



**NSFAS**

# Application For Nsfas 2016 Ufs

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## **Application For Nsfas 2016 Ufs:**

Universities, Employability and Human Development Melanie Walker, Samuel Fongwa, 2017-01-20 The book makes a significant contribution to critical higher education studies specifically to graduate employability research and to capabilities and education research The book moves beyond the simplistic conception of alleged gaps in graduate skills and mismatches between employers and universities and instead provides an innovative multi dimensional and intersectional human capabilities conceptualisation of graduate employability The book challenges an individualised notion of employability instead locating employability issues in social and economic conditions and argues that employability choices cannot be divorced from inequality Qualitative and quantitative data from multiple case study universities in South Africa are used to explore the perceptions and experiences of diverse students lecturers support officers and employers regarding what each university is doing or should be doing to enhance graduate economic opportunities and contribute to inclusive development The book will be highly relevant to students scholars and researchers in the fields of education and sociology particularly those with an interest in graduate employability

**Creating Conditions for Student Success** Magda Fourie-Malherbe, 2021-12-15 The various chapters of this book have brilliantly provided perspectives on creating conditions for success in higher education from a wide variety of stakeholders within a university environment The rich content comes from varying fields of study as well as academic development and student affairs directorates within the institution This is what is exciting about the book The diversity of focus in chapters makes the book relevant to anyone with interest in higher education matters From the opening to the closing chapter students are making a contribution on what the university has done or is doing for them to succeed or what it should consider doing to improve its service to students This touches on every environment that students find themselves in a university setting from residences to the classroom to commuter or off campus students The book s extended use of the capabilities approach and critical social theories has enabled it to provide nuances on not only the success of students but more importantly about how the higher education environment can transform itself to practices relevant for the sector today The various research studies in this book can benefit similar university contexts nationally and internationally

*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.

**Rural Transitions to Higher Education in South Africa** Sue Timmis, Thea de Wet, Kibashini Naidoo, Sheila Trahar, Lisa Lucas, Emmanuel Mfanafuthi Mgwashu, Patricia Muhuro, Gina Wisker, 2021-09-14. This unique and timely book focuses on research conducted into the experiences of students from rural backgrounds in South Africa, foregrounding decolonial perspectives on their negotiation of access and transitions to higher education. This book highlights not only the challenges of coming from a rural background against the historical backdrop of apartheid and ongoing colonialism but also shows the immense assets that students from rural areas bring into higher education. Through detailed narratives created by student co-researchers, the book charts early experiences in rural communities, negotiations of transitions to university and in many cases to urban life and students' subsequent journeys through higher education spaces and curricula. The book will be of significant interest and value to those engaged in rurality research across diverse settings, those interested in the South African higher education context and higher education more widely. Its innovative participatory methodology will be invaluable to researchers seeking to conduct collaborative research that draws on decolonising approaches.

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