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This textbook provides a comprehensive account of the most important new Civil Procedure Rules, Practice Directions and Pre-action Protocols, which make up our newly reformed civil procedure system. The substance of the rules are considered in detail and their effect explained to make it clear how they operate in practice. Case law is examined to demonstrate how the court applies the rules in practice. The Woolf Reforms are used to explain the rationale of the new system.; The book provides not only a clear guide to the meaning of the new rules but also a vital insight into the new culture, typified by case management, proportionality and the overriding objective, which has fundamentally reformed the principles on which our civil procedure system is based. A critique is given of the merits of the reforms and the likelihood that they will achieve their objectives.

With a full explanation on the basic principles of marketing, this guidebook helps readers answer such questions as What is marketing? What is a marketing forecast? and What is the best way to conduct market research? Written by professionals for students and entrepreneurs, this text also features international case studies, numerous up-to-date examples of the latest developments and trends in marketing, and tried and tested information that helps students learn.

This analytical study examines the function of internal auditing from the viewpoint of its role within organizations and within the economics of societies and governments. Swanson and Marsh place internal auditing in the context of the scientific conceptual framework of Living Systems Theory, and thus provide a basis for a systematic theoretical framework and a theory based on observable, measurable entities. They identify the advantages of using this system to advance the knowledge and understanding of organizations, and also propose a higher level of internal audit functions that can advance modern societies.

Cambridge International AS and A Level Business Revision Guide helps students apply their knowledge, understanding and skills to succeed in their course. This endorsed Cambridge International AS and A Level Business Revision Guide has been designed to further develop students' skills for the Cambridge International AS and A Level Business course. Revised to meet the latest syllabus (9609) this book is packed full of guidance to reinforce students' understanding and skills to succeed in their course. Written by experienced examiners this Revision Guide is perfect for international learners and accompanies the Cambridge International AS and A Level Business Coursebook (third edition).

Conveyancing is designed for law students and new lawyers studying applied land law on the Irish Professional Practice Course. As the fourth edition is published at a time when major reform and modernisation of land law and conveyancing is proposed, the text has been fully revised and updated to include reference to proposed reforms, recently published bills and new legislation enacted. This includes new coverage on the Land Act 2005, the Title Act 2006 and the fundamental changes proposed by the Land and Conveyancing Law Reform Bill 2006. In two volumes, the fourth edition also features updated sample documentation and precedents to enable students to consider the procedural aspects of conveyancing. It includes complete coverage of all the essential knowledge needed when practicing conveyancing, including the legal concept of property, and the protection, acquisition and movement of proprietary interests. The principles of conveyancing practice are clearly explained, ensuring that this is an essential text for apprentices and practitioners in this field.

This book provides an overview of the basic concepts of a systems theoretical perspective using families and family therapy as examples and illustrations of their application in professional practice. This meta-perspective focuses on viewing problems in context. The difference between first-order and second-order cybernetics is explicated. Readers then are invited to see themselves as parts of the systems with which they are working consistent with a second-order cybernetics perspective. Along the way a difference between modernism and post-modernism as well as constructionism and social constructionism also are described. In addition, theories of individual and family development are presented with implications for their use in family therapy. The book concludes with more than 100 examples of how the meta-perspective of systems theory can be used in work with families.

This book disseminates original research on learning in and from practice in pre-service teacher education. Authors such as Lederman and Lederman describe the student teaching practicum (or work-integrated learning [WIL]), which is an essential component of pre-service teacher education, as the ‘ elephant in the room ’. These authors note that 'the capstone experience in any teacher education programme is the student teaching practicum... [a]fter all, this is where the rubber hits the road'. However, many teacher educators will agree that this WIL component is sometimes very insufficient in assisting the student teacher to develop their own footing and voice as a teacher. This is the ‘ gap ’ that this research book addresses. Most of the chapters in the book report empirical data, with the exception of two chapters that can be categorized as systematic reviews. WIL is addressed from various angles in the chapters. Chapter 6 focuses on research related to what makes Finnish teacher education so effective, and in Chapter 4 researchers of the University of Johannesburg disseminate their findings on establishing a teaching school (based on Finnish insights) in Johannesburg. Chapter 3 highlights the challenges faced in open-and distance learning teacher education contexts. Several of the chapters disseminate research findings on alternative interventions to classic WIL, namely, where “ safe spaces ” or laboratories are created for student teachers to learn and grow professionally. These could either be simulations, such as software programmes and avatars in the intervention described in Chapter 2; student excursions, as the findings in chapters 5, 7 and 10 portray; or alternative approaches to WIL (e.g. Chapters 11 and 12). The book is devoted to scholarship in the field of pre-service teacher education. The target audience is scholars working in the fields of pre-service teacher education, work-integrated learning, and self-directed learning. The book makes a unique contribution in terms of firstly its extensive use of Cultural-Historical Activity Theory as a research lens, and secondly in drawing on various theoretical frameworks. Both quantitative and qualitative research informed the findings of the book.

Organized topically rather than historically, this book provides an excellent introduction to the subject of African Philosophy. Samuel Oluoch Imbo synthesizes the ideas of key African philosophers into an accessible narrative. The author focuses on five central questions: What are the definitions of African philosophy? Is ethno-philosophy really philosophy? What are the dangers of an African philosophy that claims to be 'unique'? Can African philosophy be done in foreign languages such as English and French? Are there useful ways to make connections between African philosophy, African American philosophy, and women's studies? By making cross-disciplinary and transnational connections, Imbo stakes out an important place for African philosophy. Imbo's book is an invaluable introduction to this dynamic and growing area of study.

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