

## DSAR07

### Application for re-admission

|                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |  |   |             |   |   |   |   |   |   |   |
|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|--|--|--|---|-------------|---|---|---|---|---|---|---|
| Name of student                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                  |  |  |  |  |   |             |   |   |   |   |   |   |   |
| Unisa student number                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             |  |  |  |  | - |             |   |   | - |   |   |   |   |
| Qualification completed for re-admission purposes                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |  |  |  |  |   |             |   |   |   |   |   |   |   |
| NQF level                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |  |   | NQF credits |   |   |   |   |   |   |   |
| Date completed                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |  |  |  |  |   |             |   |   |   |   |   |   |   |
| Qualification for which you wish to register at Unisa                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |  |   |             |   |   |   |   |   |   |   |
| Qualification code for this programme                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |  |  |  |  |   |             |   |   |   |   |   |   |   |
| <b>Declaration:</b> I declare that all the particulars furnished by me on this form are true and correct. I undertake to comply with all the rules, regulations and decisions of the university and any amendments thereto, and I have taken note of advice that may be applicable to students in general. I, as a student registered with Unisa or an applicant intending to study with Unisa, hereby consent that Unisa may collect, use, distribute, process and communicate my personal information for all required academic purposes pertaining to my application / registration to study with Unisa, which may include, but is not limited to, internal administrative processing, institutional and scholarly research, funding submissions, processing by the Matriculation Board and Admissions Committees, Higher Education South Africa, the Department of Higher Education and Training, the Council on Higher Education, the South Africa Qualifications Authority, other public higher education institutions and Qualification Verification Agencies. I confirm that I have read the notice and understand the contents thereof. |  |  |  |  |   |             |   |   |   |   |   |   |   |
| Signature                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |  |  |  |  |   | Y           | Y | Y | Y | M | M | D | D |

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|-----------------------------------------------------------------|-----------------|--------------|--|--|---|-----------------------|--|--|---|---------------------|--|
| Date when student was phased out                                |                 |              |  |  |   |                       |  |  |   |                     |  |
| Student number                                                  |                 |              |  |  | - |                       |  |  | - |                     |  |
| Documents submitted in support of application to be re-admitted | Academic record |              |  |  |   | Certificate completed |  |  |   | Proof of completion |  |
| Processed by                                                    |                 |              |  |  |   |                       |  |  |   |                     |  |
| Approved                                                        |                 | Not approved |  |  |   | Date                  |  |  |   |                     |  |
| Comments to be recorded on student system                       |                 |              |  |  |   |                       |  |  |   |                     |  |

# 2015 Unisa Admission Forms

**Cliff Roberson**



## **2015 Unisa Admission Forms:**

**Curriculum Development and Online Instruction for the 21st Century** Fudge, Tamara Phillips, Ferebee, Susan Shepherd, 2021-06-25 The world of education has undergone major changes within the last year that have pushed online instruction to the forefront of learning Thanks to the COVID 19 pandemic online learning has become paramount to the continued and uninterrupted teaching of students and has forced students and teachers alike to adjust to an online learning environment Though some have already returned to the traditional classroom or plan to very soon others have begun to appreciate the value of online education initiatives that had previously been discussed but never acted upon as they have been in the past year With plenty of positive and negative aspects online learning is a complex issue with numerous factors to consider It is an issue that must be studied and examined in order to improve in the future Curriculum Development and Online Instruction for the 21st Century examines the issues and difficulties of online teaching and learning as well as potential solutions and best practices This book includes an examination on the value of teaching fully via the internet as well as the challenges inherent in the training of teachers to teach in online environments While addressing key elements of remote learning such as keeping student data safe as well as methods in which to engage students this book covers topics that include assessment tools teaching deaf students web technology and standardized curricula Ideal for K 12 teachers college faculty curriculum developers instructional designers educational software developers administrators academicians researchers and students this book provides a thorough overview of online education and the benefits and issues that accompany it

**Accelerated Opportunity Education Models and Practices** Cintron, Rene, Samuel, Jeanne C., Hinson, Janice M., 2016-07-29 Higher education is a driving force behind enhancing competitiveness for economies in the global market however a myriad of obstacles can pose significant challenges to students seeking such opportunities Accelerated Opportunity Education Models and Practices is a pivotal reference source for the latest scholarly research on emerging initiatives in academic institutions that implement expedited educational programs across the globe Examining the benefits that stem from enabling students to complete their university degrees in a shorter timeframe this book is ideally designed for administrators researchers academicians and educators interested in guidelines and frameworks necessary to provide accelerated education options at the collegiate level

**The Foundation Directory** Foundation Center, 2006-03 The premier guide to America's top funders The new edition features key facts on the top 10 000 U S foundations by total giving indexed by name types of support subject field state key officials For ease of access over 1 100 entries new to this edition are also indexed Enhanced with more than 50 000 sample grants the Directory provides valuable insight into foundation giving priorities

*ECEL 2019 18th European Conference on e-Learning* Rikke Ørngreen, Bente Meyer, Mie Buhl, 2019-11-07

**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 **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 **Routledge Handbook on Victims' Issues in Criminal Justice** Cliff

Roberson, 2017-04-21 The Routledge Handbook on Victims Issues in Criminal Justice is a comprehensive and authoritative handbook on current issues with a distinctive emphasis on the delivery of suitable and effective services The editor provides an introduction and conclusion to the handbook synthesizing original contributions from current leaders in the field surveying victims rights in the United States victim participation in the criminal justice system victims welfare and needs and most notably the services that have been developed in response A section on special populations in the United States brings focus to current and emerging issues faced within the country while a section covering international and transnational victimization explores globalization and the implications of other legal traditions and systems This handbook addresses the crucial and complex topic of victims issues examining both societal and governmental reactions to victims concerns and acquainting readers with the issues that discord may cause and how they affect the provision of services This book will serve

as an essential reference for academics and practitioners working with crime victims as well as for students taking courses in victimology criminology sociology and related subjects

**The Diffusion and Social Implications of MOOCs** Valentina Goglio, 2022-01-25 Chapter 9 of this book is available for free in PDF format as Open Access from the individual product page at [www.routledge.com](http://www.routledge.com) It has been made available under a Creative Commons Attribution Non Commercial No Derivatives 4.0 license Since their first appearance in 2011 Massive Open Online Courses MOOCs have been at the centre of a great deal of media attention owing to their disruptive potential in education As university level courses delivered free of charge on digital platforms they have also been the occasion of conflicting views regarding the quality of education and the future configuration of higher education systems Based on new empirical research including qualitative interviews as well as quantitative data from learners across several MOOCs this book contributes to the debate by providing a comparative study of the diffusion and social implications of MOOCs in the USA where everything started and in Europe where MOOCs were belatedly adopted by higher education institutions but now exhibit remarkable growth Investigating the impact of MOOCs at macro level on national higher education systems as well as the social implications of MOOCs at micro level with particular attention to the opportunities offered to learners to acquire knowledge and skills The Diffusion and Social Implications of MOOCs provides an encompassing comparative investigation of the specificity and social implications of the diffusion of MOOCs in two geographically and institutionally diverse contexts As such it will appeal to social scientists with interests in new technologies and higher education

**Your Ucas Application 2014-2015** Karen Ette, 2014-08-18 Completing a UCAS application form is often the first encounter with accurate form filling in any student will experience Much of the form is completed using common sense but it is easy to trip into pitfalls when anxious that the application must be perfect This short book will guide prospective undergraduates through every step of completing the application accurately and advise on the Personal Statement

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In a global defined by information and interconnectivity, the enchanting power of words has acquired unparalleled significance. Their ability to kindle emotions, provoke contemplation, and ignite transformative change is truly awe-inspiring. Enter the realm of "**2015 Unisa Admission Forms**," a mesmerizing literary masterpiece penned by a distinguished author, guiding readers on a profound journey to unravel the secrets and potential hidden within every word. In this critique, we shall delve into the book is central themes, examine its distinctive writing style, and assess its profound impact on the souls of its readers.

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