholus Tumelo Mollo, Ramashego Shila Mphahlele, Fikile Mthethwa, Grace Matodzi, Muremela Edmore, Mutekwe, Nokuthula Hierson Ndaba, Clever Ndebele, Thandiwe Nonkululeko Ngema, Phiwokuhle Ngubane, Sindile Ngubane, Dumisani Nzima, Livhuwani Peter Ramabulana and Maria Tsakeni.

*Transforming Universities in South Africa*, 2020-08-31

The idea of transformation in higher education underpins all policy documents, academic literature and on-going debates in

South Africa Transforming Universities in South Africa Pathways to Higher Education Reform responds to the pressing need to comprehensively review the post apartheid experience and assess where South Africa s higher education stands across the continent and globally particularly within the country s efforts to overcome decades of socio economic imbalances It addresses the question of whether South Africa s transformation strategy from apartheid to democracy was simply a symbolic new flag raising and new anthem singing exercise reflecting a transition akin to those limited decolonization projects elsewhere in the world or whether something more fundamental was possible and was achieved with political and policy implications for other countries in Africa and globally This volume s ultimate purpose is to provide a basis for imagining new futures in which South Africa higher education in the context of Africa and the global world takes centre stage

Intercultural and Interfaith Dialogues for Global Peacebuilding and Stability Peleg, Samuel, 2019-05-31 Communication is vital to the prosperity and survival of the community with the quality of communication amongst its members directly improving or worsening the value of the community However with the increase in immigration and relocation of refugees the need to accommodate diverse cultural groups becomes imperative for the viability and survivability of a community while posing challenges to communication Intercultural and interfaith dialogue can be used constructively to cultivate manage and sustain diversity and wellbeing in particularly deeply divided communities Intercultural and Interfaith Dialogues for Global Peacebuilding and Stability is a critical research publication that explores the importance of conflict resolution strategies among populations that include a varied amalgamation of cultural and religious backgrounds With the increasing emphasis on intercultural understanding promoted by governments civil societies and international mediators this book offers relevant remedies for major afflictions in the world today such as exclusion marginalization xenophobia and racism It is ideal for government officials policymakers activists diplomats lawyers international trade and commerce agencies religious institutions academicians researchers and students working in a variety of disciplines including political science international relations law communication sociology and cultural studies

*Women's Economic Empowerment* Kate Grantham, Gillian Dowie, Arjan de Haan, 2021-03-04 This book investigates the barriers to women s economic empowerment in the Global South Drawing on evidence from a wide range of countries the book outlines important lessons and practical solutions for promoting gender equality Despite global progress in closing gender gaps in education and health women s economic empowerment has lagged behind with little evidence that economic growth promotes gender equality International Development Research Centre s IDRC Growth and Economic Opportunities for Women GrOW programme was set up to provide policy lessons insights and concrete solutions that could lead to advances in gender equality particularly on the role of institutions and macroeconomic growth barriers to labour market access for women and the impact of women s care responsibilities This book showcases rigorous and multi disciplinary research emerging from this ground breaking programme covering topics such as the school to work transition child marriage unpaid domestic work and childcare labour

market segregation and the power of social and cultural norms that prevent women from fully participating in better paid sectors of the economy With a range of rich case studies from Burkina Faso Democratic Republic of the Congo Ethiopia Ghana India Kenya Nepal Rwanda Sri Lanka Tanzania and Uganda this book is perfect for students researchers practitioners and policymakers working on women s economic empowerment and gender equality in the Global South Facilitating Community Research for Social Change Casey Burkholder, Funké Aladejebi, Joshua Schwab-Cartas, 2022-03-31 Facilitating Community Research for Social Change asks what does ethical research facilitation look like in projects that seek to move toward social change How can scholars weave political and social justice through multiple levels of the research process This edited collection presents chapters that investigate research facilitation in ways that specifically attempt to disrupt and challenge anti Indigenous and anti Black racism ableism homophobia transphobia patriarchy and sexism to work toward social change It also explores what it means to develop facilitation practices across multiple contexts and research settings including specific facilitation methods considered by researchers working with visual and community based methods with Black Indigenous and racialized communities The complexities of how scholars negotiate decisions within their research with people and communities have an effect not only on how researchers construct their participants and communities but also on the overall purpose of projects the ways their projects are shared and disseminated and what is learned in the doing of facilitation This book will be of great interest to both emerging and established researchers working within the social sciences It specifically attends to diverse fields within the social sciences that include health media studies environmental studies social work sociology education participatory visual research methodologies as well as the evolving field of digital humanities Development Perspectives from the South Munyaradzi Mawere, 2016-12-14 Not so long ago the Economist Newspaper described Africa as a hopeless continent This damning description specifically referred to the development status of Africa While the debate on the political and socio economic under development of Africa had been raging on prior to the Economists daring but controversial pronouncements it intensified from thereon Many concerned people from within the continent and elsewhere have reproved the proclamation but mainly in newspapers and the broadcast media Not enough has been done by development scholars to critically reflect on the description and status of Africas development condition in a nuanced and systematic fashion Yet it is through incisive reflections and systematic engagements with Africas situations and circumstances that directions and solutions to the African development predicament could be forged The present volume is an attempt to open up a constructive dialogue between the Global North and the Global South on the African under development conundrum The book is an eye opener to African governments social scientists policy makers and development scholars concerned with the urgent need to rethink reimagine and retheorise Africas development gridlock **Re-visioning Cellphilmimg Methodology** Claudia Mitchell, S. M. Hani Sadati, Lisa J. Starr, Shannon Roy, 2024-06-24 This book focuses on cellphilmimg as a participatory visual methodology in arts based research and teaching The book aims to advance critical

perspectives and re visioning in relation to the co production of knowledge through cellphilming Many of the chapters come out of an international virtual symposium hosted by McGill University in June 2022 It brings together authors working in a variety of interdisciplinary areas and settings including work with Indigenous groups in Canada girls and women with disabilities in Vietnam youth in conflict and refugee contexts in Mali and Sexual and Reproductive Health Rights in Canada Nigeria South Africa and India Some of the re visioning addressed in the collection takes up place as we work in new contexts and situations as we are seeing with the idea of ethnographies at a and in relation to COVID 19 The genres the place of reflexivity and even the timing of participatory engagement might vary as a result of using virtual platforms necessitated by distancing Other re visioning takes place as a result of work with new communities or new age populations and aspects of intersectionality looking across work with very young children and older adults This book contributes to further decolonizing cellphilming methodology to support participatory work in new ways and with underrepresented groups for whom finding new ways for engagement is key A special feature of the book is its attention to work with International NGOs Chapter Cellphones beyond the workshop Youth researchers owning gender transformative change through participatory visual research in rural India during COVID 19 is available open access under a Creative Commons Attribution 4 0 International License via link [springer.com](https://www.springer.com)

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