

SHORT LEARNING PROGRAMME APPLICATION FORM

Name of Short Learning Programme:	
Have you previously studied at the Short Life? (PE TAFE) (NMU) (Voc PE) Previous Student Number:	YES ☐ NO ☐

PERSONAL DETAILS	
Title: Mr ☐ Mrs ☐ Ms ☐ Miss ☐	
Surname	
Full First Name(s)	
ID / Passport No.	
Date of Birth:	
Race group for external marking: Black ☐ White ☐ Coloured ☐ Indian ☐ Asian ☐	
Gender: Male ☐ Female ☐	
Marital Status: Single ☐ Married ☐ Divorced ☐ Widowed ☐	
Home Language:	
School Leaving Date (month & year):	
Current address (postcodes, etc):	

CONTACT DETAILS	
Postal Address:	
Code:	
Cell number:	Home number:
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PLEASE COMPLETE THE SECTION BELOW IF YOUR COMPANY IS LIABLE FOR PAYMENT.

COMPANY DETAILS	
Company Name:	
Company Address:	
Code:	
VAT registration number or Purchase Order:	
Contact person in Finance Department:	
Tel. number:	Fax number:
Email address:	

NMU is independent of what is concerning you, university also remains responsible for students.

OUTSTANDING STUDENTS APPLIED FOR THIS COURSE MUST SHOW THAT THEY HAVE A STUDENT ACCOUNT IN DETAIL BEFORE ENROLLING FOR THIS SHORT COURSE.

In order for this application to be considered, please include:

One copy of ID / Proof of payment / Purchase Order / Company official letter confirming payment.

Mailing details:

Address: Nelson Mandela University | TROMBOLA Road, Port Elizabeth | Branch Code: 050847 | Account No: 080445041 | Current Account | Reference number: + delegate's username

Please complete and send via email to: Ms Thembela Feneo | T.thembela.feneo@nmandela.ac.za

Nmmu 2016 Application Forms

Terry C. Jones



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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

Academic Autoethnographies Daisy Pillay, Inbanathan Naicker, Kathleen Pithouse-Morgan, 2016-02-10 Academic Autoethnographies Inside Teaching in Higher Education invites readers to experience autoethnography as a challenging complex and creative research methodology that can produce personally professionally and socially useful understandings of teaching and researching in higher education The peer reviewed chapters offer innovative and perspicacious explorations of interrelationships between personal autobiographies lived educational experiences and wider social and cultural concerns across diverse disciplines and university contexts This edited book is distinctive within the existing body of autoethnographic scholarship in that the original research presented has been done in relation to predominantly South African university settings This research is complemented by contributions from Canadian and Swedish scholars The sociocultural educational and methodological insights communicated in this book will be valuable for specialists in the field of higher education and to those in other academic domains who are interested in self reflexive transformative and creative research methodologies and methods This book illuminates how autoethnography can engage authors and researchers from varied epistemological backgrounds in a reflexive multilogue about who they are and what they do The creative representations of the lived experience of doing autoethnography sets the book apart both methodologically and theoretically revealing how rigor and critical distance can serve to position autoethnography not only as a personal self development tool but a tradition and method in its own right Hyleen Mariaye Associate Professor Mauritius

Institute of Education Mauritius This compelling book foregrounds autoethnography as an innovative and creative research methodology to generate reflexive sociological understandings of teaching and researching across disciplines in higher education Rich evocative and authentic accounts reveal unique possibilities for the transformation of teaching learning and research at personal professional and socio cultural levels Nithi Muthukrishna Professor Emerita University of KwaZulu Natal South Africa

Postgraduate Supervision Magda Fourie-Malherbe, 2016-11-21 The 24 chapters contained in this volume provide diverse but also congruent perspectives on future foci for research into postgraduate education and supervision in the knowledge society The chapters move from deliberations on challenges for postgraduate supervision at macro level such as the pressure to increase postgraduate output and the implications of increasingly managerialist institutions to meso level matters the form and function of postgraduate education in specific countries to the micro rich case studies of individual institutions programmes and supervisors

Guidelines and Application Forms, 1993 Application forms Pennsylvania. Office of Basic Education, 1971 Application Forms Benjamin Piltch, 1972 Application Forms is a workbook designed to teach students how to fill out employment application forms by helping them understand the terminology and specific directions commonly used on these forms *Continuation Sheet for Application Forms, FORM*, 1999* Guidelines and Application Forms, 1989 Application Forms Careers & Employability (Cardiff University), KPMG International, 2012* Application Form Jacksonville University, *Completing Application Forms* Joyce Schriener, Joe Wittgren, Lincoln Public Schools (Lincoln, Neb.), 1982 How to Complete an Application Form University of London. Careers Advisory Service, 1992 Instructions and Application Forms for Submitting an Ethnic Heritage Studies Program Application United States. Office of Education, 1976 **How to Fill Out Application Forms** Ethan B. Ellis, S. Alan Cohen, Bernard Allen Siegel, 1966 **How to Complete an Application Form**, 1994 *Tips for Completing Application Forms and CVs* Royal College of Nursing. RCN Career Service, 2010 The Kit Wujs Institute (Arad), 1990 **Reinvented Federal Job Application Forms Kit** Federal Research Service, 1995 **How to Complete Job Application Forms** C. Todd Strohmenger, 1975 **How to Complete an Application Form** Mary Baldwin, Julia Yates, 1999-10-01

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