



higher education
& training
Department of Higher Education and Training
REPUBLIC OF SOUTH AFRICA

2013

For use by the College Central Office

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FURTHER EDUCATION & TRAINING (FET) COLLEGE BURSARY APPLICATION FORM FOR THE REPORT 191 PROGRAMMES



FET COLLEGE STAMP

Important Note

Attach a certified copy of your South African identity Document.
Please use black ink when completing the Bursary Application Form.
Use of correcting fluids, (e.g. Tippex) will invalidate this Bursary Application Form.
Any alterations must be countersigned by the Student and the College.
This Bursary Application form is only for the Report 191 Programmes. Applicants must comply with entry requirements as indicated in the National Education Policy Report 191, Part 1 and Part 2.

A. PARTICULARS OF STUDENT

Student Number:		College Name:	
Identity Number:		Campus:	
Surname:		Title:	
Maiden Surname, if applicable:			
First Names (as reflected on ID):			
Date of Birth:	Y Y Y Y M M D D	Gender:	☐ Male ☐ Female
Disability:	☐ Yes ☐ No	If yes, please specify:	
Race (for statistical purposes only):	☐ African ☐ Coloured ☐ Indian ☐ White		
Marital Status:	☐ Single ☐ Married ☐ Divorced ☐ Widowed		
<i>(attach proof of status if married, divorced or widowed)</i>			
Home Address (not a PO Box):		Code:	
Postal Address (if different from home address):		Code:	
Home Telephone No: Area code () Number		Cellphone:	
Address while studying (not a PO Box):		Code:	
Telephone No while studying: Area code () Number		Cellphone:	
Email Address:			

B. STUDY DETAILS:

Highest School Grade Passed:		Year Passed:	
Report 191 Programme:			
☐ Art & Design ☐ Business Mngmnt ☐ Business Studies ☐ Clothing Production ☐ Education	☐ Engineering Studies ☐ Farming Mngmnt ☐ Fertilizer Manufacturing ☐ Financial Mngmnt ☐ Food Services	☐ Hair Care ☐ Human Resources Mngmnt ☐ Hospitality & Catering ☐ Interior Decorating ☐ Legal Secretary	☐ Management Assistant ☐ Marketing Mngmnt ☐ Medical Secretary ☐ Popular Music/Studio Work ☐ Popular Music/Composition
☐ Popular Music/Performance ☐ Public Mngmnt ☐ Public Relations ☐ Textiles ☐ Tourism			
Report 191 Programme Code:			
(Please tick all N-levels you <u>intend</u> completing in this academic year)			
Report 191 Programme Level – Engineering Only:	☐ N1 ☐ N2 ☐ N3		
Report 191 Programme Level:	☐ N4 ☐ N5 ☐ N6		

NOTE: The full value of the bursary will only be provided to students if a minimum of 3 modules in the previous N-Level is completed successfully.

Tshwane South College Application Form 2016

Jon Rubin, Sarah Guth



Tshwane South College Application Form 2016:

Monument Culture Laura A. Macaluso, 2019-05-30 *Monument Culture International Perspectives on the Future of Monuments in a Changing World* brings together a collection of essays from scholars and cultural critics working on the meanings of monuments and memorials in the second decade of the twenty first century a time of great social and political change The book presents a broad view of the challenges facing individuals and society in making sense of public monuments with contested meanings From the United States to Europe to Africa to Australia and New Zealand to South America and beyond the contributors tackle the ways in which different places approach monuments in a landscape where institutions and ideas are under direct challenge from political and social unrest It also discusses sharply changed attitudes about the representation of history and memory in the public sphere The goal is to acknowledge shared experiences through a wider perspective to contribute to the work of the world wide heritage community and to document the history and shifting cultural attitudes towards monument culture across the world encouraging a more informed approach to monuments and their meanings especially for the public and those outside of academia

The Guide to COIL Virtual Exchange Jon Rubin, Sarah Guth, 2023-07-03 This is the authoritative guide to implementing COIL Virtual Exchange conceived and co edited by one of the originators of this innovative approach to internationalization Jon Rubin COIL the acronym for Collaborative Online International Learning is a central modality of what has come to be known as virtual exchange Since its first iteration in 2002 it has gradually established itself as a mature pedagogy that is being increasingly implemented across the world and is validated by a growing body of research COIL Virtual Exchange at its most essential is a bi lateral online exchange involving the integration of existing courses across two or sometimes more institutions that are geographically and or culturally distinct To launch a COIL VE course the instructor of a class at a higher education institution in one location links online with a professor and his or her class in another region or country Together their students engage and develop joint projects usually over a continuous five to eight week period Compared to the limited number of students worldwide who can engage in study abroad COIL VE potentially opens up more equitable and inclusive participation in international education and intercultural experiences to all students involves them in rigorous disciplinary and interdisciplinary studies and promotes close and constructive engagement with students with different cultural perspectives While many COIL courses are launched by individual instructors based on their research connections and online outreach they are being increasingly supported and led by dedicated COIL Coordinators who facilitate virtual exchanges and provide professional development This comprehensive guide covers COIL VE pedagogy provides examples of what takes place in the COIL classroom and explores what instructors and staff need to know to facilitate and support a variety of COIL courses across the curriculum It addresses how institutional stakeholders especially those in leadership positions can develop and embed a successful COIL initiative at their institution It offers varied perspectives of COIL viewed from different institutional and cultural vantage points from

research universities community and technical colleges and university systems and describes how COIL VE is developing in five different world regions presenting eleven case studies The book concludes with a guide to thirteen global organizations that support COIL and other forms of VE Additionally the book provides links to the COIL Connect for Virtual Exchange website <https://coilconnect.org> which includes an updated directory of organizations an expanding database of faculty and institutions participating in COIL and looking for partners course templates survey data and case studies This book offers faculty and administrators across the world whether formally involved in international education in service learning and community engagement or wanting to incorporate a cross cultural perspective in their disciplinary courses theoretical foundations guidance on effective collaboration and the strategic and pedagogical considerations to develop robust COIL VE courses and programs

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