

## COLLEGE OF ACCOUNTING SCIENCES (CAS)

Module Code	Module Description
AIN1501	ACCOUNTING INFORMATION SYSTEMS IN A COMPUTER ENVIRONMENT
AIN2601	PRACTICAL ACCOUNTING DATA PROCESSING
AIJ1501	INTRODUCTION TO AUDITING
AIJ1601	LEGAL ASPECTS IN ACCOUNTANCY
AIJ2601	AUDITING THEORY AND PRACTICE
AIJ2602	CORPORATE GOVERNANCE IN ACCOUNTANCY
AIJ2601	INTERNAL AUDITING: THEORY AND PRINCIPLES
AIJ4802	ADVANCED INTERNAL AUDIT RESPONSIBILITIES IN RISK, CONTROL AND GOVERNANCE
AIJ4803	ADVANCED INTERNAL AUDIT APPLICATIONS
FAC1501	ADVANCED INTERNAL AUDIT APPLICATIONS
FAC1502	FINANCIAL ACCOUNTING PRINCIPLES, CONCEPTS AND PROCEDURES
FAC1503	FINANCIAL ACCOUNTING PRINCIPLES FOR LAW PRACTITIONERS
FAC1601	FINANCIAL ACCOUNTING REPORTING
FAC2601	FINANCIAL ACCOUNTING FOR COMPANIES
FAC2602	SELECTED ACCOUNTING STANDARDS AND SIMPLE GROUP STRUCTURES
FAC3701	GENERAL FINANCIAL REPORTING
FAC3702	DISTINCTIVE FINANCIAL REPORTING
FAC3703	SPECIFIC FINANCIAL REPORTING
FAC3704	GROUP FINANCIAL REPORTING
MAC1501	INTRODUCTION TO MANAGEMENT ACCOUNTING
MAC2601	PRINCIPLES OF MANAGEMENT ACCOUNTING
MAC2602	PRINCIPLES OF STRATEGY, RISK & FINANCIAL MANAGEMENT TECHNIQUES
MAC4803	ENTERPRISE STRATEGY
MAC4804	MANAGEMENT ACCOUNTING STRATEGY
MAC4805	FINANCIAL STRATEGY
MAC4806	INFORMATION STRATEGY
MAC4807	PERFORMANCE STRATEGY
TAX1501	TAXATION OF SALARIED PERSONS
TAX2601	PRINCIPLES OF TAXATION

# It Modules Unisa 2015

**Legobole Boquin Rantlha**



## **It Modules Unisa 2015:**

ICEL2015-10th International Conference on e-Learning Dr Carlton Watson, 2015-06-12 These proceedings represent the work of researchers participating in the 10th International Conference on e Learning ICEL 2015 which is being hosted this year by the College of the Bahamas Nassau on the 25 26 June 2015 ICEL is a recognised event on the International research conferences calendar and provides a valuable platform for individuals to present their research findings display their work in progress and discuss conceptual advances in the area of e Learning It provides an important opportunity for researchers and managers to come together with peers to share their experiences of using the varied and expanding range of e Learning available to them With an initial submission of 91 abstracts after the double blind peer review process there are 41 academic Research papers and 2 PhD papers Research papers published in these Conference Proceedings These papers come from some many different countries including Australia Belgium Brazil Canada China Germany Greece Hong Kong Malaysia Portugal Republic of Macedonia Romania Slovakia South Africa Sweden United Arab Emirates UK and the USA A selection of the best papers those agreed by a panel of reviewers and the editor will be published in a conference edition of EJEL the Electronic Journal of e Learning [www.ejel.com](http://www.ejel.com) These will be chosen for their quality of writing and relevance to the Journal s objective of publishing papers that offer new insights or practical help into the application e Learning

**Higher Education and Sustainability** Ulisses Manuel de Miranda Azeiteiro, J. Paulo Davim, 2019-08-30 The book provides descriptions of experiences from research and educational sustainability projects and the role HEIs can play together with contributions presenting a variety of initiatives showing how SDGs are being implemented The book promotes the theoretical and practical understanding on this thematic and disseminates knowledge and international research and cooperation Contributions cover the role of SDGs in advancing implementation of sustainable development sustainability in higher education the role of universities in sustainable development new paths towards sustainable development and e learning contributions Features Focuses on theoretical and practical understanding on Sustainability Higher Education and SDGs to disseminate knowledge and promote research and cooperation Includes lessons learned from sustainability research and educational challenges presenting case studies technological developments outputs of research and studies best practices and examples of successful projects Discusses relevant and international perspectives on sustainability higher education and SGDs Presents local and international contributions on a variety of initiatives showing how SDGs are being implemented

*Transforming Teaching and Learning Experiences for Helping Professions in Higher Education*, 2023-02-27 Higher education has transformed and continues to transform in this century because of decolonizing the curriculum and the COVID 19 pandemic which have added an indelible mark to the methodology of teaching and learning Learning spaces have become open to more people through privatization massification e learning platforms and internationally mobile academics allowing individuals from diverse backgrounds to enter the academic and helping professions space Educators need to reskill repurpose redesign

and reimagine for a world that is rapidly evolving New ways of teaching need to consider nuances of decolonization of the curriculum deep understanding of subjects transformative ways of imparting knowledge and technology enhanced learning needs to be embraced Thus the teaching and learning spaces in developed and developing environments move beyond the classroom to prepare 21st century citizens to embrace life long learning Furthermore the content as well as processes involved in teaching and learning must be explored thoughtfully that includes the perspectives of a more inclusive wave of educators and students Thus this book has implications for a global scholarship specifically during disruptive times in Higher Education It is hoped that the book stimulates reflections so that the reader draws inspiration to find contextual relevance that extends into the real world

**Advancing Online Course Design and Pedagogy for the 21st Century Learning Environment** Chatham, Daniel, 2021-01-08 The current learning environment is substantially different than what existed for most of the 20th century Learners and teachers today must navigate in perpetually changing contexts where education is influenced by technological advancement and obsolescence economic barriers a changing employment landscape and even international politics Studies indicate that employers seek to hire graduates with strong skills in areas coalescing around international awareness creativity communication leadership and teamwork Skills and experiences in these areas are necessary preparation for the current economy and to pursue jobs that do not exist yet while providing some insulation against the obsolescence of industries that lack these characteristics These interpersonal skills are not often the subject of students degrees yet there are opportunities in online education to cultivate them With increased interest in new career options comes the need to reconsider how to teach subjects in the increasingly online environment Advancing Online Course Design and Pedagogy for the 21st Century Learning Environment is a critical reference book that navigates today's dynamic education requirements and provides examples of how online learning can foster growth in skill areas necessary for career advancement through effective course design Moreover it helps educators gain insight into online pedagogy and course design for the 21st century learner and prepares them to convert traditional courses and enhance existing online courses thereby supporting students growth and development in the highly dynamic online learning environment Focusing on specific learning activities assessments engagement communication techniques and more this book provides a valuable resource for those seeking to upgrade teaching and learning into the online environment those that seek better employment outcomes for their students and those seeking to explore contemporary online course design strategies or examples This includes teachers instructional designers curriculum developers academicians researchers and students *Finweek*, 2006-07 [A Handbook on Legal Languages and the Quest for Linguistic Equality in South Africa and Beyond](#) Zakeera Docrat, Russell H Kaschula, Monwabisi K Ralarala, 2021-06-02 A Handbook on Legal Languages and the Quest for Linguistic Equality in South Africa and Beyond is an interdisciplinary publication located in the discipline of forensic linguistics language and law This handbook includes varying comparative African and global case studies on the use of language in courtroom discourse and higher

education institutions Kenya Morocco Nigeria Australia Belgium Canada and India These African and global case studies form the backdrop for the critique of the monolingual English language of record policy for South African courts the core of this handbook discussed in relation to case law and the beleaguered legal interpretation profession This handbook argues that linguistic transformation and decolonisation of South Africa s legal and higher education systems needs to be undertaken where legal practitioners are linguistically equipped to litigate in a bilingual multilingual courtroom that enables access to justice for the majority of African language speaking litigants enforcing their constitutional language rights

*Finance Week* ,2004-05      **The Light in the Night** ,2007      **The African Book Publishing Record** ,2013      *The phone book* Telkom (Firm : South Africa),2006      **Distance Students' Readiness for an Online Information Literacy Programme** Legobole Boquin Rantlha,2017 This dissertation reports on a study of the self reported readiness of undergraduate first year students at a very large distance teaching institution the University of South Africa Unisa The Unisa library does not offer an online information literacy programme for distance students and has not conducted surveys on students needs and their readiness for using online information resources and an online learning management system The main research question thus was What are the information seeking behaviour and the readiness of Unisa distance students in using and accessing the library online resources Sub questions were What has been reported on information literacy and information literacy programmes for distance students with special reference to online programmes What has been reported on virtual learning environments with specific reference to distance education What are the students self rated perceptions of their information literacy skills What are the students information seeking behaviour and preferences in using online information resources What are the students self rated perceptions in using an online learning management system in a virtual learning environment The Unisa School of Accountancy served as case study All students enrolled for first year modules in the School of Accountancy including the Departments of Auditing Financial Accounting Management Accounting and Taxation were invited to participate in the survey Data collection occurred in July and August 2015 by means of a self administered semi structured online questionnaire survey In total 587 students responded resulting in 525 usefully completed questionnaires Most of the students were geographically remote from the institution and the library and its branches The study collected mostly descriptive quantitative data with limited qualitative data The quantitative data were analysed by means of a statistical package SAS JMP version 12 and the qualitative data by means of thematic analysis The questionnaire covered self reported information seeking behaviour when using the library s online resources whether students had received training on information literacy skills and if these skills were effective enough to assist them to locate and access the library s diverse online information resources relevant to their studies It also collected data on their readiness to use an online learning management system The limitations of self reporting are acknowledged in this case it was considered appropriate to determine lack of skills Although the findings cannot be generalised to all Unisa or all distance

students they can inform recommendations on the need for an online information literacy skills programme for distance students and methods to conduct similar studies of students readiness to use such a programme Respondents lacked information literacy skills that could enable them to access or use the online library resources from a distance They lacked skills in using the virtual learning environment system experienced problems in accessing the library from a distance could not use databases to access online full text articles and were often not aware of the library website and how it could be used It is recommended that the Unisa library consider developing an online information literacy programme that adheres to international standards and guidelines for information literacy and that this be informed by the needs expressed by students from diverse disciplines and study years and their self reported information seeking behaviour For distance students a programme must be available through a virtual learning environment and this must be linked to the library s website and marketing efforts

**KEYWORDS** Case study Distance education Distance libraries Distance students Information literacy skills Information seeking behaviour Online information literacy programmes Online information seeking behaviour

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- Integration of Multimedia Elements
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## **It Modules Unisa 2015 Introduction**

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requirements the hha must establish and maintain an emergency preparedness program that meets the requirements of this section

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web the plan shall indicate a need for one or more of the following 1 part time or intermittent skilled nursing services by licensed nursing personnel 2 in home medical care services as provided in section 14132 t of the welfare and institutions code

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