

LIST OF HIGHER CERTIFICATE COURSES AT UNISA



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



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



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



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

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**Neimann, Theresa, Felix, Jonathan
J., Shliakhovchuk, Elena, Hindman,
Lynne L.**

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Higher Education ICT Integration in Africa Ke Yu, Reuben Dlamini, 2024-08-21 This multidisciplinary edited volume examines higher education's ICT integration in Africa contributing a new and inclusive change readiness framework to better understand how to manage ICT or other technological disruptions in resource-restrained contexts. Tackling ICT incorporation in HEIs from different levels, chapters document case studies from countries such as Uganda, South Africa, Rwanda, Eswatini, and Zimbabwe to demonstrate both the complexity of integration but also the successes it has enabled and under which conditions. The cases included in this book also exhibit better incorporation of both change content and process while some cases also make explicit reference to other technology adoption models. Ultimately, the book highlights conceptual and empirical research to inform practices and policy development in Africa, improving multi-level success or change readiness in ICT incorporation in HEIs in Africa. Addressing various gaps in existing literature and proposing innovative solutions like the multilevel change readiness model, this book will therefore be of interest to scholars, researchers, and academics in the fields of higher education, ICT integration, and educational technology more broadly. The Open Access version of this book is available at <http://www.taylorfrancis.com> and has been made available under a Creative Commons Attribution Non-Commercial No

Derivatives CC BY-NC-ND 4.0 license. **Handbook of Open Universities Around the World** Sanjaya Mishra, Santosh Panda, 2025-06-27 The Handbook of Open Universities Around the World is the first collection to provide a comprehensive and critical overview of open universities internationally. Over 80 open universities have been established across five continents to provide a distance-oriented, class-inclusive, and high-quality education for learners left behind by existing formal systems for higher and continuing education and lifelong learning. This mission has been continually reshaped by major developments in open education, learning technologies, and online social networking, as well as by the evolution of specific concerns such as the massification of education, employability, financial trends, artificial intelligence, and development agendas on the regional, national, and global levels. This landmark volume analyzes and reflects on the planning, organization, management, pedagogic, skilling, and employability and accreditation dimensions of 47 open universities in relation to their national and institutional contexts, the internationalization of education, and the integration of advanced learning technologies. Featuring contributions by internationally recognized scholars, practitioners, and educational administrators, this authoritative resource provides insights into the business model, finances, operations, instructional systems, enrollment patterns, learner supports, quality assurance, professional development, and more of today's open universities. Through historical trajectories, institutional profiles, case studies, lessons learned, and best practices, this book provides rich analytical perspectives on the status and challenges of single-mode distance learning universities as an educational phenomenon while unpacking the premise of openness itself. This Handbook is primarily written for planners, managers, administrators, instructional designers, and teaching faculty at single-mode distance teaching universities who are seeking to sustain their institutions in a period of

rapid change government policymakers training organizations technology providers and education think tanks who are in need of authentic and research based information on technology enabled learning modeled by open universities around the world and graduate students teaching faculty and scholars who are affiliated with online and distance education learning design and technology higher education planning and management adult education and lifelong learning and education policy and future studies Chapter 54 of this book is freely available as a downloadable Open Access PDF at <http://www.taylorfrancis.com> under a Creative Commons Attribution Non Commercial No Derivatives CC BY NC ND 4.0 license Watch a stimulating discussion between the book's volume editors and Sir John Daniel and Professor Stephen Murgatroyd on YouTube

The Role of Higher Education Institutions in Climate Change Adaptation and Mitigation Ravinesh Rohit

Prasad, 2025-03-08 This book provides the readers with a description of climate change and the role of the University in promoting climate change education. It explores the Higher Education Institutions (HEIs) curriculum at various universities worldwide and how they have incorporated climate change into the university-wide programs. The book also looks at the causes and impacts of climate change and the countries most affected by this phenomenon, particularly Fiji and Indonesia. It describes how the various sectors such as health, agriculture, and tourism have been impacted by climate change. This book also summarizes the roles of United Nations Organizations in implementing climate change education at universities. The importance of climate change education is expressed in terms of adaptation and mitigation and to foster resilience, adaptability, and adaptation to climate change. The role of university student organizations aimed at environmental protection for climate change adaptation and mitigation is also discussed in this book. **Current State of Open Educational**

Resources in the "Belt and Road" Countries Ronghuai Huang, Dejian Liu, Ahmed Tlili, Yuan Gao, Rob Koper, 2020-03-24 This book presents the current state of Open Educational Resources (OER) within the countries covered by the China's Belt and Road Initiative. The authors describe eight aspects of OER development in their countries: infrastructure, policy, resources, open license, curriculum, and teaching methodology, outcome, stakeholders, and impact. This book also conducts a comparative study between those countries to identify the OER gaps in the Belt and Road countries. It then offers valuable insights and recommendations for several stakeholders, including policy makers and educators wishing to integrate open educational resources into educational processes as well as for those involved in inter-regional open educational resources cooperation.

Strategies for Facilitating Inclusive Campuses in Higher Education Jaimie Hoffman, Patrick Blessinger, Mandla Makhanya, 2019-07-25 This volume provides educators with a global understanding of the successes and challenges associated with facilitating inclusive campuses in higher education amidst the growing diversity of students by providing evidence-based strategies and ideas for implementing equity and inclusion at higher education institutions around the world.

ICEL2016-Proceedings of the 11th International Conference on e-Learning Prof. Dr. Rozhan M. Idrus and Dr Nurkhamimi Zainuddin, 2016 *Trends in E-learning* Mahmut Sinecen, 2018-08-01 This book presents a collection of

different researches and results on e learning The chapters cover the deficiencies requirements advantages and disadvantages of e learning and distance learning So the authors reported their research and analysis results on e learning according to their areas of expertise *The Handbook of Security* Martin Gill,2022-06-22 The substantially revised third edition of *The Handbook of Security* provides the most comprehensive analysis of scholarly security debates and issues to date It reflects the developments in security technology the convergence of the cyber and security worlds and the fact that security management has become even more business focused It covers newer topics like terrorism violence and cybercrime through various offence types such as commercial robbery and bribery This handbook comprises mostly brand new chapters and a few thoroughly revised chapters with discussions of the impact of the pandemic It includes contributions from some of the world s leading scholars from an even broader geographic scale to critique the way security is provided and managed It speaks to professionals working in security and students studying security related courses Chapter 5 is available open access under a Creative Commons Attribution 4 0 International License via link [springer com](https://www.springer.com) [Global Perspectives on Decolonizing Postgraduate Education](#) Gumbo, Mishack Thiza,Gaotlhobogwe, Michael,Pedzisai, Constantino,Jojo, Zingiswa Mybert Monica,Knaus, Christopher B.,2024-05-13 A deep seated issue persists in postgraduate education one that threatens the relevance of academia in our diverse and evolving world The problem at hand is the Western centric nature of postgraduate education where research paradigms methodologies and theoretical frameworks overwhelmingly reflect a Western worldview This rigid adherence to Western ideologies has left indigenous communities on the periphery of academic discourse denying them the opportunity to engage with their knowledge systems and practices Despite the richness and prevalence of indigenous knowledge the existing educational structure remains a barrier to their inclusion This disconnect is not only an academic concern but also a societal one as it hinders sustainable development and stifles the voices of indigenous scholars and students *Global Perspectives on Decolonizing Postgraduate Education* serves as a compelling solution to the problem at hand It offers a comprehensive roadmap to decolonize postgraduate education infusing it with indigenous approaches paradigms theories and methods Through critical examination and practical strategies this book empowers academics curriculum designers and postgraduate students to embark on a transformative journey [Handbook of Research on Mixed Methods Research in Information Science](#) Ngulube, Patrick,2021-11-26 Mixed methods research is becoming prevalent in many fields yet little has been done to elevate mixed methods research in information science A comprehensive picture of information science and its problems is needed to further understand and address the issues associated with it as well as how mixed methods research can be adapted and used *The Handbook of Research on Mixed Methods Research in Information Science* discusses the quality of mixed methods studies and methodological transparency sampling in mixed methods research and the application of theory in mixed methods research throughout various contexts Covering topics such as the issues and potential directions for further research in mixed methods this comprehensive major

reference work is ideal for researchers policymakers academicians librarians practitioners instructors and students

Intersections in Language Planning and Policy Jean Fornasiero, Sarah M. A. Reed, Rob Amery, Eric Bouvet, Kayoko Enomoto, Hui Ling Xu, 2020-09-28 This volume encompasses the range of issues encountered by language scholars who teach and research in departments of languages and cultures within the higher education system predominantly in Australia but touching other universities worldwide Related studies on language planning methodology or pedagogy have focused on one or more of these same issues but rarely on their totality Intersections as a metaphor running discreetly through the essays in this volume connects them all to a lived reality The field of languages and cultures as it is practised and reflected upon in Australian universities is essentially an interdisciplinary and interconnecting space one in which linguistic and disciplinary diversities meet and join forces rather than collide or disperse along different pathways The international and local studies featured here focus on language planning new pedagogies and language reclamation and link to meeting points and commonalities They show that language scholars are increasingly finding themselves on common ground as they tackle issues of policy and practice affecting their field whether within their institutions within the tertiary system or within the framework of government policy

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

Social Science Research Ethics in Africa Nico Nortjé, Retha Visagie, J. S. Wessels, 2019-05-23 This book gives a voice to debates surrounding social science research ethics in Africa and brings them together in a coherent form to assist readers in being at the forefront of the discussions The book gives an overview of the importance of research ethics in social sciences as well as

articulating the African influence on the subject matter Subsequently it looks into specific frameworks and tools that researchers can apply in the process of doing research Last but not least it also takes an in depth look at traditional ethical issues pertaining to research in social sciences through the lens of the African continent This is the first book on social science research ethics in an African context and an indispensable resource for researchers students policy makers and research institutions in or interested in African research ethics

Political Activism across the Life Course

Sevasti-Melissa Nolas,Christos Varvantakis,Vinnarasan Aruldoss,2019-12-18 How do people of different ages experience and engage with politics in their everyday lives and how do these experiences and engagements change over their life course and across different generations Age life course and generation have become increasing important experiences for understanding political participation and political outcomes and current policies of austerity across the world are affecting people of all ages This book contributes towards an interdisciplinary understanding of the temporalities of everyday political encounters At a time when social science is struggling to understand the rapid and unexpected changes to contemporary political landscapes the contributors to this book present examples of activism and politics across everyday experiences of homes communities online platforms local environment playgrounds and educational spaces The research takes ethnographic biographical and action research approaches and the studies described feature interlocutors as young as four and as old as ninety two who reside in European North and South America and South Asia This is an eclectic text that brings together a number of themes and ideas not typically associated with political activism and is intended for students and academic researchers across the humanities social and political sciences interested in the temporalities of everyday political participation This book was originally published as a special issue of Contemporary Social Science

ICEL 2018 13th International Conference on

e-Learning Professor Eunice Ivala,2018-07-05

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

Characterising Locally Finite Groups Satisfying the Strong Sylow Theorem for the Prime p - Part 1 of a Trilogy Felix F.

Flemisch,2023-11-15 Part 1 of the Trilogy Characterising Locally Finite Groups Satisfying the Strong Sylow Theorem for the Prime p About the Strong Sylow Theorem for the Prime p in Simple Locally Finite Groups The Strong Sylow Theorem for the Prime p in Projective Special Linear Locally Finite Groups is based on the beautiful BoD Book Characterising locally finite groups satisfying the strong Sylow Theorem for the prime p Revised edition see ISBN 978 3 7562 3416 5 which in turn has been based on the author's research paper Characterising Locally Finite Groups Satisfying the Strong Sylow Theorem for the Prime p that was published on pp 13 39 of Volume 13 of the open access mathematical journal Advances in Group Theory and Applications AGTA look at <https://www.advgrouptheory.com/journal> read The First edition of Part 1 see ISBN 978 3 7543 6087 3 removes the highlights in light green of the Revised edition and adds the albeit fairly considerably improved Pages i to vi and Pages 27 to 34 to the AGTA paper In addition Part 1 adds the ten new Pages 35 to 44 to the Revised edition and therefore has to renumber the Pages xv to xviii into the Pages 45 to 48 It includes the Reference 11 as Appendix 1 and the Reference 10 as Appendix 2 Finally it calls to mind Professor Otto H Kegel's fine contribution to the conference Ischia Group Theory 2016 The Second edition introduces a uniform page numbering adds page numbers to the appendices improves Pages iv and v Page 22 Pages 26 to 34 and Pages 39 45 49 50 75 76 105 and 106 adds Pages 109 to 112 and adds a two page Table of Contents of the Trilogy For a review of the trilogy see 16

Open and Distance Education in Asia, Africa and the Middle East Olaf Zawacki-Richter,Adnan Qayyum,2019-02-18 This book is open access under a CC BY 4.0 license This book describes the history structure and institutions of open and distance education in six countries China India Russia Turkey South Africa and South Korea It describes how open and distance education is evolving in a digital age to reflect the needs and circumstances of the national higher education systems in these countries It also explores the similarities and differences between how their open and distance higher education systems are managed and structured This book is the second in a series following Open and Distance Education in Australia Europe and the Americas Springer 2018 Both books compare and draw conclusions about the nature of open and distance education in the context of various national higher education systems In a digital era characterized by the growing use of online open and distance education this book will prove particularly valuable for policy makers and senior administrators who want to learn about establishing or expanding open and distance education services In addition it offers a valuable reference guide for researchers academics and students interested in understanding the different approaches to open and distance education

Handbook of Disability Marcia H. Rioux,Alexis Buettgen,Ezra Zubrow,José Viera,2024-04-03 This important reference work maps the terrain of disability across

the world by providing an overview of issues concerns and developments in the domains of society culture medicine law policy justice education economics and science and technology It is a truly inclusive volume bringing together perspectives from researchers activists professionals service providers international development experts and policymakers based in the global North and South and it particularly focuses on the voices of the principal stakeholders disabled persons themselves Working from an interdisciplinary matrix this book reviews historical developments contemporary practices and policies It addresses hitherto uncharted areas in the disability discourse that will be significant in the years to come In the modern world the social and medical responses to disability have been separation segregation and incarceration of disabled people These responses are reflected in practices of special education building of asylums medical classifications and sheltered employment Current thinking on disability is based on the need to overcome such segregation through the enactment of human rights and socially just programmes policies and laws such as inclusive education affirmative action reasonable accommodation and supported decision making This book explores The evolution of the concept of disability over space and time and identifies approaches to disability debility equality and equity Broad trends in research on disability across the world New directions in work on disability The emergence of a global disability movement and its etiology Intersections of disability with other demographic variables like gender race caste and age and Historical and socio economic interfaces with colonialism globalization and social development Spread over 14 sections and spanning more than 80 chapters this volume is the most comprehensive up to date reference work available on the subject

Policy and Practice Challenges for Equality in Education Neimann, Theresa, Felix, Jonathan J., Shliakhovchuk, Elena, Hindman, Lynne L., 2021-09-10 Well educated populations are important aspects of any contemporary society as education increases national and global development and the positive expansion of communities to participate actively in civil matters also increases Educational equality is based on the principles of administrative competence and fairness of access and distribution of resources opportunities and treatment which ensures success for every person Ensuring equal access to quality education requires addressing a wide range of persistent inequalities in society and includes a stronger focus on how different forms of inequalities intersect to produce unequal opportunities or outcomes that affect marginalized and vulnerable groups Policy and Practice Challenges for Equality in Education takes a multifaceted look at issues of equality and inequality in education as related to policy practice resource access and distribution As such this book explores the potential practices in education that serve to mitigate and transform unproductive practices which have left societies scarred by social and educational inequalities The chapters provide a critical analysis of the manifestations of inequalities in various educational contexts and discerns how broader social inequalities are informed by education related matters This book is ideal for sociologists administrators instructors policymakers data scientists community leaders practitioners stakeholders researchers academicians and students interested in educational equality and the unique challenges being faced worldwide

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