

COLLEGE OF HEALTH SCIENCES

HANDBOOK FOR 2026

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WELCOME MESSAGE FROM THE DEPUTY VICE-CHANCELLOR: COLLEGE OF HEALTH SCIENCES

Dear Students,

It is with great honour and pride that I extend a warm welcome to each one of you as you begin your academic journey in the College of Health Sciences at the University of KwaZulu-Natal in 2026. Your admission to this esteemed institution marks the beginning of a new chapter in your life, one that promises intellectual growth, professional development, and personal transformation. Securing a space in our programmes is a big achievement and you should be proud of yourselves.

The College of Health Sciences holds a distinguished place in the academic and professional landscape of South Africa and beyond. Our mission is not only to produce competent healthcare professionals but also to nurture leaders, innovators, and researchers who are dedicated to advancing the health and wellbeing of communities locally, nationally, and globally. In joining us, you become part of a proud tradition of excellence, service, and integrity. As a College, we take pride in being “a College that Cares” and this is reflected in our everything that we do and the manner in which we conduct ourselves. We aim to inculcate this culture in all our students so that when they graduate they can emulate this culture of caring and service to humanity.

You enter at a time when the healthcare profession faces complex challenges that demand resilience, compassion, and innovation. The world looks to institutions such as ours to produce graduates who are equipped with the knowledge, skills, and values to transform health systems and to respond with courage to the pressing needs of society. It is our responsibility, together with yours, to uphold this calling with distinction.

Throughout your studies, you will be guided by distinguished academics and practitioners, supported by dedicated professional staff, and inspired by peers from diverse backgrounds who share your commitment to making a difference. The College provides an environment that fosters critical inquiry, ethical practice, and community engagement—an environment in which you will be both challenged and supported to reach your fullest potential.

As you embark on this journey, I urge you to approach your studies with diligence, humility, and an open mind. Cherish the privilege of higher learning, seize every opportunity to grow, and remember always that you are preparing not only for a career but for a lifelong vocation of service to humanity.

On behalf of the University of KwaZulu-Natal and the College of Health Sciences, I once again welcome you most sincerely. May your time with us be marked by success, fulfilment, and a steadfast commitment to excellence.

Yours faithfully,

Professor Busisiwe Ncama

Deputy Vice-Chancellor and Head of the College

College of Health Sciences

University of KwaZulu-Natal

THE UKZN TRANSFORMATION CHARTER

(Approved by Council on 3 December 2010)

OUR VISION

The vision of the University of KwaZulu-Natal (the University) is “to be the Premier University of African Scholarship”. The achievement of this vision is dependent on the transformation of the University.

The notion of transformation which the University embraces is deeper and broader than a narrow categorization based on race and gender representation. . It means changing the identity and culture of the University in every aspect of its mission.

Transformation is profoundly advanced by improving the quality of human relationships, and meaningful behavioural change can best bring the identity and culture of the University into alignment with its vision.

OUR ASPIRATIONS

We ASPIRE TO BE a transformed university which:

- Heals the divisions of our nation’s past, bridges racial and cultural divides, and lays the foundations for a university that is united in its diversity;
- Promotes high quality research, excellent teaching and learning, and responsible community engagement;
- Promotes African scholarship in every discipline and uBuntu/Botho in its organisational culture;
- Embraces socially and contextually relevant curricula that reflect the University’s location in South Africa, Africa and the World;
- Recognises the importance and value of African languages as academic languages;
- Prioritises the well-being and growth of every individual student and staff member;
- Reflects race and gender representation in its management structures, personnel profile, and student population;
- Is socially cohesive and inclusive;
- Is free of discrimination on the basis of ethnicity, race, gender, class, nationality, religion sexual orientation and disability;
- Nurtures collegiality, recognises and respects difference, and celebrates diversity;
- Reflects a new and refreshing culture of tolerance, understanding and vibrant engagement within the University community.

OUR CURRENT CONTEXT

We RECOGNISE that:

- Our transformation has already begun, and that considerable progress has been made;

- The University nevertheless still has much to achieve to realize its transformation objectives.

OUR COMMITMENT

We COMMIT ourselves:

- to the principles and values enshrined in the Constitution of the Republic of South Africa, notably:
 - (i) Human dignity, the achievement of equality and the advancement of human rights and freedoms; and
 - (ii) Non-racialism and non-sexism.
- to the principles of efficiency, integration and devolution that underpin the Statute of the University;
- to the UKZN PACT, which promotes mutual respect, responsibility, and excellence in teaching and learning;
- to work together until the objectives set out below are manifested in our University.

Therefore, we the staff and students of the University of KwaZulu-Natal adopt this Transformation Charter.

OUR CHARTER

The University shall be a place where:

Research, Teaching, Learning and Scholarship are a Vocation for All

- Access to learning will continue to be promoted to advance social transformation and redress;
- Scholars will pursue their studies in accordance with the principle of freedom of inquiry and research;
- Scholars will advance knowledge and culture through globally-competitive research and scholarship, and research-led teaching and learning;
- Research and curricula will be socially and contextually relevant;
- African languages will be promoted as academic languages;
- The University will be student-centred and provide a caring environment for every student;
- A holistic approach to education, characterized by excellence in teaching and learning, will produce skilled self-confident and socially responsible graduates, conscious of their role in contributing to the national development effort and social transformation.

Race and Gender Representation is Evident in All Structures

- The staff profile of the University at all occupational levels will reflect the demographics of our province and country;
- Gender equity within the management levels of the University will be ensured, and women will be adequately represented in all management structures;
- The implementation of employment equity and the advancement of designated groups within the University structures will be part of the performance management requirements of all line managers;
- Mentorship programmes that develop, support and nurture black and female academic staff members will be provided;
- Mentorship and professional development programmes that attract and retain staff of the highest calibre, develop all staff to their full potential, and meet equity objectives will be developed.

A Socially Cohesive and Inclusive Institutional Culture Thrives

- Social cohesion will be valued and promoted through engagement and understanding, tolerance and respect for diversity in all its forms;
- Every individual will be encouraged to promote social interaction among diverse social groupings, whether among or between staff and students;
- The University will adopt, implement and monitor policies and procedures that aim to eliminate discrimination in all its manifestations including ethnicity, race, gender, nationality, class, religion, sexual orientation and disability;
- Processes will be devised in such a way as to break a code of silence around instances of discrimination in any form;
- Structures and procedures for problem-solving and dispute resolution will be strengthened to handle grievances in a fair and constructive manner;
- The University will enhance on-going education and training for staff and students that sensitises the University community to the lived experiences of its diverse constituencies. It will in this way foster understanding and tolerance, and promote the celebration of diversity;
- The social and personal well-being of staff and students, and an enabling environment for the realization of their full human potential, will be actively promoted.

Good Modes of Governance are Enshrined

- Good corporate governance will be ensured through commitment to democratic representation, devolution, consultation, accountability and transparency;
- Governance, leadership and management will be practiced in a manner that encourages and facilitates positive, proactive, and continuous institutional transformation;

- The University leadership and management will be responsible and directly accountable for creating an environment that cherishes diversity and equity, and which is conducive to respect, tolerance and understanding.

The Right to Freedom of Expression is Guaranteed

- Every individual whether student or staff is a valued member of the University community, and each voice will have the right to be heard;
- Ongoing debate and dialogue on all aspects of transformation and organisational culture will be fostered;
- The University will enhance its role as a leader in transformation by holding regular debates and discussions that will broaden understanding, and identify trends that inhibit and obstruct transformation;
- These engagements will be conducted according to commonly developed “rules of debate” appropriate to a university that espouses critical thinking and well-founded argument;
- Members of Senate will participate actively in debates and discussions and will assume a responsibility in preparing the University for the advent of the broader transformational challenges inherent in global change and the achievement of the University’s vision;
- The right to freedom of expression will be counterbalanced by responsibility, accountability and the limitations spelt out within the Constitution of the Republic of South Africa.

Advancement of the Transformation Agenda is the Responsibility of All

- All members of the University community will understand the meaning of transformation and accept individual and collective responsibility for its advancement;
- Leaders within all stakeholder groupings will play a critical role in advancing the transformation agenda;
- Leaders will develop a shared understanding of transformational leadership behaviour, and practice it;
- Key stakeholder groupings will commit to the process of transformation, and contribute actively to it by clearly defining their roles and responsibilities, and improving interpersonal stakeholder relationships at all levels;
- Academics will embrace the notion that universities are places of reflection to extend the boundaries of human existence and will acknowledge the centrality of human relationships in meeting the challenges of our times, and in realising the vision and strategic objectives of the University;
- Students will recognise that they have individual and collective responsibilities to participate in the building of an institutional identity based on mutual respect and tolerance;
- Staff members will take pride in making the University an institution where courtesy; accountability; mutual respect and efficiency are core values.

University of KwaZulu-Natal Pact

(Approved by Senate on 12 November 2008)

We, the staff and students
of the University of KwaZulu-Natal
agree to treat each other with respect,
to abide by the rules and regulations of the institution
and to commit ourselves to excellence in research-led
teaching and learning

Isivumelwano seNyuvesi yaKwaZulu-Natali

Thina, singabasebenzi nabafundi
baseNyuvesi yaKwaZulu-Natali
sivumelana ngokuthi siphathane ngenhlonipho,
silandele yonke imithetho nemigomo yesikhungo
futhi sizibophezela ekufundeni nasekufundiseni
okuholwa ucwango nokunobunyongco

SESSIONAL DATES 2026

HOWARD COLLEGE, PIETERMARITZBURG AND WESTVILLE CAMPUSES

FIRST SEMESTER	: Monday, 09 February – Thursday, 25 June
EASTER VACATION	: Saturday, 28 March – Monday, 06 April (inclusive)
WINTER VACATION	: Friday, 26 June – Sunday, 19 July (inclusive)
SECOND SEMESTER	: Monday, 20 July – Tuesday, 01 December
MID-TERM BREAK	: Saturday, 19 September – Sunday, 27 September (inclusive)

	Thur, 01 – Fri, 02 Jan	Thur, 01 Jan	<i>New Year's Day (Public holiday)</i>
		Fri, 02 Jan	University Holiday
	Mon, 05 – Fri, 09 Jan	Mon, 05 Jan	University opens
		Tue, 06 Jan	Remote online registration opens for returning students. Schools to communicate dates for individual programmes on a per programme basis, including FTEN students.
		Fri, 09 Jan	Deadline for submission of applications for remarks of those modules with formal sit-down examinations in Semester 2, 2025
Deadline for submission of undergraduate readmission applications for potential readmission into Semester 1, 2026			
	Sun, 11 – Fri, 16 Jan	Sun, 11 Jan	Release of NSC results by the DBE (provisional date)
		Wed, 14 Jan	Deadline for submission of exclusion appeals from Undergraduate, Honours and PG Dip students
			Deadline for submission of re-registration appeals to School Higher Degree offices for Masters and Doctoral students
		Fri, 16 Jan	Deadline for submission of applications to be submitted for Senate Concessionary Special Examinations (SCSEs) as per GR 23 (b)
	Mon, 19 – Fri, 23 Jan	Fri, 23 Jan	School Higher Degree Committees to consider re-registration appeals from Masters and Doctoral students, for recommendation to CAAB
		Mon, 26 Jan	CAECOM meetings

	Mon, 26 Jan – Sat, 31 Jan	Mon, 26 -Thu, 29 Jan	SCSEs week (Schools to arrange for students with a maximum of 2 modules outstanding, having been registered for the modules in 2025)
		Fri, 30 Jan	Residences open for registered (both academic and residence registered) students
		Fri, 30 Jan – Wed, 04 Feb	Marking of SCSEs and release of results
		Sat, 31 Jan	Online Parents Day (to be confirmed)
	Mon, 02 – Sat, 07 Feb	Mon, 02 – Sat, 07 Feb	Dedicated remote online registration week and orientation for First Time Entering Undergraduate (FTEN) students
		Tue, 03 Feb – Wed, 04 Feb	AEACOM meeting (Wednesday, 4 February to be used only if needed)
		Thu, 05 Feb	For higher degrees students: Deadline for submission of bound/final examination copies with respect to any intention to submit received in Semester 2, 2025 without having to register for Semester 1, 2026
		Fri, 06 Feb	Deadline for payment of minimum fee required for registration

SEMESTER 1:			
1	Mon, 09 – Fri, 13 Feb	Mon, 09 Feb	First semester and lectures commence
		Fri, 13 Feb	Deadline for submission of curriculum change requests
			Deadline for submission of requests for extended DPs for those modules that had DPs in 2025
			Deadline for first semester academic registration
2	Mon, 16 – Fri, 20 Feb		
3	Mon, 23 – Fri, 27 Feb		
4	Mon, 02 – Fri, 06 Mar		
5	Mon, 09 – Fri, 13 Mar	Fri, 13 Mar	Final date for capturing graduation decisions onto ITS (Bachelors, Honours, Diplomas and Certificates)
6	Mon, 16 – Fri, 20 Mar	Thur, 19 Mar	<i>Eid ul Fitr</i> (provisional date) (condoned day of absence)

7	Mon, 23 – Fri, 27 Mar	Fri, 27 Mar	Lectures end
			Deadline for withdrawal from a module and for withdrawal from the University (Semester 1)
	Sat, 28 Mar – Mon, 6 Apr	EASTER VACATION: STUDENT MID-TERM BREAK	
	Mon, 30 Mar – Fri, 03 Apr	Fri, 03 Apr	<i>Good Friday (Public Holiday)</i>
8	Mon, 06 – Fri, 10 Apr	Mon, 06 Apr	<i>Family day (Public holiday)</i>
		Tue, 07 Apr	Lectures resume
			Final date for capturing graduation decisions onto ITS (Masters and Doctoral Students)
			Final timetable for main and supplementary examinations released
	Tuesday, 7 April follows a Friday timetable (compensatory timetable day)		
9	Mon, 13 – Fri, 17 Apr	Wed, 15 Apr	Wednesday, 15 April follows a Monday timetable (compensatory timetable day)
10	Mon, 20 – Fri, 24 Apr		
11	Mon, 27 Apr – Fri, 1 May	<i>Mon, 27 Apr</i>	<i>Freedom Day (Public Holiday)</i>
		<i>Fri, 01 May</i>	<i>Workers' Day (Public Holiday)</i>
12	Mon, 04 – Sat, 09 May	Mon, 04 – Sat, 09 May	<i>Graduation ceremonies (Westville)</i>
13	Mon, 11 – Sat, 16 May	Mon, 11 – Sat, 16 May	<i>Graduation ceremonies (Westville)</i>
		Fri, 15 May	DP refusals to be published for those modules with formal sit-down examinations
14	Mon, 18 – Fri, 22 May	Tue, 19 May	Lectures end for those modules with formal sit-down examinations. Lectures continue for those modules taught online and/or with continuous assessment
		Wed, 20 May @ 16h30	Deadline for submission of DP refusal appeals to School offices for those modules with formal sit-down examinations
	Mon, 25 – Sat, 30 May	Mon, 25 May	First semester main examinations commence (including Saturdays) for those modules with formal sit-down examinations

		Wed, 27 May	<i>Eid al-Adha (provisional date)</i> . (No examinations)
	Mon, 01 – Sat, 06 Jun	Mon, 01 – Sat, 06 Jun	First semester main examinations continue
	Mon, 08 – Sat, 13 Jun	Wed, 10 Jun	First semester main examinations end for those modules with formal sit-down examinations
		Thu, 11 – Wed, 17 Jun	Break between examinations for those modules with formal sit-down examinations
	Mon, 15 – Sat, 20 Jun	Tue, 16 Jun	<i>Youth day (Public holiday)</i>
		Thu, 18 Jun	First semester supplementary examinations commence (including Saturday) for those modules with formal sit-down examinations
		Fri, 19 Jun	Semester 1 lectures end for all modules taught online including all continuous assessment opportunities
	Mon, 22 – Fri, 26 Jun	Thu, 25 Jun	First semester supplementary examinations end
			First semester ends for all students
		Fri, 26 Jun	Deadline for submission of readmission applications for potential readmission into Semester 2, 2026
			All residences to be vacated by 16h00 on 26 June 2026
<p>Semester 1: Teaching days for modules with formal sit-down examinations</p> <ul style="list-style-type: none"> Teaching days: Monday 13 , Tuesday 13 , Wednesday 12 , Thursday 13 , Friday 13 : 64 days Compensatory days: Tuesday, 7 April follows a Friday timetable; Wednesday, 15 April follows a Monday timetable Study leave: 5 days; Main Examinations: 14 days; Supplementary Exams: 7 days 			
Fri, 26 Jun – Sun, 19 Jul		MID-YEAR BREAK (Winter Vacation)	

SEMESTER 2:			
	Mon, 29 Jun – Fri, 03 Jul	Wed, 01 Jul	Supplementary exam marks for formal sit-down examinations and all continuous assessment marks from Semester 1, 2026 to be captured on SMS by 12h00
	Mon, 06 – Fri, 10 Jul	Wed, 08 Jul	School Examination Boards
		Thur, 09 Jul	<i>Release of results at 00h01</i>
	Mon, 13 – Fri, 17 Jul	Mon, 13 Jul	Second semester registration commences
		Thu, 16 Jul	For higher degrees students: Final date for submission of bound examination copies with respect to any intention to submit received in Semester 1, 2026, without having to register for Semester 2, 2026
			Deadline for submission of exclusion appeals
		Fri, 17 Jul	Deadline for submission of applications for re-remarks for those modules with formal sit-down examinations in Semester 1, 2026
			Residences open for registered students
1	Mon, 20 – Fri, 24 Jul	Mon, 20 Jul	Second semester and lectures commence CAECOM meetings
		Fri, 24 Jul	AEACOM meeting
2	Mon, 27 Jul – Fri, 31 Jul	Fri, 31 Jul	Deadline for submission of curriculum change requests
			Deadline for submission of requests for extended DPs for those modules that had DPs in Semester 2, 2025
			Deadline for minimum fee payment required for registration
			Final date for second semester academic registration
3	Mon, 03 – Fri, 07 Aug		
4	Mon, 10 – Fri, 14 Aug	Mon, 10 Aug	<i>Public holiday in lieu of Sunday, 9 August: National Women's Day</i>
		Fri, 14 Aug	Final date for capturing graduation decisions onto ITS (Bachelors, Honours, Diplomas and Certificates)
5	Mon, 17 – Fri, 21 Aug	Tue, 18 Aug	Tuesday, 18 August follows a Monday timetable (compensatory day)

6	Mon, 24 - Fri, 28 Aug	Fri, 28 Aug	Final date for capturing graduation decisions onto ITS (Masters and Doctoral Students)
7	Mon, 31 Aug – Fri, 04 Sep	Fri, 04 Sep	Deadline for withdrawal from a module and for withdrawal from the University (Semester 2)
8	Mon, 07 – Fri, 11 Sep	Fri, 11 Sep	Final timetable for main and supplementary examinations released
9	Mon, 14 – Fri, 18 Sep	Mon, 14 - Fri, 18 Sep	<i>Spring graduation ceremonies (Westville)</i>
		Fri, 18 Sep	Lectures end
	Sat, 19 – Sun, 27 Sep	STUDENT MID-TERM BREAK	
	Mon, 21 – Fri, 25 Sep	Thu, 24 Sep	<i>Heritage Day (Public holiday)</i>
10	Mon, 28 Sep – Fri, 02 Oct	Mon, 28 Sep	Lectures resume
11	Mon, 05 – Fri, 09 Oct		
12	Mon, 12 – Fri, 16 Oct		
13	Mon, 19 – Fri, 23 Oct		
14	Mon, 26 – Fri, 30 Oct	Mon, 26 Oct	DP refusals to be published for those modules with formal sit-down examinations
		Tue, 27 Oct	Lectures end for those modules with formal sit-down examinations. Lectures continue for modules taught online and/or assessed by continuous assessment
		Thu, 29 Oct	Deadline for submission of DP refusal appeals to School offices for those modules with formal sit-down examinations
	Mon, 02 – Sat, 07 Nov	Mon, 02 Nov	Second semester main examinations commence (including Saturdays) for those modules with formal sit-down examinations
	Mon, 09 – Sat, 14 Nov	Mon, 09 – Sat, 14 Nov	Second semester main examinations continue
	Mon, 16 – Fri, 20 Nov	Tue, 17 Nov	Main Examinations end for those modules with formal sit-down examinations
		Wed, 18 – Mon, 23 Nov	Break between examinations for those modules with formal sit-down examinations
	Mon, 23 – Sat, 28 Nov	Tue, 24 Nov	Second semester supplementary examinations commence for those modules with formal sit-down examinations

		Fri, 27 Nov	Deadline for submission of theses/dissertations to the School/College higher degrees offices for possible May 2027 graduation
			Semester 2 lectures end for all modules taught online including all continuous assessment opportunities
	Mon, 30 Nov – Fri, 04 Dec	Tue, 01 Dec	Second semester supplementary examinations end for those modules with formal sit-down examinations
			Second semester ends for all students
		Wed, 02 Dec	All residences to be vacated by 16h00 on Wednesday, 2 December 2026.

Semester 2: For modules with formal sit-down examinations

- Teaching days: Monday 13 , Tuesday 13 , Wednesday 13 , Thursday 13 , Friday 13 : **65 days**
- Compensatory days: Tuesday, 18 August follows a Monday timetable
- Study leave: 5 days; Main Examinations: 14 days; Supplementary Exams: 7 days

YEAR-END BREAK:

	Mon, 07 – Fri, 11 Dec	Wed, 09 Dec	Supplementary exam marks for formal sit-down examinations and all continuous assessment marks from Semester 2, 2026 to be to be captured on SMS by 12h00
	Mon, 14 – Sat, 19 Dec	Wed, 16 Dec	<i>Day of Reconciliation (Public holiday)</i>
		Fri, 18 Dec	School Examination Boards
		Sat, 19 Dec	Release of results at 00h01
	Mon, 21 – Thu, 24 Dec	Thu, 24 Dec	University Offices close at 12h00

PLEASE NOTE:

- Sessional Dates for both the School of Medicine and the School of Education will be published separately.
- PGDip(Acc) : Dates will vary from the above and be published separately by the School concerned.
- All Bachelor of Nursing students are required to attend clinical training and community work during vacations in the year from the 01 January 2026 until 31 December 2026.
- The University of KwaZulu-Natal reserves the right to change any of the said Sessional Dates, solely in its discretion, and without any liability for inconvenience and/or loss occasioned thereby.

SESSIONAL DATES 2026
COLLEGE OF HEALTH SCIENCES

FIRST SEMESTER : Monday, 09 February – Thursday, 25 June
 EASTER VACATION : Saturday, 28 March – Monday, 06 April (inclusive)
 WINTER VACATION : Friday, 26 June – Sunday, 19 July (inclusive)
 SECOND SEMESTER : Monday, 20 July – Tuesday, 01 December
 MID-TERM BREAK : Saturday, 19 September – Sunday, 27 September (inclusive)

	Thur, 01 – Fri, 02 Jan	<i>Thur, 01 Jan</i>	<i>New Year's Day (Public holiday)</i>
		Fri, 02 Jan	University Holiday
	Mon, 05 – Fri, 09 Jan	Mon, 05 Jan	University opens
		Tue, 06 Jan	Remote online registration opens for returning students. Schools to communicate dates for individual programmes on a per programme basis, including FTEN students.
		Fri, 09 Jan	Deadline for submission of applications for re-marks of those modules with formal sit-down examinations in Semester 2, 2025
			Deadline for submission of undergraduate readmission applications for potential readmission into Semester 1, 2026
Mon, 12 – Fri, 16 Jan	Tue, 13 Jan	Release of NSC results by the DBE	
	Mon, 12 Jan	4th year Dietetics student commence MBChB6 3rd year Theme 3.1 Lectures Commences MBChB6 2nd Year Theme 2.1 Lectures Commence	
	Wed, 14 Jan	Deadline for submission of exclusion appeals from Undergraduate, Honours and PG Dip students	
		Deadline for submission of re-registration appeals to School Higher Degree offices for Masters and Doctoral students	
		4th Year Occupational Therapy students commence	
	Fri, 16 Jan	Deadline for submission of applications to be submitted for Senate Concessionary Special Examinations (SCSEs) as per GR 23 (b) MBChB6 6th Year MBChB6 Orientation	
Mon, 19 – Fri, 23 Jan	Mon, 19 Jan	3rd and 4th Year Physiotherapy students commence MBChB6 4th & 5th Year Orientation MBChB6 6th Year Block 1 Commences	

		Wed, 21 Jan	3rd year Occupational Therapy students commence
		Fri, 23 Jan	School Higher Degree Committees to consider re-registration appeals from Masters and Doctoral students, for recommendation to CAAB
Mon, 26 Jan – Sat, 31 Jan	Mon, 26 Jan	CAECOM meetings MBChB6 4&5 Year Block 1 Commences MBChB6 6th Year Block 1 Week 2	
	Mon, 26 - Thu, 29 Jan	SCSEs week (Schools to arrange for students with a maximum of 2 modules outstanding, having been registered for the modules in 2025)	
	Wed, 28 Jan	4th year Optometry students commence 4th year Audiology students commence	
	Fri, 30 Jan	Residences open for registered (both academic and residence registered) students	
	Fri, 30 Jan – Wed, 04 Feb	Marking of SCSEs and release of results	
	Sat, 31 Jan	Online Parents Day (to be confirmed)	
Mon, 02 – Sat, 07 Feb	Mon, 02 – Sat, 07 Feb	Dedicated remote online registration week and orientation for First Time Entering Undergraduate (FTEN) students	
	Mon, 02 Feb	4 th year Speech-Language, 3 rd year Optometry, 2 nd & 3 rd year Dental Therapy, Oral Hygiene and Sport Science Honours students commence MBChB6 4&5 Year Block 1 Week 2 MBChB6 6 th Year Block 1 Week 3	
	Tue, 03 Feb – Wed, 04 Feb	AEACOM meeting (Wednesday, 4 February to be used only if needed)	
	Thu, 05 Feb	For higher degrees students: Deadline for submission of bound/final examination copies with respect to any intention to submit received in Semester 2, 2025 without having to register for Semester 1, 2026. 2 nd & 3 rd year Audiology students commence	
	Fri, 06 Feb	Deadline for payment of minimum fee required for registration	

SEMESTER 1:			
1	Mon, 09 – Fri, 13 Feb	Mon, 09 Feb	First semester and lectures commence MBChB6 1 st Year Lectures Commence MBChB6 4&5 Year Block 1 Week 3 MBChB6 6 th Year Block 1 Week 4
		Fri, 13 Feb	Deadline for submission of curriculum change requests
			Deadline for submission of requests for extended DPs for those modules that had DPs in 2025
			Deadline for first semester academic registration
2	Mon, 16 – Fri, 20 Feb	Mon, 16 Feb	MBChB6 4&5 Year Block 1 Week 4 MBChB6 6 th Year Block 1 Week 5
3	Mon, 23 – Fri, 27 Feb	Mon, 23 Feb	MBChB6 4 & 5 th Year Block 1 Week 5 MBChB6 6 th Year Block 1 Week 6 MBChB6 3 rd Year CMED3IC Orientation
4	Mon, 02 – Fri, 06 Mar	Mon, 02 Mar	MBChB6 4, 5 & 6 th Year Assessment Week MBChB6 3 rd Year Rotation Commences
5	Mon, 09 – Fri, 13 Mar	Mon, 09 Mar	MBChB6 4, 5 & 6 th Year Block 2 Commences <i>MBChB6 3rd Year Rotation Week 2</i>
		Fri, 13 Mar	Final date for capturing graduation decisions onto ITS (Bachelors, Honours, Diplomas and Certificates) MBChB6 3 rd Year Theme 3.1 Ends MBChB6 2 nd Year Theme 2.1 Ends
6	Mon, 16 – Fri, 20 Mar	Mon, 16	MBChB6 2 nd Year Theme 2.2 Commences MBChB6 4, 5 & 6 th Year Block 2 Week 2 MBChB6 3 rd Year Rotation Week 3
		Thur, 19 Mar	<i>Eid ul Fitr</i> (provisional date) (condoned day of absence) #Special Exam Board 1
7	Mon, 23 – Fri, 27 Mar	Mon, 23 Mar	MBChB6 4, 5 & 6 th Year Block 2 Week 3
		Fri, 27 Mar	Deadline for withdrawal from a module and for withdrawal from the University (Semester 1) Lectures end MBChB6 3 rd Year Break

	Sat, 28 Mar – Mon, 6 Apr	EASTER VACATION: STUDENT MID-TERM BREAK	
	Mon, 30 Mar – Fri, 03 Apr	Mon, 30 Mar	MBChB6 4, 5 & 6 th Year Block 2 Week 4 MBChB6 3 rd Year Break
		Fri, 03 Apr	<i>Good Friday (Public Holiday)</i>
8	Mon, 06 – Fri, 10 Apr	Mon, 06 Apr	<i>Family day (Public holiday)</i>
		Tue, 07 Apr	Lectures resume MBChB6 1 st Year Term 1 Ends MBChB6 4, 5 & 6 th Year Block 2 Week 5 MBChB6 3 rd Year Resume Week 4
			Final date for capturing graduation decisions onto ITS (Masters and Doctoral Students)
			Final timetable for main and supplementary examinations released
			Tuesday, 7 April follows a Friday timetable (compensatory timetable day)
9	Mon, 13 – Fri, 17 Apr	Mon, 13 Apr	MBChB6 1 st Year Term 2 Commence MBChB6 4, 5 th Year Assessment Week MBChB6 6 th Year Block 2 Week 6 MBChB6 3 rd Year Resume Week 5
		Wed, 15 Apr	Wednesday, 15 April follows a Monday timetable (compensatory timetable day)
10	Mon, 20 – Fri, 24 Apr	Mon, 20	MBChB6 4, 5 th Year Block 3 Commences MBChB6 6 th Year Block 2 Assessment Week MBChB6 3 rd Year Week 6 **MBChB6 Deadline for submission of readmission applications for potential readmission into Semester 2, 2026
11	Mon, 27 Apr – Fri, 1 May	Mon, 27 Apr	<i>Freedom Day (Public Holiday)</i>
		Tue 28 April	MBChB6 2nd Year Theme 2.3 Commences MBChB6 4, 5 th Year Block 3 Week 2 MBChB6 6 th Year Block 3 Commences MBChB6 3 rd Year Week 7
		Fri, 01 May	<i>Workers' Day (Public Holiday)</i>

12	Mon, 04 – Sat, 09 May	Mon, 04 May Mon, 04 – Sat, 09 May	MBChB6 4, 5 th Year Block 3 Week 3 MBChB6 6 th Year Block 3 Week 2 MBChB6 3 rd Year Week 8 <i>Graduation ceremonies (Westville)</i>
13	Mon, 11 – Sat, 16 May	Mon, 11 May Mon, 11 – Sat, 16 May	MBChB6 6 th Year Block 3 Week 3 MBChB6 4 & 5 Block 3 Week 4 MBChB6 3 rd Year Rotation Week 9 <i>Graduation ceremonies (Westville)</i>
		Fri, 15 May	DP refusals to be published for those modules with formal sit-down examinations
14	Mon, 18 – Fri, 22 May	Mon, 18 May Tue, 19 May	MBChB6 6 th Year Block 3 Week 4 MBChB6 4 & 5 Block 3 Week 5 MBChB6 3 rd Year Rotation Week 10 Lectures end for those modules with formal sit-down examinations. Lectures continue for those modules taught online and/or with continuous assessment MBChB6 3 rd Year Theme 3.2 Ends
		Wed, 20 May @ 16h30	Deadline for submission of DP refusal appeals to School offices for those modules with formal sit-down examinations
	Mon, 25 – Sat, 30 May	Mon, 25 May	MBChB6 6 th Year Block 3 Week 5 MBChB6 4 & 5 Block 3 Assessment Week MBChB6 3 rd Year Rotation Week 11 First semester main examinations commence (including Saturdays) for those modules with formal sit-down examinations
		Wed, 27 May	<i>Eid al-Adha (provisional date). (No examinations)</i>
	Mon, 01 – Sat, 06 Jun	Mon, 01 – Sat, 06 Jun	MBChB6 6 th Year Block 3 Week 6 MBChB6 4 & 5 Semester 1 Study Week MBChB6 3 rd Year Rotation Week 12

			First semester main examinations continue
Mon, 08 – Sat, 13 Jun	Wed, 10 Jun	<p>MBChB6 6th Year Block 3 Assessment Week MBChB6 4 & 5 Block Semester 1 Supplementary MBChB6 3rd Year Break **MBChB6 Assessments for Readmission Students 4,5 & 6th Year Modules ** Deadline: Submission Clinical Professional Practice (MMED Assessments)</p> <p>First semester main examinations end for those modules with formal sit-down examinations</p> <p>MBChB6 2nd Year Theme 2.3 Ends</p>	
	Thu, 11 – Wed, 17 Jun	<p>Break between examinations for those modules with formal sit-down examinations</p> <p>MBChB6 1st Year Term 2 Ends</p>	
Mon, 15 – Sat, 20 Jun	Mon, 15 Jun	<p>MBChB6 6th Year Semester 1 Study Week MBChB6 4 & 5 Semester 1 Supplementary Week 2 MBChB6 3rd Year Break</p> <p><i>Youth day (Public holiday)</i></p>	
	Tue, 16 Jun		
	Thu, 18 Jun	First semester supplementary examinations commence (including Saturday) for those modules with formal sit-down examinations	
	Fri, 19 Jun	Semester 1 lectures end for all modules taught online including all continuous assessment opportunities	
Mon, 22 – Fri, 26 Jun	Mon, 22 Jun	<p>MBChB6 3rd Year Selectives MBChB6 2nd Year Selectives Week 6th Year Semester 1 Supplementary 4 & 5 Semester 1 Vacation/CEBP3 (Selective) 3rd Year Break</p> <p>First semester supplementary examinations end</p>	
	Thu, 25 Jun	First semester ends for all students	
	Fri, 26 Jun	Deadline for submission of readmission applications for potential readmission into Semester 2, 2026	

		All residences to be vacated by 16h00 on 26 June 2026
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Semester 1: Teaching days for modules with formal sit-down examinations

- Teaching days: Monday 13 , Tuesday 13 , Wednesday 12 , Thursday 13 , Friday 13 : **64 days**
- Compensatory days: Tuesday, 7 April follows a Friday timetable; Wednesday, 15 April follows a Monday timetable
- Study leave: 5 days; Main Examinations: 14 days; Supplementary Exams: 7 days

Fri, 26 Jun – Sun, 19 Jul	MID-YEAR BREAK (Winter Vacation)
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SEMESTER 2:

Mon, 29 Jun – Fri, 03 Jul	Mon, 29 Jun	MBChB6 2nd Year Theme 2.4 Commences MBChB6 6 th Year Semester 2 Block 4 Commences MBChB6 4 & 5 Semester 1 Vacation/CEBP3 (Selective) MBChB6 3 rd Year Vacation
	Tues, 30 Jun	MBChB6 ALTL to confirm DC for Students (Block 2-3) MBChB6 2nd Year Theme 2.4 Commences
	Wed, 01 Jul	Supplementary exam marks for formal sit-down examinations and all continuous assessment marks from Semester 1, 2026 to be captured on SMS by 12h00
Mon, 06 – Fri, 10 Jul	Mon, 06 Jul	MBChB6 6 th Year Block 4 Week 2 MBChB6 4 & 5 Semester 1 Vacation/CEBP3 (Selective) MBChB6 3 rd Year Vacation
	Wed, 08 Jul	School Examination Boards
	Thur, 09 Jul	<i>Release of results at 00h01</i>
Mon, 13 – Fri, 17 Jul	Mon, 13 Jul	Second semester registration commences MBChB6 3 rd Theme 3.3 Commence

			<p>MBChB6 6th Year Block 4 Week 3 MBChB6 Year 4 & 5 Semester 2 Commences Block 4 MBChB6 3rd Year Vacation</p>
		Thu, 16 Jul	<p>For higher degrees students: Final date for submission of bound examination copies with respect to any intention to submit received in Semester 1, 2026, without having to register for Semester 2, 2026</p>
			Deadline for submission of exclusion appeals
		Fri, 17 Jul	<p>Deadline for submission of applications for re-marks for those modules with formal sit-down examinations in Semester 1, 2026</p>
			Residences open for registered students
1	Mon, 20 – Fri, 24 Jul	Mon, 20 Jul	<p>Second semester and lectures commence CAECOM meetings MBChB6 1st Year Term 3 Commences MBChB6 6th Year Block 4 Week 4 MBChB6 4 & 5 Block 4 Week 2 MBChB6 3rd Year Vacation</p>
		Fri, 24 Jul	AEACOM meeting
2	Mon, 27 Jul – Fri, 31 Jul	Mon, 27 Jul	<p>MBChB6 6th Year Block 4 Week 5 MBChB6 4 & 5 Block 4 Week 3 MBChB6 3rd Year Semester 2 Commences Week 1</p>
		Fri, 31 Jul	Deadline for submission of curriculum change requests
			Deadline for submission of requests for extended DPs for those modules that had DPs in Semester 2, 2025
			Deadline for minimum fee payment required for registration
			Final date for second semester academic registration
3	Mon, 03 – Fri, 07 Aug	Mon, 03 Aug	<p>MBChB6 6th Year Block 4 Week 6 MBChB6 4 & 5 Block 4 Week 4 MBChB6 3rd Year Week 2</p>
		Fri, 07 Aug	MBChB6 2nd Year Theme 2.4 Ends
4	Mon, 10 – Fri, 14 Aug	Mon, 10 Aug	<i>Public holiday in lieu of Sunday, 9 August: National Women's Day</i>
		Tues 11, Aug	<p>MBChB6 6th Year Block 4 Assessment Week MBChB6 4 & 5 Block 4 Week 5 MBChB6 3rd Year Week 3</p>

		Fri, 14 Aug	Final date for capturing graduation decisions onto ITS (Bachelors, Honours, Diplomas and Certificates)
5	Mon, 17 – Fri, 21 Aug	Mon, 17 Aug Tue, 18 Aug	MBChB6 2nd Year Theme 2.5 Commences MBChB6 6 th Year Block 5 Commences MBChB6 4 & 5 Block 4 Assessment Week MBChB6 3 rd Year Week 4 Tuesday, 18 August follows a Monday timetable (compensatory day) MBChB6 2nd Year Theme 2.5 Commences
6	Mon, 24 - Fri, 28 Aug	Mon, 24 Aug Fri, 28 Aug	MBChB6 6 th Year Block 5 Week 2 MBChB6 4 & 5 Block 5 Commences MBChB6 3 rd Year Week 5 Final date for capturing graduation decisions onto ITS (Masters and Doctoral Students) MBChB6 3 rd Year Theme 3.3 ends Special School Examination Board 3
7	Mon, 31 Aug – Fri, 04 Sep	Mon, 31 Aug	MBChB6 6 th Year Block 5 Week 3 MBChB6 4 & 5 Block 5 Week 2 MBChB6 3 rd Year Week 6
		Fri, 04 Sep	Deadline for withdrawal from a module and for withdrawal from the University (Semester 2)
8	Mon, 07 – Fri, 11 Sep	Mon, 07 Sep Fri, 11 Sep	MBChB6 3 rd Year Theme 3.4 Commences MBChB6 6 th Year Block 5 Week 4 MBChB6 4 & 5 Block 5 Week 3 MBChB6 3 rd Year Week 7 Final timetable for main and supplementary examinations released MBChB6 1 st Year Term 3 ends
9	Mon, 14 – Fri, 18 Sep	Mon, 14 - Fri, 18 Sep	<i>Spring graduation ceremonies (Westville)</i> MBChB6 1 st Year Term 4 Commences MBChB6 6 th Year Block 5 Week 5 MBChB6 4 & 5 Block 5 Week 4 MBChB6 3 rd Year Week 8 **MBChB6 Deadline for submission of readmission applications for potential readmission into Semester 1, 2027

		Fri, 18 Sep	Lectures end MBChB6 3 rd Year Theme 3.5 ends
	Sat, 19 – Sun, 27 Sep	STUDENT MID-TERM BREAK	
	Mon, 21 – Fri, 25 Sep		MBChB6 6 th Year Block 5 Week 6 MBChB6 4 & 5 Block 5 Week 5 MBChB6 3 rd Year Break
		Thu, 24 Sep	<i>Heritage Day (Public holiday)</i>
10	Mon, 28 Sep – Fri, 02 Oct	Mon, 28 Sep	Lectures resume MBChB6 3 rd Year Theme 3.5 Commences MBChB6 4,5 & 6 th Year Block 5 Assessment Week MBChB6 3 rd Year Week 9
11	Mon, 05 – Fri, 09 Oct	Mon, 05 Oct	MBChB6 4, 5 & 6 th Year Block 6 Commences MBChB6 3 rd Year Week 10 MBChB6 2 nd Year Theme 2.5 Ends
12	Mon, 12 – Fri, 16 Oct		MBChB6 3 rd Year Week 11 MBChB6 4,5 & 6 th Year Block 6 Week 2
13	Mon, 19 – Fri, 23 Oct		MBChB6 3 rd Year Theme 3.5 ends MBChB6 4,5 & 6 th Year Block 6 Week 3 MBChB6 3 rd Year Week 12
14	Mon, 26 – Fri, 30 Oct	Mon, 26 Oct	DP refusals to be published for those modules with formal sit-down examinations MBChB6 2 nd Year Assessments Commences MBChB6 4,5 & 6 th Year Block 6 Week 4 MBChB6 3 rd Year Break
		Tue, 27 Oct	Lectures end for those modules with formal sit-down examinations. Lectures continue for modules taught online and/or assessed by continuous assessment
		Thu, 29 Oct	Deadline for submission of DP refusal appeals to School offices for those modules with formal sit-down examinations
	Mon, 02 – Sat, 07 Nov	Mon, 02 Nov	Second semester main examinations commence (including Saturdays) for those modules with formal sit-down examinations MBChB6 4,5 & 6 th Year Block 6 Week 5 MBChB6 3 rd Year Study Week
	Mon, 09 – Sat, 14 Nov	Mon, 09 – Sat, 14 Nov	Second semester main examinations continue MBChB6 4,5 Year Block 6 Assessment Week MBChB6 6 th Year Block Week 6

			MBChB6 3 rd Year Assessment Week Clinical
Mon, 16 – Fri, 20 Nov	Tue, 17 Nov		Main Examinations end for those modules with formal sit-down examinations MBChB6 1 st Year Term 4 ends MBChB6 4 & 5 Year Semester 2 Study Week MBChB6 6 th Year Block Assessment Week MBChB6 3 rd Year Assessment Week Theory ** Deadline: Submission Clinical Professional Practice (MMED Assessments)
	Wed, 18 – Mon, 23 Nov		Break between examinations for those modules with formal sit-down examinations
Mon, 23 – Sat, 28 Nov	Mon, 23		MBChB6 4,5 Year Semester 2 Supplementary Week MBChB6 6 th Year Semester 2 Study Week MBChB6 3 rd Year Study Week
	Tue, 24 Nov		Second semester supplementary examinations commence for those modules with formal sit-down examinations
	Fri, 27 Nov		Deadline for submission of theses/dissertations to the School/College higher degrees offices for possible May 2027 graduation Semester 2 lectures end for all modules taught online including all continuous assessment opportunities
Mon, 30 Nov – Fri, 04 Dec	Mon, 30 Nov		MBChB6 4,5 Year Semester 2 Supplementary Week 2 MBChB6 6 th Year Semester 2 Supplementary MBChB6 3 rd Year Supplementary Assessment **MBChB6 Assessments for Readmission Students 4,5 & 6th Year Modules
	Tue, 01 Dec		Second semester supplementary examinations end for those modules with formal sit-down examinations Second semester ends for all students
	Wed, 02 Dec		All residences to be vacated by 16h00 on Wednesday, 2 December 2026.
Semester 2: For modules with formal sit-down examinations			
<ul style="list-style-type: none"> Teaching days: Monday 13 , Tuesday 13 , Wednesday 13 , Thursday 13 , Friday 13 : 65 days Compensatory days: Tuesday, 18 August follows a Monday timetable Study leave: 5 days; Main Examinations: 14 days; Supplementary Exams: 7 days 			

YEAR-END BREAK:			
	Mon, 07 – Fri, 11 Dec	Mon, 07	MBChB6 4,5,6 Year Vacation MBChB6 3 rd Year Vacation
		Wed, 09 Dec	Supplementary exam marks for formal sit-down examinations and all continuous assessment marks from Semester 2, 2026 to be captured on SMS by 12h00
	Mon, 14 – Sat, 19 Dec	Wed, 16 Dec	<i>Day of Reconciliation (Public holiday)</i>
		Fri, 18 Dec	School Examination Boards
		Sat, 19 Dec	Release of results at 00h01
	Mon, 21 – Thu, 24 Dec	Thu, 24 Dec	University Offices close at 12h00

NOTE:

- All Bachelor of Nursing students are required to attend clinical training and community work during vacations in the year from the 01 January 2026 until 31 December 2026
- The University of KwaZulu-Natal reserves the right to change any of the said Sessional Dates, solely in its discretion, and without any liability for inconvenience and/or loss occasioned thereby.

ACADEMIC MONITORING AND EXCLUSION

INFORMATION for STUDENTS

INTRODUCTION

The regulatory documents: Academic Monitoring & Support Policy, and Procedures for Exclusion, apply to all students registered for qualifications across all Colleges. Relevant extracts from these documents are included below for the information of students.

Academic Monitoring and Support:

Early and on-going recording and monitoring of student performance can enable the prediction and detection of a decline in academic performance or of student distress. This will allow appropriate interventions to be timeously implemented in order to avert module failure and student drop-out while improving throughput and completion rates.

Students have the responsibility of committing themselves fully to their studies; monitoring their performance in their studies; responding to feedback by performing the prescribed remedial and corrective action; and utilising all the available resources (academic counselling, academic support as well as career and personal counselling) to successfully complete their studies, preferably in the minimum time for their qualification but not exceeding the maximum time allowed.

Student performance will be evaluated based on their academic performance starting from the first of the series of the assessments that form part of the ongoing assessment. These assessments will be used to identify and predict academic risk as early as possible so that interventions can be initiated (intra-module evaluation). At the end of each semester, student performance will be re-assessed based on both progression and performance (inter-module evaluation). The inter-module evaluation categories are “exceptional performance”, “good academic standing”, “at risk” and “underperforming” and these are used to determine whether any curriculum or probationary conditions are required and the extent of the support necessary in the following semester.

Students who are identified as requiring additional academic or wellness support are obliged to follow the curriculum advice given which may include limiting the credits taken per semester, suspending their studies for a period, or registering for specific modules. They are also required to attend and fully participate in any prescribed academic support or counselling activities.

Exclusion

The principal underpinning exclusion of students is that a student, having registered for a qualification, is allowed a maximum duration as per the progression rules for that qualification to obtain all the credits required. Should a student change qualification, the time already spent at university is still counted towards the new qualification. During their studies their performance and progress will be monitored as described above, they will be offered additional support, but if for whatever reasons they are not making progress in their qualification despite the support and interventions, they will not be allowed to re-register and will be excluded.

No academically underperforming undergraduate student will be excluded from the University in their first year of study. However, if intra-module or inter-module evaluation shows them to be “at risk” they will be required to participate in additional support activities, and to go for a compulsory assessment to determine if there are distress indicators for specific academic, psychosocial and/or clinical intervention.

After three semesters, if an undergraduate student has not responded to support interventions and continues to underperform, they will be excluded from the University. A single appeal against such exclusion is permitted and there is no re-appeal if the appeal is unsuccessful and re-registration is refused.

The success of an appeal and the possible re-registration is dependent on the extent of the student’s participation in all prescribed academic and support activities and the considered prognosis for their success. The student must have participated satisfactorily in all required support interventions in order for any motivations and mitigating factors provided in the appeal documentation to be considered.

Should the appeal be successful and the student is re-registered in the same or a different College, they will be placed on final academic probation and set specific targets and conditions to be met each semester until they are back at the required progression level in their degree studies.

After being re-registered on final academic probation, should the student not meet these probation requirements in the subsequent semester/s while under probation, the student will again be excluded from the University, and, in terms of rule GR31, no further appeals are allowed.

The implementation of the exclusion procedures is illustrated in the following flow diagram:

UNDERGRADUATE ACADEMIC PERFORMANCE FLOWCHART

Students current status is:

(to be applied during end of semester inter-module evaluation)

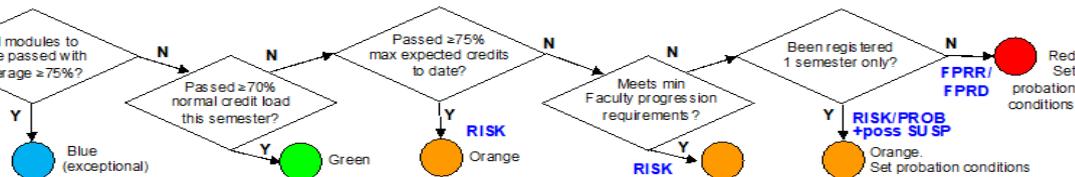
(Reviewed June 2023)

Good academic standing (green):

New student or no warning term decision code given at last inter-module evaluation

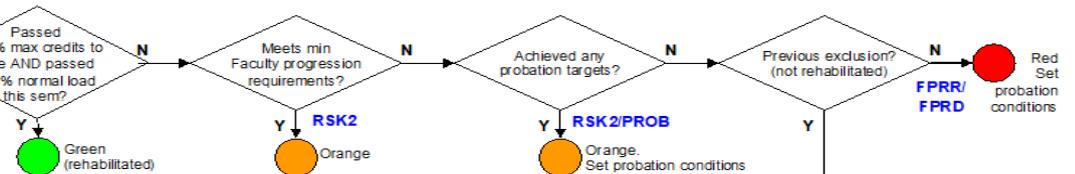
or

Exceptional performance (blue):



At risk (orange):

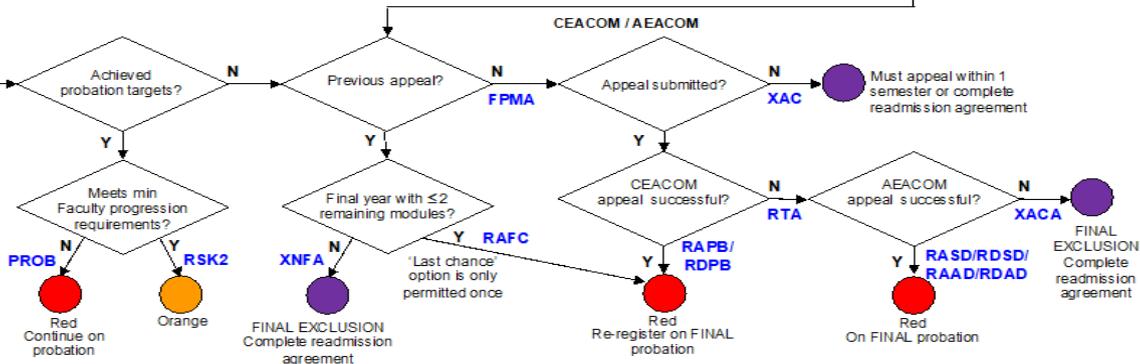
Term decision code RISK or RSK2 given at previous inter-module evaluation



Under-performing (red):

1) On STRICT probation. Term decision codes FPRR, FPRD or PROB given previously

2) On FINAL probation after successful CEACOM or AEACOM appeal. Term decision codes FPMA or FPDS given previously followed by a re-registration decision.



Calculation of Points for the Academic Performance Score (APS)

Points for the NSC are calculated according to the table below:

NSC Rating	NSC Percentage	NSC Points Rating for UKZN
	90% to 100%	8
7	80% to 89%	7
6	70% to 79%	6
5	60% to 69%	5
4	50% to 59%	4
3	40% to 49%	3
2	30% to 39%	2
1	0% to 29%	1

Note that the points will be calculated from six Subjects **excluding Life Orientation**.

CALCULATION OF POINTS FOR FOREIGN QUALIFICATIONS

GUIDELINE FOR ASSESSING FOREIGN QUALIFICATIONS

APS	NSC %	SC HGM-Score	SC SGM-Score	HIGCSE /NSSC HL	IGCSEI GCSE NSSC OU O-Level		AS-Level & NSC percentage %	A-Level & NSC percentage %	IB HL	IB SL	KCSE
					Gr-11	Gr-12					
10									7		
9											
8	90-100%							A* = 95%	6		
8	90-100%	A		1	A		A=90%	A= 90%	5	7	A*
7	7(80-89%)	A		1	A			B=85%	5	7	A*
7	7(80-89%)	A		1	A			C=80%	5	7	A*
6	6(70-79%)	B	A	2	B		B=75%	D= 70%	4	6	A-
5	5(60-69%)	C	B	3	C	A	C= 65%	E= 60%	3	5	B+

4	4 (50-59%)	D	C		D	B	D=55%		2	4	B, B-
3	3 (40-49%)	E	D		E	C			1	3	C
2	2 (30-39%)	F	E		F	D/E				2	
1	1 (0-29%)	G	F		G	F/G				1	

KEY:

- NSC - National Senior Certificate (completed Grade 12 in and after 2008)
- SC HG - Senior Certificate Higher Grade (completed Grade 12 before 2008)
- SC SG - Senior Certificate Standard Grade (completed Grade 12 before 2008)
- HIGCSE - Higher International General Certificate of Secondary Education
- IGCSE - International General Certificate of Secondary Education
- NSSC - Namibia Senior Secondary Certificate A-Level – Advanced Level
- O-Level - Ordinary Level
- AS - Advanced Subsidiary Level
- IB - International Baccalaureate Schools – Higher Levels (HL) & Standard Levels (SL)
- KCSE - Kenyan Certificate of Secondary Education

Mathematics entry requirements

Please note:

Advanced level and International Baccalaureate – are higher than NSC Advanced Subsidiary level and Higher International General Certificate of Secondary Education – on the same level as NSC (grade 12). Ordinary level and International General Certificate of Secondary Education – only are not sufficient.

This calculated score is the minimum score required for consideration and an applicant just meeting this minimum cannot be assured of admission.

GENERAL ACADEMIC RULES FOR DEGREES, DIPLOMAS AND CERTIFICATES

(These Rules have been made by the Senate and approved by the Council in terms of the Higher Education Act (Act No. 101 of 1997), as amended.)

PREAMBLE:

- (a) The Council and/or the Senate may from time to time amend, alter or delete any rule, whether a General Rule or a rule relating to a specific module or qualification.
- (b) Where applicable, the interpretation of these Rules is informed by the Definitions of Terms preceding them.
- (c) The provisions of these Rules, as applied in particular colleges, may be restricted in circumstances provided for in the rules of those colleges as approved under Rule GR4.
- (d) Except as otherwise stated or prescribed by the Senate and the Council, Rules GR1 to GR33 shall be applicable to every student of the University of KwaZulu-Natal (hereinafter referred to as “the University”).

Definitions of Terms

“**academic exclusion**” means termination of a student’s registration on academic grounds, resulting in exclusion from the university.

“**admission**” means the act by which the university admits applicants to study, after their acceptance of an offer of a place at the University

“**ancillary module**” means a module required as a corequisite or prerequisite to a proposed module. All such modules must have been passed before the relevant qualification may be awarded. **Note:** if module A is an ancillary for module B and B is an ancillary for C, then A is necessarily an ancillary for C.

“**assessment**” means the evaluation and grading of work, supervised or unsupervised, in person or online carried out by a student in satisfying the requirements of a module.

“**class mark**” is the composite mark generated by a student from the assessments taken during the course of the semester and which contributes to the final mark as defined in the approved syllabus. This is also known as the “semester mark” or “year mark”.

“**credit points**” are a measure of the volume of learning required for a qualification or module, quantified as a number of notional study hours..

“**credit-weighted average**” is the average mark of a set of modules weighted in proportion to the credit value of the modules concerned.

“college academic affairs board” means the board established in each college as provided for in the statute which is responsible for the academic and research functions of the schools in the college.

“corequisite module” means a module for which a student must register in the same semester as the proposed module, unless the ancillary module has already been passed or attempted with satisfaction of the DP requirements.

“Council” means the Council of the University of KwaZulu-Natal.

“coursework modules” refers to the taught components of a qualification as specified in the curriculum, and does not include the dissertation and/or project modules.

“curriculum” means the combination of modules which together comprise the programme of study leading to a qualification. An individual student's curriculum refers to the specific selection of modules within the broad framework of the curriculum prescribed for a qualification, which enables the student to meet the requirements for the qualification.

“degree credits” are used to satisfy the requirements for qualifications. Unless otherwise stated “credits” means degree credits and the term “degree credits” is used only when it is necessary to distinguish them from foundation credits.

“dissertation” means a work involving personal research, that is (a) capable of being recorded in any form or medium, and (b) capable of being evaluated, that is submitted for a degree and satisfies degree specific requirements (for doctoral degrees, see “thesis”).

“duly performed (DP) requirements” means those college-approved requirements for a module which must be met to permit a student to be eligible for final assessment in that module.

“elective module”, means a module that a student selects according to preference from a specified list of module options, subject to approval.

“examination” means a formal, in person and/or online assessment, conducted within an officially designated examination session, usually invigilated and/or proctored, and bound by time constraints.

“exit-level module” means a module at the highest level required by the Higher Education Qualifications Framework (HEQF) for a qualification.

“external examination” means examination by a person, external to the university, who has not been involved with teaching including supervision at the University during the previous three (3) years.

“foundation credits” are a measure of the amount of formal foundational material in the curriculum, and may not be used in lieu of degree credits to satisfy the requirements of qualifications.

“full-time student” is a student who is able to devote at least 40 hours a week to their studies and undertake a full credit load of coursework and/or research in each semester.

"independent moderation" means examination by a person, internal or external to the university, who has not been involved with the teaching of the relevant module in that semester.

"internal examination" means examination by a person or persons involved with the teaching of the relevant module in that semester or, in the case of postgraduate qualifications, is a member of the University academic staff including persons who hold honorary appointments in the University other than the supervisor(s).

"major" means completion of at least 64 credits at exit level and at least 32 credits in the preceding year in that discipline or in any other closely related specified discipline.

"matriculation certificate" means evidence to the satisfaction of Senate of having obtained a National Senior Certificate (NSC) endorsed for Bachelors degrees OR a Matriculation Certificate of the Matriculation Board OR a Matriculation Board Certificate stating that the candidate has satisfied the conditions prescribed by the Board for exemption from the Matriculation Examination.

"module" means any separate course of study for which credits may be obtained and may comprise a dissertation or thesis.

"qualification" means a degree, diploma or certificate.

"part-time student" is one who is unable to devote the required time to their studies and spreads their degree over a longer period, taking fewer credits than the required credit load of a full-time student in each semester.

"prerequisite module" means a module which must have been passed, with at least the minimum mark required, before registration for the proposed module is permitted.

"prerequisite requirement" means that requirement, whether a prerequisite module, a specified mark in a module or any other condition, which must have been met before registration for the proposed module is permitted.

"programme" means a purposeful and structured curriculum leading to a qualification.

"project" means a substantial assignment, whether comprising a single module or part of a module, and which requires research or equivalent independent work by a student.

"re-admission" means the act by which the university admits previously registered students who have had a break in their studies, after application and approval by Senate.

"registered student" means a student who is registered to study one or more modules offered by the University. Such registration will lapse at the end of the second semester or earlier should the student cease to be registered

"registration" means completion by a student, and acceptance by the University, of a registration form, physical or electronic, and compliance with such other conditions as are required for entitlement to a current student card.

“re-registration” applies to postgraduate students who have exceeded the stipulated maximum time for the degree and are required to apply for re-registration to be able to continue with their studies.

“Senate” means the Senate of the University of KwaZulu-Natal.

“special examination” means an examination awarded by the Senate to a student who;
(a) has not been able to attempt or complete the original examination by reason of illness or any other reason deemed sufficient by the Senate.

(b) is in their final year of study, and has a maximum of two modules, attempted in their final year, outstanding to be degree complete, following the final school exam board.

“student” means a person who has been admitted to the University for the purpose of studying or who has registered for a qualification. A student remains a student until such time as that person graduates or otherwise completes studies, or withdraws from the University, or fails to attend or register in any semester, or is excluded and all appeal processes for readmission have been exhausted.

“supplementary examination” means an examination awarded by the Senate to a student, based on the student’s performance in the original module assessment. All examination papers which constitute the module shall be re-written.

“suspended registration” means an agreement by which the University holds a student’s registration in abeyance for a specified period of time following application and approval.

“tertiary institution” means any institution that provides post-school education on a full-time, part-time or distance basis.

“thesis” means a work involving personal research, that is (a) capable of being recorded in any form or medium, and (b) capable of being evaluated, that is submitted for a doctoral degree and satisfies the requirements specified in the relevant rules.

“the University” means the University of KwaZulu-Natal.

“year of study” means the level at which undergraduate students are registered academically.

- (a) *foundation year*: applies to students who are registered in the first year of a foundation programme for a preparatory certificate
- (b) *first year of study*: applies to students who have not yet obtained at least 96 (degree) credits
- (c) *final year of study*: applies to students in a programme who have registered for such modules as will, if passed, lead to the completion of the qualification.

“working days” means any day of the week excluding Saturdays, Sundays and public holidays.

General Rules

GR1 Changes in rules

- (a) The University may revise or add to its rules from time to time, and any such alteration or addition shall become binding upon the date of publication or upon such date as may be specified by the Council and the Senate, provided that no change in rules shall be interpreted so as to operate retrospectively to the prejudice of any currently registered student.
- (b) Any authority granted to colleges under these rules may be further delegated.

GR2 Degrees, diplomas and certificates

The University may confer or award such degrees, diplomas and certificates as approved by the Senate and the Council.

- Note:** (a) *The list of degrees, diplomas and certificates is available from the Registrar's Office on request.*
- (b) *Rules for specific qualifications will be found in the relevant college handbooks.*

GR3 Approval of curricula

The Senate, after consultation with the relevant college academic affairs board, shall approve the curricula for all qualifications of the University.

GR4 College rules

Subject to the provisions of the Higher Education Act, the Statute of the University, and the following Rules, the Senate may make or amend rules for each college relating to:

- a) the eligibility of a student as a candidate for any qualification and/or module, which may include recognition of prior learning (RPL);
- b) the selection process;
- c) the period of attendance;
- d) the curriculum, work and other requirements for each qualification;
- e) progression and academic exclusion; and
- f) any other matter relating to the academic functions of the University.

GR5 Application to study

- a) Applications to study must be made in such manner as prescribed, and must include presentation of the Matriculation Certificate where this is required.
- b) An applicant who has studied at any other tertiary education institution must, in addition, present a full academic record, proof of financial clearance and a certificate of conduct from that institution.

GR6 Selection requirements

All applicants shall produce evidence satisfactory to the Senate of their competence to work for the qualification sought. The Senate may decline to admit as a candidate for the qualification any person whose previous academic attainments are, in its opinion, not sufficiently high to warrant such admission.

GR7 Selection for postgraduate studies

- a) Graduates of any other recognised university (whether a Public Higher Education Institution in the Republic of South Africa, or elsewhere) may, for the purpose of proceeding to a postgraduate qualification of the University, be admitted by the Senate to a status in the University equivalent to that which they possess in their own university by virtue of any degree held by them.
- b) An applicant who has graduated from a South African registered and accredited Private Higher Education Institution or who has in any other manner attained a level of competence which, in the opinion of the Senate, is adequate for the purpose of postgraduate studies or research, may be admitted as a student of the University.

GR8 Exemption from a module

- a) Exemption from a module may be granted without credit, where an applicant can demonstrate an equivalent level of competence through prior learning.
- b) Exemption and credit from a module may be granted where an applicant has already obtained credit for an equivalent module at this or another recognised university (whether a Public Higher Education Institution in the republic of South Africa, or elsewhere) or accredited Private Higher Education Institution.
- c) Credit cannot be obtained for more than one module where the contents of the modules overlap or are partially or substantially the same.

GR9 Registration

- a) In order to pursue their studies in any semester, all students of the University shall complete the applicable registration procedure, thereby affirming their acceptance of the rules of the University.
- b) The Council, on the recommendation of the Senate, may impose conditions for the registration of any student.
- c) Except as provided for hereunder, a student shall register in consecutive semesters.
 - (i) On application in advance to the relevant college and with the approval of the college academic affairs board, a student's registration may be suspended for a period of time not exceeding 2 semesters. Under exceptional circumstances, a further such suspension of 2 semesters may subsequently be applied for and approved.

- (ii) The deputy vice chancellor and head of college may require that a student suspend his/her studies for a maximum of 1 semester should the student be unable to register for a valid curriculum that will allow satisfactory progress to be made towards the attainment of the qualification.
 - (iii) A student with a suspended registration remains subject to the rules of the University, and may return to register before or at expiry of the period of suspension. The period during which registration is suspended shall not be included in and calculation towards the minimum and maximum periods prescribed for any qualification in terms of Rule GR12, nor for the evaluation of eligibility for the award of degrees *cum laude* or *summa cum laude* in terms of Rules BR6, HR8, CR17 and MR13.
- d) Should a student fail to register for a semester:
- (i) In the case of a postgraduate student who has not been granted suspension as provided for in (c) (i) or (ii) above the student must apply to the relevant college for readmission should she/he subsequently wish to return to resume studies. Such readmission shall only be approved under the conditions, rules and curricula applicable at the time of readmission and, in the case of a postgraduate research student, provided that supervisory capacity is available.
 - (ii) In the case of an undergraduate student, should the break in studies exceed one semester and the student has not been granted suspension as provided for in (c)(i) or (ii) above, the student must apply to the relevant college for readmission should he/she subsequently wish to return to resume studies. Such readmission shall only be approved under the conditions, rules and curricula applicable at the time of readmission.
- e) (i) A student, where applicable, may register as a full-time or part-time student (see definitions); such initial registration status shall persist for a minimum period of two semesters after first registration.
- (ii) A part-time student may not register for more than 65% of the normal full-time credit load of coursework modules in each semester unless otherwise provided for in the College rules.
 - (iii) In the case of a full-time student who subsequently changes registration status to part-time, the full-time criteria for award of degree *cum laude* or *summa cum laude* shall apply;
 - (iv) In the case of a student who changes registration status from full-time or vice-versa, the semesters allowed for completion of the qualification will be prorated accordingly.
- f) A former student who has any outstanding disciplinary matters remains subject to the University disciplinary rules for the purpose of resolving such outstanding matters. Such a student shall not be permitted to re-register until all outstanding disciplinary matters have been resolved.

GR10 Payment of fees

- a) Save by special permission of the Senate and the Council:
 - (i) An applicant shall not be registered until all relevant prescribed fees are paid;
 - (ii) A student shall not be entitled to admission to an examination, nor to receipt of examination results, until all relevant prescribed fees are paid.

- b) A student shall not be entitled to the conferral or award of a qualification until all monies due to the University have been paid.

GR11 Concurrent registration

- a) Save by special permission of the Senate:
 - (i) no student shall be registered for more than one qualification at the same time; nor
 - (ii) shall any student, while registered for a qualification at any other tertiary institution, be registered concurrently at the University.

GR12 Period of attendance

Every candidate for the award of a qualification shall meet the relevant attendance and performance requirements for each module and qualification as prescribed by the relevant college and approved by the Senate, in order to obtain the requisite credit.

GR13 Module registration

- a) Subject to Rule GR14, no student shall be registered for any module unless his or her curriculum has been approved by the Senate. An approved curriculum may be modified only with the consent of the Senate.
- b) Save by special permission of the Senate, no student may attend a module for which he or she is not registered.

GR14 Ancillary, prerequisite and corequisite requirements

- a) A college may prescribe ancillary modules in any curriculum.
- b) A college may specify the attainment of a minimum mark of more than 50% in a prerequisite module, a specified mark in a module or any other requirement before registration for the proposed module is permitted.
- c) Registration for a module will be conditional on meeting all corequisite and prerequisite requirements for that module.

GR15 Obsolete modules

In readmitting a student, the Senate may withhold recognition, for the purposes of a qualification,

of credits previously obtained in modules which have subsequently become obsolete.

GR16 Duly Performed (DP) certification

- a) Students shall not present themselves for examination in any module unless the module co-ordinator / lecturer has certified that they have met the DP requirements for the specified module.
- b) Such DP certification shall be valid only for the examinations, including supplementary examinations, of the semester in which it is issued.
- c) With the consent of the school board concerned, in exceptional circumstances, the DP certification may be extended to the relevant subsequent semester, in which case the board may allow the student to retain the relevant class mark.
- d) The DP requirements for each module shall be published in the college handbook and in any other manner deemed appropriate by the college.
- e) Save as may otherwise be provided by the college, for each module a list of those students refused DP certification shall be published, in a manner deemed appropriate by the college on or before the last day of teaching in each semester.

GR17 DP certification - right of appeal

- a) Students have the right to appeal against the refusal of a DP certification in terms of Rule GR16.
- b) An appeal must be lodged with the relevant school, in the prescribed manner, on or before the date specified in the sessional dates which shall be no less than three (3) working days after the last day of notification of DP refusals.
- c) Such appeal shall be considered by an appropriate committee, the composition of which shall be approved by the Senate.
- d) The decision of the committee shall be final.

GR18 Examinations

- a) An examination may be written and/or oral, in person or remotely via an electronic medium, and may include practical work.
- b) With the approval of the college academic affairs board, a written examination may, for a particular student, be replaced or supplemented by an oral examination.

GR19 External examination and moderation

- a) Except with the permission of the Senate, all modules, other than exit-level modules, shall be subject to internal examination and independent moderation.
- b) Except with the permission of the Senate, all exit-level modules shall be subject to internal and external examination.

- c) The portion of the total assessment subject to independent moderation or external examination, in terms of (a) or (b) above, shall be at least 50%.

GR20 Examination scripts

- a) To aid academic development, students may view their examination scripts under supervision.
- b)
 - (i) A student may, on formal application and after payment of the applicable fee, have all his/her examination scripts for a module re-marked, normally by the original examiners, in accordance with the policies approved by the Senate and the Council.
 - (ii) Such application shall be lodged with the relevant school office, in the prescribed manner, on or before the date in the sessional dates.
 - (iii) The student's final mark for the module shall be that determined by the re-mark.
 - (iv) The fee shall be refunded only if the re-mark causes an improvement in the class of result as reflected in Rule GR29(a).
- c) Re-marking as contemplated in (b) above shall not be permitted for honours and equivalent projects, master's dissertations and doctoral theses.
- d) Examination scripts shall be stored by the University for a maximum period of one (1) year or such longer period required by contractual or professional obligations.

GR21 Examination sessions

- a) All examinations shall be held in the prescribed sessions approved by the Senate.
- b) A student may elect to write all the examination papers for a particular module in either the main or supplementary examination session, provided that such a supplementary examination is scheduled. The provisions of rule GR25(b) shall apply.

GR22 Supplementary examinations

Supplementary examinations may be awarded in terms of these rules and the relevant college rules. Supplementary examinations shall not be awarded for any continuously assessed modules or components of modules.

GR23 Special examinations

- a) Special aegrotat examinations: A student who has commenced and not been able to complete the original final examination by reason of illness or any other reason deemed sufficient by the Senate, may, on application, be granted permission to sit a special aegrotat examination, during the next applicable supplementary examination session. Only the component of the examination which has not been attempted or completed shall be re-written.
- b) Senate concessionary special examinations (SCSE):

After the official release of final results, a final year undergraduate student who has, in the current year, failed no more than the last 2 coursework modules that are required to complete the degree, may, on application, be awarded Senate Concessionary Special Examinations for these 2 modules. Such examinations shall be written in a specially designated examination session.

- c) An application for a special examination shall be made on the prescribed form, accompanied by all relevant documentation and, in the case of (a), be lodged in the relevant college within five (5) working days of the date of the examination concerned. It is the responsibility of the student to ascertain whether or not the special examination has been granted.
- d) If an application for a special examination is approved, the examination result, if any, from the original examination shall be regarded as null and void. If such an application is not approved the original examination result shall stand.

GR24 Standard of supplementary and special examinations

To pass supplementary and special examinations, students must demonstrate a level of academic competence equivalent to that required in the original examination.

GR25 Limitation on awarding supplementary and special examinations

- a) A supplementary or special aegrotat examination shall not be granted in respect of any supplementary examination awarded in terms of Rule GR22.
- b) A supplementary or special aegrotat examination shall not be granted in respect of any special examination awarded in terms of Rule GR21(b) and GR23.

GR26 Completion of modules

Every module shall be completed by passing the Senate-approved assessment in that module.

GR27 Pass mark

The pass mark for all modules in the University shall be 50%, provided that any sub-minima required in certain components of the Senate-approved assessment have been met.

GR28 Completion requirements

Save by special permission of the Council, upon the approval of the Senate, a qualification shall not be conferred or awarded until:

- a) credit has been obtained for all prescribed modules, including prerequisite and corequisite modules;
- b) all other Senate and college requirements have been met; and

- c) all monies due to the University have been paid.

GR29 Classification of results

- a) Degree results may be classified as follows:

75% upward = 1st class;

70 – 74% = 2nd class, upper division;

60 – 69% = 2nd class, lower division;

50 – 59% = 3rd class;

less than 50% = fail.

Based on the credit weighted average of all modules passed.

- b) On the recommendation of the school board, a module may be passed with such distinctions as may be prescribed by the Senate.
- c) On the recommendation of the college academic affairs board, a qualification may be conferred or awarded with such distinctions as may be prescribed by the Senate.

GR30 Academic exclusion

- a) The Council may, with the approval of the Senate, after each examination session exclude or refuse to renew or continue the registration of a student who has failed to meet the academic requirements for continued registration.
- b) The Senate may cancel the registration of a student in all or one or more of the modules for which the student is registered in a semester if, in the opinion of the Senate, the academic achievement of the student is such that the student may not at the end of the semester obtain credit in such module or modules.
- c) The Council may, with the approval of the Senate, refuse readmission to a student who fails to satisfy the minimum requirements for readmission.
- d) Subject to Rule GR31, students excluded or refused re-registration may not be readmitted to the University until they are able to demonstrate that they have achieved a level of competence satisfactory to the relevant programme, college and the Senate.

GR31 Academic exclusion – right of appeal

- a) Students have the right to a single appeal against academic exclusion in terms of Rule GR30.
- b) Such appeal shall be lodged with the college of registration, in the prescribed manner, on or before the date in the sessional dates.
- c) The process for consideration of such an appeal shall be approved by the Senate.

GR32 Ethics

All academic activities and research in particular, shall comply with the relevant University policies on ethics and any related requirements as determined by the Senate and the Council.

GR33 Reproduction of work

Subject to the provisions of the University's policy on intellectual property rights and any limitations imposed by official contractual obligations:

- a) In presenting an assignment, prescribed project, dissertation, thesis or any such work for assessment, a student shall be deemed by so doing to have granted the University a perpetual, non-exclusive, royalty-free licence to digitise, reproduce, share, disseminate and/or publicly distribute copies thereof for research and study purposes only, in whole or in part and in any format the University deems fit, provided that the University may waive its rights under this licence if the work in question has been or is being published in a manner satisfactory to the University.
- b) Students shall forward master copies and electronic copies of all treatises, dissertations and theses to the University libraries by the date, in the numbers and in the format stipulated by the libraries in their policies existing at the time of creation of the treatise, dissertation or thesis concerned.
- c) The work of students shall not be included in publications by academic staff without their express permission and acknowledgement; provided that such work may be included and acknowledged if all reasonable attempts to trace such students have been unsuccessful.

Rules for Bachelors Degrees

Note: The following Rules are additional to the preceding General Rules GR1 – GR33.

BR1 Applicability

The following Rules, BR2 to BR6 inclusive, shall be applicable to every candidate for a Bachelors Degree.

BR2 Criteria for admission to study

- a) Applicants for a first or primary degree for which the Matriculation Certificate is a prerequisite, shall produce evidence to the satisfaction of the Senate that they have obtained such a certificate, or obtained a certificate of conditional exemption issued by the Matriculation Board to applicants from countries outside the Republic of South Africa, or satisfied the conditions of any alternative admission process approved by the Senate.
- b) In addition to the requirements of a) above, the minimum requirements for admission to study in any college may include the requirement to have attained such minimum standard in a specified subject or subjects or such aggregate of points scored according to subjects passed in the Matriculation Examination, or in an examination recognised for the purpose by the Matriculation Board, or such other qualifications as may be prescribed. The selection process will be based on these requirements and may include academic ranking and other criteria as approved by the Senate and the Council.

BR3 Periods of attendance

Every candidate for the award of a first or primary degree, shall be registered as a matriculated student, except as provided in Rule BR2, and have completed subsequent to the date of validity of the Matriculation Certificate or of the certificate of full exemption from the matriculation examination issued by the Matriculation Board, the minimum period of attendance prescribed by the rules of the relevant college.

BR4 Recognition of attendance

Note: BR4 applies only to students who have completed part of their studies at another university or tertiary institution.

For the purpose of Rules GR12 and BR3, the Senate may accept as part of the attendance of a student for a degree of Bachelor, periods of attendance as a registered matriculated student at any other university or tertiary institution provided that such students shall only have the degree of Bachelor conferred if:

- a) their periods of attendance are together not less than the complete period prescribed for such degree; and
- b) they attended at the University:
 - (i) for a degree of Bachelor, the term of which is six semesters, at least three semesters which shall include the completion of at least half of the total number of credits prescribed for the degree and which, except with the approval of the Senate, shall include all those at the exit level; or
 - (ii) for a degree of Bachelor, the term of which is eight semesters, at least four semesters which shall include the completion of at least half of the total number of credits prescribed for the degree and which, except with the approval of the Senate, shall include all those at the exit level; or
 - (iii) for a degree of Bachelor, the term of which is ten or twelve semesters, at least six semesters which, except with the approval of the Senate, shall include the completion of all modules prescribed for the final six semesters of the curriculum.

BR5 Progression under conditional exemption

Applicants who are accepted with an ordinary conditional exemption that requires completion of additional credits to qualify for exemption, shall not be permitted to register for any module at level 3 or above before the requirements for exemption have been satisfied.

BR6 Supplementary examinations

Provided that the rules of any college do not prohibit this for a particular module:

- a) a student who fails a module with a mark of at least 40%, or who obtains a passing mark

less than that prescribed for registration for another module, shall be awarded a supplementary examination;

- b) under exceptional circumstances, and with the permission of the college academic affairs board, a student who has failed a module with a mark of less than 40% may be awarded a supplementary examination.

BR7 Award of degree *cum laude* and *summa cum laude*

- a) A degree of Bachelor may be conferred *cum laude* in accordance with the rules of the relevant college, provided that, subject to exceptions as approved by the college academic affairs board, the student has:
- (i) obtained a credit-weighted average of at least 75% in those modules required for the qualification; and
 - (ii) successfully completed all modules in the curriculum at the first attempt and without recourse to supplementary examinations; and
 - (iii) completed the degree in the prescribed minimum time.
- b) A degree of Bachelor may be conferred *summa cum laude* in accordance with the rules of the relevant college, provided that, subject to exceptions as approved by the college academic affairs board, the student has:
- (i) obtained a credit-weighted average of at least 80% in those modules required for the qualification; and
 - (ii) successfully completed all modules in the curriculum at the first attempt and without recourse to supplementary examinations; and
 - (iii) completed the degree in the prescribed minimum time.

BR8 Deans Commendation

A student who is registered for the full load required for that qualification in a particular semester and passes all these modules at the first attempt, with no individual module mark of less than 60% and a credit-weighted average mark of at least 75%, will be awarded a Dean's commendation for that semester.

BR9 Completion of isiZulu module

For a degree of Bachelor, a student must either pass an approved module in isiZulu; or obtain exemption from the module under GR8a (competence through prior learning) in which case any shortfall in credit for the degree shall be made up; or obtain exemption and credit for the module under GR8b (an equivalent module has been passed).

BR10 Completion of First-Year Experience (FYE) Programme

For a degree of Bachelor, a student must have successfully completed all components of the

non-credit bearing First-Year Experience (FYE) programme within their first year of enrolment at the University.

BR11 Completion of the Critical Social Justice and Citizenship (CSJC) Module

For a degree of Bachelor, a student must successfully pass the approved, non-credit bearing, Critical Social Justice and Citizenship module (CSJC); or obtain exemption from the module under GR8a (competence through prior learning).

Rules For Honours Degrees

Note: The following Rules are additional to the preceding General Rules GR1 – GR33.

HR1 Applicability

The following Rules, HR2 to HR8 inclusive, shall be applicable to every candidate for a degree of Honours.

HR2 Criteria for admission to study

- a) Applicants may be registered for the qualification of Honours provided that they have:
 - (i) completed a Bachelors degree regarded as appropriate by the college concerned;
or
 - (ii) been admitted to the status of that degree in terms of Rule GR7(a); or
 - (iii) attained a level of competence as defined in Rule GR7(b).
- b) A college may prescribe further minimum criteria for admission to study.

HR3 Attendance

- a) Every candidate for the award of the qualification of Honours shall attend an approved course of study as a registered student of the University for a period of at least two consecutive semesters after admission in terms of Rule HR2
- b) Except with by permission of the college academic affairs board, all modules shall be completed at the University.

HR4 Curriculum

The curriculum for a qualification of Honours shall include a prescribed research project as one of the modules which shall account for a minimum of 25% of the credits for the degree.

HR5 Supplementary examinations

Provided that the rules of a college do not prohibit this for a particular module:

- a) a student who fails a module other than the research prescribed project with a mark of at least 40% shall be awarded a supplementary examination; and
- b) under exceptional circumstances, and with the permission of the college academic affairs board, a student who has failed a module other than the research project with a mark of less than 40% may be awarded a supplementary examination.

HR6 Re-examination of prescribed project

Provided that the rules of a college, do not prohibit this, a research project that is assessed as unsatisfactory may be referred back once for revision and resubmission before the last day of examinations in that semester.

HR7 Progression

- a) A student may repeat a failed coursework module not more than once.
- b) Under exceptional circumstances, on the recommendation of the relevant School, the College Academic Affairs board may give permission to a student who has failed the prescribed project described in Rule HR4, to register for the research project module once more, with a new research topic.
- c) A student who, after four semesters as a full time student or six semesters as a part-time student, has not completed the requirements for the degree, shall be excluded

HR8 Award of degree *cum laude* and *summa cum laude*

- a) A degree of Honours may be conferred *cum laude* in accordance with the rules of the relevant college, provided that, subject to exceptions as approved by the college academic affairs board, the student has:
 - (i) obtained a credit-weighted average of at least 75% in those modules required for the qualification; and
 - (ii) a mark of at least 75% for the prescribed project; and
 - (iii) successfully completed all modules in the curriculum without recourse to supplementary examinations; and
 - (iv) completed the degree in the prescribed minimum time for a full-time student, or minimum time plus two semesters for a part-time student.
- b) A degree of Honours may be conferred *summa cum laude* in accordance with the rules of the relevant college, provided that, subject to exceptions as approved by the college academic affairs board, the student has:
 - (i) obtained a credit-weighted average of at least 80% in those modules required for the qualification; and
 - (ii) a mark of at least 80% for the prescribed project; and
 - (iv) successfully completed all modules in the curriculum without recourse to

supplementary examinations; and completed the degree in the prescribed minimum time for a full-time student, or minimum time plus two semesters for a part-time student.

Rules for Postgraduate Diplomas

Note: The following Rules are additional to the preceding General Rules GR1 – GR33.

PR1 Applicability

The following Rules, PR2 to PR8 inclusive, shall be applicable to every candidate for a Postgraduate Diploma

PR2 Criteria for admission to study

- a) Applicants may be registered for the qualification of Postgraduate Diploma provided that they have:
 - (i) completed a Bachelors degree regarded as appropriate by the college concerned; or
 - (ii) been admitted to the status of that degree in terms of Rule GR7(a); or
 - (iii) attained a level of competence as defined in Rule GR7(b).
- b) A college may prescribe further minimum criteria for admission to study.
- c) A college may provide in its rules for an appropriate Advanced Diploma to be accepted for entry to a Postgraduate Diploma in accordance with the HEQF.

PR3 Attendance

- a) Every candidate for the award of the qualification of Postgraduate Diploma shall attend an approved course of study as a registered student of the University for a period of at least two consecutive semesters after admission in terms of Rule PR2.
- b) Except with the permission of the college academic affairs board, all modules shall be completed at the University.

PR4 Curriculum

The curriculum for the Postgraduate Diploma will contain advanced reflection, practice and research methods in the area of specialisation and may include a sustained research project in accordance with college rules.

PR5 Supplementary examinations

Provided that the rules of a college do not prohibit this for a particular module:

- a) a student who fails a module other than the research prescribed project with a mark of at least 40% shall be awarded a supplementary examination; and

- b) under exceptional circumstances, and with the permission of the college academic affairs board, a student who has failed a module other than the research project with a mark of less than 40% may be awarded a supplementary examination.

PR6 Re-examination of research project

Provided that the rules of a college do not prohibit this, a research project that is assessed as unsatisfactory may be referred back once for revision and resubmission before the close of the applicable supplementary examination session.

PR7 Progression

- a) A student may repeat a failed coursework module not more than once.
- b) Under exceptional circumstances, on the recommendation of the relevant School, the College Academic Affairs board may give permission to a student who has failed the prescribed project described in Rule PR4, to register for the research project module once more, with a new research topic.
- c) A student who, after four semesters as a full time student or six semesters as a part-time student, has not completed the requirements for the degree, shall be excluded.

PR8 Award of diploma with distinction

A qualification of Postgraduate Diploma may be conferred with distinction in accordance with the rules of the relevant college, provided that, subject to exceptions as approved by the college academic affairs board, the student has:

- (i) obtained a credit-weighted average of at least 75% over all modules required for the qualification; and
- (ii) successfully completed all modules in the curriculum without recourse to supplementary examinations; and
- (iii) completed the diploma in the prescribed minimum time for a full-time student, or minimum time plus two semesters for a part-time student.

Rules for Masters Degrees by Coursework

Note: The following Rules are additional to the preceding General Rules GR1 – GR33.

CR1 Applicability

The following Rules, CR2 to CR17 inclusive, shall be applicable to every candidate for a degree of Master by coursework.

CR2 Criteria for admission to study

- a) An applicant shall not be registered for the degree of Master by coursework unless the applicant has:
 - (i) satisfied the requirements for a relevant prerequisite degree as specified in the college concerned; or
 - (ii) been admitted to the status of that degree in terms of Rule GR7(a); or
 - (iii) attained a level of competence as defined in Rule GR7(b).
- b) A college may prescribe further minimum criteria for admission to study.

CR3 Recognition of examinations

The Senate may accept examinations passed or certificates of proficiency completed in any module by a student of the University or of any other university or institution recognised by the Senate for this purpose, or accept demonstration of an equivalent level of competence through prior learning, in terms of Rule GR7(b), as exempting the student from examination in module(s) prescribed for a degree of Master by coursework, provided that:

- a) no more than 50% of the required credits for the degree may be so exempted, provided that such credits shall be awarded for coursework modules only; and
- b) students shall not have the degree of Master conferred unless the conditions laid down in Rules CR4 and CR5 are satisfied.

CR4 Periods of registration

A student registered for the degree of Master by coursework shall be so registered for a minimum period of two consecutive semesters before the degree may be conferred.

CR5 Recognition of attendance

The Senate may accept as part of the attendance of a student for a degree of Master by coursework, periods of attendance as a registered or graduated student at any other university or institution or in any other college, provided that students shall not have the degree of Master conferred unless:

- a) their periods of attendance are together not less than the complete period prescribed for conferral of the degree; and
- b) the research component is completed at the University.

CR6 Curriculum

- a) A student shall complete all prescribed modules, at least one of which shall be a dissertation module comprising research on a particular topic approved by the college academic affairs board, and comply with such other conditions as may be prescribed by the Senate and the rules of the college concerned.

- b) Except with the permission of Senate, the dissertation module shall comprise 33% to 50% of the Total Credits for the degree.

CR7 Proposed research topic

- a) The college academic affairs board may, at its discretion, decline to approve a research topic if in its opinion:
 - (i) it is unsuitable in itself; or
 - (ii) it cannot effectively be undertaken under the supervision of the University; or
 - (iii) the conditions under which the student proposes to work are unsatisfactory.
- b) Ethical approval in terms of Rule GR32 is required where applicable.

CR8 Supervision

The school board shall, in terms of the policies of the Senate, appoint one or more appropriate supervisors, at least one of whom shall be a member of the University academic staff, to advise a student whose research topic is approved, and the student shall be required to work in such association with the supervisor or supervisors.

CR9 Supplementary examinations

Provided that the rules of a college do not prohibit this for a particular module:

- a) a student who fails a module other than the dissertation with a mark of at least 40% shall be awarded a supplementary examination;
- b) under exceptional circumstances, and with the permission of the college academic affairs board, a student who has failed a module other than the dissertation with a mark of less than 40% may be awarded a supplementary examination.

CR9 Supplementary examinations

Provided that the rules of a college do not prohibit this for a particular module:

- b) a student who fails a module other than the dissertation with a mark of at least 40% shall be awarded a supplementary examination;
- b) under exceptional circumstances, and with the permission of the college academic affairs board, a student who has failed a module other than the dissertation with a mark of less than 40% may be awarded a supplementary examination.

CR10 Failed coursework modules

Failed coursework modules may not be repeated, except with the permission of the College Academic Affairs Board.

CR11 Progression

A student who, after four semesters as a full-time student or six semesters as a part-time

student, has not completed the requirements for the degree shall be required to apply for re-registration, which will only be permitted on receipt of a satisfactory motivation.

CR12 Submission of dissertation

At least three months before the dissertation is to be submitted for examination, a student shall give notice, in writing, of their intention to submit such dissertation and the title thereof, provided that, in the event of a student failing to submit the dissertation for examination within six months thereafter, the notice will lapse and a further notice of intention shall be submitted.

CR13 Format of dissertation

- a) Every dissertation submitted shall include a declaration to the satisfaction of the Senate stating that it has not previously been submitted for a degree in this or any other university, and that it is the student's own original work.
- b) Every dissertation submitted shall be in such format as prescribed by the Senate and the rules of the relevant college; provided that each dissertation shall include an abstract in English not exceeding 350 words.
- c) A dissertation may comprise one or more papers of which the student is the prime author, published or in press in peer-reviewed journals approved by the relevant college academic affairs board or in manuscripts written in a paper format, accompanied by introductory and concluding integrative material.
- d) A dissertation submitted under (c) above shall include a detailed description of the student's own distinct contribution to the papers.
- e) All dissertations are subject to full examination in terms of these rules, the rules of a college and the normal policies and procedures applicable to dissertations.

CR14 Supervisor's report

Upon submission of the dissertation, the supervisor or supervisors shall furnish a report on the conduct of the student's work; the report shall not include an evaluation of the quality of the dissertation.

CR15 Examination of dissertation

- a) The college academic affairs board shall appoint for each dissertation two examiners, at least one of whom shall be responsible for external examination.
- b) A supervisor or co-supervisor shall not be appointed as an examiner.
- c) The names of the examiners shall not be known to either the candidate or to one another.

CR16 Re-examination of dissertation

A failed dissertation may not be re-examined.

CR17 Award of degree cum laude and summa cum laude

The degree of Master by Coursework may be awarded *cum laude* or *summa cum laude* on the recommendation of the examiners of the dissertation and, in accordance with rules of the college provided that, subject to exceptions approved by the college academic affairs board,

- a) For *cum laude*:
 - i) the dissertation did not require re-examination;
 - ii) the student has obtained a credit weighted average of at least 75% in the coursework component of the degree at the first attempt and without recourse to supplementary examinations; and
 - iii) the degree was completed in the prescribed minimum time plus two semesters for a full-time student, or minimum time plus four semesters for a part-time student.
- b) For *summa cum laude*:
 - i) the dissertation did not require re-examination;
 - ii) the student has obtained a credit weighted average of at least 80% in the coursework component of the degree at the first attempt and without recourse to supplementary examinations; and
 - lii) the degree was completed in the prescribed minimum time for a full-time student, or minimum time plus two semesters for a part-time student.

Rules for Masters Degrees by Research

Note: The following Rules are additional to the preceding General Rules GR1 – GR33.

MR1 Applicability

The following Rules, MR2 to MR13 inclusive, shall be applicable to every candidate for a degree of Master by research.

MR2 Criteria for admission to study

- a) An applicant shall not be registered for the degree of Master by research unless the applicant has:
 - (i) satisfied the requirements for a relevant prerequisite degree as specified in the college concerned; or
 - (ii) been admitted to the status of that degree in terms of Rule GR7(a); or
 - (iii) attained a level of competence as defined in Rule GR7(b).
- b) A college may prescribe further minimum criteria for admission to study.

MR3 Periods of registration

A student registered for the degree of Master by research shall be so registered for a minimum period of two consecutive semesters before the degree may be conferred.

MR4 Curriculum

- a) A student for the degree of Master by research shall be required to pursue an approved programme of research on some subject falling within the scope of the studies represented in the University.
- b) A student shall also comply with such other conditions as may be prescribed by the Senate and the rules of the college concerned.

MR5 Proposed subject of study

- a) Before registration, an applicant for the degree of Master by research shall submit for the approval of the college academic affairs board a statement of the proposed subject of study.
- b) The college academic affairs board may, at its discretion, decline to approve such subject if, in its opinion:
 - (i) it is unsuitable in itself, or
 - (ii) it cannot profitably be studied or pursued under the supervision of the University, or
 - (iii) the conditions under which the applicant proposes to work are unsatisfactory.
- c) Ethical approval in terms of Rule GR32 is required where applicable.

MR6 Supervision

The school board shall, in terms of the policies of the Senate, appoint one or more appropriate supervisors, at least one of whom shall be a member of the University academic staff, to advise a student whose research topic is approved, and the student shall be required to work in such association with the supervisor or supervisors.

MR7 Progression

A student who, after four semesters as a full-time student or six semesters as a part-time student, has not completed the requirements for the degree shall be required to apply for re-registration, which will only be permitted on receipt of a satisfactory motivation.

MR8 Submission of dissertation

- a) Every student for the degree of Master by research shall be required to submit a dissertation embodying the results of their research.
- b) At least three months before the dissertation is to be submitted for examination, a student shall give notice, in writing, of their intention to submit such dissertation and the title thereof,

provided that, in the event of a student failing to submit the dissertation for examination within six months thereafter, the notice will lapse and a further notice of intention shall be submitted.

MR9 Format of dissertation

- a) Every dissertation submitted shall include a declaration to the satisfaction of the Senate stating that it has not previously been submitted for a degree in this or any other university, and that it is the student's own original work.
- b) Every dissertation submitted shall be in such format as prescribed by the Senate and the rules of the relevant college; provided that each dissertation shall include an abstract in English not exceeding 350 words.
- c) A dissertation may comprise one or more papers of which the student is the prime author, published or in press in peer-reviewed journals approved by the relevant college academic affairs board or in manuscripts written in a paper format, accompanied by introductory and concluding integrative material.
- d) A dissertation submitted under (c) above shall include a detailed description of the student's own distinct contribution to the papers.
- e) All dissertations are subject to full examination in terms of these rules, the rules of a college and the normal policies and procedures applicable to dissertations.

MR10 Supervisor's report

Upon submission of the dissertation, the supervisor or supervisors shall furnish a report on the conduct of the student's work; the report shall not include an evaluation of the quality of the dissertation.

MR11 Examination

- a) The college academic affairs board shall appoint for each dissertation two examiners, at least one of whom shall be responsible for external examination.
- b) A supervisor or co-supervisor shall not be appointed as an examiner.
- c) the names of the examiners shall not be known to either the candidate or to one another.

MR12 Re-examination of dissertation

A failed dissertation may not be re-examined.

MR13 Award of degree *cum laude* and *summa cum laude*

The degree of Master by research may be awarded *cum laude* or *summa cum laude* on the recommendation of the examiners, and in accordance with rules of the relevant college provided

that the dissertation did not require re-examination and that the degree was completed:

- a) For *cum laude*: in the prescribed minimum time plus two semesters for a full-time student, or minimum time plus four semesters for a part-time student.
- b) For *summa cum laude*, in the prescribed minimum time for a full-time student, or minimum time plus two semesters for a part-time student.

Rules for the Doctoral Degree by Research

Note: The following Rules are additional to the preceding General Rules GR1 – GR33.

DR1 Applicability

The following rules, DR2 to DR13 inclusive, shall be applicable to every candidate for a Doctoral degree.

DR2 Criteria for admission to study

- a) An applicant shall not be registered for a Doctoral degree unless the applicant has:
 - (i) satisfied the requirements for a relevant prerequisite degree as specified in the college concerned; or
 - (ii) been admitted to the status of that degree in terms of Rule GR7(a); or
 - (iii) attained a level of competence as defined in Rule GR7(b).
- b) A college may prescribe further minimum criteria for admission to study.
- c) Candidates, registered for a research Masters degree, who have completed the requirements for the Masters degree, may apply to have their registration converted to a Doctoral degree registration before the Masters degree is awarded. The time allowed for the Doctoral degree would be reduced by two semesters. The material from the Masters dissertation may then be used towards the Doctoral degree. If the Doctoral degree is not completed, the Masters degree will be awarded.

DR3 Periods of registration

A student registered for a Doctoral degree shall be so registered for a minimum period of four semesters before the degree may be conferred.

DR4 Curriculum

- a) A student for a Doctoral degree shall be required to pursue an approved programme of research on some subject falling within the scope of the studies represented in the University.
- b) Such programme shall make a distinct contribution to the knowledge or understanding of the subject and afford evidence of originality shown either by the discovery of new facts and/or by the exercise of independent critical power.

- c) A student shall also comply with such other conditions as may be prescribed by the Senate and the rules of the college concerned.

DR5 Proposed subject of study

- a) Before registration, an applicant for a Doctoral degree shall submit for the approval of the college academic affairs board a statement of the proposed subject of study.
- b) The Senate may, at its discretion, decline to approve such subject if, in its opinion:
 - (i) it is unsuitable in itself, or
 - (ii) it cannot profitably be studied or pursued under the supervision of the University, or
 - (iii) the conditions under which the applicant proposes to work are unsatisfactory.
- c) Ethical approval in terms of Rule GR32 is required where applicable.

DR6 Supervision

The school board shall appoint one or more appropriately qualified supervisors, at least one of whom shall be a member of the University staff, to advise a student whose research topic is approved, and the student shall be required to work in such association with the supervisor or supervisors.

DR7 Progression

A student who, after eight semesters as a full-time student or ten semesters as a part-time student, has not submitted a thesis for examination shall be required to apply for reregistration, which will only be permitted on receipt of a satisfactory motivation.

DR8 Submission of thesis

- a) Every student for a Doctoral degree shall be required to submit;
 - (i) a thesis embodying the results of their research, together with
 - (ii) one (1) published paper or an unpublished manuscript that has been submitted to an accredited journal, arising from the doctoral research unless the thesis is in the format as described in DR9 c).
- b) At least three months before the thesis is to be submitted for examination, a student shall give notice, in writing, of their intention to submit such thesis and the title thereof, provided that, in the event of a student failing to submit the thesis for examination within six months thereafter, the notice will lapse and a further notice of intention shall be submitted.

DR9 Format of thesis

- a) Every thesis submitted shall include a declaration to the satisfaction of the Senate stating that it has not previously been submitted for a degree in this or any other university, and that it is the student's own original work.

- b) Every thesis submitted shall be in such format as prescribed by the Senate and the rules of the relevant college; provided that each thesis shall include an abstract in both English and IsiZulu. Each English and isiZulu abstract shall not exceed 350 words.
- c) A thesis may comprise one or more original papers of which the student is the prime author, published or in press in peer-reviewed journals approved by the college academic affairs board, accompanied by introductory and concluding integrative material.
- d) A thesis submitted under c) above shall include a detailed description of the student's own distinct contribution to the papers.

DR10 Supervisor's report

Upon submission of the thesis, the supervisor or supervisors shall furnish a report on the conduct of the student's work; the report shall not include an evaluation of the quality of the thesis.

DR11 Examination

- a) The college academic affairs board shall appoint for each thesis three examiners, at least two of whom shall be responsible for external examination.
- b) Except with the permission of the college academic affairs board, at least one of the external examiners shall be based external to the country.
- c) A supervisor or co-supervisor shall not be appointed as an examiner.
- d) The names of the examiners shall not be known to either the candidate or to one another.

DR12 Defence of thesis

As part of the examination process, a student may be required to defend a thesis.

DR13 Re-examination of thesis

A failed thesis may not be re-examined.

Rules for Senior (Unsupervised) Doctoral Degrees

Note: The following Rule is additional to the preceding General Rules GR1 – GR33.

DS1 Applicability

- a) The following rules, DS2 to DS7 and DR 12 and DR13 inclusive shall also be applicable to every candidate for a senior (unsupervised) Doctoral degree.
- b) Additional rules governing the requirements for senior Doctoral degrees in particular colleges may be prescribed by the Senate and the Council.

DS2 Criteria for admission

- a) An applicant shall not be registered for the Senior (unsupervised) Doctoral degree through research unless the applicant:
 - (i) has a doctoral degree, and
 - (ii) is a graduate of this or another University of not less than 10 years standing.
- b) With the permission of the college academic affairs board, a candidate who does not meet the requirements in a) above may be admitted in terms of Rule GR7(b).
- c) A college may prescribe further minimum criteria for admission.

DS3 Period of registration

A candidate for the award of the degree of Senior Doctoral must register for at least two semesters.

DS4 Subject of study

- a) A candidate for the senior (unsupervised) Doctoral degree shall submit for the approval of the college academic affairs board a summary in not more than 500 words, specifying the field of research covered by the published works and their appropriateness for the degree.
- b) The senate may, at its discretion, decline to accept the published works if, in its opinion:
 - (i) they are unsuitable in themselves, or
 - (ii) the published work does not fall within the colleges of the University.

DS5 Submission of thesis

- a) Every candidate for the senior (unsupervised) Doctoral degree through research shall be required to submit a thesis or a portfolio embodying a collection of published work, representing a significant contribution of knowledge and showing evidence of originality and clarity of thought, and of application of research methods appropriate to the particular field of study.
- b) The published work submitted by a candidate may range over a number of different topics, but these should normally relate in a coherent way to a body of knowledge within a field recognized by the college. The amount of work submitted should be substantial, and concluded over a significant period of time having regard to the contribution to the discipline.
- c) Candidates may not submit work previously submitted as a thesis for the Doctoral degree.
- d) The college academic affairs board may appoint an appropriately qualified academic who is a member of the University staff, to advise the candidate on how to present the material for submission.

DS6 Format of thesis

- a) Every thesis submitted shall include a declaration to the satisfaction of the Senate stating that it has not previously been submitted for a degree in this or any other university.
- b) Every thesis submitted shall be in such format as prescribed by the Senate and the rules of the relevant college; provided that each thesis shall include an introduction in English linking the published work and explaining its significance and coherence.
- c) Every thesis submitted shall include a signed statement indicating the level of contribution to each publication and role of the candidate as sole author, senior/principal author or co-author.
- d) A thesis may comprise of published books and monographs, chapters in books, edited works, refereed conference proceedings, papers in peer-reviewed journals, accompanied by a comprehensive concluding integrative chapter.

DS7 Assessment

- a) The Senate shall appoint for each thesis five persons to act as examiners, at least three of whom shall be responsible for external assessment.
- b) Except with the permission of the Senate, at least two of the external examiners shall be based external to the country.

Rules for Certificates and Diplomas

Note: The following Rules are additional to the preceding General Rules GR1 – GR33.

CD1 Applicability

The following Rules, CD2 – CD3 inclusive, shall be applicable to every candidate for a Certificate and/or Diploma.

CD2 Admission

Applicants may be registered for a Certificate or Diploma provided that they have met the minimum criteria for admission to study as prescribed by the college.

CD3 Award of Certificate or Diploma with distinction

A qualification of Certificate or Diploma may be conferred with distinction in accordance with the rules of the relevant College, provided that, subject to exceptions as approved by the College Academic Affairs Board, the student has:

- (i) obtained a credit-weighted average of at least 75% over all modules required for the qualification; and
- (ii) successfully completed all modules in the curriculum without recourse to supplementary examinations; and
- (iii) completed the certificate or diploma in the prescribed minimum time.

COMMUNICATION PROTOCOL FOR ADDRESSING STUDENT GRIEVANCES

The following communication channels should be followed in addressing grievances, concerns or complaints (hereafter referred to as grievances) by students:

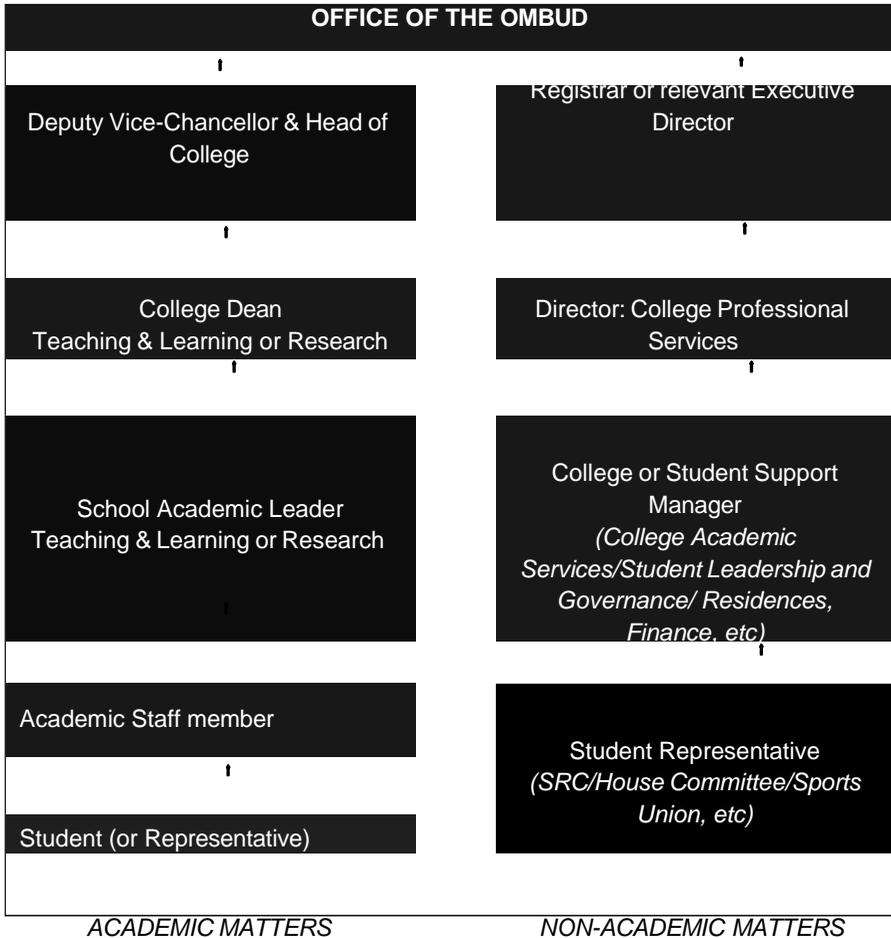


Figure 1

Academic matters include matters relating to lectures and lecturers, assessment, marks, plagiarism and cheating.

Non-academic matters include all other matter such as registration, financial queries such as fees and funding, residence matters ... etc.

OUTLINE OF MEASURES TO BE TAKEN IN RESOLVING GRIEVANCES

1. Grievance in the first instance. Grievances should be clearly communicated in writing to the relevant Academic staff member or Support staff member (as illustrated in Figure 1) and where necessary, a formal meeting should be convened with the relevant responsible office at the onset of the grievances.
2. In the event that there has been no response or the grievances have not been resolved within 3 working days from the initial written communication or formal meeting respectively, follow-up measures telephonically, in writing and through a formal meeting, should be instituted using the proper chains of command as outlined in Figure 1.
3. In the event that the grievances are still not resolved through the follow-up communication and/or meeting, the grievances should be escalated to the higher level within the chain of command as outlined in Figure 1 until all avenues have been exhausted.
4. The Office of the Ombud serves as a point of last resort and will consider grievances when all formal University channels have been exhausted.
5. Once all avenues have been exhausted, proper protocols should be followed (as outlined in the Regulations for Staff and Student Gatherings, Demonstrations, Marches or Rallies) for embarking on a legal protest action.
6. All evidence relating to all attempts towards resolving grievances in the form of written communication and/or minutes of meetings which detail a record of decisions taken accompanied by a signed attendance register, should be properly documented and be made available by the aggrieved party(ies) upon request.

A summary of evidence of all attempts at resolving grievances documenting the dates, actions taken, the responsible individual(s) and the results of the actions taken should be made available, together with the supporting documentary evidence, by the responsible officer, upon request.

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Professor R Masekela

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Gaede BM MB BCH (WITS), MMed (MEDUNSA) PhD, FCFP (SA) (Pret) (**Family Medicine**)
Ginindza TG, MSc, Dip.Epidem(LSHTM, London), MPH(UniMelb), ComMed (Nairobi, Kenya), PhD (UKZN) (**Public Health Medicine**)
Gopalan PD MBChB (Natal), FCA(SA) Crit.Care , PhD (UKZN) (**Anaesthetics**)
Gordon ML BSc(Hons), MmedSci(UKZN), PhD (UKZN) (**Virology**)
Hlongwana KW BAHons (UDW), MA(UKZN), MPH(UWC), PhD(UKZN) (**Public Health Medicine**)
Khathi A BMedSci(Hons) (UKZN), PhD (UKZN) (**Physiology**)
Luvuno ZPB; *B cur(Unizul), HCMarketing (Dameline), BA(Hons) Unisa, MN (UKZN), Ph.D(UKZN) (Rural Health)*
Madaree A MBChB (Natal), MMED (Natal), FCS(SA), FRCS (Eng), PhD (UKZN) (**Plastic & Reconstructive Surgery**)
Magula NP BSc(UCT), MBChB (Medunsa), FCP(SA), MSc(Tufts), PhD, (UKZN) (**Internal Medicine**)
Mann JK BMedSci (Hons), MMedSci, PhD (UKZN) (**HPP/Virology**)
Nkambule BB BSc MedBiosci (UWC), BSc Medical Sciences (Hons) (Stell), MMedSci (Stell), PhD (Stell) (**Haematological Pathology**)
Moosa MYS MBChB (Natal), FCP(SA), PhD (Wayne State University, USA) (**Infectious Diseases**)
Mosam A MBChB (Natal), FC Derm (SA), MMed (Natal), PhD (UKZN) (**Dermatology**)
Naidoo M *MBChB, MFamMed(Natal), FCFP(SA), MScSportsMed,(UP)DipHIVMgt(SA)DipPEC(SA);PhD (UKZN)(Family Med)*
Naidoo S MBChB (Natal), MMED (UKZN), FCPHM (SA), DOH (UCT), DHSM (Natal) PhD (Utrecht) (**Public Health Medicine**)
Nyamande K MBChB (Zim), FCP (SA), MD(UKZN), FCCP (USA), PhD (UKZN) (**Pulmonology**)
Paruk S MBChB (Natal), FC Psych(SA), FC(SA) (SA), MMed (Natal), PhD (UKZN) (**Psychiatry**)
Phakathi BP MBChB (UKZN), FCS(SA), MMED (UP), PhD (WITS) (**General Surgery**)
Pillay S MBChB (UKZN), MMED (UKZN), FCP(SA), PhD (UKZN), SPhD (UKZN), PhD(UKZN) (**Internal Medicine**)
Ramlall S MBChB (Natal), FCPsych(SA), PhD (UKZN) (**Psychiatry**)

Ramsuran V BSc (Hons), MSc (UKZN), PhD (UKZN) (**Genetics**)
Ross AJ MBChB (UCT), PGDip (Paediatrics), (SA College of Medicine) MFamMed (MEDUNSA) PhD(UKZN)(**FamMed**)
Swe Swe-Han K MBBS (Mynamar), FCPa Micro (SA), MMed (Med), DTMH(Witwatersrand), PDIC(Stell) PhD(UKZN) (**Medical Microbiology**)
Sebitloane HM MBChB (Natal), FCOG(SA), MMed (IKZN), PhD (UKZN) (**Obstetrics & Gynaecology**)
Tomita MA PhD Minnesota Univ (**Research in Health Systems**)
Voce AS BSc (OccTher) (WITS), Advance Dip (Natal), MSc(Comm Health) (Liverpool), PhD (UKZN) (**Public Health Medicine**)
Vorster M MBChB (UP), MMed (UP), MPharm (UP), FCNP (SA), PhD (UP) (**NuClear Medicine**)

Senior Lecturers

Abraham RM MBBS(AbuZaria), PGDip Anaes(Wacsoaco), PGDip PH (LSHTM), MMedSc (UKZN), PhD(UKZN) (**Clinical & Professional Practice**)
Dlungwane TP BSc (Physio) (WITS), MPH (UKZN), PhD (UKZN) (**Public Health Medicine**)
Enicker BC MBChB (Natal), FC Neuro(SA), MMed (UKZN) (**Neurosurgery**)
Horwood CM MBBS, MRCGP, MPH, PhD (ukzn) (**Research in Health Systems**)
Jafta N BMedScHons (Natal), MMedSc (UKZN) PhD (UKZN) (**Occupational and Environmental Health**)
Khuzwayo NF BSHP (WSU), PGDipHP (WSU), MA (Psychology), PhD (UKZN) (**Public Health Medicine**)
Kumalo HM BSc (Hons), MM edSci, PhD (UKZN) (**Pharmaceutical Chemistry**)
Mathe NT MBChB (Natal) FCOphth (SA) (**Ophthalmology**)
Mfolozi S MBChB (UCT), DipForenMed(SA) (**Pathology**), FCForensicPath (SA), MMed (UCT), PhD, (UCT) (**Forensic Pathology**)
Mhlongo NN **BMedSci** (Hons), (UniZulu), MMedSci, PhD (UKZN) (**Pharmaceutical Chemistry**)
Mkhwanazi N BSc (Hons), MMedSci (UKZN), PhD (UKZN) (**HPP/Virology**)
Nadar A BSc (Hons) (UDW), HED (Unisa), MSc, PhD (UDW) (**Physiology**)
Naidoo VG MBChB (Wits), FCP(SA), CertGastro (SA), MMedSci (UKZN) (**Gastroenterology**)
Naicker M BSc (Hons), MMedSci, PhD(UKZN) (**Microbiology**)
Ndlovu B BMedSci (Hons), MMedSci (UKZN), PhD (UKZN) (**HPP/Virology**)
Ngcobo M BMedSc Hons, MMedSc, PhD (UKZN) (**Traditional Medicine**)
Ngubane P BSc (UniZulu), BMedSci (Hons) (UKZN), MMedSci (UKZN), PhD (UKZN) (**Physiology**)
Ramklass SS BPhysio(UDW), M.Ed (UN) PhD.Ed (UKZN), PGDipLead (UKZN) (**Clinical & Professional Practice**)
Sibiya LA MBChB (UCT), FCORL (SA), MMed (ORL) (UP), MBA (Oxford) (**Otorhinolaryngology**)
Singaram, VS BMedSc (UKZN), MMedSc(UKZN), PhD (HPE) (Maastricht) (**Clinical & Professional Practice**)
Paruk F MBChB (Natal), FCP(SA) CertRheum (SA), PhD (UKZN) (**Rheumatology**)
Pillay P BMedSci (Hons), MMedSci, PhD (UKZN) (**Anatomy**)
Pirie FJ MBChB (UCT), MD (Natal), FCP(SA) (**Endocrinology**)
Rennie CO BMedSci (Hons), MMedSci, PhD (UKZN) (**Anatomy**)
Zietsman CA MBChB (UP), FCUrol(SA), MMed(UP), DipLAPSurg (France) (**Urology**)

Lectures

Bhola P MBChB (Natal), FCPATH (Micro) (SA) (**Medical Microbiology**)
Cardoso JF BSc, MBChB (UCT), FCA(SA) (**Anaesthetics**)
Chhagan U MBChB (Natal), FCPsych (SA), MMed (UKZN), PhD (UKZN) (**Psychiatry**)
D2awood KBA MBChB(Natal),DCH(SA),FCP(Paed)(SA),PG Dip.Clin. HIV/AIDS Man (**Paediatrics & Child Health**)
Dlamini N MBChB (Natal), FCPATH (Micro) (SA) DipHIVMan (SA) (**Medical Microbiology**)
Dlamini NN NDRadiography (DUT), MBChB (UKZN), FCRadDiag (SA), MMed (UKZN), PGBM (Mancosa) (**Radiology**)
Dlamini SB DipBiomedTechn (MUT), MPH (UKZN), Ph.D (UKZN) (**Public Health Medicine**)
Donda BM BA(Uni Zulu), BA Hons(UniZulu), PGCE(UKZN), MEd(UKZN), PhD (UKZN) (**Clinical & Professional Practice**)
Dorsamy V MMedSci **Obstetrics & Gynaecology**, PhD (UKZN)(**Virology**)
Ebrahim S MBChB (UKZN), FCS (SA), PhD(UKZN) (**General Surgery**)
Enslin-Zank A BAHons (UDW), MA (Natal) (**Behavioural Medicine**)
Geldenhuis L MBChB (SU), DA(SA), FCA(SA), MMed (UKZN) (**Anaesthetics**)
Gounden AA MBChB (Natal), FCS(SA) (**General Surgery**)
Gounden V MBChB (Natal), FCPATH (Chem) (SA), MMed (Wits), PhD (UKZN) (**Chemical Pathology & Medical Biochemistry**)
Govender D. MBChB (Natal), PG Dip Occ Health. PG Dip HIV Med, M.Med (**Family Medicine**).
Govender K MBChB (Natal), **Diploma in HIV Management (CMSA) FCPATH (Viro) (SA) (Virology**)
Haffejee S MBChB (Natal), FCPATH (Micro) (SA) DCH (SA) (**Medical Microbiology**)
Harrichandparsad A MBChB(UKZN), PGDip ClinHIV/AIDSMgt, MMed (PHM) (UKZN), FCPHM (SA) (**Public Health Medicine**)
Hariparshad SP MBChB (Natal), FCP (SA), FCNeph (SA) (**Internal Medicine**)
Hariparsad S MBChB (UKZN), MMed (UKZN), FCPHM(OccMed) (CMSA) (**Occupational and Environmental Health**)
Hoosen S MBChB (UP), FCP (SA) Haem, Fcert (SA) (**Pathology**)
Jhazbhay K MBChB (Natal), FCPsych (SA) (**Psychiatry**)

Johnston ER BAHons (Speech & Hearing Therapy) (WitS, MA (RAU) PhD (UKZN) (*Behavioural Medicine*)
Kampik C Staats Examen (Germany), DA(SA), FCA(SA) (*Anaesthetics*)
Karim EB MBChB (Natal), FCPsych(SA), FC(SA), CertChild & Adolescent Psychiatry(SA) (*Psychiatry*)
Khan S MBChB(Natal), FCP(SA), PhD(UKZN), FACC, FESC, (*Cardiology*)
Khan RB BSc (Hons), MMedSci (Natal), PhD (UKZN) (*Chemical Pathology & Medical Biochemistry*)
Khosa MT MBChB (Natal), Dip (HIV Management) (CMSA), MSc (STI & HIV) (UCL) and (LSHTM) (*Virology*)
Lutchminarain K MBChB (Wits), FCPATH (Micro)(SA) (*Medical Microbiology*)
Luvuno M - BMedSci, BMedSci Hons, PhD (UKZN) (*Physiology*)
Mubaiwa L MBChB (Zimbabwe), FCP(Paed)(SA), MACHildDev(Tufts USA) (*Paediatrics & Child Health*)
Mabuza LP BMedSci (Hons), MMedSci, PhD (UKZN), (*Physiology*)
Madansein R MBChB (Natal), FCS Cardio(SA) (*Cardiothoracic Surgery*)
Madlala PZ BSc (Hons) (Natal), MSc PhD (UKZN) (*HPP/Virology*)
Mahabeer P MBChB (Natal), FCPATH (Micro) (SA) (*Medical Microbiology*)
Mahabeer Y MBChB (Natal), FCPATH (Micro) (SA) Mmed (UKZN) (*Medical Microbiology*)
Maharaj N MBChB (Natal), FCRad(D)(SA) MMed (*Radiology*)
Mahomed S MBChB (Natal), FCPHM (SA), MMed (PHM) (Natal), DipHIVMan(SA) PhD(UKZN) (*Public Health and Infection Prevention & Control*)
Maise HC MBChB (Natal), FCOG(SA), MMedSc (*Obstetrics & Gynaecology*)
Mashaphu S MBChB (Natal), FCPsych(SA), MMedPsych (Natal), PHD (UKZN) (*Clinical & Professional Practice*)
Mhlaba TY MBChB, FCPHM (SA), (*Public Health Medicine*)
Mody KG MBChB (Wits), FC Rad (D) (SA) (*Radiology*)
Molalthehi RP BSc (Hons) (Rhodes University), MMedSci (UKZN) (*Microbiology*), PhD (*Microbiology*)
Moodley P MBChB, FFPATH (Haem), Dip Health Care Management (SA) (*Haematology*)
Moodley P MBChB (Natal), FCPATH (Viro) (SA) (*Virology*)
Moosa AY MBChB (Natal), FCRad (D)(SA), (*Radiology*)
Msibi ZNP BMedSci (Hons), MMedSci, PhD (UKZN) (*Physiology*)
Msomi NB MBChB (Natal), Diploma in HIV Management (CMSA), FCPATH (Viro) (SA), PhD (UKZN) (*Virology*)
Motala, M MBChB (Natal), FCS (SA), DCH (SA) (*Clinical & Professional Practice*)
Murugan S MBChB (UKZN), FCP (SA), MMed (*Haematology*)
Mxinwa V. BMedSc, MSc (WSU) (*Physiology*), PhD (UKZN) (*Physiology*)
Naidoo P MBChB (Wits), FC Rad (D) (SA), Mmed(UKZN) (*Radiology*)
Naidoo Prebhashni MBChB (Natal), FCPATH (Chem) (SA) (*Chemical Pathology & Medical Biochemistry*)
Naidoo Prisha MBChB (Natal), FCPATH (Chem) (SA) (*Chemical Pathology & Medical Biochemistry*)
Naidu ECS MBChB (Natal), MMedSci (UDW), PhD (UKZN) (*Anatomy*)
Ndlazi Z BSc (Hons), MMedSci (UKZN) (*Anatomy/Physiology*)
Ngubane NP BMedSci (Hons), MMedSci (UKZN) (*Anatomy*)
Nkabinde NG MBChB (UKZN), FCFP (SA) MFamMed (UKZN) (*Family Medicine*)
Nkwayana MN BSc(Hons), MSc (Natal), PhD (UKZN) (*Public Health Medicine*)
Noor Mahomed SB BAHons, MA (UDW), PhD (UKZN) (*Behavioural Medicine*)
Osman S MBChB (UKZN), FCS(SA), MMed (UKZN) (*Plastic & Reconstructive Surgery*)
Paruk IM MBChB (Wits), FCP(SA) CertEndo & Metab (SA), MMedSc (UKZN) (*Endocrinology*)
Phaswana S MBChB (UCT), MMed (UKZN), FCPHM (SA) - Occ Med (*Occupational & Environmental Health*)
Pillay D MBChB (Natal), FCP (SA) (*Haematology*)
Ramphal SR MBChB (Natal), FCOG(SA) (*Obstetrics & Gynaecology*)
Ramjathan P MBChB (Natal), FCPATH (Micro) (SA) (*Medical Microbiology*)
Ramsamy Y MBChB (Medunsa), FCPATH (Micro)(SA), MMed(Microbiology)(Natal), (*Medical Microbiology*)
Ramsay Y MBChB (Medunsa), FCPATH (Micro) (SA), MMed (Micro) (Natal), PhD (UKZN) (*Medical Microbiology*)
Rapiti N MBChB, FCPATH (SA) (*Haematology*)
Rapiti N MBChB (Natal), FCP (Haem), (Oxon) (*Haemophilia*)
Rangiah S BSc., BMedSc, MMedSc. (Anatomy), MBChB, MFamMed (UKZN) (*Family Medicine*)
Samuel, EY MBChB (Natal), Dip (OBST) (SA), FCPATH (Micro) (SA) (*Medical Microbiology*)
Samuel R MBChB (Natal), Diploma in HIV Management (CMSA), FCPATH (Viro) (SA) (*Virology*)
Senzani S BSc (Hons), MSc, PhD (WITS) (*Microbiology & Biotechnology*)
Sheik-Gafor MH MBChB (Natal), FCS(SA), Cert.PaedSurg(SA) (*Paediatric Surgery*)
Singh S, BMedSc(UKZN), MBChB(UKZN), MSc (Wits), MMed (PHM) (UKZN), FCPHM(SA) (*Public Health Medicine*)
Singh Y, BSc(Natal), BScNDP(UKZN), BScHonsCompSc(UKZN), MMedSc(UKZN), PhDMedInfo(UKZN) (*E-Health*)
Siyothula ETB BAHons, MA (Zululand) PhD (UKZN) (*Behavioural Medicine*)
Sookan L MBChB (Wits), FCPATH (Micro) (SA) MMed (Med Micro) (UKZN) (*Medical Microbiology*)
Sosibo A M BMedSci, BMedSci (Hons), MMedSc (UKZN) (*Physiology*)
Swain KD BCom (UND), NDP Psych (UKZN), BSocSci Hons (UKZN), MSocSci (UKZN) PhD (UKZN) (*Behavioural Medicine*)
Thula S MBChB (Medunsa), FCP (Paed)(SA) CertPaedsPulmon (SA) (*Paediatrics & Child Health*)

Tlou B BSc in Mathematical Statistics and Computer science (UFH), Honours in Applied Statistics (UFH), M Sc Biostatistics and Epidemiology (UFH), (**Public Health Medicine**)
Van der Walt M MBChB (Stellenbosch), MMed (Stellenbosch) Anatomical Pathology (**Anatomical Pathology**)
Vawda F MBChB (Natal), FCRad (SA) (**Radiology**)
Vawda NB, BAHons, MA (UDW), PhD (UKZN) (**Behavioural Medicine**)
Xoagus AE MBChB (UCT), FCS (SA), MMed (UCT) (**Plastic & Reconstructive Surgery**)

Fractional Appointments

Govender D, MBChB, MMED (UKZN), (**Family Medicine**)

Honorary Appointments

Emeritus Professors

Aboobaker J MBChB (Natal), FFDerm(SA), FRCP(London), PhD(UKZN) (**Dermatology**)
Adhikari M MBChB (Cape Town) MD(Natal) FCP(Paed)(SA) (**Paediatrics & Child Health**)
Batterman S PhD (Massachusetts Institute of Technology) (**Occupational & Environmental Health**)
Berezcky ZB MBChB, MMED(Surg), MMED(Urol), FCUrol(SA) (**Urology**)
Bhigjee AI MBChB, MD(Natal), MMED (UCT), FCP(SA), FRCP(UK), MRCP(UK), FCN(SA) (**Neurology**)
Bill PLA MBChC (Wits), MRCP(UK), FRCP(London) FCP(SA) (**Neurology**)
Coutsoudis A BScHons (Natal), HED, PhD(Unisa), PhD(Natal) (**Paediatrics & Child Health**)
Gathiram P BSc (UDW), BSc Hon (UDW), MSc (UDW), PhD (Natal) (**Family Medicine**)
Elk-Nes S MD (Germany), PhD (Sweden) (**Obstetrics & Gynaecology**)
Hadley GP MBChB (St Andrews), FRCS (Edinburgh) FCS(SA) (**Paediatric Surgery**)
Loening WEK MBChB (UCT), FCP(Paed)(SA) (**Paediatrics & Child Health**)
Mars M MBChB (UCT), MD (Natal) (**Telehealth**)
Mody GM MBChB (Natal), MD (UCT), FCP (SA), FRCP (London) (**Rheumatology**)
Moodley J MD (Natal), FCOG(SA), FRCOG (**Obstetrics & Gynaecology**)
Motala AA MBChB MD (Natal), MRCP (UK), FRCP (London), FCP(SA) (**Endocrinology**)
Naidoo DP MBChB MD (Natal), FCP(SA), MRCP(UK), DCH(SA), FRCP(London), FESC, MEd (Natal) (**Cardiology**)
Peters AL MBChB (UCT), MMED (Natal), FCS(Ophth)SA (**Ophthalmology**)
Tegnander E PhD [Norway] (**Obstetrics & Gynaecology**)
Wessels WH MBChB (Pretoria), DPM (Witwatersrand), DM (UOVS) (**Psychiatry**)
Schlebusch L Hons (Unisa), PhD (Natal) (**Behavioural Medicine**)
Seedat YK OMSSA, MD (NU, Irel), MEDSci(Natal), PhD(Natal), MD(HC)(UFS), FRSSAf, HonFCM (SA), FRCP (London), FRCP (Irel), FACP, FCP (SA); FACC; FCCP; F.A.C.A; FCPS (PAK), FICA, F.I.C.N (**Internal Medicine**)
Singh B BSc(Natal), MBChB (Natal), FCS (SA), MD (Natal) (**General Surgery**)

Honorary Professors

Abdool-Karim Q BSc (UDW), HEDDip (Unisa), DipPubServiceMan (Pretoria), PhD (Natal) (**Public Health Medicine**)
Abdool-Karim SS MBChB (Natal), FFCH (SA), MMED (Natal), MSEpidem (Columbia), PhD (Natal) (**Public Health Medicine**)
Addo M MD PhD (Frederick Wilhelms University) (**HPP/Virology**)
Altfeld M Dr Med (Cologne), MD (Cologne) (**HPP/Virology**)
Archary M MBChB (Natal), DCH(SA), FCPaed)(SA), Paed ID(SA), PhD (UKZN) (**Paediatrics & Child Health**)
Batterman S PhD (Massachusetts Institute of Technology) (**Occupational & Environmental Health**)
Bhimma R MBChB (UKZN), DCH (SA), MMED (Paeds), FCPaed(SA), MD (Natal), Cert.in Paeds Nephrology (SA) ISN (Nephrology)
Burns JK MBChB (UCT), MSc (Edinburgh), FCPsych(SA), PhD (UKZN) (**Psychiatry**)
Clarke DL MBChB (Wits), FCS(SA), MMedSc(Natal), MBA (UKZN), PhD (UKZN) (**General Surgery**)
Cooper K BSc (Hons) (UDW), MBChB (Natal), DPhil (Oxford) (**Anatomical Pathology**)
Gomo E, MSc. (Applied Immunology), PhD (University of Copenhagen) (**Traditional Medicine**)
Goulder PIJR BA (Oxon), BChir MB (Cambridge), FRCPCH MA DPhil (Oxon) (**HPP/Virology**)
Grant A BA (Hons) (Cambridge), MBCh, MSc, PhD (London) (**Epidemiology**)
Gupta R MBCh (Oxford), MA (Cambridge), PhD (UCL) (**Virology**)
Klein N BSc, MBBS (UCL), PhD (London) (**Medicine**)

Kvalsvig J B.A.(Natal); B.A. Hons (Psychology) (Natal); M.A(Natal); Ph.D(Natal) (**Public Health Medicine**)
Marais LC MBChB (UoFS), FC Orth SA, MMED(Ortho) (UP), CIME (ABIME), PhD (UKZN) (**Orthopaedics Surgery**)
Moodley P MBChB (Natal), MMed, PhD (Natal) (**Medical Microbiology & Infection Prevention & Control**)
Rowan N BSc (NU Galway, Ireland), MSc PhD (Strathclyde in Glasgow) (**Traditional Medicine**)
Rubin EJ AB (Harvard), MD (Tufts), PhD (Tufts) (**Microbiology and Molecular Biology**)
Scott RE BScHons(BioSc) (Plymouth Polytechnic), PhD (Biochem)(Calgary), Postdoc: ClinChem(MMS) (**E-Health**)
Steinberg M BSc MBChB Dip Occ Health (Wits) MSc Epidemiology (LSHTM) (**Traditional Medicine**)
Tanser FC, PhD(UKZN), MSc Epidem(ICL), MScM(RU), BScHons(RU), Honorary Professor, (UCL) (**Public Health Medicine**)
Taylor M BScPharm (Rhodes), MMedSci (UDW), PhD (UKZN) (**Public Health Medicine**)
Tjietjen I BA (Univ Pennsylvania) PhD (Harvard) (**Traditional Medicine**)
Toren K PhD Medicine (Gothenburg), PhD (Occupational Medicine) (Gothenburg) (**Occ and Environmental Health**)
Tsoka-Gwegweni J M BSc Hons(Reading, UK), BA Hons (UNISA), MSc (Natal), MPH(UWC), PhD (UKZN) (**PHM**)

Honorary Associate Professors

Bhana A BA(Hons) UDW, MA Clinical Psychology UDW, PhD (UIUC) (**Research in Health Systems**)
Bhorat I MBChB (UKZN), Bsc (UDW), DA (CMSA), DipMidCOG(CMSA), FCOG (SA), PHD (UKZN) (**Obstetrics & Gynaecology**)
Cassimjee M H BMedScHons (UDW), MPraxMed, DHSM (Natal), LLMRCP, LLMRCS (Ire), FCGP (SA) (**Family Medicine**)
Eik-Nes NL BAPsych(USA), MA (USA), PhD (Norway). (**Obstetrics & Gynaecology**)
Elk-Nes S MD (Germany), PhD (Sweden) (**Obstetrics & Gynaecology**)
Jeena P MBChB, (Natal) FCP (Paeds), Cert in Pulm, PhD (**Paediatrics & Child Health**)
Hardcastle TC MBChB (Stel), FCS(SA), MMED (Stel), FCCert Trauma Surgery (SA), PHD (UKZN) (**General Surgery**)
Kharsany ABM MMedSc, PhD (Natal) (**Medical Microbiology**)
Mahomed O, MBChB (Natal), MBA, FCPHM (SA), MMed (PHM)-UKZN (**Public Health Medicine**)
Mashamba-Thompson TP BScHon(UoS), PGDip (UoG), MMed Sci (UKZN), PhD (UKZN) (**Public Health Medicine**)
McKinnon L BSc (Winnipeg), PhD (**Manitoba**) (**Medical Microbiology**)
Mewa Kinoo S MBChB (UKZN), FCS (SA) MMED (UKZN), PhD (UKZN) (**General Surgery**)
Mlisana KP MBChB, MMed (Natal), PhD (UKZN) (**Medical Microbiology**)
Naidoo K MBChB (University of Natal), DipHIV Management (CMSA) (**Public Health Medicine**)
Naidoo KL MBChB (Natal), DCH(SA), FCP(Paed)(SA), PGDip (Natal), PhD (UKZN) (**Paediatrics & Child Health**)
Naidoo TD MBChB BAO(NUI) LRCP&SI FCOG(SA) FMAS PhD(UKZN) (**Obstetrics & Gynaecology**)
Naidu T BAHons, MA (UDW), PGDipHRM (UKZN), PGDipNarRes (UEL), PhD (UKZN) (**Psychiatry**)
Ndhlovu Z BSc (NMMU), MSc (John Hopkins), PhD (John Hopkins) (**HPP/Virology**)
Newton KA MBChB (Natal), FCP(SA) (**Gastroenterology**)
Omar MAK MBCh, MD (Natal), FCP (SA), MRCP (UK), FRCP (London) (**Endocrinology**)
Padayatchi N BSc (UDW), MBChB (Natal), DCH Paediatrics (College of Medicine), DTM&H Tropical Medicine, DPH Public Health, DHSM
Hlth Management (WITS), MSc (Columbia) Public Health Medicine (Public Health Medicine
Patel VB MBChB (Natal), FCP(SA), FCP(SA), MBA(UDW), PhD (Natal) (**Neurology**)
Pillay AL BAHons, MA (UDW), MSc (Harvard), PhD (Natal) (**Behavioural Medicine**)
Pillay B BSc (UDW), BScHons (UCT), MBChB (Natal), FCS (SA), Cert Vascular (SA), PhD (UKZN) (**General Surgery**)
Pillay BJ BAHons, MA (UDW), PhD, DHSM (Natal), ClinPsych(UK), ClinSci (UK), LLM (Medical Law)(UKZN) (**Behavioural Medicine**)
Pillay M BMedSci (Hons) (UDW), MMedSci, PhD (Natal) (**Medical Microbiology**)
Pillay S MBChB, MMed (UKZN), FCP(SA), PHD(UKZN), PHD (Senior) (**Internal Medicine**)
Ranjith N MBChB (Natal), BSc, MD (UKZN), FEFC (**Cardiology**)
Ramsay LF BSc Hons (Natal), MSc (UKZN), MPhil, PhD (Cantab) (**Occ and Environmental Health**)
Rasool MN BSc (UDW), MBChB (Natal), FCS(Orth)(SA) PhD (**Orthopaedic Surgery**)
Rodseth RN MBChB(Pret); DCH(SA); DA(SA); FCA(SA); MMed(UKZN); CertCritCare(SA); MScHRM(McMa); PhD(UKZN) (**Anaesthetics**)
Sartorius BKD, PhD(Wits), EPIET fellow (Sweden), MSc (Wits), BSc Hons (Wits), BSc (Wits) (**Public Health Medicine**)
Shahmanesh M MBChB (Cambridge), MSc (LSHTM), PhD (UCL) (**Clinical Epidemiology**)
Siedner M BA (Hamilton), M.P.H (JHU), MD(JHU), Fellowship (MGHI) (**Infectious Diseases**)
Sommerville TE MBChB(UCT) DA(SA) FFA(SA) (**Anaesthetics**)
Stockfeldt, L Medicine(Gothenburg), PhD(Occupational Medicine)(Gothenburg)(**Occ and Environmental Health**)
Tarkang EE BSc (Hons) (UNILAG); MSc(UI), Nigeria); PhD-Public Health(UNISA) (**Public Health Medicine**)

Honorary Senior Lecturers

Archary D BMedSci (Hons) (Natal), MMedSci (Natal), PhD (Natal) (**Medical Microbiology**)
Gounder K BSc (Hons) (UKZN), MMedSci (UKZN), PhD (UFS) (**Genomics/Biotechnology**)
Kasproicz V MBiochem (Oxford), PhD (Oxford) (**HPP/Immunology**)
Kuupiel D AdvDip.CertNurse (Ghana); B.Sc-CUC(Ghana); MPH KNU(Ghana); PhD Public Health(UKZN) (**Public Health Medicine**)
Kong V MBChB (Otago), MSc (Edin), PhD (UKZN) (**Anatomy**)
Leask K BSc (UKZN) BSc Hons Statistics (UKZN) PhD Statistics (UKZN) (**Public Health Medicine**)

Liebenberg L BSc (Hons) (UCT), MSc (UCT), PhD (UCT) (**Medical Microbiology**)
 Marakalala MJ BSc (hons) (UL), PhD (UCT) (**Chemical Pathology**)
 Montague C BSc (Hons) (York), PhD (Cambridge), MBA (Stell) (**Medical Biochemistry**)
 Naicker T MBChB (Natal), DCH(SA), FCP(Paed)(SA), MMED (UKZN), PhD (UKZN) (Paediatrics & Child Health)
 Naidoo K MBChB (Natal), Dip.Anaes. (SA), Dip.Obs. (SA), MFamMed (Natal), MCFP (SA); PhD (**Family Medicine**)
 Naranbhai V MBChB (UKZN), BMedSci (Hons) (UKZN), PhD (UKZN) (**Virology**)
 Ncayiyana JR BSc (Hons)(UKZN), MSc (Epidemiology & Biostatistics) (Wits), PhD (Epidemiology) (UNC) (**Public Health Medicine**)
 Saloojee S MBChB (Natal), FCPsych(SA), MMed Psych (Natal), PhD (UKZN) (**Psychiatry**)
 Sivro A BSc, BSc (Hons), PhD (Manitoba) (**Medical Microbiology & Infectious Diseases**)
 Tshabalala C BSc (Hons) (UL), MSc (UKZN), PhD (UKZN) (**HPP/Immunology**)
 Yates LM MBChB (UCT), DRCOG, RCPCH, CCT, PhD (London) (**Genetics**)

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 Aung M MBBS (Yangon), Dip HIV (UKZN), DO (SA), MMed FAM Med (UKZN) (**Family Medicine**)
 Abdoola F MBChB (UKZN), FCOphth (SA), MMed Ophth (UKZN) (**Ophthalmology**)
 Adeniyi AB FCP(SA) Cert Nephrology, FWCf, M.Clinical EPID (**Nephrol**)
 Akerman SM MBChB FCP(SA) CertEndocrin (**Endocrinology**)
 Allopi K MBChB (UKZN), DA(SA), FCA(SA), MMED(UKZN) (**Anaesthetics**)
 Allopi L MBChB (Natal) FCS (SA) (**General Surgery**)
 Allorto N MBChB (Natal), FCS(SA) (**General Surgery**)
 Ambler JF MBChB (UCT), MRCPG (UK), Dipl. Pall. Med. (Cardiff), DCH(SA) (**Paediatrics & Child Health**)
 Amod K (MBChB), FC Rad Diagnostic (SA) MSC (Med) (**Radiology**)
 Appalsamy P MBChB(UKZN) DCH(SA), DipHIVMan(SA), FCPaed(SA), MMED (UKZN) (**Paediatrics & Child Health**)
 Arnold JP MBChB, (Natal) Hdip (SA), FCS Orth (SA) (**Orthopaedic Surgery**)
 Ash G MBChB, FCS (PRS)SA (**Plastic and Reconstructive Surgery**)
 Asmal Y MBChB (Medunsa), DMH(SA), FCPsych(SA) (**Psychiatry**)
 Armour AL MBChB(UCT) DCH (SA) Dip HIV Man (SA) FCP(Paed) (SA) MMED (UKZN) (**Paediatrics & Child health**)
 Badal V MBChB(Unitra), DCH(SA), FCPaed(SA) (**Paediatrics & Child Health**)
 Baker A MBChB, FRCS (Glasgow), FRCS (Orth) (Edinburgh), FCOOrth(SA), FACS (**Orthopaedic Surgery**)
 Baldeo L MBChB(Wits), FCP(SA), MMed (UKZN), MBA(RBS) (**Internal Medicine**)
 Banoo ZB MBChB(WITS), DCH(SA), FCPaed(SA), CertPaedsCritCare, (SA) PGDip(UCT) LLM (UKZN) (**Paediatrics & ChildHealth**)
 Barakzai N, MBChB, FCS(SA) MMed (**General Surgery**)
 Baxter C MSC (Natal), PhD (UKZN) (**Public Health Medicine**)
 Blackbeard M, MA Clin Psych (UKZN), PhDPsychology (UKZN) (**Psychiatry**)
 Bydawell G MBChB (UCT), FRCR (UK) (**Radiology**)
 Bechan S MBChB (Natal), DA(SA), FCA(SA) Crit.Care (**Anaesthetics**)
 Bekker W MBChB (Free State), FCS(SA) (**General Surgery**)
 Bertie JD MbChB (Stell), H Dip Orth (CMSA), Dip SEM (Bath), FC Orth SA (CMSA) (**Orthopaedic Surgery**)
 Bhagwan B MRCP (UK), MBChB (Natal), MMED (UCT), FCP (SA) FCP (Neurology), FRCP (UK) (**Internal Medicine**)
 Bhoola RN MBChB (Medunsa), FCP(Paed)(SA) Cert Paed Neonatology(SA) (**Paediatrics & Child Health**)
 Bizaare M MBChB (Wits) FCP (SA) Cert Haem (**Haematology, Internal Medicine**)
 Blyth DF MBChB (UCT) FRCS(Ed), FIACTS (Hon) (**Cardiothoracic Surgery**)
 Boeking F MBChB (UFS), MMed (UFS) (**Paediatrics & Child Health**)
 Botha A MBChB (UKZN), FCS(SA) (**General Surgery**)
 Boonzaier G MBChB (Natal), FCS(SA) (**General Surgery**)
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 Chateau AV BSc (UDW), MBChB (Natal), FCDerm(SA), Ped Derm(fellow)(NWU); MmedSci (UKZN) (**Dermatology**)
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 Chester S, BA (Ntal Teck), Dip Teck Berea, MPH (Wits) (**Occupational & Environmental Health**)
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Govender M MBChB (Witwatersrand), FCP (Paeds) (SA) (**Paediatrics & Child Health**)
Govender P MBChB (Natal), MMED (Natal), FC Rad Onc (SA) (**Radiotherapy and Oncology**)
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Wiles JI, MBChB (UCT), DCH (SA), FCP (SA), MMed (UCT), PGDipComm (UCT) (**Paediatrics and Child Health**)
Wege M MBChB (UFS),DCH(SA),Dip HIV Man, FCPaed(SA), MMed (UKZN), FCP Crit Care (SA) (**Paediatrics & MPhil (Paediatric critical care) (Paediatrics & Child Health)**)
Wagener M MBChB (UCT), FC Paed Surg (SA), MMed (UKZN) (**Paediatric Surgery**)
Wallengren K BS (Ginea University); PhD, Karolinska Institute; HPH (Harvard University) (**Infectious Diseases**)
Wain H MBChB (WITS), FCS(SA) (**General Surgery**)
Wells C MBChB(UFS), FC(Neurology), MMed (UKZN) (**Internal Medicine**)
Werner L MSc (UKZN) (**Public Health Medicine**)
Wessels AJ MBChB (Wits), DCH (SA), Dip HIV (SA), FCP (SA), PGDipComm(UCT) , (**Paediatrics & Child Health**)
Williams-Wynn F MBChB(UCT),DipHIVMan (SA) DCH(SA) FCP(SA),MMED(UKZN) (**Paediatrics & Child Health**)
Wildenboer-Calitz N MBChB (Free State), FCP(Paed)(SA) (**Paediatrics & Child Health**)
Wilson DPK MBChB (UCT), FCP(SA) PhD (UKZN) (**Internal Medicine**)
Wise R MBChB (UCT), Dip PEC(SA), Dip **Obst(SA), FCA(SA) (Anaesthetics)**
Xulu BB MBChB (Natal), Dip HIV Man (Natal) (**Paediatrics & Child Health**)
Xulu KTT MBChB (UKZN), GradDip(Man)(Lond), FCN(SA), MMed (UKZN) (**Neurosurgery**)
Yakobi A MBChB (Walter Sisulu University) FCORL (SA) MMed (UKZN) (**Otorhinolaryngology**)
Yende TW NDipBiomedlTech, MBChB (UKZN), HDip Orth(SA), FCOOrth(SA), MMed(UKZN) (**Orthopaedic Surgery**)
Yende-Zuma FN BSc (UKZN), BSc Honours (UKZN), MSc (UKZN) (Statistics) (**Public Health Medicine**)
Zikalala Z MBChB (UKZN), Fc Rad Diag (SA), MBA (GIBS), EDBI (EUSOBI, Austria) (**Radiology**)
Zoghby MG MBChB (Wits), MMed (Wits), FCEM (SA) (**Emergency Medicine**)
Zulu SG MBChB(UFS),FCP(SA),MMED(UKZN),PGDipCompPaeds(UCT),CertCardio(SA)(**Paediatrics & Child Health**)
Zulu TP BSc (UKZN), MBChB (Natal), FC Derm(SA) (**Dermatology**)
Zuma T, BA UKZN, BSCo.sc UKZN, PhD UKZN (**Public Health Medicine**)

Honorary Clinical Associates

Brijmohun Y MBChB (UKZN), FCForPath (**Forensic Pathology**)
Shamase N MBChB (UKZN), FCForPath (**Forensic Pathology**)

Adjunct Lecturer

Bipath R MBChB (UKZN) FCORL (SA) (**Otorhinolaryngology**)
Du Bruyn M MBChB (Pretoria), Dip Top Med (Pretoria), Dip Ophthal (SA), FC Ophth (SA) (**Ophthalmology**)
Jay Narain S MBChB (UKZN), FCO(SA), MMed(UKZN) (**Ophthalmology**)
Kuhn WP MBChB (UCT), FCORL (SA) (**Otorhinolaryngology**)
Laheu BHB MBChB, FCO(SA), Dip Ophth (SA), MMed Ophth (UKZN) (**Ophthalmology**)
Nepaul K MBChB (Medunsa), BSc (UKZN UDW), FCORL (SA) (**Otorhinolaryngology**)
Sathiram R MBChB (UKZN), FC Urol (SA), MMED (UKZN) (**Urology**)
Setoaba LP MBChB (WITS), FRORL (SA), MMed (WITS) (**Otorhinolaryngology**)
Sigonya BL MBChB (Medunsa) FCORL (SA) (**Otorhinolaryngology**)
Sithole SP MBChB (UKZN), BPhysio (UKZN), FCORL (SA), MMed (UKZN) (**Otorhinolaryngology**)
Van Wyk S MBChB (SU), FCORL (SA) (**Otorhinolaryngology**)
Esterhuizen TM, BSCHons (Natal), MSc Epidemiology (London) (**Public Health Medicine**)

Senior Research Associates

Kjetland EF MD Medicine (University of Oslo), PhD (University of Oslo) (**Public Health Medicine**)

Honorary Research Fellow

Kalinda C PhD Public Health (UKZN); MSc (Jomo Kenyatta University of Agriculture and Technology); BSc (University of Zambia) (**Public Health Medicine**)

Lustig G BSc (Ben Gurion University of the Negev, Israel) MSc PhD (Weizmann Institute of Science) (**TradMedicine**)

School of Health Sciences

Dean and Head of School

Professor Mashige KP

BSc (Witwatersrand), BOptom (UDW), CAS (NECO), MOptom, PhD (UKZN)

Professors

Brysiwicz P BA (Nursing Admin&Nursing Educ.), B Social Science (Nursing), MCur; PhD (**Nursing**)

Chetty V BSc Physio (UDW), MPhysio, PhD (UKZN) (**Physiotherapy**)

Essack SY BPharm, M. Pharm, PhD (UDW) (**Pharmaceutical Sciences**)

Govender P BOT (UDW), MOT (UKZN), PGDipHPE (FPD), PhD (UKZN) (**Occupational Therapy**)

Govender T BScPharm (Natal), MPharm (UDW), PhD (Nottingham) (**Pharmaceutical Sciences**)

Grace J BA HMS , BA Hons (Recreation), BA Hons (Biokinetics) (UOFS), MA HMS (UP), PhD Biokinetics (UNW)
(**Biokinetics, Exercise and Leisure Sciences**)

Karpoomath R BPharm (Karnataka), MPharm (Rajiv Gandhi) PhD (UKZN) (**Pharmaceutical Sciences**) **Mashige KP**

BSc (Wits), BOptom (UDW), CAS (NECO), MOptom, PhD (UKZN) (**Optometry**)

Naicker T BSc (Natal), BScHons, MSc, PhD (UKZN) (**Pharmaceutical Sciences**)

Naidoo D BOT, MOT, PhD (UKZN) (**Occupational Therapy**)

Singh S BOH (UDW), PGDip Heal Res Ethics (Stell), MSc, PhD (UWC), PhD (Clinical and Res Ethics) (Stell) (**Dentistry**)

Soliman MES BPharmSci, MPharm (Egypt), PhD (Bath) (**Pharmaceutical Sciences**)

Associate Professors

Bangalee V BPharm (UDW), PGDip (Bus Man), MPharm (UKZN) PhD (UKZN) (**Pharmaceutical Sciences**)

Botha SJ BSc (PU for CHE), BSc Hons (PU for CHE), MSc (Pretoria), PhD (Pretoria) (**Dentistry**)

Hansraj R BOptom, MOptom (UDW), CAS (NECO), PhD (UKZN) (**Optometry**) **Mshunqane N**

BSc Physio (MEDUNSA), MSc Physio, PhD (WITS) (**Physiotherapy**) **Moodley VR** BOptom,
MOptom (UDW), FIOA (India), PhD (DUT Ireland) (**Optometry**) **Munsamy AJ** BOptom (UDW),
CAS (NECO), MOptom, PhD (UKZN) (**Optometry**)

Nadasan T BPhysio (UDW), DOT (UNISA), HED (UNISA), MPhysio (UDW), PhD (UKZN)

(**Physiotherapy**)

Naidoo R BSportSc, Hons (Biokinetics) (UDW), MSportSc, PhD (UKZN)

(**Biokinetics, Exercise and Leisure Sciences**)

Oosthuizen F BPharm, MSc, PhD (PU for CHE) (**Pharmaceutical Sciences**)

K Pillay PGDipDiet , BScDietHons (Natal), MScDiet, PhD (UKZN) (**Dietetics & Human Nutrition**)

Van Heerden HJ BA Hons (Biokinetics), HDE, MA, DPhil (Pretoria) (**Biokinetics, Exercise and Leisure Science**)

Research Professors

Kruger HG Bsc (PU), BSc (Hons), HDE (PU), MSc (PU), PhD (PU) (**Pharmaceutical Sciences**)

Suleman F BPharm, M.Pharm. (UDW), PhD (UIC, USA) (**Pharmaceutical Sciences**)

Senior Lecturers

Chemane NCT BSc Physio (UDW), MHand Rehab (UKZN), OMT (SASP), PhD (UKZN) (**Physiotherapy**)

Chetty L BScSportSc (UDW), Hon (Biokinetics)(UKZN), M Health Sc (UKZN), PhD (UKZN) (*Biokinetics, Exercise and Leisure Science*)

Chetty S BPharm (Rhodes), MSc (LSHTM), PhD (Nottingham) (*Pharmaceutical Sciences*)

Ebrahim Khan N BOptom, MOptom, PhD (UKZN) (*Optometry*)

Emmamally W B.Cur (UNISA), MA (Nursing Critical Care) (UKZN), PhD (UKZN) (*Nursing*)

Faya AKM BSc (UNISA), BSc (Hons) (UKZN), MSc (UKZN), PhD (UKZN) (*Pharmaceutical Sciences*)

Fewster DL BOT (UDW), MPhil in Group Therapy (UKZN), PhD (UKZN) (*Occupational Therapy*)

L Govender BScDiet, PGDipDiet, MScDiet, PhD (UKZN) (*Dietetics & Human Nutrition*)

Govender-Poonsamy P BOptom (UDW), CAS (NECO), MOptom, PhD (UKZN) (*Optometry*)

Gray AL BPharm, MSc Pharm (Rhodes), PhD (UKZN), FPS, FFIP (*Pharmaceutical Sciences*)

Gurayah T BOT (UDW), MOT (UDW), PhD (UKZN) (*Occupational Therapy*)

Johnston DMG BPharm, MPharm, PhD (Wits) (*Pharmaceutical Sciences*)

Joseph L BSpeech and Hearing Therapy (UDW), MComm Pathology, PhD (UP) (*Audiology*)

Mathibe LJ BTh (TEEC, SA), BPharm (UNIN), MCLinPharm (Natal), MSc (Oxford), PhD (UKZN)

(*Pharmaceutical Sciences*)

Mbeje P Dip General, Midwifery, Community and Psychiatric Nursing Science (Edendale Nursing College), BA Cur

Hons(UNISA), Masters in Health Sciences (UKZN) PhD (UKZN) (*Nursing*)

Mkhize SW B.Cur; Praxis Extensa (Natal), BCur (Honours), MBA (MANCOSA), PhD (NWU) (*Nursing*)

Mhlongo EM Dip General Nursing (King Edward VIII Hospital), Dip Midwifery (King Edward VIII Hospital), B Cur (EetA)

(UNIZUL), Masters in Community Health (UNISA), PhD (WITS) (*Nursing*)

Moodley I BDnTh (UDW), MSc (Dent) (UWC), PhD (UKZN) (*Dentistry*)

Moodley R BDnTh (UDW), MSc (Dent) (UWC), PhD (UKZN) (*Dentistry*)

Mpanza DM BOT, MOT, PhD (UKZN) (*Occupational Therapy*)

Mudau TS Diploma in Nursing (Psychiatry & Community) and Midwifery, Diploma in Clinical Assessment diagnosis, Treatment

and Care (Tshilidzini Nursing Campus), Knowledge Management (UNISA), Project Management (UFS), B Cur (UNISA)Health

Service Management (FPD) Masters in Health Studies (UNISA), PhD (UFS), (*Nursing*)

Muslim TA BDnTH (UDW), PGDLaw, PGDGE (UKZN), MSc Dent (UWC), MTech (Qual) DUT, PhD (UKZN)

(*Dentistry*)

Naidoo S BSc (UDW), MTech (DUT), PhD (UKZN) (*Pharmaceutical Sciences*)

Naidoo U BComm Pathology (SLP), MCommPath (SLP), PhD (UKZN) (*Speech-Language Therapy*)

Ngcobo WB Dip (General, Community, Psychiatry and Midwifery (Transkei Nursing College) RN, RCHN), BCur (UNIZNursing

management and Education, Psychology, (UNIZULU), MN Mental Health (UKZN), PhD Nursing (UKZN) (*Nursing*)

Nirghin U BOptom (UDW), Oc.Diag.Cert., MOptom, PhD (UKZN) (*Optometry*)

Ojewole EB BPharm (OAU Ife), MSc (Strathclyde), PhD (UKZN) (*Pharmaceutical Sciences*)

Paken J BComm Pathology, MComm Pathology, PhD (UKZN) (*Audiology*)

Pefile N BSc Physio (UWC), PG Dip Public Health (Wits), MScMedSc Rehabilitation Studies, PhD Health (UKZN)

(*Physiotherapy*)

Sookan T BScSportSc, Hons (Biokinetics), MSportSc, PhD (UKZN) (*Biokinetics, Exercise and Leisure Sciences*)

Wentzel D MPH (UKZN), BNAP, RN, RM, CHN, RNE, Intensive Nursing Care Diploma PhD (UKZN) (*Nursing*)

Xulu-Kasaba ZNQ BOptom, MBA (Regent Business School), PG Dip OT (SUNY), PhD (UKZN) (*Optometry*)

Lecturers

Butelezi GP BPharm (UKZN), MPH (UP) (*Pharmaceutical Sciences*)

Buthelezi LMZ BOptom, MOptom, (UKZN), PhD (UKZN) (*Optometry*)

Bissoon S BOH, B. DnTh (UDW), PG Dip Public Health, MSc (UKZN) (*Dentistry*)

Chiya H Bachelor of Nursing (University of Natal) Diploma in Clinical Assessment Diagnosis, Treatment and Care M Nurs

Research (UKZN) PhD in Nursing (UKZN) (*Nursing*)

Christopher CJ BOT (UDW), PG Dip HIV/AIDS Clinical Management, MPhil Group Therapy (UKZN), PhD (UKZN)

(*Occupational Therapy*)

Davidson J BScSportSc, Hons(Exercise Science), MSportSc (UKZN) (*Biokinetics, Exercise and Leisure Sciences*)

Dlamini KP BScSportSc, Hons (Exercise Science), MSportSc (UKZN) (*Biokinetics, Exercise and Leisure Sciences*)

Dlungele AP BPharm, MPharm (UKZN), MPS (*Pharmaceutical Sciences*)

Dube B BCur (Unizulu), Diploma in NED (UKZN), Master's (UKZN), Honours in HSM (UKZN) PhD (UKZN) (*Nursing*)

Duxbury TO Higher Cert. HCSM (REGENT), BPharm, MPharm, PhD (Rhodes) (*Pharmaceutical Sciences*)

Gcabashe NM BOptom, MOptom, PhD (UKZN) (*Optometry*)

Gina NA BScAudiology (UCT), MECI (UP), PhD (UKZN) (*Audiology*)

- Gqaleni T** B.Cur (Unisa), B. Social Science (Natal), PGDIP Business management (Natal), Diploma in Intensive Care Unit (Wentworth College) MN (UKZN), PhD (UKZN) (**Nursing**)
- Gumede E Z** RNE,RNA,RCHN,RM,RN,BCur(UniZulu), MAH Systems Management. (UNIZUL) PhD(UKZN)(**Nursing**)
- Gumede NL** BOT (UL), MOT (Neurology) (UP) (**Occupational Therapy**)
- Haffejee F** BSpeech Language Therapy, MSpeech Language Therapy (UKZN) (**Speech-Language Therapy**)
- Harries CS** BScPharm (Natal), MMedSci(Pharm) (UDW), Med (UKZN), PhD (Edu) (**Pharmaceutical Sciences**)
- Jacobs E P** Diploma in Nursing (General, Community, Psychiatry) & Midwifery-(NCN); BCur (Nursing Admin and Education)-(NWU, Potchefstroom); MCur (NWU, Potchefstroom) (Nursing); Postgrad. Dip in Psychiatry (UKZN), PhD (UKZN) (**Nursing**)
- John DC** BSpeech and Hearing Therapy (UDW), MComm Path (UP), PhD (UKZN) (**Speech-Language Therapy**)
- Karrim SB** BComm. Path (SLP) (UDW), MComm. Path (SLP) (UKZN), PhD (UKZN) (**Speech-Language Therapy**)
- Khan NB** BSpeech and Hearing Therapy (UDW), MPH (UKZN), PhD (UKZN) (**Audiology**)
- Khoza S** BScPhysio (UDW), Msc Physio (UKZN) (**Physiotherapy**)
- Khumalo KK** BSportSc, Hons(Recreation) (UDW), MSportSc, PhD (UKZN) (**Biokinetics, Exercise and Leisure Sciences**)
- Khuzwayo PP** Dip N& M; BCur (UNISA);BTech Env Health(DUT)BA Hon Nurs Ed,MNComHlthNurs (UKZN) (**Nursing**)
- Makhoba MG** BSc Audiology (UCT), MComm Pathology (UKZN), PhD Higher Ed. (UKZN) (**Audiology**)
- Malinga MB** BOT, MOT (UKZN) (**Occupational Therapy**)
- Mbatha NL** BComm (UKZN), MPH, PhD (SMU) (**Speech-Language Therapy**)
- Mbhele S** BComm Pathology, MAudiology(UKZN), PhD (UCT) (**Audiology**)
- Mhlekwana B** BOT (UFS), MOT (WITS) (**Occupational Therapy**)
- Monareng L** BscOT, MScOT (Wits), PG Dip Hand Rehab (UP) (**Occupational Therapy**)
- Moodley L** BSpeech & Hearing Therapy (UDW), BA Psych Hons (Unisa), MCommPath, PhD (UP) (**Speech Language Therapy**)
- Msomi J** BPhysio (UKZN), M ECI (UP) (**Physiotherapy**)
- Mzobe N** BSc Physio (UCT), MSc Physio (Wits) (**Physiotherapy**)
- Ndaba N** BscOT (UCT), MPH (UKZN), PhD (UKZN) (**Occupational Therapy**)
- Ngcobo NN** BPharm (Rhodes), MPharm (UKZN) (**Pharmaceutical Sciences**)
- Ngcobo SJ** Dip Nursing (General, Community, Psychiatry) and Midwifery (KZNZN), B Cur & Ned) (UNISA), B Cur Honours in Health Sciences (UNISA), PG Dip in Clinical HIV/AIDS Management (UKZN), Dip PHC (UKZN) PhD NursSci (NWU) (**Nursing**)
- Nyalela M.** RN, Dip Nur Sc, DPH, B NeD, MPH, (Public Health Medicine) (**Nursing**)
- Nyawose SE** BSportSc, Hons (Exercise Science), MSportSc (UKZN) (**Biokinetics, Exercise and Leisure Sciences**)
- Nxumalo F** BOptom, PGDip (Public Health), MPH (UKZN) (**Optometry**)
- Pakkies EN** BNursc (Unisa), MN (UKZN) (**Nursing**)
- Panday S** BSpeech & Hearing Therapy (UDW), MComm Pathology (UKZN), PhD (UCT) (**Audiology**)
- Peter VZ** BSpeech & Hearing Therapy (Wits), MComm Pathology (UKZN) (**Audiology**)
- Phanguphangu M** BSLPA (Medunsa), M. Med Sci (UKZN), MSc (London, LSHTM) (**Speech-Language Therapy**)
- Pitot HJ** BScOT (UCT), MPH (UWC) (**Occupational Therapy**)
- Rampersad N** BOptom, MEd, PhD (UKZN) (**Optometry**)
- Rathiram V** BComm Pathology (UDW),MSpeech-Language Therapy (UKZN) (**Speech-Language Therapy**)
- Reddy M** BDnTh (UDW), BDnThHons (Medunsa), MSc (UWC), PhD (UKZN) (**Dentistry**)
- Rencken G** BOcc Ther (UP), MOT (UFS) PhD (UZN) (**Occupational Therapy**)
- Sebulele T** BSc Physio (UCT), MSc Physio (Wits) (**Physiotherapy**)
- Thethwayo MS** BPhysio, MPhysio (UKZN) (**Physiotherapy**)
- Williams CSM**, Dip Gen Nursing (Addington), Dip Midwifery (King Edward), Dip Community Health Science (UKZN),Dip Advanced Midwifery (King Edward V111), BCur Nursing Ed & Admin (NWU), MN- Nursing (UKZN) (**Nursing**)
- Zwane NP** BPharm (UKZN), MPharm (UKZN), MPS (**Pharmaceutical Sciences**)

Developmental Lecturers

- Dlamini S** Bdent. Ther. (UKZN), MBA (RBS), PhD Candidate (UKZN) (**Dentistry**)
- Buthelezi NP** BSpeech-Language, MSpeech-Language (UKZN) (**Speech-Language Therapy**)
- Tlaila TB** BPharm (UL), MPharm (UKZN) (**Pharmaceutical Sciences**)

Teaching Assistants

- Galliers JL**, BScDiet (UN), PGDipDiet (UN), MScDiet (UKZN) (**Dietetics & Human Nutrition**)

Lerwick JM, BScDiet (UN), PGDipDiet (UN) (**Dietetics & Human Nutrition**)
Dimitriades ME, BScDiet (Stel), MScDiet (UKZN) (**Dietetics & Human Nutrition**)

Honorary Appointments

Honorary Professors

Chimbari MJ (BSc – Biological Sciences; Diploma – Research Methodology; PhD – Snail Ecology) (**Nursing**)

Honorary Associate Professors

Bhengu BR RNE; RNA; RICN; RCHN; RM; RN; BCurHons (Unisa); MCur (RAU), PhD (Natal) (**Nursing**)

Mchunu GG RN, RNE, RNA, OHNP, MCur (Natal) PhD (UKZN) (**Nursing**)

Mtshali NG Dip N &M; Dip OT; BCurHons (Unisa); MCur-Nursing Education (UND); PhD (UKZN) (**Nursing**)

Honorary Senior Lecturers

Fröhlich JA, DCur, BCur (RAU) (**Nursing**)

Kerr J, RN, RM, RNA, RNE, CHN, OHN, MCUR (Stellenbosch), PhD (UKZN), (**Nursing**)

Honorary Lecturers

Nxumalo CT. BTech Nurs (DUTI), Dip PHC (UKZN), MNurs(UKZN),RN,RM,CHN,RPN(Nursing),PhD (UKZN) (**Nursing**)

A van Onselen BScD, MSc (Free State), Nat Dip FSM (Tech Pretoria), PhD (Free State) (**Dietetics & Human Nutrition**)

Stander SC, BSN (California, San Diego), MSc Nursing (JHU) (**Nursing**)

Wiles NL, BScDiet, PGDipDiet (Natal), MScDiet, PhD (UKZN) (**Dietetics & Human Nutrition**)

Senior Research Associates

Lewis M PhD (Natal) (**Nursing**)

Webber J PhD (Natal) (**Nursing**)

Honorary Research Fellow

Chambers C, RN, RM, RNE, DipAdvMid & Neonatal Nursing Sc. (**Nursing**)

Corless I, PhD (Boston) (**Nursing**)

HaberMan M, PhD (Boston) (**Nursing**)

EMW Maunder PGDipDiet (Leeds MU), BScHons, PhD (London) (**Dietetics & Human Nutrition**)

Nicholas P, DNSc (Boston) (**Nursing**)

QUALIFICATIONS OFFERED IN THE COLLEGE OF HEALTH SCIENCES

School of Health Sciences

Approved Qualification Name	Internal Qualification Name	SAQA ID	NQF LEVEL	TOTAL CREDIT POINTS	SCHOOL	CAMPUS
Bachelor of Dental Therapy	Bachelor of Dental Therapy (B-DTH)	72835	7	384	School of Health Sciences	Westville campus
Bachelor of Oral Hygiene	Bachelor of Oral Hygiene (B-ORHY)	101970	7	384	School of Health Sciences	Westville campus
Bachelor of Sport Science	Bachelor of Sport Science (B-SPS)	78124	7	384	School of Health Sciences	Westville campus
Bachelor of Audiology	Bachelor of Audiology (B-AUDI)	101021	8	512	School of Health Sciences	Westville campus
Bachelor of Nursing	Bachelor of Nursing (B-NURS)	118285	8	544	School of Health Sciences	Howard College campus
Bachelor of Occupational Therapy	Bachelor of Occupational Therapy (BOCTH)	72842	8	520	School of Health Sciences	Westville campus
Bachelor of Optometry	Bachelor of Optometry (BOPT)	72843	8	528	School of Health Sciences	Westville campus
Bachelor of Pharmacy	Bachelor of Pharmacy (B-PHAM)	72844	8	512	School of Health Sciences	Westville campus
Bachelor of	Bachelor of	72845	8	512	School	Westville

Physiotherapy	Physiotherapy (B-PHYS)				of Health Sciences	campus
Bachelor of Science in Dietetics and Human Nutrition	Bachelor of Science in Dietetics and Human Nutrition (BSCDHN)	108864	8	528	School of Health Sciences	Pietermaritzburg campus
Bachelor of Speech-Language Therapy	Bachelor of Speech-Language Therapy (BSLT)	110343	8	512	School of Health Sciences	Westville campus

P G DIPLOMA

Postgraduate Diploma in Adult Critical Care Nursing	Postgraduate Diploma in Adult Critical Care Nursing(PD-ACN)	119821	8	128	School of Health Sciences	Howard College campus
Postgraduate Diploma Health Services Management	Postgraduate Diploma Health Services Management(PD-HSM)	119206	8	128	School of Health Sciences	Howard College campus
Postgraduate Diploma in Midwifery	Postgraduate Diploma in Midwifery(PGD-MW)	118664	8	128	School of Health Sciences	Howard College campus
Postgraduate Diploma in Nursing Education	Postgraduate Diploma in Nursing Education (PGD-NE)	120460	8	128	School of Health Sciences	Howard College campus

COURSEWORK MASTERS

Master of Pharmacy	Master of Pharmacy (Pharmacy Practice) (MMSHSC)	72918	9	192	School of Health Sciences	Westville campus
Master of Nursing in Health Service	Master of Nursing in Health Service	110898	9	192	School of Health Science	Howard College campus

Management	Management (MN-CW)				s	
Master of Nursing in Education	Master of Nursing in Nursing Education (MNU-ED)	110881	9	192	School of Health Sciences	Howard College campus
RESEARCH MASTERS						
Master of Audiology	Master of Audiology (M-AUD)	81833	9	192	School of Health Sciences	Westville campus
Master of Nursing	Master of Nursing (by Research) (M-NUR)	110850	9	192	School of Health Sciences	Howard College campus
Master of Occupational Therapy	Master of Occupational Therapy (M-OCT)	72917	9	192	School of Health Sciences	Westville campus
Master of Optometry	Master of Optometry (MT-OPT)	74125	9	192	School of Health Sciences	Westville campus
Master of Pharmacy	Master of Pharmacy (M-PHAR)	72918	9	192	School of Health Sciences	Westville campus
Master of Physiotherapy	Master of Physiotherapy (MT-PHY)	72919	9	192	School of Health Sciences	Westville campus
Master of Science in Dietetics	Master of Science in Dietetics (MSDT)	72933	9	192	School of Health Sciences	Pietermaritzburg campus
Master of Science in Human Nutrition	Master of Science in Human Nutrition (MSHN)	72935	9	192	School of Health Sciences	Pietermaritzburg campus
Master of	Master of	10102	9	192	School	Westville

Speech-Language Pathology	Speech-Language Pathology (MSLP)	9			of Health Sciences	campus
Master of Sport Science	Master of Sport Science (MSPS)	78346	9	192	School of Health Sciences	Westville campus
PHD						
Doctor of Philosophy (Audiology)	Doctor of Philosophy (Audiology) (PHD-HS)	74120	10	384	School of Health Sciences	Westville campus
Doctor of Philosophy in Dietetics	Doctor of Philosophy in Dietetics (PHSC)	74120	10	384	School of Health Sciences	Pietermaritzburg campus
Doctor of Philosophy in Human Nutrition	Doctor of Philosophy in Human Nutrition (PHSC)	74120	10	384	School of Health Sciences	Pietermaritzburg campus
Doctor of Philosophy (Nursing)	Doctor of Philosophy (Nursing) (PHD-NR)	74120	10	384	School of Health Sciences	Howard College campus
Doctor of Philosophy (Occupational Therapy)	Doctor of Philosophy (Occupational Therapy) (PHD-HS)	74120	10	384	School of Health Sciences	Westville campus
Doctor of Philosophy (Optometry)	Doctor of Philosophy (Optometry) (PHD-HS)	74120	10	384	School of Health Sciences	Westville campus
Doctor of Philosophy (Pharmacy)	Doctor of Philosophy (Pharmacy)	74120	10	384	School of Health Science	Westville campus

	(PHD-HS)				s	
Doctor of Philosophy (Pharmaceutics)	Doctor of Philosophy (Pharmaceutics) (PHD-HS)	74120	10	384	School of Health Sciences	Westville campus
Doctor of Philosophy (Pharmacology)	Doctor of Philosophy (Pharmacology) (PHD-HS)	74120	10	384	School of Health Sciences	Westville campus
Doctor of Philosophy (Pharmaceutical Chemistry)	Doctor of Philosophy (Pharmaceutical Chemistry) (PHD-HS)	74120	10	384	School of Health Sciences	Westville campus
Doctor of Philosophy (Pharmacy Practice)	Doctor of Philosophy (Pharmacy Practice) (PHD-HS)	74120	10	384	School of Health Sciences	Westville campus
Doctor of Philosophy (Physiotherapy)	Doctor of Philosophy (Physiotherapy) (PHD-HS)	74120	10	384	School of Health Sciences	Westville campus
Doctor of Philosophy (Speech-Language Therapy)	Doctor of Philosophy (Speech-Language Therapy) (PHD-HS)	74120	10	384	School of Health Sciences	Westville campus
Doctor of Philosophy (Sport Science)	Doctor of Philosophy (Sport Science) (PHD-HS)	74120	10	384	School of Health Sciences	Westville campus

School of Medicine

Approved Qualification Name	Internal Qualification Name	SAQA ID	NQF LEVEL	TOTAL CREDIT POINTS	SCHOOL	CAMPUS
Bachelor of Medical Science in Anatomy	BMedSci in Anatomy (BMDS-A)	115730	7	384	School of Medicine	Westville Campus
Bachelor of Medical Science in Physiology	BMedSci in Physiology (BMDS-P)	110244	7	384	School of Medicine	Westville Campus
Bachelor of Medicine and Bachelor of Surgery	MBCHB6 (MBChB6)	72838	8	968	School of Medicine	Medical School Campus
PG DIPLOMA						
Postgraduate Diploma in eHealth	PGDip in eHealth (PDGEH)	101023	8	128	School of Medicine	Howard College Campus
Postgraduate Diploma in Family Medicine	PGDip (Family Med) PGD-FM	94851	8	120	School of Medicine	Howard College Campus
Postgraduate Diploma in Occupational Health	PGDip (Occupational Health) D-OH	72983	8	128	School of Medicine	Howard College Campus
Postgraduate Diploma in Public Health	Postgraduate Diploma in Public Health (PGD-PH)	72991	8	128	School of Medicine	Howard College Campus
HONOURS						
Bachelor of Medical Science Honours in Human	BMedScHons in Human Anatomy (BMSHHA)	115744	8	128	School of Medicine	Westville Campus

Anatomy						
Bachelor of Medical Science Honours in Medical Biochemistry	BMedScHons in Medical Biochemistry (BMSHBC)	110336	8	128	School of Medicine	Westville Campuses
Bachelor of Medical Science Honours in Medical Microbiology	BMedSci Honours in Medical Microbiology (BMSHM)	81088	8	128	School of Medicine	Westville Campuses
Bachelor of Medical Science Honours in Physiology	BMedScHons in Human Physiology (BMSHHP)	115745	8	128	School of Medicine	Westville Campuses
COURSEWORK MASTERS						
Master of Medical Science Medical Informatics	Master of Medical Science in Medical Informatics (MMSMI)	78363	9	192	School of Medicine	Howard College Campuses
Master of Medicine in Anaesthetics	MMed in Anaesthetics (MM-ANE)	81309	9	720	School of Medicine	Medical School Campuses
Master of Medicine in Anatomical Pathology	MMed in Anatomical Pathology (MMD-AN)	110301	9	720	School of Medicine	Medical School Campuses
Master of Medicine in Cardiothoracic Surgery	MMed in Cardiothoracic Surgery (MM-CAS)	81311	9	720	School of Medicine	Medical School Campuses
Master of Medicine in Chemical Pathology	MMed in Chemical Pathology (MMD-CH)	81312	9	720	School of Medicine	Medical School Campuses
Master of Medicine in Dermatology	MMed in Dermatology (MM-DER)	81314	9	720	School of Medicine	Medical School Campuses

Master of Medicine in Emergency Medicine	MMed in Emergency Medicine (MM-EME)	110861	9	720	School of Medicine	Medical School Campuses
Master of Medicine in Family Medicine	Master of Medicine in Family Medicine (MMD-FA)	78356	9	720	School of Medicine	Howard College Campuses
Master of Medicine in Forensic Medicine	MMed in Forensic Pathology (MMD-FO)	81315	9	720	School of Medicine	Medical School Campuses
Master of Medicine in Haematology	MMed in Haematology (MMD-HT)	81316	9	720	School of Medicine	Medical School Campuses
Master of Medicine in Medicine	MMed in Medicine (MM-MED)	81319	9	720	School of Medicine	Medical School Campuses
Master of Medicine in Medical Microbiology	MMed in Medical Microbiology (MMD-MB)	81318	9	720	School of Medicine	Medical School Campuses
Master of Medicine in Nuclear Medicine	MMED in Nuclear Medicine (MM-NUM)	111173	9	720	School of Medicine	Medical School Campuses
Master of Medicine in Neurology	MMed in Neurology (MM-NEL)	81320	9	720	School of Medicine	Medical School Campuses
Master of Medicine in Neurosurgery	MMed in Neurosurgery (MM-NES)	81321	9	720	School of Medicine	Medical School Campuses
Master of Medicine in Obstetrics & Gynaecology	MMed in Obstetrics and Gynaecology (MM-OBG)	81322	9	720	School of Medicine	Medical School Campuses
Master of	MMed in Occupational	110857	9	720	School	Howard

Medicine in Occupational Medicine	Medicine (MMD-OC)				of Medicine	College Campu s
Master of Medicine in Ophthalmology	MMed in Ophthalmology (MM-ORS)	81323	9	720	School of Medicine	Medical School Campu s
Master of Medicine in Orthopaedic Surgery	MMed in Orthopaedic Surgery (MM-ORS)	81324	9	720	School of Medicine	Medical School Campu s
Master of Medicine in Otorhinolaryngology	MMed in Otorhinolaryngology (MM-OTG)	81325	9	720	School of Medicine	Medical School Campu s
Master of Medicine in Paediatrics and Child Health	MMed in Paediatrics and Child Health (MM-PCH)	81326	9	720	School of Medicine	Medical School Campu s
Master of Medicine in Paediatric Surgery	MMed in Paediatric Surgery (MM-PAS)	112429	9	720	School of Medicine	Medical School Campu s
Master of Medicine in Plastic & Reconstructive Surgery	MMed in Plastic & Reconstructive Surgery (MM-PLR)	81327	9	720	School of Medicine	Medical School Campu s
Master of Medicine in Psychiatry	MMed in Psychiatry (MM-PSY)	81328	9	720	School of Medicine	Medical School Campu s
Master of Medicine in Public Health Medicine	MMed in Public Health Medicine (MMD-PU)	81329	9	720	School of Medicine	Howard College Campu s
Master of Medicine in Radiology	MMed in Radiology (MM-RAD)	81330	9	720	School of Medicine	Medical School Campu

					e	s
Master of Medicine in Radiotherapy and Oncology	MMed in Radiotherapy and Oncology (MM-RAO)	81331	9	720	School of Medicine	Medical School Campuses
Master of Medicine in Surgery	MMed in Surgery (MM-SUR)	81332	9	720	School of Medicine	Medical School Campuses
Master of Medicine in Urology	MMed in Urology (MM-URO)	81333	9	720	School of Medicine	Medical School Campuses
Master of Medicine in Virology	MMed in Virology (MMD-VR)	81334	9	720	School of Medicine	Medical School Campuses
Master of Public Health	Masters in Public Health (MMD-PH)	78352	9	192	School of Medicine	Howard College Campuses
RESEARCH MASTERS						
Master of Medical Science	Master of Medical Science (MMDSC) (Anaesthetics)	74123	9	192	School of Medicine	Medical School Campuses
Master of Medical Science	Master of Medical Science (MMDSC) (Anatomy)	74123	9	192	School of Medicine	Westville Campuses
Master of Medical Science	Master of Medical Science (MMDSC) (Anatomical Pathology)	74123	9	192	School of Medicine	Medical School Campuses
Master of Medical Science	Master of Medical Science (MMDSC) (Cardiology)	74123	9	192	School of Medicine	Medical School Campuses
Master of Medical Science	Master of Medical Science (MMDSC) (Cardiothoracic	74123	9	192	School of Medicine	Medical School Campuses

	Surgery)				e	s
Master of Medical Science	Master of Medical Science (MMDSC) (Dermatology)	74123	9	192	School of Medicine	Medical School Campuses
Master of Medical Science	Master of Medical Science (MMDSC) (Emergency Medicine)	74123	9	192	School of Medicine	Medical School Campuses
Master of Medical Science	Master of Medical Science (MMDSC) (Family Medicine)	74123	9	192	School of Medicine	Howard College Campuses
Master of Medical Science	Master of Medical Science (MMDSC) (Forensic Medicine)	74123	9	192	School of Medicine	Medical School Campuses
Master of Medical Science	Master of Medical Science (MMDSC) (Haematology)	74123	9	192	School of Medicine	Medical School Campuses
Master of Medical Science	Master of Medical Science (MMDSC) (Medical Biochemistry)	74123	9	192	School of Medicine	Howard College Campuses
Master of Medical Science	Master of Medical Science (MMDSC) (Medical Informatics)	74123	9	192	School of Medicine	Howard College Campuses
Master of Medical Science	Master of Medical Science (MMDSC) (Medical Microbiology)	74123	9	192	School of Medicine	Medical School Campuses
Master of Medical Science	Master of Medical Science (MMDSC) (Medicine)	74123	9	192	School of Medicine	Medical School Campuses
Master of Medical Science	(Master of Medical Science (MMDSC) (Neurology)	74123	9	192	School of Medicine	Medical School Campuses

Master of Medical Science	Master of Medical Science (MMDSC) (Neurosurgery)	74123	9	192	School of Medicine	Medical School Campuses
Master of Medical Science	Master of Medical Science (MMDSC) (Obstetrics & Gynaecology)	74123	9	192	School of Medicine	Medical School Campuses
Master of Medical Science	Master of Medical Science (MMDSC) (Occupational and Environmental Health)	74123	9	192	School of Medicine	Howard College Campuses
Master of Medical Science	Master of Medical Science (MMDSC) (Ophthalmology)	74123	9	192	School of Medicine	Medical School Campuses
Master of Medical Science	Master of Medical Science (MMDSC) (Optics and Imaging)	74123	9	192	School of Medicine	Medical School Campuses
Master of Medical Science	Master of Medical Science (MMDSC) (Orthopaedic Surgery)	74123	9	192	School of Medicine	Medical School Campuses
Master of Medical Science	Master of Medical Science (MMDSC) (Otorhinolaryngology)	74123	9	192	School of Medicine	Medical School Campuses
Master of Medical Science	Master of Medical Science (MMDSC) (Paediatrics)	74123	9	192	School of Medicine	Medical School Campuses
Master of Medical Science	Master of Medical Science (MMDSC) (Paediatrics Surgery)	74123	9	192	School of Medicine	Medical School Campuses
Master of Medical Science	Master of Medical Science (MMDSC) Physiology	74123	9	192	School of Medicine	Westville Campuses
Master of	Master of Medical	74123	9	192	School	Medical

Medical Science	Science (MMDSC) (Plastic & Reconstructive Surgery)				of Medicin e	School Campu s
Master of Medical Science	Master of Medical Science (MMDSC) (Psychiatry)	74123	9	192	School of Medicin e	Medical School Campu s
Master of Medical Science	Master of Medical Science (MMDSC) (Public Health)	74123	9	192	School of Medicin e	Howard College Campu s
Master of Medical Science	Master of Medical Science (MMDSC) (Radiology)	74123	9	192	School of Medicin e	Medical School Campu s
Master of Medical Science	Master of Medical Science (MMDSC) (Radiotherapy and Oncology)	74123	9	192	School of Medicin e	Medical School Campu s
Master of Medical Science	Master of Medical Science (MMDSC) (Surgery)	74123	9	192	School of Medicin e	Medical School Campu s
Master of Medical Science	Master of Medical Science (MMDSC) (Urology)	74123	9	192	School of Medicin e	Medical School Campu s
Master of Medical Science	Master of Medical Science (MMDSC) (Virology)	74123	9	192	School of Medicin e	Medical School Campu s
PHD						
Doctor of Philosophy	Doctor of Philosophy (Anaesthetics) (PHDMD)	74120	10	384	School of Medicin e	Medical School campus
Doctor of Philosophy	Doctor of Philosophy (Anatomical Pathology)(PHDMD)	74120	10	384	School of Medicin e	Medical School campus

Doctor of Philosophy	Doctor of Philosophy (Anatomy) (PHD-HS)	74120	10	384	School of Medicine	Westville / Medical School campus
Doctor of Philosophy	Doctor of Philosophy (Behavioural Medicine) (PHDMD)	74120	10	384	School of Medicine	Medical School campus
Doctor of Philosophy	Doctor of Philosophy (Cardiology) (PHDMD)	74120	10	384	School of Medicine	Medical School campus
Doctor of Philosophy	Doctor of Philosophy (Cardiothoracic Surgery) (PHDMD)	74120	10	384	School of Medicine	Medical School campus
Doctor of Philosophy	Doctor of Philosophy (Dermatology) (PHDMD)	74120	10	384	School of Medicine	Medical School campus
Doctor of Philosophy	Doctor of Philosophy (Emergency Medicine) (PHDMD)	74120	10	384	School of Medicine	Medical School campus
Doctor of Philosophy	Doctor of Philosophy (Family Medicine) (PHDMD)	74120	10	384	School of Medicine	Howard College campus
Doctor of Philosophy	Doctor of Philosophy (Forensic Medicine) (PHDMD)	74120	10	384	School of Medicine	Medical School Campus
Doctor of Philosophy	Doctor of Philosophy (Haematology) (PHDMD)	74120	10	384	School of Medicine	Medical School Campus
Doctor of Philosophy	Doctor of Philosophy (Medical Biochemistry)	74120	10	384	School of	Howard College

) (PHDMD)				Medicine	Campus
Doctor of Philosophy	Doctor of Philosophy (Medical Microbiology) (PHDMD)	74120	10	384	School of Medicine	Medical School Campus
Doctor of Philosophy	Doctor of Philosophy (Medicine) (PHDMD)	74120	10	384	School of Medicine	Medical School campus
Doctor of Philosophy	Doctor of Philosophy (Neurology)(PHDMD)	74120	10	384	School of Medicine	Medical School campus
Doctor of Philosophy	Doctor of Philosophy (Neurosurgery) (PHDMD)	74120	10	384	School of Medicine	Medical School campus
Doctor of Philosophy	Doctor of Philosophy (Obstetrics & Gynaecology)(PHDMD)	74120	10	384	School of Medicine	Medical School campus
Doctor of Philosophy	Doctor of Philosophy (Occupational and Environmental Health)(PHDMD)	74120	10	384	School of Medicine	Howard College campus
Doctor of Philosophy	Doctor of Philosophy (Ophthalmology) (PHDMD)	74120	10	384	School of Medicine	Medical School campus
Doctor of Philosophy	Doctor of Philosophy (Orthopaedic Surgery) (PHDMD)	74120	10	384	School of Medicine	Medical School campus
Doctor of Philosophy	Doctor of Philosophy (Otorhinolaryngology)(PHDMD)	74120	10	384	School of Medicine	Medical School campus
Doctor of Philosophy	Doctor of Philosophy (Paediatrics and Child Health)(PHDMD)	74120	10	384	School of Medicine	Medical School campus

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Doctor of Philosophy	Doctor of Philosophy (Paediatric Surgery) (PHDMD)	74120	10	384	School of Medicine	Medical School campus
Doctor of Philosophy	Doctor of Philosophy (Physiology) (PHD-HS)	74120	10	384	School of Medicine	Westville Campus
Doctor of Philosophy	Doctor of Philosophy (Plastic and Reconstructive Surgery) (PHDMD)	74120	10	384	School of Medicine	Medical School campus
Doctor of Philosophy	Doctor of Philosophy (Psychiatry) (PHDMD)	74120	10	384	School of Medicine	Medical School campus
Doctor of Philosophy	Doctor of Philosophy (Public Health) (PHDMD)	74120	10	384	School of Medicine	Howard College Campus
Doctor of Philosophy	Doctor of Philosophy (Radiology) (PHDMD)	74120	10	384	School of Medicine	Medical School campus
Doctor of Philosophy	Doctor of Philosophy (Radiotherapy and Oncology – Surgery) (PHDMD)	74120	10	384	School of Medicine	Medical School campus
Doctor of Philosophy	Doctor of Philosophy (Urology) (PHDMD)	74120	10	384	School of Medicine	Medical School campus
Doctor of Philosophy	Doctor of Philosophy (Virology) (PHD-HS)	74120	10	384	School of Medicine	Medical School Campus

COLLEGE OF HEALTH SCIENCES ACADEMIC RULES

Note:

- **The General Academic Rules of the University shall apply to the qualifications offered in the College.**

CHS 1 Clinical Training / Placement

Students in all the College of Health Sciences programmes are required to undergo clinical training / placements at training sites located in areas inside and outside of eThekweni (of which some may be in rural KwaZulu-Natal) as part of their mandatory HPCSA / SAPC/ SANC clinical training. Such placements are compulsory, non-negotiable, may be on a rotational and /or longitudinal basis and may extend up to a year or longer. Whilst the University/College of Health Sciences will provide clinical training in collaboration with the KZN Department of Health, in line with UKZN regulations, students are responsible for the cost of travel, accommodation and the basic costs of living, as applicable to and in the placement site.

If necessary, clinical training placement activities may need to be undertaken after normal working hours, over weekends, public holidays and during University vacations.

CHS 2 Professional Registration

Where a statutory body (e.g. the Health Professions Council of South Africa), requires the professional registration of students in a programme, then the continued registration of the student in the programme (and the University) shall be a condition of such registration with the statutory body.

CHS 3 Statutory body Requirements

- a) Statutory bodies governing qualifications and programmes offered in the College may have stipulated learning activity requirements (e.g. a minimum number of hours of clinical, experiential, fieldwork and/or service learning) that must be achieved prior to graduation.

CHS 4 Compulsory Hepatitis B Vaccination

- a) All students registered in the College for the first time (or in a new programme, except Sport Science) shall provide proof of successful vaccination against Hepatitis B by the end of their first year.
- b) There shall be no further registration without such proof.

CHS 5 Laboratory Safety

- a) All students using laboratory facilities in the college are required to comply with the Health and safety policies and procedures as specified for/in each laboratory at all times.

- b) Failure to comply with a) above, will result in the student being denied access to the laboratory for that session.

CHS 6 Clinical Placements for Students in the College of Health Sciences

Students shall be required to undergo clinical training/experiential learning in a multitude of diverse clinical/practical settings/training sites as determined by the Dean & HOS, assisted by the discipline, as part of their mandatory HPCSA/SAPC clinical training/experiential learning. Such placements are compulsory, non-negotiable and may be on a rotational and/or longitudinal basis.

CHS 7 Registration and Progression

- a) No student shall be allowed to register for modules where known timetable clashes exist, save in exceptional circumstances and with the express permission of the School. If a timetable clash is identified after registration, the student will have to deregister the “higher level” module in favour of the “lower level” module.
- b) Students who repeat module(s) must attend all components of the module(s).

CHS 8 Readmission Following Suspension of Registration

A student who for two semesters or more has not undertaken clinical, experiential, fieldwork and/or service learning, and shall be required to pass a test, or otherwise produce evidence of sustained competence in the module, in order to be readmitted to the programme.

CHS 9 Impaired Practitioner

A student who, after due consideration and assessment by College Student Impairment Review Committee is deemed impaired and unable on *inter alia* psychiatric grounds or grounds of substance abuse to continue his/her studies, shall have his/her registration suspended or be refused readmission to the programme.

CHS 10 Professional standards

A student registered with a professional council who behaves in a manner inconsistent with the ethical and professional standards prescribed by that council, or, where applicable, is deemed to provide an unacceptable standard of care to clients, patients or community, may have his/her registration suspended and/or be refused readmission to the programme.

CHS 11 Eligibility for Postgraduate Qualifications

Applicants shall be subject to selection based on the appropriateness of their academic background, the strength of their previous academic record, the availability of University resources and University obligations in terms of University or statutory body regulations.

CHS 12 Eligibility for Postgraduate Diplomas in the College

- a) Applicants are eligible to apply to register for the qualification of a Postgraduate Diploma in the College provided that he or she holds one of the following qualifications from an accredited institution;
- (i) a Bachelor of Medical Science or
 - (ii) a Bachelor of Science or
 - (iii) a Bachelor of Medicine and Bachelor of Surgery or
 - (iv) a Bachelor's qualification or equivalent in one of the Health professions from an accredited institution.

CHS 13 Postgraduate Diploma module repeats and examinations

- a) With the permission of the School, students who have failed a module shall be permitted to repeat such module or, if the module in question is not a core module, to select an alternative module in order to complete the Postgraduate Diploma.
- b) A student who repeats a module shall repeat all parts of the module, including group work and assignments.

UNDERGRADUATE DEGREES OFFERED BY THE SCHOOL OF HEALTH SCIENCES

1. GENERAL UNDERGRADUATE DEGREE RULES FOR THE SCHOOL

1.1 Clinical Hours

A student will not be permitted to graduate unless they have completed the minimum required clinical hours and/or met the clinical quotas for the programme, as stipulated by the relevant statutory body (HPCSA / SANC / SAPC). The specific requirements and conditions are set out in individual programme rules.

1.2 First Aid Certificate

Every student shall present a certificate in basic First Aid from an accredited provider before being permitted to register for the third level of study.

1.3 HPCSA Registration

In terms of Section 61(1)(1) (iv A) of the Health Professions Council of South Africa (HPCSA) Act (Act 56 of 1974), students must register with the Health Professions Council of South Africa, in their first year of study.

1.4 Hep B Vaccination

Students shall produce a certificate of completed Hepatitis B Immunizations at the end of first year.

1.5 Attendance

Attendance to all practical and clinical modules are compulsory.

1.6 Transport

A mandatory transportation fee will be included on the fee statement for all transport services provided to practical / clinical sites.

2. PROGRAMMES

2.1. Programme : Bachelor of Dental Therapy [B-DTH] NQF 7

CHS SHU 1: Introduction

The Bachelor of Dental Therapy programme is an academic qualification that prepares graduates to perform essential curative and preventive dental procedures, such as tooth extractions, scaling and polishing, and direct tooth restorations. This programme is offered from the Westville Campus and is completed over a minimum of six semesters of full-time study. A registered dental therapist may practise independently after serving a period of at least one year under the control and clinical supervision of a registered dentist or another dental therapist with the approval of the HPCSA board

CHS SHU 2: Eligibility

Applicants are eligible to apply to register for the qualification of Bachelor of Dental Therapy if they have obtained a NSC Bachelor's degree pass and in addition have obtained a minimum APS score of 30 (excluding Life Orientation), Level 4 English Home Language or Level 4 English 1st additional language, Level 3 Mathematics, Level 4 Life Orientation and Level 3 Life Sciences.

CHS SHU 3 : Structure / Curriculum

The curriculum for the qualification Bachelor of Dental Therapy, comprising modules with a total credit point value of 384 credit points as approved by the Senate shall extend over six semesters of full-time study. All modules in the curriculum are compulsory.

In order to complete the qualification, a student shall complete the modules as specified below.

Bachelor of Dental Therapy [B-DTH]**LEVEL 1**

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
ANAT122	Introduction to Anatomy and Neuroanatomy	16	ANAT112	Anatomy of the Head, Neck and Back	8
DENT141	Oral Biology	16	SHSC1BH	Becoming a Healthcare Professional	16
HPHS111	Basic Human Physiology	16	SHSC1CB	Community Based Care	16
EDSJ1CS	Critical Social Justice and Citizenship	0	DENT142	Foundations for Clinical Practice	16
			DENT110	Academic Skills and Clinical Practice	8
Choose ONE of the following isiZulu Modules:					
Choose ZULN101 (if non-Nguni speaker) or ZULM105 (if Nguni speaker). Nguni languages include isiXhosa, isiZulu, siSwati, isiNdebele					
ZULN101	Basic isiZulu Languages Studies	16			
ZULM105	Academic Writing	16			
Total Credits		64	Total Credits		64
Total Credits For Level One					
128					

LEVEL 2

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
DENT246	Minor Oral Surgery and Clinical Pharmacology	16	DENT244	Restorative Dentistry and Dental Materials – Preclinical	16
DENT243	Basic Dental Clinical Sciences	16	DENT241	Dental Public Health, Ethics & Practice	16
DENT277	General Medicine & Special Patients	16	DENT245	Oral Pathology, Oral Medicine	16
DENT242	Preventive Dentistry and Radiography 1	16	DENT252	Preventive Dentistry and Radiography 2	16
Total Credits		64	Total Credits		64
Total Credits For Level Two					
128					

LEVEL 3					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
DENT351	Minor Oral Surgery 1	16	DENT352	Minor Oral Surgery 2	16
DENT353	Restorative Dentistry and Dental Materials 1	16	DENT354	Restorative Dentistry and Dental Materials 2	16
DENT355	Integrated Clinical Dentistry 1	16	DENT356	Integrated Clinical Dentistry 2	16
DENT357	Diagnostic & Medical Emergencies 1	16	DENT358	Diagnostic & Medical Emergencies 2	16
Total Credits		64	Total Credits		64
Total Credits For Level Three					128

CHS SHU 4 : Progression and academic exclusion

To maintain their good standing, and to avoid either warning for slow academic progress or exclusion from the University, students must maintain minimum rates of progression throughout the qualification. Minimum rates of acceptable progression for this qualification are set out below.

Programme : Bachelor of Dental Therapy

NUMBER OF SEMESTERS	NORMAL PROGRESSION	MINIMUM PROGRESSION FOR GOOD ACADEMIC STANDING	MINIMUM PROGRESSION TO AVOID ACADEMIC EXCLUSION
1	64	48	32
2	128	96	72
3	192	144	88
4	256	192	144
5	320	240	176
6	384	288	208
7		384	288
8			384

2.2. Programme : Bachelor of Oral Hygiene [B-ORHY] NQF 7

CHS SHU 5: Introduction

The Bachelor of Oral Hygiene programme is an academic qualification that enables a graduate to perform preventive oral Health care, focusing on maintaining and promoting good oral hygiene on patients and communities and to deliver appropriate oral hygiene services in a wide range of settings, including schools, private practices, dental specialists' practices such as Orthodontists and Periodontists. A registered oral hygienist can work independently after serving a period of at least one year under the control and supervision of a registered dentist, dental therapist or another registered oral hygienist, and with approval of the HPCSA Board.

CHS SHU 6 : Eligibility

Applicants are eligible apply to register towards the qualification of Bachelor of Oral Hygiene if they have obtained a NSC Bachelor's degree pass and in addition have obtained a minimum APS score of 30 (excluding Life Orientation), Level 4 English Home Language or Level 4 English 1st additional language, Level 3 Mathematics, Level 3 Life Sciences and Level 4 Life Orientation.

CHS SHU 7 : Structure / Curriculum

The curriculum for the qualification Bachelor of Oral Hygiene, comprising modules with a total credit point value of 384 credit points as approved by the Senate shall extend over six semesters of full-time study. All modules in the curriculum shall be compulsory. In order to complete the qualification, a student shall complete the modules as specific below.

Bachelor of Oral Hygiene [B-ORHY]					
LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
DENT 141	Oral Biology	16	SHSC1BH	Becoming a Healthcare Professional	16
HPHS 111	General Basic Physiology	16	ANAT112	Anatomy Head and Neck	8
ANAT122	Intro to Anatomy & Neuroanatomy	16	DENT 110	Academic Skills and Clinical Practice	8
EDSJ1CS	Critical Social Justice and Citizenship	0	DENT 142	Foundation for Clinical Practice	16
			SHSC1CB	Community Based Care	16

Choose ONE of the following isiZulu Modules:					
Choose ZULN101 (if non-Nguni speaker) or ZULM105 (if Nguni speaker). Nguni languages include isiXhosa, isiZulu, siSwati, isiNdebele					
ZULN101	Basic isiZulu Languages Studies	16			
ZULM105	Academic Writing	16			
Total Credits		64	Total Credits		64
Total Credits For Level One					128
LEVEL 2					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
DENT261	Radiography-Preclinical and Clinical Practice	16	DENT264	Restorative Dentistry and Dental Materials	16
DENT243	Basic Dental Clinical Sciences	16	DENT263	Periodontology 1	16
DENT277	General Medicine & Special Patients	16	DENT248	Oral Pathology and Oral Medicine	16
DENT275	Clinical Practice in Preventive Dentistry 1	16	DENT262	Clinical Practice in Preventive Dentistry 2	16
Total Credits		64	Total Credits		64
Total Credits For Level Two					128
LEVEL 3					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
DENT361	Dental Public Health, Ethics & Practice	16	DENT345	Clinical Practice in Oral Hygiene 2	16
DENT349	Clinical Practice in Oral Hygiene 1	16	DENT346	Clinical Practice in Prevention 2	16
DENT342	Periodontology 2	16	DENT347	Dental Public Health 2	16
DENT343	Clinical Practice in Prevention 1	16	DENT348	Business Management	16

Total Credits	64	Total Credits	64
Total Credits For Level Three			128

CHS SHU 8 : Progression and academic exclusion

To maintain their good standing, and to avoid either warning for slow academic progress or exclusion from the University, students must maintain minimum rates of progression through their qualifications. Minimum rates of acceptable progression for this qualification are set out below.

PROGRAMME : Bachelor of Oral Hygiene

NUMBER OF SEMESTERS	NORMAL PROGRESSION	MINIMUM PROGRESSION FOR GOOD ACADEMIC STANDING	MINIMUM PROGRESSION TO AVOID ACADEMIC EXCLUSION
1	64	48	32
2	128	96	72
3	192	144	88
4	256	192	144
5	320	240	176
6	384	288	208
7		384	288
8			384

2.3. Programme : Bachelor of Sport Science [B-SPS] NQF 7

CHS SHU 9: Introduction

The Bachelor of Sport Science Programme is a three-year (six-semester) full-time undergraduate degree offered at the Westville Campus. This programme equips students with a scientific understanding of human performance in training, competition, recovery, grounded in exercise physiology, biomechanics, and psychology. It also prepares graduates for diverse career pathways in the Health and fitness industry, sport coaching, recreation management, physical activity for individuals with disabilities and chronic conditions, and the prevention and rehabilitation of injuries.

CHS – SHU 10 : Eligibility

Applicants are eligible to apply to register for the qualification of Bachelor of Sport Science if they have obtained a NSC Bachelor's degree pass and in addition have obtained a minimum APS score of 30 (excluding Life Orientation), Level 4 English Home Language or Level 4 English 1st additional language, Level 3 Mathematics or 3 Level Mathematics Literacy and Level 4 Life Orientation.

CHS – SHU 11 : Structure / Curriculum

In order to complete the qualification, a student shall obtain not less than 384 Credits and shall complete the modules as specific below.

Bachelor of Sport Science [B-SPS]					
LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
SHSC1BH	Becoming a Healthcare Professional	16	SSBR112	Elements of Human Anatomy	16
SSBR113	Principles of Coaching & Conditioning	16	SSBR114	Kinesiology & Health Education	16
SSBR115	Practical Component level 1A	8	SSBR116	Practical Component 1B	8
HPHS111	Basic Human Physiology	16	HPHS112	Physiological changes in Exercise and Training	16
EDSJ1CS	Critical Social Justice and Citizenship	0			
			choose ONE of the following isiZulu Modules:		
Choose ZULN101 (if non-Nguni speaker) - or ZULM105 (if Nguni speaker). Nguni languages include isiXhosa, isiZulu, siSwati, isiNdebele					
			ZULN101	Basic isiZulu Languages Studies	16
			ZULM105	Academic Writing	16
Total Credits		56	Total Credits		72
Total Credits For Level One					128
LEVEL 2					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
SSBR211	Evaluation, Statistics & Measurement of	16	SSBR216	Practical Component level 2B	8

	Sport Science				
SSBR215	Practical Component level 2A	8	SSBR218	Ethics	16
PSYC101	Introduction to Psychology A	16	SSBR233	Applied Exercise Physiology	16
			PSYC102	Introduction to Psychology B	16
Exercise Science Electives					
SSBR213	Biomechanical Principles of Sport Science	16	SSBR234	Kinanthropometry and Nutrition	16
Leisure Science Electives					
SSBR221	Recreation	16	SHSC1CB	Community Based Care	16
Total Credits		64	Total Credits		64
Total Credits For Level Two					128
LEVEL 3					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
SSBR311	Sport Psychology	16	SSBR316	Practical Component level 3B	16
SSBR315	Practical Component level 3A	16	SHSC1RM	Research Methods for Health Sciences	16
			SSBR314	Rehabilitation Science	16
Exercise Science Electives					
SSBR319	Functional Anatomy and Sport Injuries	16	SSBR304	Exercise Biochemistry	16
HLSC311	Clinical Sciences 1	16			

Leisure Science Electives					
SSBR312	Recreation	16	HLSC344	Clinical Sciences III	16
SSBR317	Recreation Services and Disabilities	16			
Total Credits		64	Total Credits		64
Total Credits For Level Three					128

CHS SHU 12 : Progression and academic exclusion

To maintain their good standing, and to avoid either warning for slow academic progress or exclusion from the University, students must maintain minimum rates of progression through their qualifications. Minimum rates of acceptable progression for this qualification are set out below.

Programme : Bachelor of Sport Science

NUMBER OF SEMESTERS	NORMAL PROGRESSION	MINIMUM PROGRESSION FOR GOOD ACADEMIC STANDING	MINIMUM PROGRESSION TO AVOID ACADEMIC EXCLUSION
1	64	48	32
2	128	96	72
3	192	144	88
4	256	192	144
5	320	240	176
6	384	288	208
7		384	288
8			384

2.4. Programme : Bachelor of Audiology [B-AUDI] NQF 8

CHS SHU 13: Introduction

The Bachelor of Audiology programme is a four-year full-time undergraduate degree offered at the Westville Campus. This programme provides students with a robust foundation in the science of hearing and balance, drawing on disciplines such as anatomy and physiology, psychoacoustics, audiological assessment, and rehabilitative audiology.

Students gain clinical competencies through both theoretical instruction and hands-on practical experience, enabling them to assess, diagnose, and manage hearing disorders across the lifespan. Graduates are well-prepared for careers in hospital and community Healthcare settings, private audiology practice, hearing aid dispensing, educational audiology, and rehabilitation services.

CHS SHU 14 : Eligibility

Applicants are eligible to apply to register towards the qualification of Bachelor of Audiology if they have obtained a NSC Bachelor's degree pass and in addition have obtained a minimum APS score of 30 (excluding Life Orientation), Level 4 English Home Language or Level 4 English 1st additional language, Level 3 Mathematics, Level 3 Life Sciences or Level 3 Physical Science and Level 4 Life Orientation.

CHS SHU 15 : Structure / Curriculum

The curriculum for the qualification Bachelor of Audiology, comprising modules with a total credit point value of 512 credit points as approved by the Senate, shall extend over eight semesters of full-time study. All modules in the curriculum shall be compulsory.

Bachelor of Audiology [B-AUDI]					
LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
ANAT122	Introduction to Anatomy & Neuroanatomy	16	CPAU141	Introduction to Audiology and Assessment	16
CPSL143	Introduction to Human Communication Sciences	16	SHSC1BH	Becoming a Healthcare Professional	16
CPSL142	Clinical Phonetics and Linguistics	16	PSYC102	Introduction to Psychology B	16
HPHS111	Basic Human Physiology	16	EDSJ1CS	Critical Social Justice and Citizenship	0
Choose ONE of the following isiZulu Modules:					
Choose ZULN101 (if non-Nguni speaker) or ZULM105 (if Nguni speaker). Nguni languages include isiXhosa, isiZulu, siSwati, isiNdebele.					

ZULN101	Basic isiZulu Languages Studies	16			
ZULM105	Academic Writing	16			
Total Credits		80	Total Credits		48
Total Credits For Level One					128
LEVEL 2					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
CPSL241	Developmental Language Disorders	16	CPAU244	Paediatric Audiological Assessment	16
CPSL251	Clinical Practice Sound Disorders for the Audiologist	16	ANAT119	Head and Neck	16
CPAU243	Augmentative and Alternative Communication and Deaf Culture	16	SHSC1HI	Health, Illness and Behaviour	16
			SHSC1CB	Community Based Care	16

YEAR MODULES					
MODULE CODE	MODULE DESCRIPTION				CREDIT POINTS
CPAU251	Clinical Practice: Audiological Assessment				16
				Total Credits– Year Modules	16
Total Credits		48	Total Credits		64
				Total Credits For Level Two	128
LEVEL 3					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
CPAU341	Rehabilitation Technology	16	CPAU344	Auditory Processing Disorders	16
CPAU351	Aural Rehabilitation	16	CPAU362	Electrophysiology: Early and Late Responses	16
CPAU345	Clinical Practice: Paediatric Assessment	16	CPAU322	Clinical Practice: Rehabilitation Technology	16
HLSC241	Clinical management of communication related disorders	16	SHSC1RM	Research methods for Health Sciences	16
Total Credits		64	Total Credits		64
				Total Credits For Level Three	128

LEVEL 4					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
CPAU444	Vestibular assessment and management	16	CPAU462	Clinical Practice: General and Advanced audiological assessment: 2	16
CPAU447	Occupational Audiology	16			
YEAR MODULES					
MODULE CODE	MODULE DESCRIPTION				CREDIT POINTS
CPAU461	Clinical Practice: General and Advanced audiological assessment: 1				16
CPAU418	Clinical Practice: Aural rehabilitation				32
CPAU400	Research Practice				32
	Total Credits– Year Modules				80
Total Credits		32	Total Credits		16
Total Credits For Level Four					128

CHS SHU 16 : Progression and academic exclusion

To maintain their good standing, and to avoid either warning for slow academic progress or exclusion from the University, students must maintain minimum rates of progression through their qualifications. Minimum rates of acceptable progression for this qualification are set out below:

Programme : Bachelor of Audiology [B-AUDI]

NUMBER OF SEMESTERS	NORMAL PROGRESSION	MINIMUM PROGRESSION FOR GOOD ACADEMIC STANDING	MINIMUM PROGRESSION TO AVOID ACADEMIC EXCLUSION
1	80	60	48
2	128	96	72
3	176	132	96
4	256	192	144
5	320	240	184
6	384	288	216
7	416	312	232
8	512	384	288
9		512	384
10			512

2.6. Programme : Bachelor of Nursing [B-NURS] NQF 8**CHS SHU 17: Introduction**

The Bachelor of Nursing programme is a professional undergraduate degree designed to prepare students for a career as a registered nurse. The programme typically spans **four years** of full-time study and combines theoretical instruction with extensive clinical training. It equips students with the knowledge, skills, and ethical grounding required to provide holistic, evidence-based care across diverse Healthcare settings.

CHS SHU 18 : Eligibility

Applicants are eligible to apply to register for the qualification of Bachelor of Nursing if they have previously obtained an NSC Bachelor's degree pass (or equivalent as defined for UKZN), and in addition have English (HL/FAL), Mathematics/Maths Literacy Level 3, Life Sciences Level 4, Life Orientation level 4 and have achieved a minimum APS score of 30, excluding Life Orientation.

CHS SHU 19 : Structure / Curriculum

Students shall complete the following the Curriculum. Students shall obtain at least 544 credits (including all prescribed modules) to qualify for a B-NURS degree, and shall complete the modules as specified below:

Bachelor of Nursing [B-NURS]					
LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
NURS115	Fundamental Nursing Science 1	16	NURS116	Fundamental Nursing Science 2	16
CHEM100	Special Science	16	HPHS1NU	Physiology 1	16
ANAT120	Anatomy 1 for Nurses	16	ANAT121	Anatomy 2 for Nurses	16
EDJICS	Critical social justice and citizenship	0	ZULN101	Basic IsiZulu Language Studies/ Academic Learning in English	16
			ACLE102		
SHSC1BH	Becoming a Health Care Professional	16			
Total Credits		64	Total Credits		64
Total Credits For Level One					128
LEVEL 2					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
HPHS2NU	Physiology 2	16			
NURS209	Health Promotion and Disease Prevention Clinical	16	NURS225	Medical and Surgical Nursing 1 (Theory)	16
NURS208	Health Promotion and Disease Prevention Theory	16	NURS226	Medical and Surgical Nursing 1 (Clinical)	16
SHSC1HI	Health, Illness & Behaviour	16	SHSC1CB	Community-based Care	16
PHRM2IN	Pharmacology for Nurses	16			

Total Credits			80	Total Credits			48
Total Credits For Level Two							128
LEVEL 3							
SEMESTER ONE				SEMESTER TWO			
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	CREDIT POINTS
NURS 318	Unit Management and Leadership	16	NURS 315	Medical Surgical Nursing 3 (Theory)	16		
NURS 304	Medical Surgical Nursing 2 (Theory)	16	NURS 316	Medical Surgical Nursing 3 (Clinical)	16		
NURS 306	Medical Surgical Nursing 2 (Clinical)	16	NURS351	Obstetrics and foundations of midwifery theory	16		
SHSC1RM	Research Methods for Health Sciences	16	NURS350	Obstetrics and foundations of midwifery clinical	24		
Total Credits			64	Total Credits			72
Total Credits For Level Three							136
LEVEL 4							
SEMESTER ONE				SEMESTER TWO			
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	CREDIT POINTS
NURS 412	Midwifery 1 (Theory)	16	NURS 414	Midwifery 2 (Theory)	16		
NURS 413	Midwifery 1 (Clinical)	24	NURS 417	Midwifery 2 (Clinical)	24		
NURS 406	Mental Health Nursing (Theory)	16	NURS418	Community Mental Health Nursing	8		
NURS 404	Primary Care (Theory and Clinical)	16					
YEAR							
NURS3RP	Nursing Research Project						16

NURS 407	Mental Health Nursing (Clinical)	16
Total Credits		72
Total Credits		80
Total Credits For Level Four		152

CHS SHU 20 : Progression and academic exclusion

To maintain their good standing and to avoid either a warning for slow academic progress or exclusion from the University, students must maintain minimum rates of progression through their qualifications. Minimum rates of acceptable progression for this qualification are set out below.

Programme: Bachelor of Nursing

Number of Semesters registered	Normal progression	“At Risk” threshold (75% of Maximum)	Min. Progression Requirements
1	64	48	32
2	128	96	72
3	208	160	120
4	256	192	144
5	328	246	184
6	400	300	224
7	472	352	264
8	544	408	304
9		476	360
10		544	408
11			472
12			544

CHS SHU 21 : Professional Indemnity

For all work-based or clinical learning, students are required to provide proof of professional indemnity before being allowed to enter the work-based or clinical learning area.

2.6. Programme : Bachelor of Occupational Therapy [BOCTH] NQF 8

CHS SHU 22 : Introduction

The Bachelor of Occupational Therapy programme is an academic qualification that prepares graduates to perform rehabilitation and interventions that promote Health and well-being through occupation to enable people to participate in the activities of everyday life that are meaningful to them. This programme is offered at the Westville Campus and is completed over a minimum of eight semesters of full-time study.

Grounded in anatomy, physiology, psychology, and occupational science, students gain both theoretical

knowledge and extensive practical experience through clinical placements. The curriculum equips graduates to assess, plan, and implement evidence-based interventions tailored to individuals with physical, mental, developmental, or social challenges.

CHS SHU 23 : Eligibility

Applicants are eligible to apply to register for the qualification of Bachelor of Occupational Therapy if they have obtained a NSC Bachelor's degree pass and in addition have obtained a minimum APS score of 30 (excluding Life Orientation), Level 4 English Home Language or Level 4 English 1st additional language, Level 3 Mathematics, Level 3 Life Sciences or Level 3 Physical Science and Level 4 Life Orientation.

CHS SHU 24 : Structure / Curriculum

The curriculum for the qualification of Bachelor of Occupational Therapy, comprising modules with a total credit point value of 512 credit points as approved by the Senate, shall extend over eight semesters of full-time study. All modules in the curriculum shall be compulsory.

Bachelor of Occupational Therapy [BOCTH]					
LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
ANAT122	Introduction to Anatomy & Neuroanatomy	16			
SHSC1BH	Becoming a Healthcare Professional	16			
PSYC101	Introduction to Psychology A	16	SHSC1CB	Community-Based Care	16
			PSYC102	Introduction to Psychology B	16
			EDSJ1CS	Critical Social Justice and Citizenship	0
choose ONE of the following isiZulu Modules:					
Choose ZULN101 (if non-Nguni speaker) or ZULM105 (if Nguni speaker). Nguni languages include isiXhosa, isiZulu, siSwati, isiNdebele					
ZULN101	Basic isiZulu Languages Studies	16			
ZULM105	Academic Writing	16			

YEAR MODULES					
OCTH161	Occupational Therapy Fundamentals and Media 1				16
OCTH162	Foundations of Occupations in Occupational Therapy				16
	Total Credits For Year Modules				32
Total Credits For Level One					128
LEVEL 2					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
			ANAT112	Anatomy of the Head and Neck	8
			ANAT109	Anatomy of the Upper & Lower Limbs	16
HPHS221	Homeostasis	16	OCTH246	OT Physical Theory and Fieldwork 2	16
OCTH243	OT Fundamentals 2	16	SHSC1HI	Health, Illness and Behaviour	16
OCTH245	Psychosocial Theory and Fieldwork 2	16	HPHS222	Integration & Communication	16
YEAR MODULES					
OCTH242	OT Therapeutic Media 2				16
	Total Credits– Year Modules				32
	Total Credits	48		Total Credits	72
Total Credits For Level Two					136
LEVEL 3					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
HLSC311	Clinical Sciences 1	16	HLSC344	Clinical Sciences 3	16
OCTH341	OT Fundamentals 3	16	HLSC332	Clinical Sciences 2	16
OCTH344	OT Physical Theory & Fieldwork 3	16	SHSC1RM	Research Methods for Health Sciences	16
			OCTH343	Psychosocial	16

				Theory & Fieldwork 3	
YEAR MODULES					
OCTH342	OT Therapeutic Media 3				16
	Total Credits– Year Modules				16
	Total Credits	48		Total Credits	64
	Total Credits For Level Three				128
LEVEL 4					
YEAR MODULES					
MODULE CODE	MODULE DESCRIPTION				CREDIT POINTS
OCTH441	Research Project				24
OCTH444	OT: Physical Theory & Fieldwork 4				24
OCTH443	OT: Psychosocial Theory & Fieldwork 4				24
OCTH413	OT: Community Theory & Fieldwork 4				24
OCTH414	OT: Paediatric Theory & Fieldwork				24
	Total Credits For Level Four				120

CHS SHU 25 : Progression and academic exclusion

To maintain their good standing, and to avoid either warning for slow academic progress or exclusion from the University, students must maintain minimum rates of progression through their qualifications. Minimum rates of acceptable progression for this qualification are set out below.

PROGRAMME: Bachelor of Occupational Therapy

NUMBER OF SEMESTERS	NORMAL PROGRESSION	MINIMUM PROGRESSION FOR GOOD ACADEMIC STANDING (75%)	MINIMUM PROGRESSION TO AVOID ACADEMIC EXCLUSION
1	64	48	32
2	128	96	72
3	176	136	104
4	264	200	152
5	312	232	176
6	392	296	224
7	392	296	224
8	512	384	288
9		512	512
10			512

2.7. Programme : Bachelor of Optometry [BOPT] NQF 8

CHS SHU 26 : Introduction

The Bachelor of Optometry programme is offered at the University of KwaZulu-Natal, Westville campus, and is structured over eight semesters of full-time study. The purpose of the programme is to equip students with the knowledge, skills, and clinical competencies required to practise as optometrists. Optometrists serve as primary eye care professionals, providing comprehensive vision care services. This includes the assessment and correction of refractive errors, the prescription and dispensing of optical aids, the detection and management of ocular diseases, and the rehabilitation of functional disorders of the visual system.

CHS SHU 27 : Eligibility

Applicants are eligible to apply to register for the qualification of Bachelor of Optometry if they have obtained a NSC Bachelor's degree pass and in addition have obtained a minimum APS score of 33 (excluding Life Orientation), Level 4 English Home Language or Level 4 English 1st additional language, Level 4 Mathematics, Level 4 Life Sciences, Level 4 Physical Science and Level 4 Life Orientation.

CHS SHU 28 : Clinical Experience

- (a) All final year students shall be required to produce verified records (by approved clinical supervisors) of their personal performance of a minimum of 130 supervised optometric examinations of patients (including 10 patients with ocular pathology) in the internal and external clinics, before the end of the academic year. This will include patients seen in the Level 3 internal and external clinics as defined by the clinic in the year concerned
- (b) All final year students will be required to produce verified records of a minimum number of patients seen in each of the specialist clinics as follows: Strabismic and nonstrabismic anomalies (10), Contact Lenses 2 (15); 6 RGP's and 9 Softs, Low Vision and Rehabilitation (10) and Paediatric Vision (10)) as defined in the module guide
- (c) All final year students will be required to produce verified records of a minimum of 500 clinical hours completed during the duration of the degree programme.

CHS SHU 29 : Structure / Curriculum

The curriculum for the qualification Bachelor of Optometry, comprising modules with a total credit point value of 528 as approved by the Senate, shall extend over eight semesters of full-time study. All modules in the curriculum shall be compulsory.

In order to complete the qualification, a student shall complete the modules as specified below.

Bachelor of Optometry [BOPT]**LEVEL 1**

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
CHEM110	General Principles of Chemistry	16	ANAT114	Head, Neck and Ocular Anatomy	16
ANAT122	Introduction to Anatomy & Neuroanatomy	16	OPTM141	Introduction to Optometry and Physics	16
EDSJ1CS	Critical Social Justice and Citizenship	0	OPTM142	Community Optometry	16
SHSC1BH	Becoming a Healthcare Professional	16			
			Choose ONE of the following isiZulu modules		
Choose ZULN101 (if non-Nguni speaker) or ZULM105 (if Nguni speaker). Nguni languages include isiXhosa, isiZulu, siSwati, isiNdebele					
			ZULN101	Basic isiZulu Languages Studies	16
			ZULM105	Academic Writing	16
Total Credits		48	Total Credits		64
Total Credits For Level One					112

LEVEL 2

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
BIMI200	Biochemistry and Microbiology for Optometry	16	OPTM243	Clinical Science for Optometry	16
OPTM231	Clinical Techniques I	16	OPTM232	Clinical Techniques II	16

HPHS221	Homeostasis	16	HPHS222	Integration and Communication	16
OPTM242	Ophthalmic Optics I	16	OPTM244	Ophthalmic Optics II	16
Total Credits		64	Total Credits		64
Total Credits For Level Two					128

LEVEL 3

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
OPTM341	Optical Dispensing	16	PHRM348	Pharmacology and Therapeutics	16
OPTM342	Visual Science I	16	OPTM343	Visual Science 2	16
			SHSC1RM	Research Methods for Health Sciences	16

YEAR MODULES

MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
OPTM351	General Clinic I / grand rounds	16
OPTM346	Ocular Disease	24
OPTM362	Contact Lenses 1	24
		Total Credits– Year Modules
		64
Total Credits		32
		Total Credits
		48
Total Credits For Level Three		
144		

LEVEL 4

YEAR MODULES

MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
OPTM460	Research Methods & Publication for Optometry	16
OPTM462	Strabismic and Non-Strabismic Anomalies	24
OPTM461	Contact Lenses 2	24
OPTM464	Low Vision and Rehabilitation	24
OPTM463	Paediatric Vision	24
OPTM465	General Clinic and Optometric Practice	32
Total Credits		80
		Total Credits
		0
Total Credits For Level Four		
144		

CHS SHU 30 : Progression and academic exclusion

To maintain their good standing, and to avoid either warning for slow academic progress or exclusion from the University, students must maintain minimum rates of progression through their qualifications. Minimum rates of acceptable progression for this qualification are set out below.

Programme : Bachelor of Optometry

NUMBER OF SEMESTERS	NORMAL PROGRESSION	MINIMUM PROGRESSION FOR GOOD ACADEMIC STANDING	MINIMUM PROGRESSION TO AVOID ACADEMIC EXCLUSION
1	48	32	24
2	112	80	56
3	176	128	96
4	240	180	136
5	272	200	152
6	384	288	216
7	384	288	288
8	528	400	304
9		512	384
10			512

2.8. Programme : Bachelor of Pharmacy [B-PHAM] NQF 8**CHS SHU 31: Introduction**

The Bachelor of Pharmacy programme, offered at the Westville Campus, is a professional four-year, eight semester programme accredited and monitored by the South African Pharmacy Council (SAPC) in accordance with the Pharmacy Act 53 of 1974. This qualification provides scientific education and equips pharmacists with the knowledge, specialized skills, and applied competencies required to function as integral members of the Healthcare team. The pharmacy degree equips graduates with the knowledge and skills to address current societal challenges and align with global benchmarks, playing a vital role in advancing public Health throughout South Africa.

CHS SHU 32 : Eligibility

Applicants are eligible to apply to register for the qualification of Bachelor of Pharmacy if they have obtained a NSC Bachelor's degree pass and in addition have obtained a minimum APS score of 33 (excluding Life Orientation), Level 4 English Home Language or Level 4 English 1st additional language, Level 4 Mathematics, Level 4 Life Sciences, Level 4 Physical Science and Level 4 Life Orientation.

CHS SHU 33 : Indemnity Rule

All students registered in the BPharm programme, shall obtain indemnity insurance annually, as stipulated

by the South African Pharmacy Council, before commencing with experiential training. Indemnity insurance shall be obtained on behalf of students at the instance of the University.

CHS SHU 34 : Structure / Curriculum

The curriculum for the qualification Bachelor of Pharmacy, comprising modules with a total credit point value of 512 credits, as approved by the Senate, shall extend over eight semesters of full-time study. All modules in the curriculum shall be compulsory.

Bachelor of Pharmacy [B-PHAM]					
LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
BIOL103	Introductory Biology for Health Sciences	16	SHSC1BH	Becoming a Health Professional	16
MATH150	Mathematics for Natural Sciences	16	SHSC1HI	Health, Illness and Behaviour	16
PHRM141	Pharmaceutical Chemistry 1	16	PHRM142	Pharmaceutical Chemistry 2	16
PHYS131	Intro Physics for Life Sciences & Agriculture	16			
EDSJ1CS	Critical Social Justice and Citizenship	0			
			Choose ONE of the following isiZulu modules:		
Choose ZULN101 (if non-Nguni speaker) or ZULM105 (if Nguni speaker). Nguni languages include isiXhosa, isiZulu, siSwati, isiNdebele					
			ZULN101	Basic isiZulu Languages Studies	16
			ZULM105	Academic Writing	16
Total Credits		64	Total Credits		64
Total Credits For Level One					128
LEVEL 2					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
HPHS221	Homeostasis	16	HPHS222	Integration and	16

				Communication	
ANAT122	Introduction to Anatomy and Neuroanatomy	16	PHRM252	Introduction to Pathology	16
PHRM245	Physico-chemical Principles for Medicines	16	PHRM242	Design and Manufacturing of Medicines.	16
PHRM251	Pharmaceutical Chemistry 3	16	PHRM246	Introduction to Biochemistry and Pharmacology	16
Total Credits		64	Total Credits		64
Total Credits For Level Two					128

LEVEL 3

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PHRM355	Health Law Ethics	16	PHRM311	Medicinal Chemistry	16
PHRM353	Pharmaceutical Analysis	16	PHRM351	Pharmaceutical Care	16
PHRM361	Pharmaceutical Microbiology	16	SHSC1RM	Research Methods for Health Sciences	16
PHRM301	Pharmacology II	16	PHRM362	Pharmacology III.	16
Total Credits		64	Total Credits		64
Total Credits For Level Three					128

LEVEL 4

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PHRM459	Biopharmaceutics	16	PHRM452	Advanced Pharmaceutics	16
PHRM463	Applied Pharmaceutical Care	16	PHRM464	Natural Products	16
PHRM451	Pharmacology IV	16	PHRM462	Pharmacology V	16
			PHRM466	Pharmaceutical Logistics, Economics,	16

				Management and Entrepreneurship	
MODULE CODE	MODULE DESCRIPTION				CREDIT POINTS
PHRM460	Research Project				16
	Total Credits– Year Modules				16
Total Credits			48	Total Credits	64
Total Credits For Level Four					128

CHS SHU 35 : Progression and academic exclusion

To maintain their good standing, and to avoid either warning for slow academic progress or exclusion from the University, students must maintain minimum rates of progression through their qualifications. Minimum rates of acceptable progression for this qualification are set out below.

PROGRAMME : Bachelor of Pharmacy

NUMBER OF SEMESTERS	NORMAL PROGRESSION	MINIMUM PROGRESSION FOR GOOD ACADEMIC STANDING	MINIMUM PROGRESSION TO AVOID ACADEMIC EXCLUSION
1	64	48	32
2	128	96	72
3	192	144	112
4	256	192	144
5	320	240	184
6	384	288	216
7	432	320	240
8	512	384	288
9		512	384
10			512

2.1. Programme : Bachelor of Physiotherapy [B-PHYS] NQF 8

CHS SHU 36 : Introduction

The Bachelor of Physiotherapy programme is a four-year full-time undergraduate degree offered at the Westville Campus. This programme provides students with an in-depth understanding of human movement, physical rehabilitation, and wellness, integrating key disciplines such as anatomy, physiology, pathology, and therapeutic techniques.

Students engage in extensive clinical training alongside academic coursework, learning to assess, treat, and prevent a range of musculoskeletal, neurological, and cardiopulmonary conditions. The programme emphasises evidence-based practice and patient-centered care, equipping graduates to enhance functional mobility and improve quality of life for individuals across all ages and backgrounds.

CHS SHU 37 : Eligibility

Applicants are eligible to apply to register for the qualification of Bachelor of Physiotherapy if they have obtained a NSC Bachelor's degree pass and in addition have obtained a minimum APS score of 30 (excluding Life Orientation), Level 4 English Home Language or Level 4 English 1st additional language, Level 4 Mathematics, Level 4 Life Sciences, Level 4 Physical Science and Level 4 Life Orientation.

CHS SHU 38 : Structure / Curriculum

The curriculum for the qualification Bachelor of Physiotherapy, comprising modules with a total credit point value of 512 credits as approved by the Senate, shall extend over eight semesters of full-time study. All modules in the curriculum shall be compulsory.

In order to complete the qualification, a student shall obtain not less than 512 Credits and shall complete the modules as specific below.

Bachelor of Physiotherapy [B-PHYS]					
LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
BIOL103	Introductory Biology for Health Sciences	16	ANAT109	Anatomy of the upper and lower limbs	16
PSYC101	Introduction to Psychology A	16	PHYS132	Physics for Life Sciences 2	16
PHYS131	Physics for Life Sciences 1	16	PHTH145	Introduction to Physiotherapy Science	16
ANAT122	Introduction to Anatomy and Neuroanatomy	16			
EDSJ1CS	Critical Social Justice and Citizenship	0			
			Choose ONE of the following isiZulu Modules:		
Choose ZULN101 (if non-Nguni speaker) or ZULM105 (if Nguni speaker). Nguni languages include isiXhosa, isiZulu, siSwati, isiNdebele					
			ZULN101	Basic isiZulu	16

				Languages Studies	
			ZULM105	Academic Writing	16
Total Credits		64	Total Credits		64
Total Credits For Level One					128
LEVEL 2					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
HPHS221	Homeostasis	16	PHTH252	Principles of Physiotherapy Practice	16
ANAT104	Anatomy of the Trunk and Embryology	8	PHTH262	Electrotherapy for Physiotherapy	16
PHTH145	Introduction to Physiotherapy Science	16	HPHS222	Integration and communication	16
PHTH241	Kinesiology for Physiotherapy	16	ANAT112	Anatomy of the Head and Neck	8
PHTH243	Neurology and Community rehabilitation	16			
SHSC1BH	Becoming a Healthcare Professional	16			
Total Credits		72	Total Credits		56
Total Credits For Level Two					128
LEVEL 3					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
HLSC311	Clinical Sciences 1	16	SHSC1RM	Research methods for Health Sciences	16
PHTH341	Principles of Physiotherapy Practice	16	HLSC332	Clinical Sciences 2	16

PHTH342	Neuromusculoskeletal Physiotherapy	16		
MODULE CODE	MODULE DESCRIPTION			CREDIT POINTS
PHTH343	Physiotherapy Clinical Practice (Cardiopulmonary & Orthopaedic Conditions)			24
PHTH345	Physiotherapy Clinical Practice (Neurological Conditions & Community Physiotherapy)			24
Total Credits– Year Modules				48
Total Credits		48	Total Credits	
			32	
Total Credits For Level Three				128
LEVEL 4 – YEAR MODULES				
MODULE CODE	MODULE DESCRIPTION			CREDIT POINTS
PHTH451	Principles of Physiotherapy			32
PHTH400	Physiotherapy Clinical Practice A			32
PHTH410	Physiotherapy Clinical Practice B			32
PHTH445	Physiotherapy Research			32
Total Credits For Level Four				128

CHS SHU 39 : Progression and academic exclusion

To maintain their good standing, and to avoid either warning for slow academic progress or exclusion from the University, students must maintain minimum rates of progression through their qualifications. Minimum rates of acceptable progression for this qualification are set out below.

Programme : Bachelor of Physiotherapy

NUMBER OF SEMESTERS	NORMAL PROGRESSION	MINIMUM PROGRESSION FOR GOOD ACADEMIC STANDING	MINIMUM PROGRESSION TO AVOID ACADEMIC EXCLUSION
1	64	48	32
2	128	96	72
3	200	152	112
4	256	192	144
5	304	232	176
6	384	288	216
7	384	288	216

8	512	384	288
9		512	384
10			512

2.10. Programme : Bachelor of Science in Dietetics and Human Nutrition [BSCDHN] NQF 8 CHS SHU 40 : Introduction

A Bachelor of Science in Dietetics and Human Nutrition programme is the academic qualification required for registration as a dietitian with the Health Professional Council of South Africa (HPCSA). The degree, which is offered only on the Pietermaritzburg campus, equips graduates with the knowledge and skills to work in clinical nutrition, community and public Health nutrition, food service management, and research. The qualification extends over eight semesters of full-time study, integrating coursework in biological, nutritional, and food sciences with practical training and professional exposure. The programme includes structured clinical and community placements to ensure graduates meet the professional and ethical standards required for practice.

CHS SHU 41 : Eligibility

Applicants are eligible to apply to register for the qualification of Bachelor of Science in Dietetics and Human Nutrition, provided they satisfy the University-wide entrance requirements and have a full National Senior Certificate for Degrees (NSC Deg) with at least 28 points and have obtained at least 50% in Mathematics (4), Physical Science(4), Life Science(4) or Agricultural Science(4).

CHS SHU 42 : Structure / Curriculum

In order to complete the qualification, a student shall obtain not less than 528 credits and shall complete the modules as specified below.

Bachelor of Science in Dietetics and Human Nutrition [BSCDHN]					
LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
BIOL101	Smaller side of life	16	CHEM120	General Reactivity	16
CHEM110	General Principles of Chemistry	16	STAT130	Introduction to Statistics	16
NUTR114	Introductory Nutrition & Community Resources	16	NUTR124	Human Nutrition 1: Lifecycle & Macronutrients	16

FSCI120	Introduction to Food Science	16	ZULN101 OR ELECT	Basic isiZulu Language Studies	16
EDSJCS	Critical Social Justice and Citizenship	0			
Total Credits		64	Total Credits		64
Total Credits For Level One					128

LEVEL 2

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
BIOC201	Introduction to Biomolecules	16	BIOC212	Signal Transduction and Metabolism	16
DIET251	Counselling Principles and Ethics in Dietetics	16	DIET237	DIET1: Weight, Diabetes, Heart Disease	16
HPHY210	Introduction to Human Physiology	16	MPHY210	Introduction to Pathophysiology	16
NUTR224	Micronutrients, Nutritional Assessment, SA	16	FSCI210	Further Concepts in Food Science	16
Total Credits		64	Total Credits		64
Total Credits For Level Two					128

LEVEL 3

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
NUTR343	Community Nutrition	16	NUTR312	Research and Nutritional Epidemiology	16
FSMT332	Food Production, Systems & Plans	16	NUTR342	Nutrition & Communication	16
DIET382	Diet Therapy - Medical II	16	FSMT333	Management Theory & Practice	16
DIET380	Diet Therapy –	16	DIET381	Diet Therapy -	16

	Surgical		Medical I	
Total Credits		64	Total Credits	
			64	
Total Credits For Level Three				128
LEVEL 4				
YEAR MODULES				
MODULE CODE	MODULE DESCRIPTION			CREDIT POINTS
NUTR410	Community Nutrition Internship in Dietetics			32
DIET410	Therapy Internship in Dietetics			48
DIET420	Research Project in Dietetics			32
FSMT410	Food Service Management Internship in Dietetics			32
Total Credits For Level Four				144

CHS SHU 43 : Progression and academic exclusion

To maintain their good standing, and to avoid either warning of slow academic progress or academic exclusion from the University, students must maintain the following minimum rates of progress.

PROGRAMME : Bachelor of Science in Dietetics and Human Nutrition

NUMBER OF SEMESTERS	NORMAL PROGRESSION	MINIMUM PROGRESSION FOR GOOD ACADEMIC STANDING	MINIMUM PROGRESSION TO AVOID ACADEMIC EXCLUSION
1	64	48	32
2	128	96	72
3	192	144	112
4	256	192	144
5	320	240	184
6	384	288	216
7	384	288	216
8	528	400	304
9		528	400
10			528

2.11. Programme : Bachelor of Speech - Language Therapy [BSLT] NQF 8**CHS SHU 44 : Introduction**

A Bachelor of Speech Language Therapy programme offered at UKZN Westville Campus is the academic qualification required to be registered as a Speech Language Therapist with the Health Professions Council of South Africa. The purpose of the programme is to equip students with the knowledge, skills, and clinical

competencies to become competent, reflective, and socially responsive Speech-Language Therapists. Speech-language therapists are Healthcare professionals who assess and manage communication and swallowing disorders in diverse populations across the lifespan.

CHS SHU 45 : Eligibility

Applicants are eligible to apply to register for the qualification of Bachelor of Speech-Language Therapy if they have obtained a NSC Bachelor's degree pass and in addition have obtained a minimum APS score of 30 (excluding Life Orientation), Level 4 English Home Language or Level 4 English 1st additional language, Level 3 Mathematics, Level 3 Life Sciences or Level 3 Physical Science and Level 4 Life Orientation.

CHS SHU 46 : Structure / Curriculum

The curriculum for the qualification Bachelor of Speech-Language Therapy, comprising modules with a total credit point value of 512 credit points as approved by the Senate, shall extend over eight semesters of full-time study. All modules in the curriculum shall be compulsory.

Bachelor of Speech - Language Therapy [BSLT]					
LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
ANAT122	Introduction to Anatomy & Neuroanatomy	16	ANAT119	Head & Neck	16
CPSL143	Introduction to Human Communication Science	16	CPSL131	Speech Sound disorders	16
CPSL142	Clinical Phonetics & Linguistics	16	PSYC102	Introduction to Psychology B	16
			SHSC1BH	Becoming a Healthcare Professional	16
			EDSJ1CS	Critical Social Justice and Citizenship	0
			CPAU132	Hearing Screening for SLT	16

Choose ONE of the following isiZulu Modules:

Choose ZULN101 (if non-Nguni speaker or ZULM105 (if Nguni speaker). Nguni languages include isiXhosa, isiZulu, siSwati, isiNdebele

ZULN101	Basic isiZulu Languages Studies	16			
ZULM105	Academic Writing	16			
Total Credits		64	Total Credits		80
Total Credits For Level One					144

LEVEL 2

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
HLSC241	Clinical management of communication related disorders	16	CPSL245	Speech Disorders: Cleft, Voice and Fluency	16
CPSL241	Developmental Language Disorders	16	SHSC1CB	Community based care	16
CPAU243	Alternative Communication and Deaf Culture	16	SHSC1HI	Health, Illness and Behaviour	16
CPAU242	Clinical Practice: Audiological Assessment for Speech Language Therapists	16			
Total Credits		64	Total Credits		48

YEAR MODULES

CPSL246	Clinical Practice: Speech Sound Disorders	16
Total Credits For Year Module		16
Total Credits For Level Two		128

LEVEL 3					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
CPAU343	Aural Rehabilitation for Speech Language Therapists	16	SHSC1RM	Research Methods for Health Sciences	16
CPSL344	Developmental Communication Disorders A	16	CPSL346	Developmental Communication Disorders B	16
CPSL341	Acquired Communication Disorders A	16	CPSL347	Acquired Communication Disorders & Dysphagia B	16
Total Credits		64	Total Credits		64
YEAR MODULES					
CPSL349	Clinical Practice: Developmental Language Disorders – offered in both semesters				16
CPSL345	Clinical Practice: Speech Disorders voice and fluency – offered in both semesters				16
Total Credits For Year Modules					32
Total Credits For Level Three					128
LEVEL 4					
SEMESTER ONE			SEMESTER ONE		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
CPSL441	Special Topics	16	CPSL457W2	Clinical Practice: Initial Assessment	16
CPSL457W1	Clinical Practice: Initial Assessment	16	CPSL444W2	Clinical Practice: Community Based Rehabilitation	16
CPSL444W1	Clinical Practice: Community Based Rehabilitation	16	CPSL443W2	Clinical Practice: Developmental Communication Disorders A	16

CPSL443W1	Clinical Practice: Developmental Communication Disorders A	16	CPSL445W2	Clinical Practice: Developmental Communication Disorders B	16
CPSL445W1	Clinical Practice: Developmental Communication Disorders B	16	CPSL446W2	Clinical Practice: Acquired Communication Disorders & Dysphagia	16
CPSL446W1	Clinical Practice: Acquired Communication Disorders & Dysphagia	16			

YEAR MODULES

MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
CPSL447	Research Practice	32
	Total Credits– Year Modules	32
	Total Credits	48
	Total Credits For Level Four	128

CHS SHU 47 : Progression and academic exclusion

To maintain their good standing, and to avoid either warning for slow academic progress or exclusion from the University, students must maintain minimum rates of progression through their qualifications. Minimum rates of acceptable progression for this qualification are set out below:

Programme : Bachelor of Speech-Language Therapy

NUMBER OF SEMESTERS	NORMAL PROGRESSION	MINIMUM PROGRESSION FOR GOOD ACADEMIC STANDING	MINIMUM PROGRESSION TO AVOID ACADEMIC EXCLUSION
1	80	36	24
2	128	102	72
3	176	132	96
4	256	180	132
5	320	240	176
6	384	288	212

7	416	312	232
8	512	384	324
9		512	384
10			512

3. POSTGRADUATE DIPLOMAS OFFERED BY THE SCHOOL OF HEALTH SCIENCES

3.1. Programme : Post Graduate Diploma in Adult Critical Care Nursing [PD-CN] NQF 8

CHS SHP 1 : Introduction

This programme is designed to strengthen and deepen the student's knowledge and expertise in critical care nursing across the continuum of the speciality. The programme will enable the graduate-to function with appropriate and relevant advanced clinical competencies necessary within critical care nursing as well as enhancing their ability to critically apply and evaluate contemporary

evidence to their own practice. The Postgraduate Diploma in Adult Critical Care Nursing seeks to develop a critical care nurse specialist who will use expert evidence-based knowledge to enhance adult patient care within a continuum of care, including tertiary prevention.

CHS SHP 2 : Eligibility

Applicants are eligible to apply to register for the qualification of Postgraduate Diploma in Adult Critical Care Nursing if they have:

- An appropriate Bachelor's Degree in Nursing and Midwifery (R425 or R174); OR a comprehensive Diploma in Nursing and Midwifery (R425); OR a Diploma in Nursing (R683) and a Diploma in Midwifery (R254); OR a Diploma: Staff Nurse (General) R171 and including an Advanced Diploma: Midwifery (R1427) and
- Two years' post-basic experience, excluding the Community Service year, in a critical care setting.

CHS SHP 3 : Structure / Curriculum

- All required clinical placements must be undertaken in SANC-accredited facilities.
- The curriculum shall carry 128 credits; all modules are compulsory and must be undertaken in the sequence presented below.

Post Graduate Diploma in Adult Critical Care Nursing [PD-CN]

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
NURS 602	Managing of Learning	16	NURS 603	Philosophical Perspectives and	16

	Organisations in Health Care			Advocacy in Nursing	
NURS 604	Contemporary Issues in Critical Care Nursing	16	NURS 607	Multisystem Critical Care Nursing	16
NURS 605	Fundamentals in Critical Care Nursing	16	NURS 608	Continuum of Care in Critical Care Nursing	16
			NURS 609	Principles of Emergency Nursing	16
YEAR MODULES					
MODULE CODE	MODULE DESCRIPTION				CREDITS
NURS 601	Nursing Research Methods and Evidence-based Practice				16
Total Credits		48	Total Credits		80
Total Credits For Programme					128

3.2. Programme : Post Graduate Diploma in Health Service Management [PD-HSM] NQF 8

CHS SHP 4 : Introduction

This programme is designed to strengthen and deepen the student's knowledge and skills in the field of Health service management. The programme fosters innovation and creativity in nursing managers, producing graduates who can effectively use problem-solving skills to influence clinical practice, service delivery, and policy and effect change as nurse leaders. As nurse leaders and managers, they will be able to use the outcomes of current research and/or evaluation studies as a foundation for their own evidence-based practice, decision-making, and policymaking. The Postgraduate Diploma in Health Services Management is offered over a duration of one year for full-time students and a duration of two years for part-time students.

CHS SHP 5 : Eligibility

Applicants are eligible to apply to register for the qualification of Postgraduate Diploma in Health Services Management if they have:

- (a) An appropriate Bachelor's Degree in Nursing and Midwifery (R425 or R174); OR a comprehensive Diploma in Nursing and Midwifery (R425); OR a Diploma in Nursing (R683) and a Diploma in Midwifery (R254); OR a Diploma: Staff Nurse (General) R171 and including an Advanced Diploma: Midwifery (R1427) and
- (b) Two years' post-basic experience, excluding the Community Service year, in a relevant Health service setting.

CHS SHP 6 : Curriculum:

- (a) All required clinical placements must be undertaken in SANC-accredited facilities.
 (b) The curriculum shall carry 128 credits; all modules are compulsory and must be undertaken in the sequence presented below.

Post Graduate Diploma in Health Service Management [PD-HSM]

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
NURS 611	Quality Management in a Dynamic Health Care Service	16	NURS 613	Intersectoral and International Collaboration	16
NURS 602	Management of Learning Organisation in Healthcare	16	NURS 603	Philosophical Perspectives and Advocacy in Nursing	16
YEAR MODULES					
MODULE CODE	MODULE DESCRIPTION				CREDITS
NURS 601	Nursing Research Methods and Evidence-based Practice				16
NURS 610	Strategic Planning and Change				24
NURS 612	Effective Management and Leadership in Nursing Practice				24
Total Credits		32	Total Credits		96
Total Credits For Programme					128

3.3 Programme : Postgraduate Diploma in Midwifery [PGD-MW] NQF 8**CHS SHP 7 : Introduction**

The programme is intended to provide midwives working in the maternity and neonatal nursery areas with advanced knowledge and specialized skills which will assist in providing specialised midwifery and neonatal nursing care to individuals with high-risk and life-threatening conditions. It is hoped that these specialist midwives will function as leaders, who are clinically focused, service-oriented, autonomous and innovative, able to render specialist midwifery care in a continuum as determined by the appropriate legislative framework. The postgraduate Diploma in Midwifery is offered over a duration of one year for full-time students and a duration of two years for part-time students

CHS SHP 8 : Eligibility

Candidates are eligible to apply for selection to register for the qualification of Postgraduate

Diploma in Nursing/Midwifery if they have:

- (b) An appropriate Bachelor's Degree in Nursing and Midwifery (R425 or R174); OR a comprehensive Diploma in Nursing and Midwifery (R425); OR a Diploma in Nursing (R683) and a Diploma in Midwifery (R254); OR a Diploma: Staff Nurse (General) R171 and including an Advanced Diploma: Midwifery (R1427) and
- (c) Two years' post-basic experience, excluding the Community Service year, in a midwifery clinical setting.

CHS SHP 9 : Curriculum:

- (a) All required clinical placements must be undertaken in SANC-accredited facilities.
- (b) The curriculum shall carry 128 credits; all modules are compulsory and must be undertaken in the sequence presented below.

Postgraduate Diploma in Midwifery [PGD-MW]

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
NURS 602	Management of Learning Organisation in Healthcare	16	NURS 603	Philosophical Perspectives and Advocacy in Nursing	16
			NURS6NT	Neonatal Nursing Theory	8
			NURS6PN	Neonatal Nursing Practice	16
YEAR MODULES					
MODULE CODE	MODULE DESCRIPTION				CREDITS
NURS 601	Nursing Research Methods and Evidence-based Practice				16
NURS6TM	Midwifery Theory				24
NURS6MP	Midwifery Practice				32
Total Credits		16	Total Credits		96
Total Credits For Programme					128

3.4. Programme: Postgraduate Diploma in Nursing Education [PGD- NE] NQF 8

CHS SHP 10 : Introduction

The programme is designed to strengthen and deepen students' knowledge in teaching, learning and supporting students in the classroom and work integrated learning settings. It aims to empower nursing education students with competencies required for the roles of educator, clinical educator, researcher, and specialist as determined by the SANC. Furthermore, this programme serves to promote deep reflection and conscious, ethical practice to its students through interrogation of current research, theories and discourses of higher education and their implications for nursing education. The knowledge and skills acquired will enable the graduate to provide quality nursing education to students, which is underpinned by a sound theoretical base and therefore incite continuous quality assurance and improvement in teaching, learning and assessment. The programme will foster innovation and creativity in teaching and assessment practices. The Postgraduate Diploma in Nursing Education is offered over a duration of one year for full-time students and a duration of two years for part-time students.

CHS SHP 11 : Eligibility

Applicants are eligible to apply to register for the qualification of Postgraduate Diploma in Nursing Education if they have:

- (a) An appropriate Bachelor's Degree in Nursing and Midwifery (R425 or R174); OR a comprehensive Diploma in Nursing and Midwifery (R425); OR a Diploma in Nursing (R683) and a Diploma in Midwifery (R254); OR a Diploma: Staff Nurse (General) R171 and including an Advanced Diploma: Midwifery (R1427) and
- (b) Two years' post-basic experience, excluding the Community Service year, in a relevant Health care setting
- (c)

CHS SHP 12 : Curriculum

- (a) All required clinical placements must be undertaken in SANC-accredited facilities.
- (b) The curriculum shall carry 128 credits; all modules are compulsory and must be undertaken in the sequence presented below.

Postgraduate Diploma in Nursing Education [PGD- NE]

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
NURS 620	Educational Theories in Nursing Education	16	NURS 623	Designing and Evaluating Curriculum in Nursing Education	16
NURS 621	Teaching and Facilitation of	16	NURS 624	Trends and Issues in Health	16

	Learning in Nursing Education			Professional Education	
NURS 622	Assessment and Evaluation of Learning in Nursing Education	16	NURS 625	Managing a Nursing Education Institution	16
			NURS 603	Philosophical Perspectives and Advocacy in Nursing	16
YEAR MODULES					
MODULE CODE	MODULE DESCRIPTION				CREDITS
NURS 601	Nursing Research Methods and Evidence-based Practice				16
Total Credits		48	Total Credits		80
Total Credits For Programme					128

4. COURSEWORK MASTER'S (CWM) DEGREES OFFERED BY THE SCHOOL OF HEALTH SCIENCES

4.1. Programme : Master of Health Sciences [MMSHSC] NQF 9

CHS SHP 13 : Introduction

The Master of Health Sciences is a postgraduate programme offered from the Westville Campus, designed for professionals seeking advanced expertise in Health promotion, research, and leadership across multidisciplinary settings. This programme deepens students' understanding of complex Health systems, policy development, and the social determinants of Health, while cultivating analytical, managerial, and research skills essential for impactful practice.

Students engage with evidence-based approaches across modules in epidemiology, Health economics, ethics, and qualitative and quantitative research methods. Through a combination of coursework and independent research, graduates are prepared to lead initiatives in Healthcare delivery, public Health policy, academic instruction, and Health systems strengthening.

CHS SHP 14: Eligibility

Applicants are eligible to apply to register for the qualification of Master of Health Sciences provided they have obtained a undergraduate Health Science Professional Bachelors qualification (NQF 8).

CHS SHP 15: Structure / Curriculum

The curriculum for the qualification Master of Health Sciences, an on line programme, comprising

modules with a total credit value of 192 credits as approved by the Senate, shall extend over four semesters of full-time study and research, or six semesters part-time.

- (a) All modules in the curriculum shall be compulsory.
 (b) All coursework modules need to be completed before registration for the Research Project.

Students shall complete the following programme ('the Curriculum')

In order to complete the qualification, a student shall obtain not less than 192 Credits and shall complete the modules as specified below.

Master of Health Sciences [MMSHSC]

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
HLSC8H1	Basic Epidemiology	16	HLSC8H3	Research Methods and Design	16
HLSC8H2	Introduction to Biostatistical Concepts	16	HLSC8H4	Evidence Based Practice	16
HLSC8H5	Bioethics	16	HLSC8H6	Research Project	96
HLSC8H6	Research Project	96	HLSC8H8	Research Project – subsequent year	96
HLSC8H8	Research Project – subsequent year	96			
ELECTIVE MODULES – STUDENT TO CHOOSE ONE					
HLSC801	Pharmacovigilance	16			
HLSC802	Chronic Disease Rehabilitation	16			
HLSC803	Infection Prevention and Control	16			
HLSC804	Antibiotic Stewardship & Conservation	16			
Total Credits			Total Credits		
			Total Credits For Programme		
			192		

4.2 Programme: Master of Nursing in Health Service Management [MN-CW] NQF 9

CHS SHP 16 : Introduction

The qualification will provide a career path for professional nurse managers/administrators who would like to specialize within the field of nursing. Students learning towards this qualification will become advanced

nurse practitioners within the area of health services management. The health sector needs nurse managers within depth knowledge and skills to manage nursing services within a public or private health care system; that has a strong focus on improving the management of nursing services within the district health system. Furthermore, the health care system needs advanced nurse managers to research, monitor, evaluate and manage national; provincial; district and local health programmes within a comprehensive health care delivery system

CHS SHP 17 : Eligibility

Candidates are eligible to apply for selection to register for the qualification Master of Nursing, provided they have a;

- a) Bachelor of Nursing, or
- b) Bachelor of Nursing Honours or
- c) A Nursing Postgraduate Diploma

Master of Nursing in Health Service Management [MN-CW]

LEVEL 1					
CORE MODULES			CORE SPECIALIST MODULES		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
NURS822	Advanced Practice Nurse Role	16	NURS807	Comparative Health Systems	16
NURS860	Research Project	96	NURS808	Evaluation of Health Care Systems	16
NURS861	Research Project subsequent year	96	NURS832	Human Resources Management for Nurse Managers	16
NURS831	Nursing Research and Nursing Research Methods	16	NURS829	Health Services Management Issues for African Nurse Managers	16
YEAR MODULES					
MODULE CODE	MODULE DESCRIPTION				CREDITS
Total Credits		128			64
Total Credits For Programme					192

4.3 Programme: Master of Nursing in Education [MNU-ED] NQF 9

CHS SHP 18 : Introduction

This qualification will provide a career path for nurses and nurse educators who would like to specialize within the field of Nursing Education. Students learning towards this qualification will become advanced nurse practitioners within the area of Nursing Education as determined by the South African Nursing Council. With the transformations in nursing education resulting from the move of education and training of nurses and midwives away from the Department of Health to Higher Education, the dynamic healthcare system that is characterized by clients with multiple and complex conditions, the need for nurse educators with in-depth knowledge of the higher education systems in South Africa, management of education and training as it has been managed by the Department of Health in the past, quality promotion and assurance systems in higher education and innovative ways of teaching and assessing students that will develop field of specialization as well as the transferrable core skills which are regarded as critical cross-field outcomes in the country.

CHS SHP 19 : Eligibility :

Candidates are eligible to apply for selection to register for the qualification Master of Nursing, provided they have a;

- a) Bachelor of Nursing, or
- b) Bachelor of Nursing Honours or
- c) A Nursing Postgraduate Diploma

Master of Nursing in Education [MNU-ED]

LEVEL 1

CORE MODULES			CORE SPECIALIST MODULES		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
			NURS805	Community and Problem-Based Education	16
			NURS811	Education Administration	16
NURS831	Nursing Research and Nursing Research Methods	16	NURS823	Progressive Educ for Health Professionals 1	24
			NURS824	Progressive Educ for Health Professionals 2	24

YEAR MODULES		
MODULE CODE	MODULE DESCRIPTION	CREDITS
NURS860	Research Project	96
NURS861	Research Project subsequent year	
Total Credits		112
		Total Credits
		80
		Total Credits For Programme
		192

4.4. Programme : Master of Pharmacy (Pharmacy Practice/Pharmaco- economics) [MMSHSC] NQF 9

CHS SHP 20 : Introduction

The coursework based Master of Pharmacy programme at the Westville Campus is tailored for registered pharmacists to expand their clinical, regulatory, or research capabilities in a structured academic setting. This degree emphasizes advanced knowledge in pharmacotherapeutics, pharmacy practice, pharmaceutical care, and Health policy offering immediate relevance to professional challenges in both public and private Healthcare sectors.

CHS SHP 21 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Pharmacy (Pharmacy Practice M-PHPP) provided they have:

- Bachelor of Pharmacy qualification, and
- for the Pharmacy Practice stream, at least two (2) years of experience in the pharmaceutical services (industry, community or hospital), or
- for the Pharmacoeconomics stream, at least two (2) years of experience in the pharmaceutical industry, managed Health care or Health facility management

CHS SHP 22 : Structure / Curriculum

The curriculum for the qualification Master of Pharmacy (Pharmacy Practice) or (Pharmacoeconomics), comprising modules with a total credit value of 192 credits as approved by the Senate shall extend over four semesters of full-time study and research, or six semesters part-time.

- All modules in the curriculum shall be compulsory.
- All coursework modules need to be completed before registration for the Research Project. Students shall complete the following programme

In order to complete the qualification, a student shall obtain not less than 192 Credits and shall complete the modules as specified below.

Master of Pharmacy (Pharmacy Practice/Pharmaco- economics) [MMSHSC]

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
CORE MODULES FOR BOTH STREAMS					
HLSC8H1	Basic Epidemiology	16	HLSC8H3	Research Methods and Design	16
HLSC8H2	Introduction to Biostatistical Concepts	16	HLSC8H4	Evidence Based Practice	16
PHARMACOECONOMIC STREAM					
PHRM8PP	Introduction to Pharmacoeconomic Principles	16			
PHRM8PC	Application of Pharmacoeconomic Concepts	16			
PHARMACY PRACTICE STREAM					
PHRM8PR	Clinical Service Development and Evaluation	16			
PHRM8PT	Rational Drug Use	16			
YEAR					
PHRM811	Research Project-	96			
PHRM812	Research Project – subsequent year	96			
Total Credits					96
Total Credits For Programme					192

5. RESEARCH MASTER'S DEGREES OFFERED BY THE SCHOOL OF HEALTH SCIENCES**5.1. Programme : Master of Audiology [M-AUD] NQF 9 (By Research)****CHS SHP 24 : Introduction**

The purpose of this Master of Audiology programme is to prepare independent researchers in Health sciences who can contribute to the development of new knowledge at an advanced level by conducting original research that addresses complex context-based issues, under the guidance of a research supervisor. The research project will culminate in the production of a research report in the form of

a dissertation or a publication. Graduates with a Bachelor of Audiology or a Bachelor of Speech-Language Therapy and Audiology will be interested in this qualification.

The qualification aims to develop lifelong learners with a drive for research that will make a positive contribution to the South African Health system as well as produce researchers who can contribute to the generation of new knowledge in Audiology, which will underpin and inform teaching, clinical practice and community service in Audiology and bring solutions to the Health issues affecting the African region, as well as globally. This qualification will prepare graduates for specialised professional employment in the field of Audiology.

CHS SHP 25 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Audiology provided they have a Bachelors qualification(NQF 8) in the field of Audiology or Speech Language

Master of Audiology [M-AUD]

Curriculum for Master of Audiology by Research (M-AUD)

Code	Module Description
CPAU8FY	Masters Research in Audiology
CPAU8CY	Masters Research in Audiology Continuing
CPAU8SY	Masters Research in Audiology Subsequent year

5.2. Programme : Master of Occupational Therapy [MOCT] NQF 9 (By Research)

CHS SHP 26 : Introduction

The Master of Occupational Therapy at the Westville Campus equips future leaders with advanced competencies in functional assessment, therapeutic intervention, and Health promotion for individuals facing physical, cognitive, or psychosocial challenges. Rooted in evidence-based practice and community engagement, this programme blends clinical innovation with cultural sensitivity to prepare graduates for transformative roles in rehabilitative care.

CHS SHP 27 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Occupational Therapy provided they have a Bachelors of Occupational Therapy qualification (NQF 8).

Master of Occupational Therapy [MOCT]

Curriculum for Master of Occupational Therapy by Research (M-OCT)	
Code	Module Description
OCTH8FY	Masters Research in Occupational Therapy
OCTH8CY	Masters Research in Occupational Therapy Continuing
OCTH8SY	Masters Research in Occupational Therapy Subsequent year

5.3. Programme : Master of Nursing [M-NUR] NQF 9 (By Research)

CHS SHP 28 : Introduction

This qualification will provide a career path for Professional Nurses who would like to specialize within the field of nursing research. Students learning towards this qualification will become advanced nurse practitioners within the area of nursing research. The advanced nurse practitioners require specialized skills and knowledge on research ethics; research computing skills; research methodologies and nursing research paradigms; and statistics to conduct independent nursing research on an array of nursing issues to respond to the Health care needs of society. Further to this the programme will prepare students to engage in research for evidence-based practice and grounding in epidemiology and biostatistics to respond wholly to the public Health care needs of a society by enabling nurses to comprehensively and independently conduct nursing research.

CHS SHP 29 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Nursing provided they have a;

- a) Bachelor of Nursing or
- b) Bachelor of Nursing Honours
- c) A Nursing Postgraduate Diploma

CHS SHP 30: Curriculum for the Master of Nursing by Research

- a) The curriculum for the qualification Master of Nursing, offered by research, shall comprise a total of 192 credits.
- b) A student proceeding with a research Master's shall register for a research project.

Master of Nursing [M-NUR]

Curriculum for Master of Nursing (M-NUR)	
Code	Module Description
NURS82F	Masters research in Nursing
NURS8CY	Masters research in Nursing continuing
NURS82Y	Masters research in Nursing subsequent year
Total Credits	192

5.4. Name Programme : Master of Occupational Therapy [M-OCT] NQF 9 (By Research)

CHS SHP 31 : Introduction

The Master of Occupational Therapy at the Westville Campus equips future leaders with advanced competencies in functional assessment, therapeutic intervention, and Health promotion for individuals facing physical, cognitive, or psychosocial challenges. Rooted in evidence-based practice and community engagement, this programme blends clinical innovation with cultural sensitivity to prepare graduates for transformative roles in rehabilitative care.

CHS SHP 32 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Occupational Therapy if they have previously obtained a Bachelor of Occupational Therapy (NQF 8)

Master of Occupational Therapy [M-OCT]

Curriculum for Master of Occupational Therapy by Research (M-OCT)	
Code	Module Description
OCTH8FY	Masters Research in Occupational Therapy
OCTH8CY	Masters Research in Occupational Therapy Continuing
OCTH8SY	Masters Research in Occupational Therapy Subsequent year
Total Credits	192

5.5. Programme : Master of Optometry [MOPTM] NQF 9 (By Research)

CHS SHP 33 : Introduction

The Master of Optometry programme offered at the Westville Campus develops advanced clinical expertise and research capabilities in visual science and eye care. It is designed for professionals aiming to innovate in the diagnosis, treatment, and prevention of visual disorders while contributing to academic and Health care systems reform.

CHS SHP 34 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Optometry provided they have a Bachelor of Optometry qualification (NQF 8).

Master of Optometry [MT-OPT]

Curriculum for Master of Optometry – Research (MT-OPT)	
Code	Module Description
OPTM8FY	Masters Research in Optometry
OPTM8CY	Masters Research in Optometry Continuing

OPTM8SY	Masters Research in Optometry Subsequent Year
Total Credits	192

**5.6. Programme : Master of Pharmacy (in the following areas) [M-PHAR] NQF 9
(By Research)**

CHS SHP 35 : Introduction

The Master of Pharmacy programme at the Westville Campus is tailored for pharmacists and pharmaceutical scientists eager to deepen their expertise through focused, original investigation.

CHS SHP 36 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Pharmacy provided they have a Bachelor of Pharmacy (NQF 8).

Master of Pharmacy (in the following areas) [M-PHAR]

Curriculum for Master of Pharmacy (M-PHAR)

Module Code	Module Description
Pharmaceutics	
PHRM8AY	Research Masters in Pharmaceutics
PHRM8C2	Masters Research in Pharmaceutics Continuing
PHRM8BY	Research Masters in Pharmaceutics subsequent year
Total Credits	192
Pharmacy	
PHRM8CY	Research Masters in Pharmacy
PHRM8C3	Masters Research in Pharmacy Continuing
PHRM8DY	Research Masters in Pharmacy subsequent year
Total Credits	192
Pharmacology	
PHRM8EY	Research Masters in Pharmacology
PHRM8C1	Research Masters in Pharmacology Continuing
PHRM8FY	Research Masters in Pharmacology subsequent year
Total Credits	192
Pharmaceutical Chemistry	
PHRM8GY	Research Masters in Pharmaceutical Chemistry
PHRM8C4	Masters Research in Pharmaceutical Chemistry Continuing

PHRM8HY	Research Masters in Pharmaceutical Chemistry subsequent year	
Total Credits		192
Pharmacy Practice		
PHRM8JY	Research Masters in Pharmacy Practice	
PHRM8C5	Research Masters in Pharmacy Practice continuing	
PHRM8IY	Research Masters in Pharmacy Practice subsequent year	
Total Credits		192

5.7. Programme : Master of Physiotherapy [MT-PTH] NQF 9 (By Research)

CHS SHP 37: Introduction

The Master of Physiotherapy programme at the Westville Campus empowers clinicians to elevate their practice with advanced therapeutic knowledge, clinical reasoning, and research acumen. This postgraduate degree supports the development of specialized skills for managing movement dysfunctions, promoting rehabilitation, and enhancing quality of life across diverse populations.

CHS SHP 38 : Eligibility

Applicants are eligible to apply to register for the qualification of Physiotherapy provided they have a Bachelor of Physiotherapy qualification (NQF 8).

Master of Physiotherapy [MT-PTH]

Curriculum for Master of Physiotherapy (MT-PHY)	
Code	Module Description
PHTH8FY	Masters Research in Physiotherapy
PHTH8CY	Masters Research in Physiotherapy Continuing
PHTH8SY	Masters Research in Physiotherapy Subsequent Year/s
Total Credits	192

5.8. Programme : Master of Science in Dietetics [MSDT] NQF 9 (By Research)

CHS SHP 39 : Introduction

The Master of Science in Dietetics is a research-intensive postgraduate programme designed for registered dietitians seeking to deepen their expertise and contribute to evidence-based dietetic practice. This programme involves the completion of an independent research project under academic supervision,

culminating in a full dissertation. Areas of research may include clinical nutrition, public Health nutrition, food and nutrition security or food service management.

CHS SHP 40 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Science in Dietetics, if they have previously obtained a NQF 8 level qualification, either a Bachelor or Bachelor of Science in Dietetics or a 3 year Bachelor of Science in Dietetic plus a 1 year postgraduate Diploma in Dietetics.

Master of Science in Dietetics [MSDT]

Curriculum for Master of Science in Dietetics [MSDT]	
MODULE CODE	MODULE DESCRIPTION
DIET810	Master of Science in Dietetics full-time year 1
DIET8CY	Master of Science in Dietetics full-time continuing
DIET8P1	Master of Science in Dietetics part-time year 1
DIET8P2	Master of Science in Dietetics part-time year 2
DIET8SY	Master of Science in Dietetics part-time subsequent year/s
Total Credits	192

5.9. Programme : Master of Science in Human Nutrition [MSHN] NQF 9 (By Research)

CHS SHP 41 : Introduction

The Master of Science in Human Nutrition is a research-intensive postgraduate programme designed for registered nutritionists or dietitians seeking to deepen their expertise and contribute to evidence-based nutrition practice. This programme involves the completion of an independent research project under academic supervision, culminating in a full dissertation. Areas of research may include public Health nutrition, food and nutrition security or food service management.

CHS SHP 42 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Science in Human Nutrition, if they have previously obtained a NQF 8 qualification : either a Bachelor or Bachelor of Science in Human Nutrition or a 3 year BSc Human Nutrition plus a 1 year postgraduate diploma in Human Nutrition. Applicants must be registered with HPCSA as a nutritionist or dietitian.

Master of Science in Human Nutrition [MSHN]

Curriculum for Master of Science in Human Nutrition [MSHN]	
MODULE CODE	MODULE DESCRIPTION
NUTR810	Master of Science in Human Nutrition full-time year 1
NUTR8CY	Master of Science in Human Nutrition full-time continuing
NUTR8P1	Master of Science in Human Nutrition part-time year 1
NUTR8P2	Master of Science in Human Nutrition part-time year 2

NUTR8SY	Master of Science in Human Nutrition part-time subsequent year/s
Total Credits	192

**5.10. Programme : Master of Speech-Language Pathology [MSLP] NQF 9
(By Research)**

CHS SHP 43 : Introduction

Master of Speech-Language Pathology programme at the Westville Campus is designed for professionals committed to enhancing communication Health through advanced clinical practice, academic inquiry, and service innovation. This degree supports the development of specialised expertise in the assessment, diagnosis, and management of speech, language, voice, fluency, and swallowing disorders across all age groups.

CHS SHP 44 : Eligibility

Candidates are eligible to apply for selection to register for the qualification Master of Speech-Language Pathology provided they have a Bachelors qualification in the field of Audiology or Speech-Language Therapy (NQF 8).

Master of Speech-Language Pathology [MSLP]

Curriculum for Master of Speech-Language Pathology (MSLP)	
Code	Module Description
CPSL8FY	Masters research in Speech-Language Therapy
CPSL8CY	Masters research in Speech Language continuing
CPSL8SY	Masters research in Speech Language subsequent Year
Total Credits	192

**5.11. Programme : Master of Sport Science [MSPS] NQF 9
(By Research)**

CHS SHP 45 : Introduction

The Master of Sport Science programme at the Westville Campus is crafted for professionals seeking to advance expertise in performance enhancement, exercise physiology, biomechanics, and sports psychology. With a strong foundation in research and practical application, this degree supports innovation in athlete development, wellness promotion, and sport management across diverse contexts

CHS SHP 46 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Sport Science by research provided they have a Bachelor of Sport Science Honours qualification (NQF 8).

Master of Sport Science [MSPS]

Curriculum for Master of Sport Science (MSPS)	
Code	Module Description
SSBR8FY	Masters Research in Sport Science
SSBR8CY	Masters Research in Sport Science continuing
SSBR8SY	Masters Research in Sport Science Subsequent Year
Total Credits	192

6. DOCTORAL DEGREES OFFERED BY THE SCHOOL OF HEALTH SCIENCES

GENERAL DOCTORAL DEGREE RULES FOR THE SCHOOL

6.1. Programme : Doctor of Philosophy (Audiology) (PHD-HS) NQF 10

CHS SHP 47 : Introduction

The Doctor of Philosophy (PhD) in Audiology offered at the University of KwaZulu-Natal is the highest academic qualification in the discipline. The purpose of the programme is to equip candidates with advanced knowledge, research skills, and scholarly expertise to generate new knowledge and innovative solutions in hearing health care in South Africa and globally. Graduates of the programme are prepared to become independent researchers and academic leaders who contribute to evidence-based practice, policy development, and the training of future audiologists, with a focus on addressing the communication and hearing needs of diverse populations across the lifespan.

CHS SHP 48 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Audiology provided they have obtained a Master's degree in Audiology.

Doctor of Philosophy (Audiology) (PHD-HS)

Curriculum for Doctor of Philosophy in Audiology (PHD-HS)	
Code	Module Description
CPAU91Y	PhD Research in Audiology
CPAU92Y	PhD Research in Audiology subsequent year
CPAU9CY	PhD Research in Audiology continuing

6.2. Programme : Doctor of Philosophy (Nursing) (PHD-HS) NQF 10

CHS SHP 49 : Introduction

The Doctor of Philosophy (PhD) in Nursing is a research-focused programme that advances knowledge in

nursing science, education, and healthcare delivery. Graduates lead innovation in clinical practice, policy, and research to improve health outcomes and strengthen the nursing profession globally.

CHS SHP 50 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy (Nursing) provided they have obtained a relevant Master's degree or a professional qualification deemed appropriate by the School.

Doctor of Philosophy (Nursing) (PHD-HS)

Curriculum for Doctor of Philosophy (Nursing) (PHD-NR)	
Code	Module Description
NURS91Y	PhD Nursing year 1
NURS92Y	PhD Nursing subsequent year
NURS9CY	PhD Nursing continuing

6.3. Programme : Doctor of Philosophy (Occupational Therapy) (PHD-HS) NQF 10

CHS SHP 51: Introduction

The Doctor of Philosophy (PhD) in Occupational Therapy is a research-focused programme aimed at advancing knowledge, theory, and practice in the field of occupational science and therapy. The programme provides candidates with the opportunity to conduct original research that addresses health, wellbeing, and participation in everyday life, with a focus on individuals, groups, and communities. PhD candidates develop advanced expertise in research methodologies and critical inquiry, contributing to innovation in occupational therapy practice, education, and policy. Graduates are prepared for leadership roles in academia, clinical research, and professional practice, and influence the development of occupational therapy both nationally and internationally

CHS SHP 52 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy (Occupational Therapy) provided they have obtained a relevant Master's degree or a professional qualification deemed appropriate by the School.

Doctor of Philosophy (Occupational Therapy) (PHD-HS)

Curriculum for Doctor of Philosophy Occupational Therapy (PHD-HS)	
Code	Module Description
OCTH91Y	PhD Research in Occupational Therapy
OCTH92Y	PhD Research in Occupational Therapy subsequent year
OCTH9CY	PhD Research in Occupational Therapy continuing

6.4. Programme : Doctor of Philosophy (Optometry) (PHD-HS) NQF 10

CHS SHP 53 : Introduction

The Doctor of Philosophy (Optometry) programme is offered at the Westville Campus and develops advance research capabilities in visual science and clinical optometry. It is designed for professionals aiming to innovate in Optometry while contributing original scholarship in academia.

CHS SHP 54 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy (Optometry) provided they have obtained a relevant Master's degree or a professional qualification deemed appropriate by the School.

Doctor of Philosophy (Optometry) (PHD-HS)

Curriculum for Doctor of Philosophy – Optometry (PHD-HS)

Code	Module Description
OPTM91Y	PhD Research in Optometry
OPTM92Y	PhD Research in Optometry subsequent year
OPTM9CY	PhD Research in Optometry continuing
Total Credits	192

6.5. Programme : Doctor of Philosophy (Pharmacy) (PHD-HS) NQF 10

CHS SHP 55 : Introduction

The Doctor of Philosophy (PhD) in Pharmacy is a research-intensive programme dedicated to advancing knowledge in pharmaceutical sciences and pharmacy practice. The programme enables candidates to conduct original research that addresses critical issues in drug discovery, development, delivery, regulation, and the safe and effective use of medicines. PhD candidates gain advanced skills in research design, critical analysis, and scholarly communication, contributing to scientific innovation and evidence-based practice. Graduates are prepared to assume leadership roles in academia, the pharmaceutical industry, regulatory bodies, and healthcare systems, making significant contributions to research, policy, and the improvement of patient care locally and globally.

CHS SHP 56 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy (Pharmacy) provided they have a Master of Pharmacy.

Doctor of Philosophy (Pharmacy) (PHD-HS)

MODULE CODE	MODULE DESCRIPTION
PHRM9OY	PhD Research in Pharmacy
PHRM9PY	PhD Research in Pharmacy subsequent year

PHRM92Y	PhD Research in Pharmacy continuing
Total Credits	192

6.6. Programme : Doctor of Philosophy (Pharmaceutics) (PHD-HS) NQF 10

CHS SHP 57 : Introduction

The Doctor of Philosophy (PhD) in Pharmaceutics is a research-focused programme that advances innovation in drug formulation, delivery, and biopharmaceutics. Graduates are equipped to lead in academia, pharmaceutical research, and industry, contributing to improved medicines and patient care globally.

CHS SHP 58 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy (Pharmaceutics) provided they have a Master of Pharmacy.

Doctor of Philosophy (Pharmaceutics) (PHD-HS)	
MODULE CODE	MODULE DESCRIPTION
PHRM9MY	PhD Research in Pharmaceutics
PHRM9NY	PhD Research in Pharmaceutics subsequent year
PHRM91Y	PhD Research in Pharmaceutics continuing
Total Credits	192

6.7. Programme : Doctor of Philosophy (Pharmacology) (PHD-HS) NQF 10

CHS SHP 59 : Introduction

The Doctor of Philosophy (PhD) in Pharmacology is a research-oriented programme focused on understanding drug action, efficacy, and safety at molecular, cellular, and systemic levels. Graduates contribute to innovation in drug development, therapeutic strategies, and biomedical research across academia, healthcare, and industry.

CHS SHP 60 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy (Pharmacology) provided they have a Master of Pharmacy.

Doctor of Philosophy (Pharmacology) (PHD-HS)	
MODULE CODE	MODULE DESCRIPTION
PHRM9QY	PhD Research in Pharmacology
PHRM9RY	PhD Research in Pharmacology subsequent year
PHRM93Y	PhD Research in Pharmacology continuing
Total Credits	192

6.8. Programme : Doctor of Philosophy (Pharmaceutical Chemistry) (PHD-HS) NQF 10

CHS SHP 61 : Introduction

The Doctor of Philosophy (PhD) in Pharmaceutical Chemistry is a research-focused programme advancing knowledge in drug design, synthesis, and analysis. Graduates contribute to innovation in pharmaceutical research, development, and quality assurance across academia and industry.

CHS SHP 62 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy (Pharmaceutical Chemistry) provided they have a Master of Pharmacy.

Doctor of Philosophy (Pharmaceutical Chemistry) (PHD-HS)	
MODULE CODE	MODULE DESCRIPTION
PHRM9TY	PhD Research in Pharmaceutical Chemistry
PHRM9UY	PhD Research in Pharmaceutical Chemistry subsequent year
PHRM94Y	PhD Research in Pharmaceutical Chemistry continuing
Total Credits	192

6.9. Programme : Doctor of Philosophy (Pharmacy Practice) (PHD-HS) NQF 10

CHS SHP 63 : Introduction

The Doctor of Philosophy (PhD) in Pharmacy Practice is a research-driven programme that advances knowledge in clinical pharmacy, health systems, and patient-centred care. Graduates contribute to evidence-based practice, healthcare innovation, and policy development in pharmacy and public health.

CHS SHP 64 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy (Pharmacy Practice) provided they have a Master of Pharmacy.

Doctor of Philosophy (Pharmacy Practice) (PHD-HS)	
MODULE CODE	MODULE DESCRIPTION
PHRM9P1	PhD Research in Pharmacy Practice
PHRM9P2	PhD Research in Pharmacy Practice subsequent year
PHRM9PC	PhD Research in Pharmacy Practice continuing
Total Credits	192

6.10. Programme : Doctor of Philosophy (Physiotherapy) (PHD-HS) NQF 10

CHS SHP 65: Introduction

The Doctor of Philosophy (PhD) in Physiotherapy is a research-driven programme that advances knowledge and innovation in movement science, rehabilitation, and health promotion. Candidates undertake original research addressing issues such as injury prevention, chronic disease management, disability, and

physical performance. Through advanced training in research methodologies and critical inquiry, PhD candidates contribute to evidence-based practice, clinical innovation, and policy development in physiotherapy. Graduates are equipped for leadership roles in academia, healthcare, and research institutions, with the expertise to shape the future of physiotherapy both nationally and internationally.

CHS SHP 66 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy (Physiotherapy) provided they have a Master of Physiotherapy.

Doctor of Philosophy (Physiotherapy) (PHD-HS)	
MODULE CODE	MODULE DESCRIPTION
PHTH91Y	PhD Research in Physiotherapy
PHTH92Y	PhD Research in Physiotherapy subsequent year
PHTH9CY	PhD Research in Physiotherapy continuing
Total Credits	192

6.11. Programme : Doctor of Philosophy (Speech-Language Therapy) (PHD-HS) NQF 10

CHS SHP 67 : Introduction

The Doctor of Philosophy (PhD) in Speech-Language Therapy is a research-focused programme that advances knowledge in communication and swallowing sciences. Candidates undertake original research that addresses the assessment, diagnosis, and intervention of speech, language, voice, and swallowing disorders across the lifespan. The programme equips candidates with advanced skills in research design, critical analysis, and scholarly dissemination, contributing to innovation in clinical practice, education, and policy. Graduates are prepared for leadership roles in academia, clinical research, and healthcare and equipped to shape the future of speech-language therapy locally and globally.

CHS SHP 68 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy (Speech-Language Therapy) provided they have a Master of Speech-Language Therapy.

Doctor of Philosophy (Speech-Language Therapy) (PHD-HS)	
MODULE CODE	MODULE DESCRIPTION
CPSL91Y	PhD Research in Speech-Language Therapy
CPSL92Y	PhD Research in Speech-Language Therapy subsequent year
CPSL9CY	PhD Research in Speech-Language Therapy continuing
Total Credits	192

6.12. Programme : Doctor of Philosophy (Sport Science) (PHD-HS) NQF 10

CHS SHP 69 : Introduction

This programme equips candidates with the theoretical grounding, methodological proficiency, and academic rigour required to conduct independent research that addresses real-world challenges in sport and health. Graduates are expected to emerge as thought leaders, researchers, and specialists who are

capable of contributing to the academic community, influencing policy, and advancing professional practice in various sport and exercise contexts. The PhD is offered through supervised research only, and culminates in the submission of a doctoral thesis

CHS SHP 70 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy (Sport Science) provided they have a Master of Sport Science qualification.

Doctor of Philosophy - Sport Science (PHD-HS)	
Code	Module Description
SSBR91Y	PhD Research in Sport Science
SSBR92Y	PhD Research in Sport Science subsequent year
SSBR9CY	PhD Research in Sport Science continuing
Total Credits	192

6.13. Programme : Doctor of Philosophy in Dietetics [PHSC] NQF 10

CHS SHP 71: Introduction

The Doctor of Philosophy (PhD) in Dietetics is a research-focused programme designed to advance knowledge in nutrition, dietetics, and health sciences. Candidates undertake original research addressing issues such as clinical nutrition, community health, food service management, and the role of diet in disease prevention and management. Through advanced training in research methodology and critical inquiry, PhD candidates contribute to evidence-based practice, innovation in dietary interventions, and the development of health policies. Graduates are equipped for leadership roles in academia, healthcare, research and to influence the future of dietetics both nationally and internationally.

CHS SHP 72 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Dietetics, if they have previously obtained a Master of Science in Dietetics.

Doctor of Philosophy in Dietetics [PHSC]	
MODULE CODE	MODULE DESCRIPTION
DIET920	Doctor of Philosophy in Dietetics
DIET9CY	Doctor of Philosophy in Dietetics CY
DIET9SU	Doctor of Philosophy in Dietetics SY
Total Credits	192

6.14 . Programme : Doctor of Philosophy in Human Nutrition [PHSC] NQF 10

CHS SHP 73 : Introduction

The Doctor of Philosophy (PhD) in Human Nutrition is a research-intensive programme that focuses on advancing knowledge of the relationship between nutrition, health, and disease. Candidates conduct

original research on topics such as nutrient metabolism, food security, public health nutrition, and the impact of diet across the lifespan. The programme equips candidates with advanced expertise in research methodology, critical analysis, and scholarly communication, enabling them to contribute to scientific innovation and evidence-based practice in nutrition. Graduates are prepared for leadership roles in academia, research, policy, industry and influence global health and nutrition outcomes.

CHS SHP 74 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Human Nutrition, if they have previously obtained a Master of Science in Human Nutrition.

Doctor of Philosophy in Human Nutrition [PHSC]	
MODULE CODE	MODULE DESCRIPTION
NUTR920	Doctor of Philosophy in Nutrition
NUTR 9CY	Doctor of Philosophy in Nutrition CY
NUTR 9SU	Doctor of Philosophy in Nutrition SY
Total Credits	192

SCHOOL OF MEDICINE

1. UNDERGRADUATE DEGREES OFFERED BY THE SCHOOL OF MEDICINE

Bachelor of Medical Science in Anatomy BMDS-A

Bachelor of Medical Science in Physiology BMDS-P

Bachelor of Medicine and Bachelor of Surgery (6 Year) MBCHB6

1.1. Programme : Bachelor of Medical Science in Anatomy (BMDS-A) NQF 7

CHS SMU 1: Introduction

The purpose of the qualification is to offer a unique programme in Health sciences that allows a wide choice of career specialisation after graduation, requiring core knowledge in Anatomy. Opportunities for graduates exist in medical institutions, research units, tertiary education institutions and in the food and pharmaceutical industries. The programme extends over six semesters.

CHS SMU 2 : Eligibility

Applicants are eligible to apply to register for the qualification of Bachelor of Medical Science in Anatomy provided they have a NSC degree pass with English(HL/FAL), Life Sciences, Mathematics, Physical Science and Life Orientation, at Level 4. A minimum APS score of 30, excluding Life Orientation.

CHS SMU 3 : Structure / Curriculum

Students shall complete the following the Curriculum

(a) The curriculum for the qualification of the Bachelor of Medical Sciences in Anatomy, comprising modules with a combined credit value of not less than 128 credits at each of Levels 1,2 and 3, and a total for the entire programme of 384 credits shall extend over 6 semesters of full-time study.

(b) The curriculum of every student shall include at least 192 credits in Anatomy of which 16 credits shall be

at Level 1, 80 credits shall be at Level 2 and 96 credits at Level 3.

In order to complete the qualification, a student shall obtain not less than 384 Credits and shall complete the modules as specified below.

Bachelor of Medical Science in Anatomy (BMSD-A)					
LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
CHEM110	General Principles of Chemistry	16	CHEM120	Chemical Reactivity	16
BIOL101	Smaller side of life	16	ANAT110	Ethics & Law for Anatomical Sciences	16
PHYS131	Intro Physics for Life Sciences & Agriculture	16	EDSJ1CS	Critical Social Justice & Citizenship	0
MATH150	Mathematics & Statistics for Natural Sciences	16	Choose 1 of the following modules		
			BIOL102	Life on Earth	16
			HPHS1H2	Human Body form & Function	16
			Choose 1 of the following modules		
			ZULN101	Basic isiZulu Languages Studies	16
			ZULM105	Academic Writing	16
			Choose ZULN101 (if non-Nguni speaker) or ZULM105 (if Nguni speaker). Nguni languages include isiXhosa, isiZulu, siSwati, isiNdebele		
Total Credits		64	Total Credits		64
Total Credits For Level One					128
LEVEL 2					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
BIOC201	Introduction to Biomolecules	16	ANAT212	Anatomy of the Head, Neck & Back	32
ANAT201	Introduction to	16	ANAT203	Cytology &	16

	Anatomy			Introduction to Histology	
ANAT202	Neuroanatomy	16			
Elective module(s) at level 2 chosen by student Either modules HPHS 231 or MICR 213 can be chosen		32	Elective module(s) at level 2 chosen by student. HPHS 232 (32 credits) or MICR215 (16 credits) RDNA202 (16 credits)		32
Total Credits		64	Total Credits		64
Total Credits for Level Two					128
LEVEL 3					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
ANAT301	Anatomy of the trunk	16	ANAT311	Anatomy of the upper & lower limbs	32
ANAT302	Embryology	16	ANAT304	Research Project	16
ANAT303	Comparative Skeletal Anatomy & Laboratory Techniques	16			
Elective module(s) at level 3 chosen by student HMBC3MD (16 credits) / HPHS 331 (32 credits) / MVI3MV1 (16 credit)		32	Elective module(s) at level 3 chosen by student. HPHS 332 (32 credits) / MMI3MM2 (16 credits) / HAEM 301(16 credits)		32
Total Credits		64	Total Credits		64
Total Credits for Level Three					128
Total Credits For Degree					384

CHS SMU 4 : Electives

Elective modules at Level 2 and Level 3 shall be chosen, subject to the approval of the School AL T&L, from subject areas that are considered by the School AL T&L, as being suitable for a programme in Anatomy, Human Physiology, Microbiology or Medical Microbiology, Biochemistry or Medical Biochemistry, Chemistry, Haematology, Medical Virology, Chemistry and Biology shall normally be regarded as suitable subject areas.

CHS-SMU 5 : Progression and academic exclusion

To maintain their good standing, and to avoid either warning of slow academic progress or academic exclusion from the University, students must maintain the following minimum rates of progress.

Bachelor of Medical Science in Anatomy [BMDS-A]

NUMBER OF SEMESTERS	NORMAL PROGRESSION	MINIMUM PROGRESSION FOR GOOD ACADEMIC STANDING	MINIMUM PROGRESSION TO AVOID ACADEMIC EXCLUSION
1	64	48	32
2	128	96	64
3	192	144	96
4	256	192	128
5	320	240	160
6	384	288	192
7		320	224
8		384	256
9			320
10			384

1.2. Programme : Bachelor of Medical Science in Physiology [BMDS-P] NQF 7**CHS SMU 6 : Introduction**

This three-year programme involves an in depth study of how the human body functions. The student will acquire knowledge of the subcellular, cellular and whole body mechanisms by which the human organism survives and interacts within its environment, both in Health and disease. Career opportunities for graduates exist in medical, pharmaceutical and biological research laboratories, food and beverage industries and the education sector including schools, universities and institutes of technology.

CHS SMU 7 : Eligibility

Applicants are eligible to apply to register for the qualification of Bachelor of Medical Science in Physiology provided they have a NSC degree pass with English(HL/FAL), Life Sciences, Mathematics, Physical Science and Life Orientation at Level 4. A minimum APS score of 30 points excluding Life Orientation.

CHS SMU 8 : Structure / Curriculum

Students shall complete the following the Curriculum

(a) The curriculum for the qualification of the Bachelor of Medical Science in Physiology, comprising modules with a combined credit value of 128 credits at each of Levels 1,2 and 3, and a total for the entire programme of 384 credits as approved by school board, shall extend over 6 semesters of full time study.

(b) The curriculum of every student shall include at least 192 credits in Physiology or cognitive discipline such as Biochemistry at Level 1 or above of which no less than 64 credits shall be at Level 3.

In order to complete the qualification, a student shall obtain not less than 384 Credits and shall complete the modules as specified below.

Bachelor of Medical Science in Physiology [BMDS-P]					
LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
CHEM110	General Principles of Chemistry	16	CHEM120	Chemical Reactivity	16
BIOL101	Smaller side of life	16	HPHS1H2	Human Body form and function	16
PHYS131	Intro Physics for Life Sciences & Agriculture	16	EDSJ1CS	Critical Social Justice & Citizenship	0
MATH150	Mathematics & Statistics for Natural Sciences	16	BIOL102	Life on Earth	16
			Choose ONE of the following modules		
			ZULN101	Basic isiZulu Languages Studies	16
			ZULM105	Academic Writing	16
			Choose ZULN101 (if non-Nguni speaker) or ZULM105 (if Nguni speaker). Nguni languages include isiXhosa, isiZulu, siSwati, isiNdebele.		
Total Credits		64	Total Credits		64
Total Credits for Level One					128
LEVEL 2					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
BIOC201	Introduction to Biomolecules	16	HPHS232	Cardiorespiratory & Renal Physiology	32
HPHS231	Foundations of Physiology	32	BIOC202	Bioenergetics & Integrated Metabolism	16

Elective module(s) at level 2 chosen by student. ANAT 201 (16 credits) / MICR 213 (16 credits)	32	Elective module(s) at level 2 chosen by student. ANAT 203 (16 credits) / MICR215 (16 credits) RDNA202 (16 credits)	32		
Total Credits	64	Total Credits	64		
Total Credits For Level Two			128		
LEVEL 3					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
HPHS331	Neuroendocrine Physiology	32	HAEM301	Haematology	16
HMBC3MD	Metabolic diseases	16	HPHS322	Human Genetics & Applied Physiology	32
Elective module(s) at level 3 chosen by student. ANAT 303 (16 credits) & MVI3MV1 (16 credits)	32	Elective module(s) at level 3 chosen by student. MMI3MM2 / MICR306	32		
Total Credits	64	Total Credits	64		
Total Credits For Level Three			128		
Total Credits For Degree			384		

CHS SMU 9 : Electives

Elective modules at Level 2 and Level 3 shall be chosen, subject to the approval of the school board, from subject areas that are considered by the school Academic T&L as being suitable for a programme in Physiology.

CHS SMU 10 : Progression and academic exclusion

To maintain their good standing, and to avoid either warning of slow academic progress or academic exclusion from the University, students must maintain the following minimum rates of progress

Bachelor of Medical Science in Physiology

NUMBER OF SEMESTERS	NORMAL PROGRESSION	MINIMUM PROGRESSION FOR GOOD	MINIMUM PROGRESSION TO AVOID ACADEMIC
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		ACADEMIC STANDING	EXCLUSION
1	64	48	32
2	128	96	64
3	192	144	96
4	256	192	128
5	320	240	160
6	384	288	192
7		320	224
8		384	256
9			320
10			384

1.3. Programme : Bachelor of Medicine and Bachelor of Surgery (MBChB6) NQF 7

CHS SMU 11: Introduction

The Bachelor of Medicine and Bachelor of surgery programme is an academic qualification that prepares graduates with the comprehensive knowledge, skills, and professional attitudes required to provide safe, effective, and patient-centred Healthcare. This qualification serves as a foundational step in preparing individuals for a career in medicine, enabling them to diagnose, manage, and prevent illnesses while promoting overall Health and well-being. Beyond clinical competence, the degree fosters critical thinking, ethical decision-making, and effective communication, which are essential in navigating complex Healthcare environments. It is offered at the Medical School Campus and is completed over a minimum of 12 semesters of full-time study.

CHS SMU 12 : Eligibility

Applicants in one of the following three categories are eligible to apply for selection to register for the MBChB qualification, provided that they meet the following criteria:

12. 1. **First time entry Applicants.** Applicants, who sit for the Grade 12 examinations during the year of the application or have completed Grade 12 examinations a maximum of 2 years before the year of application, must achieve a minimum of 60% each in Mathematics, Physical Science, Life Sciences and English.

(Applicants will be ranked in order of performance based on the arithmetic average of the best scores of 6 subjects that must include Mathematics, Physical Science, Life Science and English). Life Orientation at level 4 is compulsory. but is not part of the calculation.

12. 2. **Mature student Applicants.** Applicants must have completed the National Senior Certificate (and have achieved at least 60% in Mathematics, Physical Science, Life Sciences and English) and have completed a degree course at a recognised university in South Africa with a minimum of 65% credit weighted average for all modules.

12. 3. **International Applicants** . Applicants who are governed by a SADC agreement. Such applicants are channelled via their respective ministries. Such students, however, must meet the minimum requirements for admission as stated in 9. 1. and 9. 2. above.

Note: The selection of students is based on a ranking system which considers academic merit and is compliant with the target quotas as approved by the College of Health Sciences.

CHS SMU 13 : Structure / Curriculum

Students shall complete the following the Curriculum

In order to complete the qualification, a student shall obtain not less than 968 Credits and shall complete the modules as specified below.

Bachelor of Medicine and Bachelor of Surgery (MBChB6)					
LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
EDSJ1CS	Critical Social Justice and Citizenship	0	EDSJ1CS	Critical Social Justice and Citizenship	0
YEAR MODULES					
MODULE CODE	MODULE DESCRIPTION				CREDITS
CMED1BF	Basic & Foundation Science for Medicine				96
CMED1PC	Becoming a Professional				32
CMED1EN	English Literacy				8
CMED1ZU	isiZulu				8
CMED1CL	Computer Literacy				8
Total Credits					152
LEVEL 2					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
CMED2CR	Homeostasis	72	CMED2NG	Co-ordination, protection and control	72
YEAR MODULE					
MODULE CODE	MODULE DESCRIPTION				CREDITS

CMED2HD	Community & Evidence based practice I	16
Total Credits For Level Two		160

LEVEL 3

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
CMED3MN	Mental Health and Neuro-musculo-skeletal problems	64	CMED3RH	Reproductive Health, Blood and AI, Infectious Diseases and Aids	64
			CMED3IC	Integrated Approach to Illness, Cardinal Symptoms of Disease	16

YEAR MODULES

MODULE CODE	MODULE DESCRIPTION	CREDITS
CMED3E2	Community & Evidence based practice II: Introduction to research and evidence-based practice.	16
Total Credits For Level Three		160

LEVEL 4

STUDENTS TO REGISTER FOR THREE MODULES PER SEMESTER IN ACCORDANCE TO THEIR ROTATION

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
CMED4IM	Integrated Medicine 1	24	CMED4IM	Integrated Medicine 1	24
CMED4EL	Community and Evidence-Based Practice III	16	CMED4EL	Community and Evidence-Based Practice III	16

CMED4PC	Integrated Primary Care 1	24	CMED4PC	Integrated Primary Care 1	24
CMED4CH	Child Health 1	24	CMED4CH	Child Health 1	24
CMED4IO	Integrated Obstetrics and Gynaecology 1	24	CMED4IO	Integrated Obstetrics and Gynaecology 1	24
CMED4IA	Integrated Acute Care	24	CMED4IA	Integrated Acute Care	24
CMED4II	Introductory Integrated Medicine 1	24	CMED4II	Introductory Integrated Medicine 1	24
Total Credits			Total Credits		
Total Credits For Level Four					160

LEVEL 5

STUDENTS TO REGISTER FOR THREE MODULES PER SEMESTER IN ACCORDANCE TO THEIR ROTATION

SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
CMED5IM	Integrated Medicine 2	24	CMED5IM	Integrated Medicine 2	24
CMED5OG	Integrated Obstetrics and Gynecology 2	24	CMED5OG	Integrated Obstetrics and Gynecology	24
CMED5PC	Integrated Primary Care 2	24	CMED5PC	Integrated Primary Care 2	24
CMED5CH	Child Health 2	24	CMED5CH	Child Health 2	24
CMED5MH	Mental Health 1	24	CMED5MH	Mental Health 1	24
CMED5SP	Integrated Surgical Practice 1	24	CMED5SP	Integrated Surgical Practice 1	24
Total Credits			Total Credits		
Total Credits For Level Five					144

LEVEL 6

STUDENTS TO REGISTER FOR THREE MODULES PER SEMESTER IN ACCORDANCE TO THEIR ROTATION

SEMESTER ONE			SEMESTER TWO		
MODULE	MODULE	CREDIT	MODULE	MODULE	CREDIT

CODE	DESCRIPTION	POINTS	CODE	DESCRIPTION	POINTS
CMED6IM	Integrated Medicine 3	32	CMED6IM	Integrated Medicine 3	32
CMED6IO	Integrated Obstetrics and Gynecology 3	32	CMED6IO	Integrated Obstetrics and Gynecology 3	32
CMED6PC	Integrated Primary Care 3	32	CMED6PC	Integrated Primary Care 3	32
CMED6CH	Child Health 3	32	CMED6CH	Child Health 3	32
CMED6MH	Mental Health 2	32	CMED6MH	Mental Health 2	32
CMED6IS	Integrated Surgical Practice 2	32	CMED6IS	Integrated Surgical Practice 2	32
Total Credits			Total Credits		
Total Credits For Level Six					192
Total Credits For The Programme					968

CHS SMU 14 : IsiZulu proficiency test

All students in MBChB1 are required to pass the proficiency test in Year 1 in order to be exempted from/granted credit for the module CMED1ZU (IsiZulu for medical students), (notwithstanding the general rules for Bachelor's Degrees BR9, and the general rules GR8 regarding exemptions from modules)

CHS SMU 15 : Progression and academic exclusion

To maintain their good standing, and to avoid either warning of slow academic progress or academic exclusion from the University, students must maintain the following minimum rates of progress.

Bachelor of Medicine and Bachelor of Surgery

NUMBER OF SEMESTERS	NORMAL PROGRESSION	MINIMUM PROGRESSION FOR GOOD ACADEMIC STANDING	MINIMUM PROGRESSION TO AVOID ACADEMIC EXCLUSION
1	-	-	-
2	152	114	76
3	224	168	112
4	312	234	156
5	392	294	196
6	472	354	236
7	544	408	272
8	632	474	316
9	704	528	352

10	776	582	388
11	872	654	436
12	968	726	484
13		847	605
14		968	726
15			847
16			968

2. HONOURS DEGREES OFFERED BY THE SCHOOL OF MEDICINE

2.1. Programme : Bachelor of Medical Science Honours in Human Anatomy (BMSHHA) NQF 8

CHS SMP 1: Introduction

This honours programme prepares graduates for advanced research and academic careers in medical and allied Health sciences. It provides specialised anatomical knowledge and skills for application in clinical collaboration, research, ethics and laboratory work. Students develop strong problem-solving abilities, communication skills, and technical expertise with clear relevance to improving patient outcomes. Completion enables progression to Master's and PhD studies or specialisation in fields of clinically applied anatomy, anatomical or medical education, medical ethics and law. The programme is offered on the Westville campus.

CHS SMP 2 : Eligibility

Applicants are eligible to apply to register for the qualification of Bachelor of Medical Science Honours in Human Anatomy provided they have a;

- (a) Bachelor of Medical Science in Anatomy, or
- (b) Bachelor of Science qualification with an Anatomy major.

CHS SMP 3 : Structure / Curriculum

The curriculum for the qualification Bachelor of Medical Science Honours in Human Anatomy, comprising modules with a total credit value of 128 credits as approved by the School shall extend over 2 semesters of full-time studies in order to complete the qualification, a student shall obtain not less than 128 Credits and shall complete the modules as specified below.

Bachelor of Medical Science Honours in Human Anatomy (BMSHHA)					
LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
HMBC7MR	Research Methodology for Medical Sciences	16	ANAT713	Advanced Topics 2	16

ANAT7AL	Advanced Laboratory Techniques in Anatomy	16	ANAT7CS	Clinical, Surgical and Radiologic Anatomy	16
ANAT712	Advanced Topics 1	16			
YEAR MODULES					
MODULE CODE	MODULE DESCRIPTION				CREDITS
ANAT7RP	Research Project				48
Total Credits For Programme					128

2.2. Programme : Bachelor of Medical Science Honours in Medical Biochemistry (BMSHBC) NQF 8

CHS SMP 4 : Introduction

This programme aims to improve the initiative, problem-solving ability, communication skills and technical expertise of the candidate and to provide graduates with advanced knowledge and competence in Medical Biochemistry. It also aims to develop independent researchers in Health sciences who can contribute to the generation of knowledge at an advanced level by conducting original research that addresses complex context-based issues, under the guidance of the research supervisor. The research project will culminate in the production of a research report in the form of a scientific paper. It is envisaged that the graduates of this programme will, through further study, contribute to the field and national priorities for growth and development in Health sciences.

CHS SMP 5 : Eligibility

Applicants are eligible to apply to register for the qualification of Medical Science Honours in Medical Biochemistry provided they have a;

- (a) Bachelor of Medical Science degree, or
- (b) Bachelor of Science degree with majors in Cell Biology and one of Microbiology, Immunology, Biochemistry or Physiology.

CHS SMP 6 : Structure / Curriculum

The curriculum for the qualification Bachelor of Medical Science Honours in Medical Biochemistry, comprising modules with a total credit value of 128 credits as approved by the School, shall extend over 2 semesters of full-time study.

In order to complete the qualification, a student shall obtain not less than 128 Credits and shall complete the modules as specified below

LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
HMBC7MR	Research Methodology for Medical Sciences	16	HMBC7ET	Environmental Toxicology	16
HMBC7AL	Advanced Laboratory Techniques in Medical Biochemistry	16	HMBC7AP	Advanced Principles of Metabolic Diseases	16
HMBC7MD	Molecular mechanisms of disease	16			
YEAR MODULES					
MODULE CODE	MODULE DESCRIPTION				CREDITS
HMBC7RP	Research Project				48
Total Credits For Programme					128

2. 3. Programme : Bachelor of Medical Science Honours in Medical Microbiology (BMSHM) NQF 8

CHS SMP 7 : Introduction

The Bachelor of Medical Science Honours in Medical Microbiology programme will equip students with the knowledge and understanding of fundamental concepts and principles in all facets of Medical Microbiology, as well as provide training in a wide range of laboratory techniques associated with Medical Microbiology. It will also prepare students for research-based postgraduate study in Medical Microbiology and related fields.

CHS SMP 8 : Eligibility

Applicants are eligible to apply to register for the qualification of Bachelor of Medical Science Honours in Medical Microbiology provided they have a;

- (a) Bachelor of Medical Science or Bachelor of Science with majors in: Microbiology or Medical Microbiology AND Biochemistry or Immunology or Chemistry or Physiology or Anatomy.

CHS SMP 9 : Structure / Curriculum

Students for the qualification of Bachelor of Medical Science Honours in Medical Microbiology shall be required to pursue an approved course of study which shall consist of a core programme together with an appropriate specialisation and research on a subject approved by the School. The curriculum shall extend across 2 semesters of full time study.

In order to complete the qualification, a student shall obtain not less than 128 Credits and shall complete the modules as specified below.

Curriculum for Bachelor of Medical Science Honours in Medical Microbiology (BMSHM)					
LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
HMBC7MR	Research Methodology for Medical Sciences	16	MMGY7B1	Advanced Immunology	16
MMGY7AL	Advanced Laboratory Techniques	16	MMGY7F1	Microbial Pathogenesis	16
MMGY7MV	Advanced Medical Microbiology	16			
YEAR MODULES					
MODULE CODE	MODULE DESCRIPTION				CREDITS
MMGY7RP	Research Project				48
Total Credits For Programme					128

2. 4. Programme : Bachelor of Medical Science Honours in Human Physiology (BMSHHP) NQF 8

CHS SMP 10 : Introduction

This programme aims to address the national and global shortage of qualified physiologists by developing research-ready graduates. It equips students with advanced understanding of physiological mechanisms and their clinical relevance, supporting innovation in Health sciences. The programme fosters scholarly contribution to pressing Health challenges while preparing graduates for further academic or professional advancement.

CHS SMP 11 : Eligibility

Applicants are eligible to apply to register for the qualification of Bachelor of Medical Science Honours in Human Physiology provided they have a;

- (a) Bachelor of Medical Science in Physiology, or
- (b) Bachelor of Science qualification with a Physiology major.

CHS SMP 12 : Structure / Curriculum

The curriculum for the qualification Bachelor of Medical Science Honours in Human Physiology, comprising modules with a total credit value of 128 credits as approved by the School, shall extend over 2 semesters of full-time study.

In order to complete the qualification, a student shall obtain not less than 128 Credits and shall complete the modules as specified below.

Bachelor of Medical Science Honours in Human Physiology (BMSHHP)					
LEVEL 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
HMBC7MR	Research Methodology for Medical Sciences	16	HPHS721	Applied Physiology	16
HPHS7AL	Advanced Laboratory Techniques in Physiology	16	HPHS731	Pathophysiology	16
HPHS711	Integrative Physiology	16			
YEAR MODULES					
MODULE CODE	MODULE DESCRIPTION				CREDITS
HPHS7RP	Research Project				48
Total Credits					128

3. POSTGRADUATE DIPLOMAS OFFERED BY THE SCHOOL OF MEDICINE

3. 1. Programme : Postgraduate Diploma in eHealth [PDGEH] NQF 8

CHS SMP 13 : Introduction

With the rapid growth of information and communication technologies over the past twenty years there is growing use of information and communication technologies in the health sector. This ranges from hospital information systems, district health information systems, geographic information systems, electronic health records, laboratory information systems, radiographic information systems, picture archiving systems, to clinical services provided electronically and eLearning in the health sector. These all fall under the umbrella term of eHealth

The Post Graduate Diploma (eHealth) aims at providing graduates and working professional with

knowledge and competence in various aspects of eHealth, its practice and implementation, through reflection and development by means of a systematic survey of current thinking, practice and research in eHealth. It aims to provide graduates with the foundations for professional practice (knowledge skills and applied competence in Medical Informatics and Telemedicine) and management of information and telemedicine services.

This programme serves to introduce managers, health practitioners, and others to ehealth, providing training and education to potential informaticians who are in short supply in this country. Graduates will contribute to society at large through implementation and management of information systems or telemedicine services.

CHS SMP 14 : Eligibility

Applicants are eligible to apply to register for the qualification of the Postgraduate Diploma in eHealth if they have previously obtained a relevant Bachelor's degree or a relevant National Diploma.

CHS SMP 15 : Structure / Curriculum

To complete the qualification, a student shall obtain not less than 128 credits and shall complete the modules as specified below:

Postgraduate Diploma in eHealth (PDGEH)					
YEAR 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
INFT641	Introduction to Medical Information Systems	16	INFT62M	Telemedicine: Planning, management and ethics	16
INFT61C	mHealth and Home Monitoring	16	INFT61C	Contemporary topics in eHealth	16
YEAR 2					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
	Elective	16		Elective	16
YEAR MODULE					
MODULE CODE	MODULE DESCRIPTION				CREDITS
INFT61E	E-Health Project.				32
Total Credits For Programme					128

CHS SMP 16 : Electives

Students must choose two elective modules for a total 32 credits. Elective choices are to be made in consultation with the Discipline. The following modules comprise possible elective choices:

MODULE CODE	MODULE DESCRIPTION	CREDITS
INFT6V1	Introduction to Electronic Medical Records	16
INFT61Y	Programming	16
INFT662	Public Health Management of Medical Information Systems	16
INFT6S1	Telemedicine: Applied Skills	16

3.2. Programme : Postgraduate Diploma in Family Medicine (PGD-FM) NQF 8

CHS SMP 17: Introduction

The Postgraduate Diploma in Family Medicine serves to expand the knowledge and skills base of general practitioners through exposure to evidence-based and current concepts in Family Medicine and navigate the increased complexity of generalist care in primary care and district level services. The shift in focus to primary health care and general practice through continuous learning will motivate, encourage, and provide confidence in young doctors to work in urban and rural areas in the frontline of the health care system. The National Department of Health is moving toward requiring all general practitioners to undergo an accredited post graduate training programme in general practice in order to ensure the success of the proposed implementation of the National Health Insurance plan. This is a part time programme offered over 2 years (4 semesters).

CHS SMP 18: Eligibility

- Applicants are eligible to apply to register for the qualification of Postgraduate Diploma in Family Medicine, who have previously obtained a MBChB degree and registration with the HPCSA as an independent Medical Practitioner.
- Candidates will be required to be practising in an ambulatory patient setting for the duration of the programme, which is 2 years.

CHS SMP 19: Structure / Curriculum

To complete the qualification, a student shall obtain not less than 128 credits and shall complete the modules as specified below:

Postgraduate Diploma in Family Medicine (PGD-FM)					
YEAR 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
FAME6AA	Foundations of Family Medicine and Bioethics	32	FAME6AB	Maternal Child and Mental Health	32

YEAR 2					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
FAME6AC	Acute and Chronic Disease	32	FAME6AD	Practice Management and Communicable Diseases	32
Total Credits For Programme					128

3.3. Programme : Postgraduate Diploma in Occupational Health [D-OH] NQF 8

CHS SMP 20: Introduction

The Postgraduate Diploma in Occupational Health programme is intended to provide graduates with the knowledge, skills and competence in the fields of occupational health. The course will provide health and safety professionals with the skills necessary to render effective, ethical and quality occupational health services in the private, public and academic sectors.

This is a part time programme offered over 2 years (4 semesters).

CHS SMP 21: Eligibility

Applicants are eligible to apply to register for the qualification of Post Graduate Diploma in Occupational Health, if that have previously obtained a bachelor's degree in Health science/environmental Health/science, and in addition one-year relevant practical experience or post community service.

CHS SMP 22: Structure / Curriculum

To complete the qualification, a student shall obtain not less than 128 credits and shall complete the modules as specified below:

Postgraduate Diploma in Occupational Health [D-OH]					
YEAR 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
OCEH600	Occupational and Environmental Health and Epidemiology	16	OCEH601	Principles of Toxicology	16
OCEH6H1	Introductory principles of occupational hygiene	16	OCH601	Occupational Health Services Management and Psychosocial Issues	16

YEAR 2					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
OCH602	Case Studies (Occupational Health)	16		Elective	16
YEAR MODULE					
MODULE CODE	MODULE DESCRIPTION				CREDITS
OCEH603	Research project (Occupational Health)				32
Total Credits For Programme					128

3.4 Programme : Postgraduate Diploma in Public Health (PGD-PH) NQF 8

CHS SMP 23: Introduction

The Postgraduate Diploma in Public Health is designed to enhance the capacity of Health professionals to critically engage with contemporary public Health thinking, practice, and research methods. This qualification aims to equip practitioners with the skills and expertise necessary to analyse Health and management indicators, optimize Health services, and address challenges within Health systems and programmes at district, provincial, and national levels. Graduates are prepared to plan, implement, monitor, and evaluate public Health interventions that improve the Health status of communities across South Africa and sub-Saharan Africa, with a strong emphasis on evidence-based decision-making and operational research in the public Health domain.

This is a part time programme offered over 2 years (4 semesters).

CHS SMP 24: Eligibility

- Applicants are eligible to apply to register for the qualification of Postgraduate Diploma in Public Health, if they have obtained a 3-year Bachelor degree in a Health or related social science discipline;
- and in addition, if they have completed 1 year of relevant work experience in the Health or social sector post community service.

CHS SMP 25: Structure / Curriculum

To complete the qualification, a student shall obtain not less than 128 credits and shall complete the modules as specified below:

Postgraduate Diploma in Public Health (PGD-PH)					
YEAR 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PBHL6PL	Introduction to	16	PBHL6CM	Human	16

	Public Health			Resources Management	
PBHL6BH	Basics of Health Measurement	16	PBHL6N1	National Health Systems and Primary Care	16
YEAR 2					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
	Elective	16		Elective	16
YEAR MODULE					
MODULE CODE	MODULE DESCRIPTION				CREDITS
PBHL6SL	Public Service Research Project				32
Total Credits For Programme					128

CHS SMP 26: Electives

Students must choose one elective for a total 32 credits. Elective choices are to be made in consultation with the Discipline. The following modules comprise possible elective choices:

MODULE CODE	MODULE DESCRIPTION	CREDITS
INFT662	Public Health and Management of Medical Information Systems	16
PBHL6QM	Total Quality Management and Corporate Governance	16
PBHL6RM	Operations, Risk and Supply Chain Management	16
PBHL6CA	Introduction to Child and Adolescent Health	16
PBHL6MR	Introduction to Reproductive, Maternal and New born Health	16
PBHL6DP	Dental Public Health	16

COURSEWORK MASTER'S DEGREES OFFERED BY THE SCHOOL OF MEDICINE**4. GENERAL COURSEWORK MASTER'S DEGREE RULES FOR THE SCHOOL****4.1 Programme : Master of Medical Science : Medical Informatics (MMSMI) NQF 9****CHS SMP 27: Introduction**

Medical informatics is a field of study that deals with use of information systems and technology for the acquisition, storage, and processing of medical, biological and other health care data, with the purpose of improving healthcare and health education. The Master of Medical Science in Medical Informatics, provides graduates with knowledge, skills, and, applied competence in Medical Informatics that is required for continued personal and intellectual growth, as well as gainful economic activity in the field of medical informatics. Graduates will contribute to society at large through the application of computer techniques,

database management and hospital information systems that assist and improve the public health sector, hospital management and data management in medical research.

A Master of Medical Science in Medical Informatics graduate is able to understand, set-up and operate various healthcare related software, interpret scientific literature relevant to his/her field and through reflection adapt new developments in the field, conceptualise, plan, implement and interpret research relevant to the application to computing to healthcare activities.

CHS SMP 28: Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science in Medical Informatics provided they hold;

- a) a relevant Honours Degree;
- b) a relevant Post Graduate Diploma

CHS SMP 29: Structure / Curriculum

To complete the qualification, a student shall obtain not less than 192 credits and shall complete the modules as specified below:

Master of Medical Science : Medical Informatics (MMSMI)					
YEAR 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
INFT81P	Primer on Medical Information Systems	16	INFT8A2	Security for eHealth	16
INFT8E2	Design, implementation and evaluation of medical information systems	16	INFT8O1	Research methodology in eHealth	16
YEAR 2					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
	Elective	16		Elective	16

YEAR MODULES		
MODULE CODE	MODULE DESCRIPTION	CREDITS
INFT8Z1	eHealth Research Project	96
Total Credits For Programme		192

CHS SMP 30: Electives

Students must choose two elective modules for a total 32 credits. Elective choices are to be made in consultation with the Discipline. The following modules comprise possible elective choices:

INFT8U2	Medical Artificial Intelligence	16
INFT81N	Introduction to biostatistics	16
INFT8B2	Bioinformatics	16
INFT8Q1	International eHealth	16
INFT8F2	Programming Medical Informatics Systems	16

4.1. Programme : Master of Medicine (MMed) NQF 9

CHS SMP 31: Introduction

The Master of Medicine (MMed) is a postgraduate degree which prepares medical graduates for independent specialist practice. It is offered across a range of medical disciplines, in partnership with the KwaZulu-Natal Department of Health (clinical disciplines) or National Health Laboratory Service (pathology disciplines). The programme consists of four or five years, discipline-dependent, of full-time, supervised clinical or pathology training, most of which is undertaken in the clinic, hospital or laboratory in the course of service provision. Academic coursework supports the development of specialist knowledge and skills. It includes a research component culminating in the submission of a dissertation based on the student's original research. MMed graduates are eligible to apply to the Health Professions Council of South Africa for registration as a medical specialist.

The completed degree is recognised by the Health Professions Council of South Africa and confers eligibility for registration as a medical specialist.

CHS SMP 32: Eligibility

A candidate is eligible to apply for selection to register for the qualification of Master's in Medicine, provided that the candidate;

- (a) holds a Bachelor of Medicine and Bachelor of Surgery qualification; OR
- (b) has been admitted to the status thereof by GR7b.
- (c) Is currently registered with the Health Professions Council of South Africa (HPCSA), on the Medical and Dental Board Register; and
- (d) Satisfies the requirements of the Health Professions Council of South Africa (HPCSA) to enter specialist training; and
- (e) Has been granted a DOH or NHLS post for purposes of training OR has been granted supernumerary status.

CHS SMP 33: Continued Registration

Continued registration on the programme is dependent on College of Health Sciences Academic Rules CHS 2, CHS 3, CHS 8, CHS 9, and maintenance of employment in a post approved for training with the DOH or NHLS, including supernumerary posts accredited by the DOH or NHLS.

CHS SMP 34: Curriculum

- a) The curriculum shall carry 720 credits in total (See table below). (b) The General Rules for Master's Degrees by Coursework CR6; CR7; CR8; CR12; CR13; CR14; CR15; CR16 and CR17; and the CHS General Rule CHS 13; shall apply mutatis mutandis.

CHS SMP 35: Periods of Registration and conferral of the qualification

A student registered for the degree of Master of Medicine shall be so registered for the following minimum period before the degree may be conferred: 8 semesters, where the HPCSA-prescribed minimum period of training for the discipline by the HPCSA is 4 years, and 10 semesters where the prescribed minimum training period is 5 years.

CHS SMP 36: Assessment

The University may prescribe the CMSA (Colleges of Medicine of South Africa) examinations for one or more of the Part I and Part II modules. Where this is the case, the rules and regulations of the relevant CMSA College that relate to the examinations in question, shall exclusively apply.

CHS SMP 37: Progression

A student who, after 10 or 12 semesters (as per relevant Discipline requirements) has not completed the requirements for the degree shall be required to apply for re-registration, which will only be permitted on receipt of a satisfactory motivation.

CHS SMP 38: Structure/Curriculum

In order to complete the qualification, a student shall obtain not less than 720 Credits and shall complete the modules as specified below.

CHS SMP 39: Curriculum Table

Master of Medicine (MMed)			
programme Specialisation	Module Descriptions	Credits	Module Codes
Anaesthetics (MM-ANE)	Research Methodology	16	PMED801
	Anaesthetics Clinical & Professional Practice Part I	270	ANAE8A5
	Anaesthetics Clinical & Professional	270	ANAE8A6

Master of Medicine (MMed)			
programme Specialisation	Module Descriptions	Credits	Module Codes
	Practice Part II		
	Research Project	164	PMED802
Anatomical Pathology (MMD-AN)	Research Methodology	16	PMED801
	Anatomical Pathology Clinical & Professional Practice Part I	270	ANAP8B2
	Anatomical Pathology Clinical & Professional Practice Part II	270	ANAP8B3
	Research Project	164	LMMS8RP
Cardiothoracic Surgery (MM-CAS)	Research Methodology	16	PMED801
	Cardiothoracic Surgery Clinical & Professional Practice Part I	270	CSUR8A5
	Cardiothoracic Surgery Clinical & Professional Practice Part II	270	CSUR8A6
	Research Project	164	PMED802
Chemical Pathology (MMD-CH)	Research Methodology	16	PMED801
	Chemical Pathology Clinical & Professional Practice Part I	270	CHPA8B2
	Chemical Pathology Clinical & Professional Practice Part II	270	CHPA8B3
	Research Project	164	LMMS8RP
Dermatology (MM-DER)	Research	16	PMED801

Master of Medicine (MMed)			
programme Specialisation	Module Descriptions	Credits	Module Codes
	Methodology		
	Dermatology Clinical & Professional Practice Part I	270	DERM8A5
	Dermatology Clinical & Professional Practice Part II	270	DERM8A6
	Research Project		
Emergency Medicine (MM-EME)	Research Methodology	16	PMED801
	Emergency Medicine Clinical & Professional Practice Part I	270	EMER8A3
	Emergency Medicine Clinical & Professional Practice Part II	270	EMER8A4
	Research Project	164	PMED802
Family Medicine (MMD-FA)	Research Methodology	16	PMED801
	Family Medicine Clinical & Professional Practice Part I	270	FAME8A3
	Family Medicine Clinical & Professional Practice Part II	270	FAME8A4
	Research Project	164	PMED802
Forensic Pathology (MMD-FO)	Research Methodology	16	PMED801
	Forensic Pathology	270	FOME8B2

Master of Medicine (MMed)			
programme Specialisation	Module Descriptions	Credits	Module Codes
	Clinical & Professional Practice Part I		
	Forensic Pathology Clinical & Professional Practice Part II	270	FOME8B3
	Research Project	164	LMMS8RP
Haematology (MMD-HT)	Research Methodology	16	PMED801
	Haematology Clinical & Professional Practice Part I	270	HAEM8B2
	Haematology Clinical & Professional Practice Part II	270	HAEM8B3
	Research Project	164	LMMS8RP
Medical Microbiology (MMD-MB)	Research Methodology	16	PMED801
	Medical Microbiology Clinical & Professional Practice Part I	270	MMGY8B2
	Medical Microbiology Clinical & Professional Practice Part II	270	MMGY8B3
	Research Project	164	LMMS8RP
Medicine (MM-MED)	Research Methodology	16	PMED801
	Medicine Clinical & Professional Practice Part I	270	MEDI8A5
	Medicine Clinical &	270	MEDI8A6

Master of Medicine (MMed)			
programme Specialisation	Module Descriptions	Credits	Module Codes
	Professional Practice Part II		
	Research Project	164	PMED802
Neurology (MM-NEL)	Research Methodology	16	PMED801
	Neurology Clinical & Professional Practice Part I	270	NEUR8A5
	Neurology Clinical & Professional Practice Part II	270	NEUR8A6
	Research Project	164	PMED802
Neurosurgery (MM-NES)	Research Methodology	16	PMED801
	Neurosurgery Clinical & Professional Practice Part I	270	NSUR8A5
	Neurosurgery Clinical & Professional Practice Part II	270	NSUR8A6
	Research Project	164	PMED802
Nuclear Medicine (MM-NUM)	Research Methodology	16	PMED801
	Nuclear Medicine Clinical & Professional Practice Part I	270	NUCM8A5
	Nuclear Medicine Clinical & Professional Practice Part II	270	NUCM8A6
	Research Project	164	PMED802
Obstetrics & Gynaecology (MM-OBG)	Research	16	PMED801

Master of Medicine (MMed)			
programme Specialisation	Module Descriptions	Credits	Module Codes
	Methodology		
	Obstetrics & Gynaecology Clinical & Professional Practice Part I	270	OBGY8A5
	Obstetrics & Gynaecology Clinical & Professional Practice Part II	270	OBGY8A6
	Research Project	164	PMED802
Occupational Medicine (MMD-OC)	Research Methodology and Bioethics	16	PBHL8X1
	Health Measurement (Descriptive)	16	PBHL8JM1
	Health Measurement (Analytical))	16	PBHL8H1
	Intermediate Epidemiology	16	PBHL8E1
	Occupational Medicine Clinical & Professional Practice Part I	222	OCEH8W1
	Occupational Medicine Clinical & Professional Practice Part II	270	OCEH8BA
	Research Project	164	OCEH8RP
	Research Project(subsequent year)	164	OCEH8RS

Master of Medicine (MMed)			
programme Specialisation	Module Descriptions	Credits	Module Codes
Ophthalmology (MM-OPM)	Research Methodology	16	PMED801
	Ophthalmology Clinical & Professional Practice Part I	270	OPTH8A5
	Ophthalmology Clinical & Professional Practice Part II	270	OPTH8A6
	Research Project	164	PMED802
Orthopaedic Surgery (MMD-ORS)	Research Methodology	16	PMED801
	Orthopaedic Surgery Clinical & Professional Practice Part I	270	ORPS8A5
	Orthopaedic Surgery Clinical & Professional Practice Part II	270	ORPS8A6
	Research Project	164	PMED802
Otorhinolaryngology (MM-OTG)	Research Methodology	16	PMED801
	Otorhinolaryngology Clinical & Professional Practice Part I	270	OHLY8A5
	Otorhinolaryngology Clinical & Professional Practice Part II	270	OHLY8A6
	Research Project	164	PMED802
Paediatrics and Child Health (MM-PCH)	Research Methodology	16	PMED801

Master of Medicine (MMed)			
programme Specialisation	Module Descriptions	Credits	Module Codes
	Paediatrics and Child Health Clinical & Professional Practice Part I	270	PAED8A5
	Paediatrics and Child Health Clinical & Professional Practice Part II	270	PAED8A6
	Research Project	164	PMED802
Paediatric Surgery (MM-PAS)	Research Methodology	16	PMED801
	Paediatric Surgery Clinical & Professional Practice Part I	270	PSGY8A5
	Paediatric Surgery Clinical & Professional Practice Part II	270	PSGY8A6
	Research Project	164	PMED802
Plastic & Reconstructive Surgery (MM-PLR)	Research Methodology	16	PMED801
	Plastic & Reconstructive Surgery Clinical & Professional Practice Part I	270	PLRS8A5
	Plastic & Reconstructive Surgery Clinical & Professional Practice Part II	270	PLRS8A6
	Research Project	164	PMED802
Psychiatry (MM-PSY)	Research Methodology	16	PMED801

Master of Medicine (MMed)			
programme Specialisation	Module Descriptions	Credits	Module Codes
	Psychiatry Clinical & Professional Practice Part I	270	PSYT8A5
	Psychiatry Clinical & Professional Practice Part II	270	PSYT8A6
	Research Project	164	PMED802
Public Health Medicine (MM-PU)	Research Methods & Bioethics	16	PBHL8X1
	Health Measurement (Descriptive)	16	PBHL8J1
	Health Measurement (Analytical))	16	PBHL8H1
	Public Health Principles and Practice	16	PBHL8PP
	Intermediate Epidemiology	16	PBHL8EI
	Qualitative Research Methods	16	PBHL841
	Public Health Medicine Clinical & Professional Practice Part I	190	PBHL8GP
	Public Health Medicine Clinical & Professional Practice Part II	270	PBHL834
	Research Project	164	PBHL8GR
	Research Project (subsequent year)	164	PBHL8GS
Radiology (MM-RAD)	Research	16	PMED801

Master of Medicine (MMed)			
programme Specialisation	Module Descriptions	Credits	Module Codes
	Methodology		
	Radiology Clinical & Professional Practice Part I	270	RADI8A5
	Radiology Clinical & Professional Practice Part II	270	RADI8A6
	Research Project	164	PMED802
Radiotherapy & Oncology (MM-RAO)	Research Methodology	16	PMED801
	Radiotherapy & Oncology Clinical & Professional Practice Part I	270	RTPY8A6
	Radiotherapy & Oncology Clinical & Professional Practice Part II	270	RTPY8A7
	Research Project	164	PMED802
Surgery (MM-SUR)	Research Methodology	16	PMED801
	Surgery Clinical & Professional Practice Part I	270	SURG8A5
	Surgery Clinical & Professional Practice Part II	270	SURG8A6
	Research Project	164	PMED802
Urology (MM-URO)	Research Methodology	16	PMED801
	Urology Clinical & Professional Practice Part I	270	UROL8A5
	Urology Clinical & Professional Practice Part II	270	UROL8A6

Master of Medicine (MMed)			
programme Specialisation	Module Descriptions	Credits	Module Codes
	Practice Part II		
	Research Project	164	PMED802
Virology (MMD-VR)	Research Methodology	16	PMED801
	Virology Clinical & Professional Practice Part I	270	VIGY8B2
	Virology Clinical & Professional Practice Part II	270	VIGY8B3
	Research Project	164	LMMS8RP

5.2 . Programme Master of Public Health (M-PH) NQF 9

CHS SMP 40: Introduction

The Master of Public Health (MPH) degree is a rigorous coursework master's programme integrating a 50% research component designed to equip students with advanced analytical skills and comprehensive knowledge in Public Health. The curriculum addresses key Health challenges at local, national, regional, and international levels, fostering context-specific research with a strong emphasis on community participation and engagement. Graduates are prepared for diverse careers in public Health practice, leadership, Health promotion, management, and policy development, with a strong foundation to pursue doctoral studies. The programme also emphasises strategic partnerships with African institutions to enhance collaborative research and knowledge creation focused on addressing the continent's complex Health issues.

CHS SMP 41: Eligibility

Applicants are eligible to apply to register for the qualification of Master of Public Health provided they hold:

- a. An NQF level 8 qualification in a Health or related social science discipline; or
- b. A Postgraduate Diploma in Public Health or any Health/Social Science related domain; and
- c. A minimum of one year post community service of relevant work experience in the Health or social sector.

CHS SMP 42: Structure / Curriculum

- a. Students will choose one of three streams of specialisation :
 - i). Epidemiology and Biostatistics,
 - ii) Socio-Behavioural or
 - iii) Health Services and Management.

- b. To complete the qualification, a student shall obtain not less than 192 credits and shall complete the core, specialisation and elective modules as specified below:

Core Modules – All Streams

Master of Public Health (M-PH)					
YEAR 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PBHL8PP	Public Health Principles and Practices	16	PBHL8X1	Research Methods and Bioethics	16
PBHL803	Epidemiology I	8			
PBHL801	Biostatistics I	8			
YEAR 2					
YEAR MODULES					
MODULE CODE	MODULE DESCRIPTION				CREDITS
PBHL899	Research Project				96

(i) Specialisation Modules – Epidemiology and Biostatistics Stream

YEAR 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
			PBHL804	Epidemiology II	8
			PBHL802	Biostatistics II	8
YEAR 2					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
	Elective(s)	16		Elective(s)	16
Total Credits For Programme					192

(ii) Specialisation Modules – Socio-behavioural Stream

YEAR 1					
SEMESTER ONE			SEMESTER TWO		
MODULE	MODULE	CREDIT	MODULE	MODULE	CREDIT

CODE	DESCRIPTION	POINTS	CODE	DESCRIPTION	POINTS
			PBHL841	Qualitative Research Methods	16
YEAR 2					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PBHL806	Health Promotion	8		Elective(s)	16
	Elective	8			
Total Credits For Programme					192

(iii) **Specialisation Modules – Health Services Management Stream**

YEAR 1					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
			PBHL8HL	Health Systems	8
			PBHL807	Strategic Health Management	8
YEAR 2					
SEMESTER ONE			SEMESTER TWO		
MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS	MODULE CODE	MODULE DESCRIPTION	CREDIT POINTS
PBHL816	Health Policy and Legislation	8		Elective(s)	16
	Elective	8			
Total Credits For Programme					192

CHS SMP 43: Electives

The following modules comprise possible elective choices. Students can choose elective modules to make up the required credits for the selected specialisation stream. Elective choices are to be made in consultation with the Discipline.

Elective Modules

PBHL817	Occupational and environmental epidemiology	16
PBHL814	Infectious disease epidemiology	16
PBHL815	Social epidemiology	8
PBHL818	Climate change and Health	16

PBHL809	Monitoring and evaluation in Health care	8
PBHL808	Operations management in Health care	8
PBHL805	Introduction to Health economics	16

6. RESEARCH MASTER'S DEGREES OFFERED BY THE SCHOOL OF MEDICINE GENERAL RESEARCH MASTER'S DEGREE RULES FOR THE SCHOOL

6.1. Programme : Master of Medical Science [MMDSC] NQF 9 (by Research)

CHS SMP 44: Introduction

There is a national need for Health sciences postgraduates who can undertake research and evidence-based enquiry or practice. This specialisation will allow them to contribute to the Health and well-being of the South African population. Such graduates are required to possess a high level of competence and specialised skill in this discipline, and they should possess generic competencies in a range of defined domains such as communication, collaboration, management and leadership to facilitate efficient functioning in the Healthcare system. Their analytical and synthesis skills, an understanding of scientific enquiry, scholarship and research is important to advance the discipline of Health sciences. This qualification is positioned to meet these needs. No similar programme is registered on the NQF.

CHS SMP 45: Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science (Anaesthetics) provided that they hold;

- (a) Bachelor of Medicine and Bachelor of Surgery degree and have held such qualification for a period of at least two years prior to registration for the Master of Medical Science degree; or
- (b) Professional Honours degree deemed appropriate by the School.

CHS SMP 46 : Curriculum

Students are required to obtain 192 credits as listed below :

Curriculum for Master of Medical Science – Anaesthetics (MMDSC)		
Code	Module Description	CREDIT POINTS
ANAE8F1	Masters research in Anaesthetics	
ANAE8CY	Masters research in Anaesthetics continuing	
ANAE8YS	Masters research in Anaesthetics Subsequent year	
ANAE8P1	Masters research in Anaesthetics Part-time Year 1	
ANAE8P2	Masters research in Anaesthetics Part-time Year 2	
Total Credits		192

6.2. Programme : Master of Medical Science (Anatomy) (M-MDSC) NQF 9 (by Research)

CHS SMP 47: Introduction

There is a national need for Health sciences postgraduates who can undertake research and evidence-based enquiry or practice. This specialisation will allow them to contribute to the Health and wellbeing of the South African population. Such graduates are required to possess a high level of competence and specialised skill in this discipline, and they should possess generic competencies in a range of defined domains such as communication, collaboration, management and leadership to facilitate efficient functioning in the Healthcare system. Their analytical and synthesis skills, an understanding of scientific enquiry, scholarship and research is important to advance the discipline of Health sciences. This qualification is positioned to meet these needs. No similar programme is registered on the NQF.

CHS SMP 48: Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science in Anatomy provided they have a;

- (a) Bachelor of Medical Science Honours in Anatomy, or
- (b) Bachelor of Science Honours qualification in Anatomy, or
- (c) Professional Bachelor's degree deemed appropriate by the School for postgraduate training in Anatomy

CHS SMP 49: Curriculum

Students are required to obtain 192 credits as listed below.

Curriculum for Master of Medical Science – Anatomy (M-MDSC)	
Code	Module Description
ANAT8FY	Masters research in Anatomy
ANAT8CY	Masters research in Anatomy continuing
ANAT8SY	Masters research in Anatomy subsequent year
ANAT8P1	Masters research in Anatomy Part-time Year 1
ANAT8P2	Masters research in Anatomy Part-time Year 2
Total Credits	192

6.3. Programme : Master of Medical Science (Anatomical Pathology) (MMDSC) NQF 9 (by Research)

CHS SMP 50: Introduction

The Healthcare systems of all countries, including South Africa, require medical specialists in specific disciplines to deliver a standard of care that exceeds that of generalist practitioners. Anatomical Pathology plays a critical role in the diagnostic process, guiding treatment decisions across multiple clinical disciplines. In KwaZulu-Natal (KZN), the region's only dedicated training facility for Anatomical Pathology at IALCH serves as a cornerstone for the development of future specialists in cytology, histology, and autopsy pathology. Given the high burden of malignancies, infectious diseases, and complex comorbidities in the

region, there is an urgent need for skilled Anatomical Pathologists who can manage and investigate this unique disease profile.

CHS SMP 51: Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science in Anatomical Pathology provided they have a;

- (a) Bachelor of Medical Science Honours, or
- (b) Bachelor of Science Honours, or
- (c) Professional Bachelors degree deemed appropriate by the School for postgraduate training in Anatomical Pathology

CHS SMP 52 : Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science – Anatomical Pathology (MMDSC)	
Code	Module Description
ANAP8F1	Masters research in Anatomical Pathology
ANAP8CY	Masters research in Anatomical Pathology continuing
ANAP8YS	Masters research in Anatomical Pathology subsequent year
ANAP8P1	Masters research in Anatomical Pathology Part-time Year 1
ANAP8P2	Masters research in Anatomical Pathology Part-time Year 2
Total Credits	192

6.4 Programme : Master of Medical Science (Behavioural Medicine) (M-MDSC) NQF 9

(by Research)

CHS SMP 53: Introduction

The Master of Medical Science (Behavioural Medicine) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Behavioural Medicine. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 54 :Eligibility

Candidates are eligible to apply for selection to register for the qualification of Master of Medical Science [Behavioural Medicine] provided they have an Honours degree in Psychology or a Bachelor of Psychology degree or a Bachelor of Psychology equivalent qualification.

CHS SMP 55: Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science – Behavioural Medicine (MMDSC)	
Code	Module Description
BHME82F	M Thesis Behavioural Medicine F/T Year 1

BHME8CY	M Thesis Behavioural Medicine Continuing
BHME82Y	M Thesis Behavioural Medicine Subsequent Year
Total Credits	192

6.5 Programme : Master of Medical Science (Cardiology) (MMDSC) NQF 9

(by Research)

CHS SMP 56 : Introduction

The Master of Medical Science (Cardiology) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Cardiology. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 57 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science (Cardiology) provided that they hold;

- a) a Bachelor of Medicine and Bachelor of Surgery degree and have held such qualification for a period of at least two years prior to registration for the MMedSci degree; or
- b) a professional Honour's degree deemed appropriate by the School.

CHS SMP 58 : Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science – Cardiology (MMDSC)	
Code	Module Description
CARD8F1	Masters research in Cardiology
CARD8CY	Masters research in Cardiology continuing
CARD8YS	Masters research in Cardiology subsequent year
CARD8P1	Masters research in Cardiology (Part Time Year 1)
CARD8P2	Masters research in Cardiology (Part Time Year 2)
Total Credits	192

6.6 Programme : Master of Medical Science (Cardiothoracic Surgery) (MMDSC) NQF 9

(by Research)

CHS SMP 59 : Introduction

The Master of Medical Science (Cardiothoracic Surgery) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Cardiothoracic Surgery. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 60 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science (Cardiothoracic Surgery) provided that they hold;

- a) a Bachelor of Medicine and Bachelor of Surgery degree and have held such qualification for a period of at least two years prior to registration for the MMedSci degree; or
- b) a Professional Honour's degree deemed appropriate by the School.

CHS SMP 61 : Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science – Cardiothoracic Surgery (MMDSC)	
Code	Module Description
CSUR8F1	Masters research in Cardiothoracic Surgery
CSUR8CY	Masters research in Cardiothoracic Surgery continuing
CSUR8YS	Masters research in Cardiothoracic Surgery subsequent year
CSUR8P1	Masters research in Cardiothoracic Surgery Part-time Year 1
CSUR8P2	Masters research in Cardiothoracic Surgery Part-time Year 2
Total Credits	192

**6.7. Programme : Master of Medical Science (Dermatology) (MMDSC) NQF 9
(by Research)**

CHS SMP 62 : Introduction

The Master of Medical Science (Dermatology) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Dermatology. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 63 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science (Dermatology) provided that they hold;

- a) a Bachelor of Medicine and Bachelor of Surgery degree and have held such qualification for a period of at least two years prior to registration for the Master of Medical Science degree; or
- b) a professional Honour's degree deemed appropriate by the School.

CHS SMP 64 : Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science – Dermatology (MMDSC)	
Code	Module Description
DERM8F1	Masters research in Dermatology
DERM8CY	Masters research in Dermatology continuing
DERM8YS	Masters research in Dermatology subsequent year
DERM8P1	Masters research in Dermatology Part-time Year 1
DERM8P2	Masters research in Dermatology Part-time Year 2
Total Credits	192

**6.8 Programme : Master of Medical Science (Emergency Medicine) (MMDSC) NQF 9
(by Research)**

CHS SMP 65 : Introduction

The Master of Medical Science (Emergency Medicine) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Emergency Medicine. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 66 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science (Emergency Medicine) provided that they hold;

- a) a Bachelor of Medicine and Bachelor of Surgery degree and have held such qualification for a period of at least two years prior to registration for the MMedSci degree; or
- b) a Professional Honour's degree deemed appropriate by the School.

CHS SMP 67 : Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science – Emergency Medicine (MMDSC)	
Code	Module Description
EMER8F1	Masters research in Emergency Medicine
EMER8CY	Masters research in Emergency Medicine continuing
EMER8YS	Masters research in Emergency Medicine subsequent year
EMER8P1	Masters research in Emergency Medicine (Part-time Year 1)
EMER8P2	Masters research in Emergency Medicine (Part-time Year 2)
Total Credits	192

**6.9 Programme : Master of Medical Science (Family Medicine) (MMDSC) NQF 9
(by Research)**

CHS SMP 68 : Introduction

The Master of Medical Science (Family Medicine) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Family Medicine. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP : 69: Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science (Family Medicine) provided they hold:

- a. A Bachelor of Medicine and Bachelor of Surgery degree; and
- b. Have held such qualification for a period of at least two years prior to registration for the Master of Medical Science (Family Medicine) degree.

CHS SMP 70 : Curriculum

Students are required to obtain 192 credits as listed below.

Master of Medical Science (Family Medicine)(MMDSC)	
Code	Module Description
FAME82F	Masters Research in Family Medicine year 1
FAME8CY	Masters Research in Family Medicine continuing
FAME82Y	Masters Research in Family Medicine subsequent Year
Total Credits	192

**6.10 Programme : Master of Medical Science (Medical Informatics) (MMDSC)
NQF 9 (by Research)**

CHS SMP 71: Introduction

Medical informatics is a field of study that deals with use of information systems and technology for the acquisition, storage, and processing of medical, biological and other health care data, with the purpose of improving healthcare and health education. The Master of Medical Science in Medical Informatics, provides graduates with knowledge, skills, and, applied competence in Medical Informatics that is required for continued personal and intellectual growth, as well as gainful economic activity in the field of medical informatics. Graduates will contribute to society at large through the application of computer techniques, database management and hospital information systems that assist and improve the public health sector, hospital management and data management in medial research.

A Master of Medical Science in Medical Informatics graduate is able to understand, set-up and operate various healthcare related software, interpret scientific literature relevant to his/her field and through reflection adapt new developments in the field, conceptualise, plan, implement and interpret research relevant to the application to computing to healthcare activities.

CHS SMP 72 : Eligibility

Candidates are eligible to apply for selection to register for the qualification of Master of Medical Science in Medical Informatics provided they have a relevant Honours degree or a Professional Bachelors degree.

CHS SMP 73 : Curriculum

Students are required to obtain 192 credits as listed below.

Master of Medical Science (Medical Informatics) (MMDSC)	
Code	Module Description
INFT82F	Masters Research in Medical Informatics year 1
INFT8CY	Masters Research in Medical Informatics continuing
INFT82Y	Masters Research in Medical Informatics subsequent
Total Credits	192

6.11 Programme : Master of Medical Science (Forensic Medicine) (MMDSC)**NQF 9 (by Research)****CHS SMP 74 : Introduction**

The Master of Medical Science (Forensic Medicine) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Forensic Medicine. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 75 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science in Forensic Medicine provided they have a;

- (a) Bachelor of Medical Science Honours, or
- (b) Bachelor of Science Honours, or
- (c) Professional Bachelor's degree deemed appropriate by the School for postgraduate training in Forensic Medicine

CHS SMP 76 : Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science – Forensic Medicine (MMDSC)	
Code	Module Description
FOME8F1	Masters research in Forensic Medicine
FOME8CY	Masters research in Forensic Medicine continuing
FOME8YS	Masters research in Forensic Medicine subsequent year
FOME8P1	Masters research in Forensic Medicine Part-time Year 1

FOME8P2	Masters research in Forensic Medicine Part-time Year 2
Total Credits	192

6.12 Programme : Master of Medical Science (Haematology) (MMDSC) NQF 9 (by Research)

CHS SMP 77 : Introduction

The Master of Medical Science (Haematology) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Haematology. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 78 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science in Haematology provided they have a;

- Bachelor of Medical Science Honours with Haematology as a subject or
- Bachelor of Science Honours qualification with Haematology as a subject or
- Professional Bachelor's degree deemed appropriate by the School for postgraduate training in Haematology

CHS SMP 79 : Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science – Haematology (MMDSC)	
Code	Module Description
HAEM8F1	Masters research in Haematology
HAEM8CY	Masters research in Haematology continuing
HAEM8YS	Masters research in Haematology subsequent Year
HAEM81P	Masters research in Haematology part-time Year 1
HAEM82P	Masters research in Haematology part-time Year 2
Total Credits	192

6.13 Programme : Master of Medical Science (Medical Biochemistry) (M-MDSC) NQF 9 (by Research)

CHS SMP 80 : Introduction

The Master of Medical Science (Medical Biochemistry) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Medical Biochemistry. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 81 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science in Medical Biochemistry provided they have a;

- (a) Bachelor of Medical Science Honours, or
- (b) Bachelor of Science Honours, or
- (c) Professional Bachelor's degree deemed appropriate by the School for postgraduate training in Medical Biochemistry

CHS SMP 82 : Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science in Medical Biochemistry (M-MDSC)	
Code	Module Description
HMBC8F1	Masters research in Medical Biochemistry
HMBC8CY	Masters research in Medical Biochemistry continuing
HMBC8FS	Masters research in Medical Biochemistry (subsequent year)
HMBC8P1	Masters research in Medical Biochemistry Part-time Year 2
HMBC8P2	Masters research in Medical Biochemistry Part-time Year 2
Total Credits	192

6.14 Programme : Master of Medical Science (Medical Microbiology) (MMDSC)**NQF 9 (by Research)****CHS SMP 83 : Introduction**

The Master of Medical Science (Medical Microbiology) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Medical Microbiology. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 84 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science in Medical Microbiology provided they have a;

- (a) Bachelor of Medical Science Honours in Medical Microbiology, or
- (b) Bachelor of Science Honours qualification in Medical Microbiology or Microbiology, or
- (c) Professional Bachelor's degree deemed appropriate by the School for postgraduate training in Medical Microbiology

CHS SMP85: Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science – Medical Microbiology (MMDSC)	
Code	Module Description
MMGY8F1	Masters research in Medical Microbiology
MMGY8CY	Masters research in Medical Microbiology continuing
MMGY8YS	Masters research in Medical Microbiology subsequent year
MMGY81P	Masters research in Medical Microbiology Part-time Year 1
MMGY82P	Masters research in Medical Microbiology Part-time Year 2
Total Credits	192

6.15 Programme : Master of Medical Science (Medicine) (MMDSC) NQF 9 (by Research)

CHS SMP 86 : Introduction

There is a national need for Health sciences postgraduates who can undertake research and evidence-based enquiry or practice. This specialisation will allow them to contribute to the Health and wellbeing of the South African population. Such graduates are required to possess a high level of competence and specialised skill in this discipline, and they should possess generic competencies in a range of defined domains such as communication, collaboration, management and leadership to facilitate efficient functioning in the Healthcare system. Their analytical and synthesis skills, an understanding of scientific enquiry, scholarship and research is important to advance the discipline of Health sciences. This qualification is positioned to meet these needs. No similar programme is registered on the NQF

CHS SMP 87 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science (Medicine) provided that they hold;

- a Bachelor of Medicine and Bachelor of Surgery degree and have held such qualification for a period of at least two years prior to registration for the MMedSci degree; or
- a professional Honours degree deemed appropriate by the School.

CHS SMP 88 : Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science – Medicine (MMDSC)	
Code	Module Description
MEDI8F1	Masters research in Medicine
MEDI8CY	Masters research in Medicine continuing
MEDI8YS	Masters research in Medicine subsequent year
MEDI8P1	Masters research in Medicine Part-time Year 1

MEDI8P2	Masters research in Medicine Part-time Year 2
Total Credits	192

6.16 Programme : Master of Medical Science (Neurology) (MMDSC) NQF 9

(by Research)

CHS SMP 89 : Introduction

The Master of Medical Science (Neurology) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Neurology. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 90 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science (Neurology) provided that they hold;

- a Bachelor of Medicine and Bachelor of Surgery degree and have held such qualification for a period of at least two years prior to registration for the MMedSci degree; or
- a professional Honours degree deemed appropriate by the School.

CHS SMP 91 : Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science – Neurology (MMDSC)	
Code	Module Description
NEUR8F1	Masters research in Neurology
NEUR8CY	Masters research in Neurology continuing
NEUR8YS	Masters research in Neurology subsequent year
NEUR8P1	Masters research in Neurology Part-time Year 1
NEUR8P2	Masters research in Neurology Part-time Year 2
Total Credits	192

6.17 Programme : Master of Medical Science (Obstetrics and Gynaecology)

(MMDSC) NQF 9 (by Research)

CHS SMP 92: Introduction

The Master of Medical Science (Obstetrics and Gynaecology) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Obstetrics and Gynaecology. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 93 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science (Obstetrics and Gynaecology) provided that they hold;

- a) a Bachelor of Medicine and Bachelor of Surgery degree and have held such qualification for a period of at least two years prior to registration for the MMedSci degree; or
- b) a professional Honours degree deemed appropriate by the School.

CHS SMP 94 : Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science – Obstetrics and Gynaecology (MMDSC)	
Code	Module Description
OBGY8F1	Masters research in Obstetrics and Gynaecology
OBGY8CY	Masters research in Obstetrics and Gynaecology continuing
OBGY8YS	Masters research in Obstetrics and Gynaecology subsequent year
OBGY8P1	Masters research in Obstetrics and Gynaecology Part-time Year 1
OBGY8P2	Masters research in Obstetrics and Gynaecology Part-time Year 2
Total Credits	192

**6. 18 Programme : Master of Medical Science (Occupational and Environmental Health)
(MMDSC) NQF 9 (by Research)**

CHS SMP 95: Introduction

The Master of Medical Science (Occupational and Environmental Health) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Occupational and Environmental Health. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 96 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science (Occupational and Environmental Health) if they have :

A Bachelor's degree in Health sciences/Environmental Health/Science with one-year relevant practical experience post community service.

CHS SMP 97: Curriculum

Students are required to obtain 192 credits as listed below.

Curriculum for Master of Medical Science – Occupational and Environmental Health (MMDSC)	
Code	Module Description
OCEH82F	M Thesis Occupational and Environmental Health F/T Year 1
OCEH8CY	M Thesis Occupational & Environmental Health Continuing
OCEH82Y	M Thesis Occupational and Environmental Health Subsequent Year
Total Credits	192

6.19 Programme : Master of Medical Science (Ophthalmology) (MMDSC) NQF 9 (by Research)

CHS SMP 98: Introduction

The Master of Medical Science (Ophthalmology) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Ophthalmology. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 99 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science (Ophthalmology) provided that they hold;

- a Bachelor of Medicine and Bachelor of Surgery degree and have held such qualification for a period of at least two years prior to registration for the Master of Medical Science degree; or
- a Professional Honours degree deemed appropriate by the School.

CHS SMP 100 : Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science – Ophthalmology (MMDSC)	
Code	Module Description
OPTH81F	Masters research in Ophthalmology
OPTH8CY	Masters research in Ophthalmology continuing
OPTH8SY	Masters research in Ophthalmology subsequent year
OPTH81P	Masters research in Ophthalmology Part-time Year 1
OPTH82P	Masters research in Ophthalmology Part-time Year 2
Total Credits	192

6.20 Programme : Master of Medical Science (Optics and Imaging) (MMDSC)**NQF 9 (by Research)****CHS SMP 101 : Introduction**

The Master of Medical Science (Optics and Imaging) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Optics and Imaging. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 102: Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science in Optics and Imaging provided they have a;

- (a) Bachelor of Medical Science Honours, or
- (b) Bachelor of Science Honours, or
- (c) Professional Bachelor's degree deemed appropriate by the School for postgraduate training in Optics and Imaging

CHS SMP 103: Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science – Optics and Imaging (MMDSC)	
Code	Module Description
OPTC8F1	Masters research in Optics and Imaging
OPTC8CY	Masters research in Optics and Imaging continuing
OPTC8YS	Masters research in Optics and Imaging subsequent year
OPTC8P1	Masters research in Optics and Imaging Part-time Year 1
OPTC8P2	Masters research in Optics and Imaging Part-time Year 2
Total Credits	192

6.21 Programme : Master of Medical Science (Orthopedic Surgery) (MMDSC)**NQF 9 (by Research)****CHS SMP 104 : Introduction**

The Master of Medical Science (Orthopedic Surgery) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Orthopedic Surgery. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 105: Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science (Orthopaedic Surgery) provided that they hold;

- a) a Bachelor of Medicine and Bachelor of Surgery degree and have held such qualification for a period of at least two years prior to registration for the Master of Medical Science degree ; or
- b) a Professional Honours degree deemed appropriate by the School.

CHS SMP 106: Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science – Orthopaedic Surgery (MMDSC)	
Code	Module Description
ORPS8F1	Masters research in Orthopaedic Surgery
ORPS8CY	Masters research in Orthopaedic Surgery continuing
ORPS8YS	Masters research in Orthopaedic Surgery subsequent year
ORPS8P1	Masters research in Orthopaedic Surgery Part-time Year 1
ORPS8P2	Masters research in Orthopaedic Surgery Part-time Year 2
Total Credits	192

6.22 Programme : Master of Medical Science (Otorhinolaryngology) (MMDSC)**NQF 9 (by Research)****CHS SMP 107: Introduction**

The Master of Medical Science (Otorhinolaryngology) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Otorhinolaryngology. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 108 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science (Otorhinolaryngology) provided that they hold;

- a) a Bachelor of Medicine and Bachelor of Surgery degree and have held such qualification for a period of at least two years prior to registration for the Master of Medical Science degree; or
- b) a Professional Honours degree deemed appropriate by the School.

CHS SMP 109 : Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science – Otorhinolaryngology (MMDSC)	
Code	Module Description
OHLY8F1	Masters research in Otorhinolaryngology
OHLY8CY	Masters research in Otorhinolaryngology Surgery continuing
OHLY8SY	Masters research in Otorhinolaryngology subsequent year
OHLY81P	Masters research in Otorhinolaryngology Part-time Year 1
OHLY82P	Masters research in Otorhinolaryngology Part-time Year 2
Total Credits	192

6.23 Programme : Master of Medical Science (Paediatrics) (MMDSC) NQF 9

(by Research)

CHS SMP 110 : Introduction

The Master of Medical Science (Paediatrics) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Paediatrics. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 111 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science (Paediatrics) provided that they hold;

- a Bachelor of Medicine and Bachelor of Surgery degree and have held such qualification for a period of at least two years prior to registration for the Master of Medical Science degree; or
- a Professional Honours degree deemed appropriate by the School

CHS SMP 112 : Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science – Paediatrics (MMDSC)	
Code	Module Description
PAED8F1	Masters research in Paediatrics
PAED8CY	Masters research in Paediatrics continuing
PAED8YS	Masters research in Paediatrics subsequent year
PAED8P1	Masters research in Paediatrics Part-time Year 1
PAED8P2	Masters research in Paediatrics Part-time Year 2
Total Credits	192

6.24 Programme : Master of Medical Science (Paediatric Surgery) (MMDSC)

NQF 9 (by Research)

CHS SMP 113 : Introduction

The Master of Medical Science (Paediatric Surgery) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Paediatric Surgery. There is no

coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 114 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science (Paediatric Surgery) provided that they hold;

- a) a Bachelor of Medicine and Bachelor of Surgery degree and have held such qualification for a period of at least two years prior to registration for the Master of Medical Science degree; or
- b) a Professional Honours degree deemed appropriate by the School.

CHS SMP 115 : Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science – Paediatric Surgery (MMDSC)	
Code	Module Description
PSGY8F1	Masters research in Paediatric Surgery
PSGY8CY	Masters research in Paediatric Surgery continuing
PSGY8YS	Masters research in Paediatric Surgery subsequent year
PSGY81P	Masters research in Paediatric Surgery Part Time Year 1
PSGY82P	Masters research in Paediatric Surgery Part Time Year 2
Total Credits	192

6.25 Programme : Master of Medical Science (Pharmacology) (MMDSC) NQF 9

(by Research)

CHS SMP 116 : Introduction

The Master of Medical Science (Pharmacology) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Pharmacology. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 117 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science (Pharmacology) provided they have a;

- a) Bachelor of Pharmacy qualification, or
- b) MBChB qualification, or
- c) Bachelor of Medical Science in Human Physiology qualification.

CHS SMP 118 : Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science - in Pharmacology (MMDSC)

MODULE CODE	Module Description
PHRM8EY	Master's research in Pharmacology
PHRM8C1	Master's research in Pharmacology continuing
PHRM8FY	Master's research in Pharmacology subsequent year
Total Credits	192

6.26 Programme : Master of Medical Science (Physiology) (MMDSC) NQF 9 (by Research)

CHS SMP 119 : Introduction

The Master of Medical Science (Physiology) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Physiology. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 120 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science in Physiology provided they have an Honours degree in Physiology or related subject such as Molecular Biology, Biochemistry, Immunology or Cell Biology.

CHS SMP 121 : Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science - in Physiology (MMDSC)

MODULE CODE	Module Description
HPHS8F1	Master's research in Physiology F/T
HPHS8CY	Master's research in Physiology continuing
HPHS8SY	Master's research in Physiology subsequent year
HPHS8P1	Master's research in Physiology Part-time Year 1
HPHS8P2	Master's research in Physiology Part-time Year 2
Total Credits	192

6.27 Programme : Master of Medical Science (Plastic & Reconstructive Surgery) (MMDSC) NQF9 (by Research)

CHS SMP 122 : Introduction

The Master of Medical Science (Plastic & Reconstructive Surgery) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Plastic & Reconstructive Surgery. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 123 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science (Plastic & Reconstructive Surgery) provided that they hold;

- a) a Bachelor of Medicine and Bachelor of Surgery degree and have held such qualification for a period of at least two years prior to registration for the Master of Medical Science degree; or
- b) a Professional Honours degree deemed appropriate by the School.

CHS SMP 124 : Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science – Plastic and Reconstructive Surgery (MMDSC)	
Code	Module Description
PLRS8F1	Masters research in Plastic & Reconstructive Surgery
PLRS8CY	Masters research in Plastic & Reconstructive Surgery continuing
PLRS8SY	Masters research in Plastic & Reconstructive Surgery subsequent year
PLRS8P1	Masters research in Plastic & Reconstructive Surgery Part Time Year 1
PLRS8P2	Masters research in Plastic & Reconstructive Surgery Part Time Year 2
Total Credits	192

6.28 Programme : Master of Medical Science (Psychiatry) (MMDSC) NQF9

(by Research)

CHS SMP 125 : Introduction

The Master of Medical Science (Psychiatry) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Psychiatry. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 126 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science (Psychiatry) provided that they hold;

- a) a Bachelor of Medicine and Bachelor of Surgery degree and have held such qualification for a period of

- at least two years prior to registration for the Master of Medical Science degree; or
 b) a Professional Honours degree deemed appropriate by the School.

CHS SMP 127 : Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science – Psychiatry (MMDSC)	
Code	Module Description
PSTY8F1	Masters research in Psychiatry
PSTY8CY	Masters research in Psychiatry continuing
PSTY8YS	Masters research in Psychiatry subsequent year
PSTY8P1	Masters research in Psychiatry Part-time Year 1
PSTY8P2	Masters research in Psychiatry Part-time Year 2
Total Credits	192

6.29 Programme : Master of Medical Science (Public Health) (MMDSC) NQF 9

(by Research)

CHS SMP 128 : Introduction

The Master of Medical Science (Public Health) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Public Health. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 129 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science (Public Health) provided they hold:

- A 4-year Bachelor's degree at an honour's level (NQF Level 8) in a Health or social science discipline; or
- A 3-year degree in a Health or social science related discipline plus a Post Graduate Diploma or Honours Degree in any Health/Social Science related domain; and
- A minimum of 1 year health programme or clinical experience or research in health or social sector (post community service).

CHS SMP 130 : Curriculum

Students are required to obtain 192 credits as listed below.

Curriculum for the Master of Medical Science in Public Health (MMDSC)	
Code	Module Description
PBHL82F	M Thesis Comm Health F/T Year 1
PBHL8CY	M Thesis Comm Health Continuing
PBHL82Y	M Thesis Comm Health Subsequent Year
Total Credits	192

**6.30 Programme : Master of Medical Science (Radiology) (MMDSC) NQF 9
(by Research)**

CHS SMP 131 : Introduction

The Master of Medical Science (Radiology) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Radiology. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 132: Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science (Radiology) provided that they hold;

- a) a Bachelor of Medicine and Bachelor of Surgery degree and have held such qualification for a period of at least two years prior to registration for the Master of Medical Science degree; or
- b) a Professional Honours degree deemed appropriate by the School.

CHS SMP 133 : Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science – Radiology (MMDSC)	
Code	Module Description
RADI81F	Masters research in Radiology
RADI8CY	Masters research in Radiology continuing
RADI8YS	Masters research in Radiology subsequent year
RADI81P	Masters research in Radiology Part time Year 1
RADI82P	Masters research in Radiology subsequent year Part time Year 2
Total Credits	192

6.31 Programme : Master of Medical Science (Radiotherapy and Oncology)

MMDSC) NQF 9 (by Research)

CHS SMP 134: Introduction

The Master of Medical Science (Radiotherapy and Oncology) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Radiotherapy and Oncology. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 135 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science (Radiotherapy and Oncology) provided that they hold;

- a) a Bachelor of Medicine and Bachelor of Surgery degree; and
- b) have held such qualification for a period of at least two years prior to registration for the Master of Medical Science degree.

CHS SMP 136 : Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science – Radiotherapy and Oncology (MMDSC)	
Code	Module Description
RTPY81F	Masters research in Radiotherapy
RTPY8CY	Masters research in Radiotherapy continuing
RTPY8YS	Masters research in Radiotherapy and Oncology subsequent year
RTPY8P1	Masters research in Radiotherapy Part-time Year 1
RTPY8P2	Masters research in Radiotherapy Part-time Year 2
Total Credits	192

6. 32 Programme : Master of Medical Science (Surgery) (MMDSC) NQF 9 (by Research)

CHS SMP 137 : Introduction

The Master of Medical Science (Surgery) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Surgery. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 138 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science (Surgery)

provided that they hold;

- a) a Bachelor of Medicine and Bachelor of Surgery degree; and
- b) have held such qualification for a period of at least two years prior to registration for the Master of Medical Science degree.

CHS SMP 139 : Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science – Surgery (MMDSC)	
Code	Module Description
SURG81F	Masters research in Surgery
SURG8CY	Masters research in Surgery continuing
SURG8YS	Masters research in Surgery subsequent year
SURG8P1	Masters research in Surgery Part Time Year 1
SURG8P2	Masters research in Surgery Part Time Year 2
Total Credits	192

6.33 Programme : Master of Medical Science (Urology) (MMDSC) NQF 9

(by Research)

CHS SMP 140 : Introduction

The Master of Medical Science (Urology) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Urology. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 141 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science (Urology) provided that they hold;

- a) a Bachelor of Medicine and Bachelor of Surgery degree and have held such qualification for a period of at least two years prior to registration for the Master of Medical Science degree; or
- b) a Professional Honours degree deemed appropriate by the School.

CHS SMP 142 : Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science – Urology (MMDSC)	
Code	Module Description
UROL8F1	Masters research in Urology
UROL8CY	Masters research in Urology continuing
UROL8YS	Masters research in Urology subsequent year

UROL8P1	Masters research in Urology Part-time Year 1
UROL8P2	Masters research in Urology Part-time Year 2
Total Credits	192

**6.34 Programme : Master of Medical Science (Virology) (MMDSC) NQF 9
(by Research)**

CHS SMP 143 : Introduction

The Master of Medical Science (Virology) programme equips graduates to contribute to biomedical research and evidence-based healthcare in the discipline of Virology. There is no coursework attached to this programme. Students design and complete an independent research project under supervision, providing them with experience in designing, conducting and analysing original studies in medical science.

CHS SMP 144 : Eligibility

Applicants are eligible to apply to register for the qualification of Master of Medical Science in Virology provided they have a;

- (a) Bachelor of Medical Science Honours with subjects deemed appropriate by the School for postgraduate training in Virology, or
- (b) Bachelor of Science Honours with subjects deemed appropriate by the School for postgraduate training in Virology, or
- (c) Professional Bachelor's degree deemed appropriate by the School for postgraduate training in Virology

CHS SMP 145 : Curriculum

Students are required to obtain 192 credits as listed below

Curriculum for Master of Medical Science – Virology (MMDSC)	
Code	Module Description
VIGY8F1	Masters research in Virology
VIGY8CY	Masters research in Virology continuing
VIGY8YS	Masters research in Virology subsequent year
VIGY8P1	Masters research in Virology Part-time Year 1
VIGY8P2	Masters research in Virology Part-time Year 2
Total Credits	192

7.DOCTORAL DEGREES OFFERED BY THE SCHOOL OF MEDICINE

7.1. Programme : Doctor of Philosophy (Anaesthetics) (PHDMD) NQF 10

CHS SMP 146 : Introduction

The Doctor of Philosophy (Anaesthetics) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Anaesthetics. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 147: Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Anaesthetics provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 148 : Curriculum

Curriculum for Doctor of Philosophy (Anaesthetics) (PHDMD)	
Code	Module Description
ANAE9F1	PhD research in Anaesthetics
ANAE9YS	PhD research in Anaesthetics subsequent year
ANAE9CY	PhD research in Anaesthetics continuing
ANAE91P	PhD Anaesthetics Part Time Year 1
ANAE92P	PhD Anaesthetics Part Time Year 2

7.2. Programme : Doctor of Philosophy (Anatomical Pathology) (PHDMD) NQF 10**CHS SMP 149 : Introduction**

The Doctor of Philosophy (Anatomical Pathology) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Anatomical Pathology . Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 150 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Anatomical Pathology provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 151 : Curriculum

Curriculum for Doctor of Philosophy (Anatomical Pathology) (PHDMD)	
Code	Module Description
ANAP9F1	PhD research in Anatomical Pathology
ANAP9CY	PhD research in Anatomical Pathology continuing

ANAP9YS	PhD research in Anatomical Pathology subsequent year
ANAP9P1	PhD research in Anatomical Pathology Part-time Year 1
ANAP9P2	PhD research in Anatomical Pathology Part-time Year 2

7.3 Programme : Doctor of Philosophy (Anatomy) (PHD-HS) NQF10

CHS SMP 152 : Introduction

The Doctor of Philosophy (Anatomy) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Anatomy. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 153 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Anatomy provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 154 : Curriculum

Curriculum for Doctor of Philosophy (Anatomy) (PHD-HS)	
Code	Module Description
ANAT9F1	PhD research in Anatomy
ANAT9CY	PhD research in Anatomy continuing
ANAT9YS	PhD research in Anatomy subsequent year
ANAT9P1	PhD research in Anatomy Part-time Year 1
ANAT9P2	PhD research in Anatomy Part-time Year 2

7.4 Programme : Doctor of Philosophy (Behavioural Medicine) (PHDMD) NQF 10

CHS SMP 155 : Introduction

The Doctor of Philosophy (Behavioural Medicine) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Behavioural Medicine. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 156 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy (Behavioural Medicine), provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 157 : Curriculum

Curriculum for Doctor of Philosophy (Behavioural Medicine) (PHDMD)	
Code	Module Description
BHME9FY	PhD Behavioural Medicine
BHME9CY	PhD Behavioural Medicine Continuing
BHME9S1	PhD Behavioural Medicine Subsequent Year
BHME91P	PhD Behavioural Medicine Part Time Year 1
BHME92P	PhD Behavioural Medicine Part Time Year 2

7.5 Programme : Doctor of Philosophy (Cardiology) (PHDMD)Cardiology NQF 10**CHS SMP 158 : Introduction**

The Doctor of Philosophy (Cardiology) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Cardiology. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 159 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Cardiology provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 160 : Curriculum

Curriculum for Doctor of Philosophy (Cardiology) (PHDMD)	
Code	Module Description
CARD9F1	PhD research in Cardiology
CARD9CY	PhD research in Cardiology continuing
CARD9YS	PhD research in Cardiology subsequent year
CARD9P1	PhD research in Cardiology Part-time Year 1
CARD9P2	PhD research in Cardiology Part-time Year 2

7.6 Programme : Doctor of Philosophy – Cardiothoracic Surgery (PHDMD) NQF 10**CHS SMP 161 : Introduction**

The Doctor of Philosophy (Cardiothoracic Surgery) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Cardiothoracic Surgery. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 162 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Cardiothoracic Surgery provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 163 : Curriculum

Curriculum for Doctor of Philosophy (Cardiothoracic Surgery) (PHDMD)	
Code	Module Description
CSUR91F	PhD research in Cardiothoracic Surgery
CSUR9CY	PhD research in Cardiothoracic Surgery continuing
CSUR9SY	PhD research in Cardiothoracic Surgery subsequent year
CSUR91P	PhD research in Cardiothoracic Surgery Part-time Year 1
CSUR92P	PhD research in Cardiothoracic Surgery Part-time Year 2

7.7 Programme : Doctor of Philosophy – Dermatology (PHDMD) NQF 10**CHS SMP 164 : Introduction**

The Doctor of Philosophy (Dermatology) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Dermatology. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 165 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Dermatology provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 166 : Curriculum

Curriculum for Doctor of Philosophy (Dermatology) (PHDMD)	
Code	Module Description
DERM9F1	PhD research in Dermatology
DERM9CY	PhD research in Dermatology continuing
DERM9YS	PhD research in Dermatology subsequent year
DERM9P1	PhD research in Dermatology Part-time Year 1
DERM9P2	PhD research in Dermatology Part-time Year 2

7.8 Programme : Doctor of Philosophy – Emergency Medicine (PHDMD) NQF 10**CHS SMP 167 : Introduction**

The Doctor of Philosophy (Emergency Medicine) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Emergency Medicine. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting,

and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 168 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Emergency Medicine provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 169 : Curriculum

Curriculum for Doctor of Philosophy (Emergency Medicine) (PHDMD)	
Code	Module Description
EMER9F1	PhD research in Emergency Medicine
EMER9CY	PhD research in Emergency Medicine continuing
EMER9SY	PhD research in Emergency Medicine subsequent year
EMER9P1	PhD research in Emergency Medicine Part-time Year 1
EMER9P2	PhD research in Emergency Medicine Part-time Year 2

7.9 Programme : Doctor of Philosophy (Family Medicine) (PHDMD) NQF 10

CHS SMP 170 : Introduction

The Doctor of Philosophy (Family Medicine) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Family Medicine. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 171 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy (Family Medicine) provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 172 : Curriculum

Curriculum for Doctor of Philosophy (Family Medicine) (PHDMD)	
Code	Module Description
FAME9FY	PhD Family Medicine year 1
FAME9YS	PhD Family Medicine subsequent year
FAME9CY	PhD Family Medicine continuing Year

7.10 Programme : Doctor of Philosophy (Forensic Medicine) (PHDMD) NQF 10

CHS SMP 173 : Introduction

The Doctor of Philosophy (Forensic Medicine) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Forensic Medicine. Building on the foundations of Master's-level study, the programme is entirely research-based, with no

coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 174 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Forensic Medicine provided they have a Master's degree at NQF level 9.

CHS SMP 175 : Curriculum

Curriculum for Doctor of Philosophy (Forensic Medicine) (PHDMD)	
Code	Module Description
FOME9F1	PhD research in Forensic Medicine
FOME9CY	PhD research in Forensic Medicine continuing
FOME9SY	PhD research in Forensic Medicine subsequent year
FOME9P1	PhD research in Forensic Medicine Part-time year 1
FOME9P2	PhD research in Forensic Medicine Part-time year 2

7.11 Programme : Doctor of Philosophy (Haematology) (PHDMD) NQF 10

CHS SMP 176 : Introduction

The Doctor of Philosophy (Haematology) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Haematology. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 177 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Haematology provided they have a Master's degree at NQF level 9.

CHS SMP 178 : Curriculum

Curriculum for Doctor of Philosophy (Haematology) (PHDMD)	
Code	Module Description
HAEM91F	PhD research in Haematology
HAEM9CY	PhD research in Haematology continuing
HAEM9SY	PhD research in Haematology subsequent year
HAEM91P	PhD research in Haematology part-time year 1
HAEM92P	PhD research in Haematology part-time year 2

7.12 Programme : Doctor of Philosophy (Medical Biochemistry) (PHD-HS) NQF 10

CHS SMP 179 : Introduction

The Doctor of Philosophy (Medical Biochemistry) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Medical Biochemistry. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 180 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Medical Biochemistry provided they have a Master's degree at NQF level 9.

CHS SMP 181 : Curriculum

Curriculum for Doctor of Philosophy (Medical Biochemistry) (PHD-HS)	
Code	Module Description
HMBC91F	PhD research in Medical Biochemistry
HMBC9CY	PhD research in Medical Biochemistry continuing
HMBC9YS	PhD research in Medical Biochemistry subsequent year
HMBC91P	PhD research in Medical Biochemistry Part-time Year 1
HMBC92P	PhD research in Medical Biochemistry Part-time Year 2

7.12 Programme : Doctor of Philosophy (Medical Microbiology) (PHDMD) NQF 10

CHS SMP 182 : Introduction

The Doctor of Philosophy (Medical Microbiology) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Medical Microbiology. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 183 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Medical Microbiology provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 184 : Curriculum

Curriculum for Doctor of Philosophy (Medical Microbiology) (PHDMD)	
Code	Module Description
MMGY9F1	PhD research in Medical Microbiology
MMGY9CY	PhD research in Medical Microbiology continuing
MMGY9YS	PhD research in Medical Microbiology subsequent year
MMGY9P1	PhD research in Medical Microbiology Part-time Year 1
MMGY9P2	PhD research in Medical Microbiology Part-time Year 2

7.13 Programme : Doctor of Philosophy (Medicine) (PHDMD) NQF 10**CHS SMP 185 : Introduction**

The Doctor of Philosophy (Medicine) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Medicine. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 186 :Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Medicine provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 187 : Curriculum

Curriculum for Doctor of Philosophy (Medicine) (PHDMD)	
Code	Module Description
MEDI9F1	PhD research in Medicine
MEDI9CY	PhD research in Medicine continuing
MEDI9YS	PhD research in Medicine subsequent year
MEDI91P	PhD Medicine Part Time Y1
MEDI92P	PhD Medicine Part Time Y2

7.14 Programme : Doctor of Philosophy (Neurology) (PHDMD) NQF 10**CHS SMP 188 : Introduction**

The Doctor of Philosophy (Neurology) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Neurology. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 189 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Neurology provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 190 : Curriculum

Curriculum for Doctor of Philosophy (Neurology) (PHDMD)	
Code	Module Description
NEUR9F1	PhD research in Neurology
NEUR9CY	PhD research in Neurology continuing
NEUR9YS	PhD research in Neurology subsequent year
NEUR9P1	PhD research in Neurology Part-time Year 1
NEUR9P2	PhD research in Neurology Part-time Year 2

7.15 Programme : Doctor of Philosophy – Neurosurgery (PHDMD) NQF 10**CHS SMP 191: Introduction**

The Doctor of Philosophy (Neurosurgery) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Neurosurgery. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 192 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Neurosurgery provided they have obtained a relevant Master's degree at NQF level 9

CHS SMP 193 : Curriculum

Curriculum for Doctor of Philosophy (Neurosurgery) (PHDMD)	
Code	Module Description
NSUR9F1	PhD research in Neurosurgery
NSUR9CY	PhD research in Neurosurgery continuing
NSUR9YS	PhD research in Neurosurgery subsequent year
NSUR9P1	PhD research in Neurosurgery Part-time Year 1
NSUR9P2	PhD research in Neurosurgery Part-time Year 2
NURS9CY	PhD Nursing continuing

7.16 Programme : Doctor of Philosophy (Obstetrics and Gynaecology) (PHDMD) NQF 10**CHS SMP 194 : Introduction**

The Doctor of Philosophy (Obstetrics and Gynaecology) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Obstetrics

and Gynaecology. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 195 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Obstetrics and Gynaecology provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 196 : Curriculum

Curriculum for Doctor of Philosophy (Obstetrics and Gynaecology) (PHDMD)	
Code	Module name
OBGY9F2	PhD research in Obstetrics and Gynaecology
OBGY9CY	PhD research in Obstetrics and Gynaecology continuing
OBGY9YS	PhD research in Obstetrics and Gynaecology subsequent year
OBGY9P1	PhD research in Obstetrics and Gynaecology Part-time Year 1
OBGY9P2	PhD research in Obstetrics and Gynaecology Part-time Year 2

7.17 Programme : Doctor of Philosophy (Occupational and Environmental Health) (PHDMD) NQF 10

CHS SMP 197 : Introduction

The Doctor of Philosophy (Occupational and Environmental Health) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Occupational and Environmental Health. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 198 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy (Occupational & Environmental Health) provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 199 : Curriculum

Curriculum for Doctor of Philosophy (Occupational and Environmental Health) (PHDMD)	
Code	Module Description
OCEH9FY	PhD Occupational & Environmental Health
OCEH9CY	PhD Occupational & Environmental Health Continuing
OCEH9YS	PhD Occupational & Environmental Health Subsequent Year

OCEH91P	PhD Occupational & Environmental Health Part Time Year 1
OCEH92P	PhD Occupational & Environmental Health Part Time Year 2

7.18 Programme : Doctor of Philosophy (Ophthalmology) (PHDMD) NQF 10

CHS SMP 200 : Introduction

The Doctor of Philosophy (Ophthalmology) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Ophthalmology. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 201 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Ophthalmology provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 202 : Curriculum

Curriculum for Doctor of Philosophy (Ophthalmology) (PHDMD)	
Code	Module Description
OPTH91F	PhD research in Ophthalmology
OPTH9CY	PhD research in Ophthalmology continuing
OPTH91S	PhD research in Ophthalmology subsequent year
OPTH91P	PhD research in Ophthalmology Part-time Year 1
OPTH92P	PhD research in Ophthalmology Part-time Year 2

7.19 Programme : Doctor of Philosophy (Optics and Imaging) (PHDMD) NQF 10

CHS SMP 203 : Introduction

The Doctor of Philosophy (Optics and Imaging) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Optics and Imaging. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 204 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Optometry provided they have a Master of Optometry qualification.

CHS SMP 205 : Curriculum

Curriculum for Doctor of Philosophy (Optics and Imaging) (PHDMD)	
Code	Module Description
OPTC9F1	PhD research in Optics and Imaging
OPTC9CY	PhD research in Optics and Imaging continuing
OPTC9YS	PhD research in Optics and Imaging subsequent year
OPTC91P	PhD research in Optics and Imaging part-time year 1
OPTC92P	PhD research in Optics and Imaging part-time year 2

7.20 Programme : Doctor of Philosophy (Orthopaedic Surgery) (PHDMD) NQF 10**CHS SMP 206 : Introduction**

The Doctor of Philosophy (Orthopaedic Surgery) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Orthopaedic Surgery. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 207 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Orthopaedic Surgery provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 208 : Curriculum

Curriculum for Doctor of Philosophy (Orthopaedic Surgery) (PHDMD)	
Code	Module Description
ORPS91F	PhD research in Orthopaedic Surgery
ORPS9CY	PhD research in Orthopaedic Surgery continuing
ORPS9YS	PhD research in Orthopaedic Surgery subsequent year
ORPS9P1	PhD research in Orthopaedic Surgery Part-time Year 1
ORPS9P2	PhD research in Orthopaedic Surgery Part-time Year 2

7.21 Programme : Doctor of Philosophy (Otorhinolaryngology) (PHDMD) NQF 10**CHS SMP 209 : Introduction**

The Doctor of Philosophy (Otorhinolaryngology) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Otorhinolaryngology. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 210 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Otorhinolaryngology provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 211 : Curriculum

Curriculum for Doctor of Philosophy (Otorhinolaryngology) (PHDMD)	
Code	Module Description
OHLY91F	PhD research in Otorhinolaryngology
OHLY9CY	PhD research in Otorhinolaryngology continuing
OHLY9SY	PhD research in Otorhinolaryngology subsequent year
OHLY91P	PhD research in Otorhinolaryngology Part-time Year 1
OHLY92P	PhD research in Otorhinolaryngology Part-time Year 2

7.22 Programme : Doctor of Philosophy (Paediatrics and Child Health) (PHDMD) NQF 10**CHS SMP 212 : Introduction**

The Doctor of Philosophy (Paediatrics and Child Health) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Paediatrics and Child Health. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 213 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Paediatrics and Child Health provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 214 : Curriculum

Curriculum for Doctor of Philosophy (Paediatrics and Child Health) (PHDMD)	
Code	Module Description
PAED9F1	PhD research in Paediatrics and Child Health
PAED9CY	PhD research in Paediatrics and Child Health
PAED9TS	PhD research in Paediatrics and Child Health subsequent year
PAED9T1	PhD research in Paediatrics and Child Health Part-time Year 1
PAED9T2	PhD research in Paediatrics and Child Health Part-time Year 2

7.23 Programme : Doctor of Philosophy (Paediatric Surgery) (PHDMD) NQF 10

CHS SMP 215 : Introduction

The Doctor of Philosophy (Paediatric Surgery) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Paediatric Surgery. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 216 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Paediatric Surgery provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 217 : Curriculum

Curriculum for Doctor of Philosophy (Paediatric Surgery) (PHDMD)	
Code	Module Description
PSGY9T1	PhD research in Paediatric Surgery
PSGY9CY	PhD research in Paediatric Surgery continuing
PSGY9T2	PhD research in Paediatric Surgery subsequent year
PSGY9P1	PhD research in Paediatric Surgery Part-time Year 1
PSGY9P2	PhD research in Paediatric Surgery Part-time Year 2

7.24. Programme : Doctor of Philosophy (Physiology) (PHD-HS) NQF 10**CHS SMP 218 : Introduction**

The Doctor of Philosophy (Physiology) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Physiology. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 219 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Physiology provided they have a Master's degree at NQF level 9 or qualify under GR7.

CHS SMP 220 : Curriculum

Curriculum for Doctor of Philosophy (Physiology) (PHD-HS)	
Code	Module Description
HPHS9F1	PhD research in Physiology
HPHS9CY	PhD research in Physiology continuing
HPHS9YS	PhD research in Physiology subsequent year

HPHS91P	PhD research in Physiology Part-time Year 1
HPHS92P	PhD research in Physiology Part-time Year 2

7.25 Programme : Doctor of Philosophy (Plastic and Reconstructive Surgery) (PHDMD) NQF 10

CHS SMP 221 : Introduction

The Doctor of Philosophy (Plastic and Reconstructive Surgery) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Plastic and Reconstructive Surgery. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 222 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Plastic and Reconstructive Surgery provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 223 : Curriculum

Curriculum for Doctor of Philosophy (Plastic and Reconstructive Surgery) (PHDMD)	
Code	Module Description
PLRS9F1	PhD research in Plastic and Reconstructive Surgery
PLRS9CY	PhD research in Plastic and Reconstructive Surgery continuing
PLRS9YS	PhD research in Plastic and Reconstructive Surgery subsequent year
PLRS9P1	PhD research in Plastic and Reconstructive Surgery Part-time Year 1
PLRS9P2	PhD research in Plastic and Reconstructive Surgery Part-time Year 2

7.26 Programme : Doctor of Philosophy (Psychiatry) (PHDMD) NQF 10

CHS SMP 224 : Introduction

The Doctor of Philosophy (Psychiatry) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Psychiatry. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 225 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Psychiatry provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 226 : Curriculum

Curriculum for Doctor of Philosophy (Psychiatry) (PHDMD)	
Code	Module Description
PSYT9F1	PhD research in Psychiatry
PSTY9CY	PhD research in Psychiatry continuing
PSYT9YS	PhD research in Psychiatry subsequent year
PSTY9P1	PhD research in Psychiatry Part-time Year 1
PSTY9P2	PhD research in Psychiatry Part-time Year 1

7.26 Programme : Doctor of Philosophy (Public Health) (PHDMD) NQF 10**CHS SMP 227 : Introduction**

The Doctor of Philosophy (Public Health) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Public Health. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 228: Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy (Public Health) provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 229 : Curriculum

Curriculum for Doctor of Philosophy (Public Health) (PHDMD)	
Code	Module Description
PBHL9DO	PhD research in Public Health
PBHL9PC	PhD research in Public Health continuing
PBHL9DS	PhD research in Public Health subsequent year

7.27 Programme : Doctor of Philosophy (Radiology) (PHDMD) NQF 10**CHS SMP 230 : Introduction**

The Doctor of Philosophy (Radiology) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Radiology. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CH SMP 231 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Radiology provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 232 : Curriculum

Curriculum for Doctor of Philosophy (Radiology) (PHDMD)	
Code	Module Description
RADI91F	PhD research in Radiology
RADI9CY	PhD research in Radiology continuing
RADI9YS	PhD research in Radiology subsequent year
RADI9P1	PhD research in Radiology Part-time Year 1
RADI9P2	PhD research in Radiology Part-time Year 2

7.28 Programme : Doctor of Philosophy (Radiotherapy and Oncology) (PHDMD) NQF 10**CHS SMP 233 : Introduction**

The Doctor of Philosophy (Radiotherapy and Oncology) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Radiotherapy and Oncology. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 234 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Radiotherapy and Oncology provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 235 : Curriculum

Curriculum for Doctor of Philosophy (Radiotherapy and Oncology) (PHDMD)	
Code	Module Description
RTPY9F1	PhD research in Radiotherapy & Oncology
RTPY9CY	PhD research in Radiotherapy & Oncology continuing
RTPY9SY	PhD research in Radiotherapy & Oncology subsequent year
RTPY9P1	PhD research in Radiotherapy & Oncology Part-time Year 1
RTPY9P2	PhD research in Radiotherapy & Oncology Part-time Year 2

7.29 Programme : Doctor of Philosophy (Surgery) (PHDMD) NQF 10**CHS SMP 236 : Introduction**

The Doctor of Philosophy (Surgery) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Surgery. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 237 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Surgery provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 238: Curriculum

Curriculum for Doctor of Philosophy (Surgery) (PHDMD)	
Code	Module Description
SURG9T1	PhD research in Surgery
SURG9CY	PhD research in Surgery continuing
SURG9T2	PhD research in Surgery subsequent year
SURG9P1	PhD research in Surgery Part-time Year 1
SURG9P2	PhD research in Surgery Part-time Year 2

7.30 Programme : Doctor of Philosophy (TeleHealth) (PHDMD) NQF 10

CHS SMP 239 : Introduction

The Doctor of Philosophy (TeleHealth) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of TeleHealth. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 240 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy (TeleHealth) provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 241 : Curriculum

Curriculum for Doctor of Philosophy (TeleHealth) (PHDMD)	
Code	Module Description
INFT91Y	PhD TeleHealth
INFT92Y	PhD TeleHealth subsequent Year
INFT9CY	PhD TeleHealth continuing Year

7.31 Programme : Doctor of Philosophy (Urology) (PHDMD) NQF 10

CHS SMP 242 : Introduction

The Doctor of Philosophy (Urology) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Urology. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 243 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Urology provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 244 : Curriculum

Curriculum for Doctor of Philosophy (Urology) (PHDMD)	
Code	Module Description
UROL91F	PhD research in Urology
UROL9CY	PhD research in Urology continuing
UROL9SY	PhD research in Urology subsequent year
UROL9P1	PhD research in Urology Part-time Year 1
UROL9P2	PhD research in Urology Part-time Year 2

7.32 Programme : Doctor of Philosophy (Virology) (PHDMD) NQF 10

CHS SMP 245 : Introduction

The Doctor of Philosophy (Virology) programme equips graduates to make substantial, original contributions to biomedical research and evidence-based healthcare in the discipline of Virology. Building on the foundations of Master's-level study, the programme is entirely research-based, with no coursework, and challenges students to undertake a more complex and in-depth independent research project under expert supervision. This provides advanced experience in designing, conducting, and critically analysing studies that generate new knowledge and address significant questions in medical science.

CHS SMP 246 : Eligibility

Applicants are eligible to apply to register for the qualification of Doctor of Philosophy in Virology provided they have obtained a relevant Master's degree at NQF level 9.

CHS SMP 247 : Curriculum

Curriculum for Doctor of Philosophy (Virology) (PHDMD)	
Code	Module Description
VIGY91F	PhD Research in Virology

VIGY9CY	PhD Research in Virology continuing
VIGY9YS	PhD Research in Virology Subsequent year
VIGY91P	PhD Research in Virology Part-time Year 1
VIGY92P	PhD Research in Virology Part-time Year 2

SYLLABI

Common Modules for Programmes

Becoming a Healthcare Professional

SHSC1BH

(20L-0T-0P-0S-100H-R4-0F-20G-16A-0W-16C)

Prerequisite Modules: None**Corequisite:** None

Aim: The aim of the module is to develop a people-centred healthcare practitioner who embodies the principles of holistic caring for the individual, families, and communities.

Content: Theories of caring. Models of holistic care (people-centred care, biopsychosocial-spiritual model).

Interprofessional Education and Collaborative Practice (IPECP). Professional roles and responsibilities. Healthcare Leadership – leading self and others. Practitioner Ethics. Professionalism. Selfcare & practitioner wellbeing. Technology in Healthcare. National and International Healthcare organisations. Principles of Healthcare Entrepreneurship

Assessment: Continuous Assessment is an assessment approach which involves the assessment of all the outcomes of a module by a variety of methods with timely and frequent feedback throughout the module. Continuous Assessment collectively informs a final mark for that module, without a final summative university examination. Assignment: 60% (2 Group assessments, weighted at 30% each). Theory: 40% (2 MCQ tests weighted at 20% each)

DP Requirement: 80% attendance at all practical sessions; and submission of assignment

Community-Based Care

SHSC1CB

(30L-5T-0P-15S-15H-5R-80F-0G-10A-15W-16C)

Prerequisite Modules: NURS208, NURS209**Corequisite:**

Aim: The module equips the learner with knowledge, skills and values required in community-based nursing practice. Concepts of primary health care (PHC), epidemiology and family-centred care as an approach to health-care delivery and the scientific nursing process are applied. This module aims to equip learners with basic community health nursing competencies required to function in different community-based settings.

Content: Basic concepts and theoretical basis of community-based nursing. Community profiling, development and partnerships. Skills on how to conduct an epidemiological study and identification of environmental factors impacting on health and assessment of environmental risks. Planning, implementation and evaluation of Community intervention. Community Multidisciplinary team, stakeholders and community intersectoral approach to care including school health, occupational health and disaster management.

Practical: Community based-health centers (PHC and gateway clinics), community-based organizations (CBOs) such as rehabilitation centers, thuthuzela care centers, orphanages, hospices various local communities, schools, crèches, families, work places, health information offices found in hospitals and clinics.

Assessment: Evidence-based assessment strategies are utilized and they include: Assignments tests and direct observation which provide the opportunity for formative integrative assessment of knowledge, skills (cognitive and interpersonal) and attitudes. Semester mark (40%) Group assignments/projects Individual assignments/projects Written test Direct observation Portfolio of competencies workbook Summative assessment (60%) Written examination Problem solving (Triple jump) Clinical examination (OSCE) A subminimum of 40% in all components of the theory exam will apply. A subminimum of 50% in all practical exam components will apply.

DP Requirement: Semester/course mark 40%; Candidate must attend at least 75% of all classes Candidate must attend at least 75% of community-based nursing

Health Illness and Behaviour

55H-20R-0F-0G-10A-15W-16C

66L-9T-0P-0S-

SHSC1HI

Prerequisite Modules: None**Corequisite:** None

Aim: To provide an interdisciplinary module for Health Science students that equips students with an understanding of the psychosocial and cultural determinants of health and illness. To introduce students to child and adult psychosocial development regarding development themes and theories within the South African context. This module also aims to provide students with a comprehensive understanding of foundational and contemporary models of counselling, with a specific focus on their application in contexts requiring the delivery of difficult or life-altering information. The module will equip students with the theoretical frameworks, knowledge of interpersonal skills, and

ethical considerations necessary for effective communication in emotionally charged situations. A particular emphasis will be placed on evidence-based models for breaking bad news in clinical and community settings, fostering competence in empathetic engagement, psychological containment, and collaborative planning with patients

Content: The biopsychosocial model of abnormal behaviour and illness; understanding social and cultural influences on health; health seeking behaviour; understanding health and illness: perspectives; models of health behaviour and health promotion; psychology of rehabilitation, disability, pain and loss; use of substances; models of counselling; breaking bad news; foundations of development psychology; issues of adherence; and fundamentals of clinical communication.

Practical: None

Assessment: Module mark = Final Examination (60%) + Formative Assessment (40%)

The formative assessment will consist of: Two tests (40%)

A student needs to obtain a formative assessment mark of at least 40% to qualify for the final examination.

The summative assessment consists of: Final Examination : 1 x 3-hour Paper

DP Requirement: Formative Assessment Mark of 40%

Research Methods for Health Sciences

SHSC1RM

(30L-30T-0P-20S-45H-30R-0F-40G-45A-15W-24C)

Prerequisite Modules: NURS225, NURS226

Corequisite: None

Aim: This self-directed, problem-based module in nursing research aims to facilitate the development of research skills relevant to nursing and the nursing field. Further to this, the aim of this module is to facilitate students' understanding of research, nursing research, the research process, the ability to carry out their own research, and utilise reports from other studies.

Content: The research process and research methodology; research designs (qualitative and quantitative approaches); sampling methods and sample size, data collection procedures (methods and instruments); ethical issues involved in nursing research, critiquing a research article and scientific writing.

Assessment: Formative Assessment 40%: Test, Individual Assignment and Group Assignment

Summative Assessment 60%: Research project report and presentation. A subminimum of 40% in all components of the theory exam will apply.

DP Requirement: 75% clinical attendance and 40% of formative assessment

Anaesthetics

Anaesthetics Clinical and Prof Prac 1

ANAE8A5 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-0W-270C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: The main aim of this module is: To develop competence in sciences which underpin clinical practice in the discipline. To allow the student to attain an intermediate level of competency in the knowledge, skills and behaviours appropriate to effective clinical practice as a specialist, which will be developed further in Clinical and Professional Practice 2.

Content: Physiology, Pharmacology, Physics, Clinical Measurement, Data Management, Clinical Chemistry, Anatomy, Pathology, in-service clinical training (at least two semesters in a facility approved by the HPCSA).

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 1 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Two 3-hour written papers in each of the following: Physiology and chemical pathology, pharmacology, physics and the principles of clinical measurement and data management. Candidates must pass each subject by obtaining a combined mark of 50% for the two papers in each subject.

DP Requirement: 70% attendance at designated learning activities. Satisfactory completion of a portfolio and/or logbook.

Anaesthetics Clinical and Prof Prac 2

ANAE8A6 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None**Prerequisite Modules:** ANAE8A5**Corequisite:** None**Aim:** The main aim of this module is: To allow the student to attain competency in the knowledge, skills and behaviours necessary for effective clinical practice as a specialist anaesthesiologist and thus render the student eligible for registration with the HPCSA in the specialist category.**Content:** The history, principles and practice of anaesthesiology and analgesia, including pre-operative evaluation and preparation and post-operative care. Clinical medicine and surgery related to the practice of anaesthesiology.**Practicals:** Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.**Assessment:** Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 2 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Written – Three written papers of 3 hours duration each; Oral examination consisting of four parts; Clinical examination consisting of two cases. Weighting of the components of the examination is: Paper 1 – 18 %, Paper 2 – 18%, Paper 3 – 18%, Oral –20%, Clinical – 26%. Candidates must obtain a calibrated average mark $\geq 50\%$ for the written, clinical and oral combined, to pass the examination overall.**DP Requirement:** 70% attendance at designated learning activities; Satisfactory maintenance of a portfolio.**A Path Clin & Prof Practice 1**

ANAP8B2 MC

(0L-50T-25P-155S-400H-90R-1905F-50G-25A-90W-270C)

Prerequisite Requirement: None**Prerequisite Modules:** None**Corequisite:** None**Aim:** To provide registrars with a sound grounding in basic sciences underlying the theory and practice of Anatomical Pathology, to introduce them to the practice of this specialty and strengthen their grasp of professional ethics and professional behaviour.**Content:** Principles relating to Anatomical Pathology.**Practicals:** None**Assessment:** Formative: All continuous assessments are formative only. Professional portfolio submitted prior to FCPath (SA) Anat Part II. Summative: At the end of the module, students do one three-hour written paper (sub-minimum 45%) and one practical examination (sub-minimum 50%). Each component has to be passed separately. Practical examination also includes a surgical pathology slide sub-minimum. Candidate must pass at least 12 of 15 cases. (100%)**DP Requirement:** Satisfactory assessment and completion of the Professional Portfolio annually. The Professional Portfolio addresses the full spectrum of competence – academic, clinical and professional.**A Path Clin & Prof Practice 2**

ANAP8B3 MC

(0L-55T-160P-40S-400H-90R-1925F-0G-30A-90W-270C)

Prerequisite Requirement: None**Prerequisite Modules:** ANAP8B2**Corequisite:** None**Aim:** The aim of the module is to prepare the student to attain competency in the knowledge, skills and behaviours to function effectively in the area of clinical virology at a specialist level without supervision.**Content:** Diagnostic surgical and autopsy pathology and cytopathology. Basic pathological processes at systemic, cellular and molecular level. Ultra-structural morphology of organic and functional disease processes. Special techniques used in investigation and diagnosis. Post mortem training for Anatomical Pathology registrars will include rotations in forensic medicine.**Practicals:** None**Assessment:** All continuous assessments are formative only. A professional portfolio is assessed at the end of each year, and forms the basis of the progression decision. Summative: At the end of the module, students do two three-hour written papers and five clinical examinations. All components have a sub-minimum of 45 or 50% respectively (100%)

DP Requirement: Satisfactory assessment and completion of the Professional Portfolio annually. The Professional Portfolio addresses the full spectrum of competence – academic, clinical and professional.

Anatomy

Trunk & Embryology

ANAT104 W1 (18L-4T-18P-4S-16H-18R-0F-0G-2A-12W-8C)

Aim: The learner will have knowledge of the subject matter contained in the syllabus. He/she will be able to dissect, identify and display the wall of the trunk and the anatomy of all the relevant viscera contained within

Content: There are 24 lectures in the module, 16 on the trunk and 6 on embryology. They are scheduled to synchronise with dissection of the cadaver. In addition tutorials and seminars clarify the subject

Assessment: 2 Class tests are in the form written papers, 2 practicals (spotters) and orals (viva voce). A seminar test in the form of a written paper is held on completion of all the seminars at the end of the semester.

DP Requirement: CAM of 40% or more is required

This module has a lecture, practical, tutorial and seminar content that is specially designed for Physiotherapy & Occupational Therapy.

Upper & Lower Limbs

ANAT109 W2 (36L-16T-48P-12S-22H-22R-0F-0G-4A-12W-16C)

Prerequisite Requirement: NONE

Corequisite: NONE

Aim: To expose students to the detailed anatomy of the limbs.

Content: Osteology; Breast; Brachial Plexus; Dermatomes & Myotomes; Lymphatic Drainage; venous Drainage; Arterial Supply; Nerves; Gluteal Region; Muscles; joints.

Practicals: 2 x 3 hours weekly.

Assessment: CAM 25%; 1x 2hr Written paper + 1 x 45min practical and/or oral examination (75% of Final mark).

DP Requirement: 40%

This module has a lecture, practical, tutorial and seminar content that is specially designed for Physiotherapy & Occupational therapy.

Ethics and Law for Anatomical Sciences

ANAT110 W2 (20L-25T-3P-15S-60H-4R-0F-0G-33A-16W-16C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: The purpose is to create an understanding of bioethical principles, human and animal experimentation touching on ethical and sociocultural issues.

Content: The module includes: Understanding the principles of autonomy, beneficence, justice, maleficence, human dignity and the sanctity of life; ethical and socio-cultural issues; human and animal experimentation; Section 8 of the National Health Act; Animal and Human Tissue UKZN Online course.

Practicals: 2 x Field trips to state mortuary, 1 x field trip to Biomedical Resource Unit.

Assessment: Formative: weekly Tutorial assignments + 1 x theory test – 40 % =CAM. Summative: 1 X 2 Hr written exam: Contributes 60% of final mark. Final mark: 40% of CAM + 60% exam mark, Pass mark: = 50%.

DP Requirement: 40 % CAM.

Anatomy of the Head and Neck

ANAT112 W2 (18L-9T-16P-0S-13H-19R-0F-0G-5A-14W-8C)

Prerequisite Requirement: None

Corequisite: None

Aim: The aim of the Anatomy of the Head and Neck module is to provide students with a detailed understanding of the structure and function of the anatomical regions of the head, face and neck. This includes the bones, muscles, nerves, blood vessels, and other relevant tissues, with an emphasis on their interrelationships and functions. The module aims to equip students with the foundational knowledge necessary for understanding anatomy in these regions, supporting both clinical applications and further specialized study in health-related fields. It focuses on developing students' ability to identify key anatomical structures and understand their role in health and disease

Content: The Anatomy of the Head and Neck module covers the detailed anatomical structures within these regions. It focuses on the anatomy of the skull, face, cervical spine, muscles of facial expression, masticatory muscles, and the intricate vascular and nervous systems that serve these areas. The module also explores the anatomical features of the neck and back, such as the vertebral column, spinal cord, and surrounding musculature, providing students with essential knowledge for understanding both normal function and potential pathologies in clinical settings.

Practicals: 3 x 1-hour sessions. Laboratory hands-on activities with anatomical models and human cadaveric prosected specimens (or virtual dissections) to understand the structure and relationships of body systems. Collaborative activities like case studies or small-group discussions on the application of anatomical knowledge to clinical scenarios via flipped classroom

Assessment: For the Head and Neck module, typical methods of assessment and their percentage weightings might include: 1. Theory Test (covering core topics such as body systems and neuroanatomy) – 20% 2. Spotter Test (e.g., identification of anatomical structures on models or cadavers) – 20% 3. Spotter Examination (e.g., identification of anatomical structures on models or cadavers) – 30% 4. Examination (comprehensive written exam covering all module content) – 30% These percentages can vary based on the program's specific requirements, but the structure often combines theoretical and practical assessments to evaluate both knowledge and applied skills.

DP Requirement: 40%

Head Neck and Ocular Anatomy

ANAT114 W2

(36L-18T-32P-0S-28H-38R-0F-0G-8A-14W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: The aim of the Head, Neck, and Ocular Anatomy module is to provide students with a detailed understanding of the anatomical structures of the head, neck, and eyes. It focuses on the bones, muscles, nerves, and blood vessels in these regions, along with their functional significance. Students will gain knowledge of the anatomy of the sensory organs, including the eyes, ears, and associated structures. This module also emphasizes clinical correlations, helping students understand common pathologies and their anatomical basis in these areas

Content: The Head, Neck, and Ocular Anatomy module covers the anatomy of the skull, muscles of the face and neck, cranial nerves, and vascular structures in these regions. It includes the detailed anatomy of the eyes and ears, along with their associated functions. The module also addresses key joints like the temporomandibular joint and explores common pathologies, linking anatomical knowledge to clinical practice

Practicals: 3 x 1-hour sessions

Assessment: For the Head and Neck module, typical methods of assessment and their percentage weightings might include: 1. Theory Test (covering core topics such as body systems and neuroanatomy) – 20% 2. Spotter Test (e.g., identification of anatomical structures on models or cadavers) – 20% 3. Spotter Examination (e.g., identification of anatomical structures on models or cadavers) – 30% 4. Examination (comprehensive written exam covering all module content) – 30% These percentages can vary based on the program's specific requirements, but the structure often combines theoretical and practical assessments to evaluate both knowledge and applied skills

DP Requirement: 40%

Head and Neck

ANAT119 W2

(52L-0T-52P-0S-20H-30R-0F-0G-6A-15W-16C)

Prerequisite Modules: None

Corequisite: None

Aim: The aim of the module is to develop foundational theoretical knowledge and understanding of the gross anatomy of the head and neck. This theoretical knowledge integrated with practical application within a lab setting allows for a deeper understanding of the subject.

Content: The head and neck region relevant to audiology and speech therapy students. This includes understanding and identifying key areas in regions such as: Mouth, tongue; palate, pharynx, larynx, nose and paranasal air sinuses; Ear; oesophageal pathways and clinical applicability; auditory pathways and clinical applicability; development of ear and clinical defects; development of mouth; palate and clinical defects.

Practicals: 2x2 hours weekly.

Assessment: Formative: 2 X 1hr theory tests (50%); 2X 1hr Practical (Spotter) tests (50%); 25% of DP contributes to the Final Mark. Summative: 1 X 2 hr written exam, 1x 1hour practical (spotter) exam = Final mark: 25% (DP)+75% exam mark.

DP Requirement: Student to obtain 40 % average of the formative assessments.

Anatomy 1 for Nursing Students

ANAT120 H1/M1

(36L-18T-32P-0S-28H-38R-0F-0G-8A-14W-16C)

Prerequisite Requirement: None**Corequisite:** None

Aim: The aim of the Anatomy I for nursing students module is to provide students with a detailed understanding of the structure and function of the anatomical systems, neuroanatomy and embryological development. This includes the bones, muscles, nerves, blood vessels, and other relevant tissues, with an emphasis on their interrelationships and functions. The module aims to equip students with the foundational knowledge necessary for understanding anatomy in these regions, supporting both clinical applications and further specialized study in health-related fields. It focuses on developing students' ability to identify key anatomical structures and understand their role in health and disease.

Content: The Anatomy I for nursing students module covers the detailed anatomical structures within these regions. The anatomical systems and neuroanatomy module covers the basic structure and function of key body systems (musculoskeletal, cardiovascular, respiratory, etc.), the anatomy of the brain and nervous system, thoracic wall, heart, lungs, and muscles, providing students with essential knowledge for understanding both normal function and potential pathologies in clinical settings.

Practicals: 1 x 4-hour session Laboratory hands-on activities with anatomical models and human cadaveric prosected specimens (or virtual dissections) to understand the structure and relationships of body systems. Collaborative activities like case studies or small-group discussions on the application of anatomical Knowledge to clinical scenarios via flipped classroom.

Assessment: For the Anatomy 1 module, typical methods of assessment and their percentage weightings might include: 1.Theory Test (covering core topics such as body systems and neuroanatomy) – 20% 2.Spotter Test (e.g., identification of anatomical structures on models or cadavers) – 20% 3.Spotter Examination (e.g., identification of anatomical structures on models or cadavers) – 30% 4.Examination (comprehensive written exam covering all module content) – 30% These percentages can vary based on the program's specific requirements, but the structure often combines theoretical and practical assessments to evaluate both knowledge and applied skills.

DP Requirement: 40%**Anatomy 2 for Nursing Students**

ANAT121 H2/M2

(36L-18T-32P-0S-28H-38R-0F-0G-8A-14W-16C)

Prerequisite Requirement: ANAT120**Corequisite:** None

Aim: The aim of the Anatomy II for nursing students module is to provide students with a detailed understanding of the structure and function of the anatomical regions of the head, face, neck, thorax, abdomen, pelvis, upper and lower limbs. This includes the bones, muscles, nerves, blood vessels, and other relevant tissues, with an emphasis on their interrelationships and functions. The module aims to equip students with the foundational knowledge necessary for understanding anatomy in these regions, supporting both clinical applications and further specialized study in health-related fields. It focuses on developing students' ability to identify key anatomical structures and understand their role in health and disease.

Content: The Anatomy II for nursing students module covers the detailed anatomical structures within these regions. It focuses on the anatomy of the thorax, abdomen, pelvis, muscles of upper & lower limbs, the intricate vascular, and nervous systems that serve these areas. The module also explores the anatomical features of the neck and limbs, such as the bones, regions and surrounding musculature, providing students with essential knowledge for understanding both normal function and potential pathologies in clinical settings.

Practicals: 1 x 4-hour session Laboratory hands-on activities with anatomical models and human cadaveric prosected specimens (or virtual dissections) to understand the structure and relationships of body systems. Collaborative activities like case studies or small-group discussions on the application of anatomical knowledge to clinical scenarios via flipped classroom.

Assessment: For the Anatomy 1 module, typical methods of assessment and their percentage weightings might include: 1.Theory Test (covering core topics such as body systems and neuroanatomy) – 20% 2.Spotter Test (e.g., identification of anatomical structures on models or cadavers) – 20% 3.Spotter Examination (e.g., identification of anatomical structures on models or cadavers) – 30% 4.Examination (comprehensive written exam covering all module content) – 30% These percentages can vary based on the program's specific requirements, but the structure often combines theoretical and practical assessments to evaluate both knowledge and applied skills.

DP Requirement: 40%

Intro to Anatomy and Neuroanatomy for HS

ANAT122 W1

(36L-18T-32P-0S-28H-38R-0F-0G-8A-14W-16C)

Prerequisite Requirement: None**Corequisite:** None

Aim: The aim of the Introduction to Anatomy and Neuroanatomy module is to provide health science students with a comprehensive understanding of the human body's structure and its nervous system. This foundational knowledge equips students to apply anatomical and neuroanatomical principles to their respective clinical practices, enabling them to assess, diagnose, and treat patients effectively. The module supports the development of critical thinking and clinical reasoning skills essential for health professionals across disciplines.

Content: The Introduction to Anatomy and Neuroanatomy module provides students with a foundational understanding of the basic structure and function of key body systems, including the musculoskeletal, cardiovascular, nervous, respiratory, endocrine, and urogenital systems. It covers the history of anatomy, anatomical terminology, and the anatomy of the brain and nervous system. Students will explore the structure and function of the spinal cord, autonomic nervous system, and the pyramidal and extrapyramidal systems, offering a comprehensive overview of both general and neuroanatomy crucial for understanding human physiology and disease mechanisms.

Practicals: 3 x 1-hour sessions Laboratory hands-on activities with anatomical models and human cadaveric prosected specimens (or virtual dissections) to understand the structure and relationships of body systems. Collaborative activities like case studies or small-group discussions on the application of anatomical knowledge to clinical scenarios via flipped classroom.

Assessment: For the Introduction to Anatomy and Neuroanatomy module, typical methods of assessment and their percentage weightings might include: 1.Theory Test (covering core topics such as body systems and neuroanatomy) – 20% 2.Spotter Test (e.g., identification of anatomical structures on models or cadavers) – 20% 3.Spotter Examination (e.g., identification of anatomical structures on models or cadavers) – 30% 4.Examination (comprehensive written exam covering all module content) – 30% These percentages can vary based on the program's specific requirements, but the structure often combines theoretical and practical assessments to evaluate both knowledge and applied skills.

DP Requirement: As per faculty rules.**Introduction to Anatomy**

ANAT201 W1

(24L-24T-36P-6S-50H-18R-0F-0G-2A-14W-16C)

Prerequisite Requirement: None**Prerequisite Modules:** None**Corequisite:** None

Aim: To introduce students to the structure of the body systems.

Content: The learner will have knowledge of the subject matter contained in the syllabus. He/she will be able to identify structures in the following systems nervous, cardiovascular, musculoskeletal, respiratory, gastrointestinal, endocrine and urogenital systems. Students will also integrate and apply this anatomical knowledge to clinical scenarios and pathologies. **Practicals :** Study of prosections supplemented by relevant lectures, reinforcing and integrating theoretical and practical knowledge. **Lectures :** There are 24 lectures on introduction to Anatomy. **Seminars:** These are 6 seminars presented by students with clinical relevance.

Practicals: Practical: 2 x 3 hours weekly.

Assessment: CAM 40%.CAM calculated as an average of +/- 2 tests spread over both semesters. These tests are in written paper and practical ('spotter') format. at least 1 of these tests will specifically require knowledge (and therefore attendance at) of details discussed in seminars. Exam 60%. 1 x 2hr Written paper + 1 x 45min Practical and/or 15 min oral examination. The final exam will have a written and a practical exam component which are equally weighted. Final mark: 40% of CAM + 60% exam mark. Pass mark: = 50%

DP Requirement: 40%**Neuroanatomy**

ANAT202 W1

(24L-24T-36P-6S-50H-18R-0F-0G-2A-14W-16C)

Prerequisite Requirement: None**Prerequisite Modules:** None**Corequisite:** None

Aim: To introduce students to the structure of the brain and spinal cord.

Content: The learner will have knowledge of the subject matter contained in the syllabus. He/she will be able to identify and understand neuroanatomical structures viz: skull, vertebral column, parts of the nervous systems, anatomy of the brain and spinal cord and neuronal pathways. Students will be able to re-inforce, relate and apply anatomical knowledge to clinical scenarios or pathologies pertaining to the nervous system. Some of the topics covered will be: Osteology of the skull/vertebral column, venous sinuses and meningeal layers of the brain and spinal cord and clinical/surgical implications thereof, Arterial supply of the brain and spinal cord, Functional lobes of the brain and pathways controlling movement of the human body. **Practicals:** Study of prosections supplemented by relevant lectures, reinforcing and integrating theoretical and practical knowledge. **Lectures :** There are 24 lectures pertaining to Neuroanatomy. **Seminars:** These are 6 seminars presented by students with clinical relevance

Practicals: Practical: 2 x 3 hours weekly.

Assessment: CAM 40%. CAM calculated as an average of +/- 3 tests spread over the semester. These tests are in written paper and practical ('spotter') format. at least 1 of these tests will specifically require knowledge (and therefore attendance at) of details discussed in seminars. Exam 60%. 1 x 2 hr Written paper + 1 x 45min Practical and/or 15 min oral examination. The final exam will have a written and a practical exam component which are equally weighted. Final mark: 40% of CAM + 60% exam mark. Pass mark: = 50%

DP Requirement: 40%

Cytology and Introduction to Histology

ANAT203 W2

(32L-15T-21P-0S-56H-30R-0F-0G-6A-16W-16C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: To illustrate in depth cellular structure, function and chemistry and cell specialisation and the structure and function of basic tissues.

Content: Cellular structure and organelles, the plasma membrane, synthesis and transport. The neuron, Epithelia, Connective tissue, Cartilage, Nervous tissue, Muscle tissue and contractility.

Practicals: There are 7 practicals – 2 Histology practicals covering cytology and use of microscope; 3 histology practicals covering Basic primary tissue; 2 practicals covering basic histological techniques.

Assessment: Formative assessment - Year Mark (40%) (1X theory test and 1 X Practical test): Year mark comprises 70% theory test and 30% Practical test, Summative assessment - 2 hr Exam (60%)

DP Requirement: In order to gain access to the exam, students must have attended 80% of all contact activities and achieved a minimum 40% year mark.

Anatomy of the Head, Neck & Back

ANAT212 W2

(36L-23T-70P-20S-39H-48R-0F-0G-4A-12W-24C)

Prerequisite Requirement: NONE

Corequisite: NONE

Aim: To expose students to the structures of the head and axial structures.

Content: Nerves, Arteries, Veins, Lymphatic Drainage, Glands, Muscles and Bones of the Head, Neck and Back; Oral Cavity; Pharynx; Larynx; The Eye; The Ear; The Nose; The Back.

Practicals: 3 x 3 hours weekly

Assessment: CAM 25%; 1 x 2hr Written paper + 1 x 45min Practical and/or oral examination (75% of final mark)

DP Requirement: 40%

This module has a lecture, practical, tutorial and seminar content that is specially designed for Medical Science.

Anatomy of the Trunk

ANAT301 W1

(24L-24T-36P-6S-48H-20R-0F-0G-2A-14W-16C)

Prerequisite Requirement: None

Prerequisite Modules: ANAT201

Corequisite: None

Aim: To expose students to the anatomy of the thorax, abdomen, pelvis and perineum.

Content: The learner will have knowledge of the subject matter contained in the syllabus. He/she will be able to dissect, identify and display the wall of the trunk and the anatomy of all the relevant viscera contained within. In Thorax students will cover: Ribs, Sternum, Thoracic vertebrae, Heart, Lung, Diaphragm, Posterior Thoracic wall, Muscles + Nerves + Blood vessels related to thoracic cavity. In Abdomen students will cover: Stomach, Pancreas, Small + Large Intestine,

Liver, gall bladder and spleen, Kidneys, Muscles + Nerves + Blood vessels related to thoracic cavity. In Pelvis and Perineum students will cover: Osteology of the Pelvis (Joints and Ligaments, Sex Differences), Perineum, Disposition of Pelvic Peritoneum, Neurovascular Structures in the Pelvis (and Perineum), Male and Female Urogenital Organs, Pelvic Diaphragm, Rectum and Anal Canal. There are 24 lectures in the trunk. They are scheduled to synchronise with dissection of the cadaver. In addition tutorials and seminars clarify the subject covered in didactic lectures.

Practicals: 2 x 3 hours weekly.

Assessment: CAM 40%. CAM calculated as an average of +/- 6 tests spread over both semesters. These tests are in written paper and practical ('spotter') format. At least 1 of these tests will specifically require knowledge (and therefore attendance at) of details discussed in seminars. Exam 60%. 1 x 2hr Written paper + 1 x 45min Practical and/or 15 min oral examination. The final exam will have a written and a practical exam component which are equally weighted. Final mark: 40% of CAM + 60% exam mark. Pass mark: = 50%

DP Requirement: 40%

Embryology

ANAT302 W1

(24L-24T-36P-6S-40H-28R-0F-0G-2A-16W-16C)

Prerequisite Requirement: None

Prerequisite Modules: ANAT201

Corequisite: None

Aim: To expose students to embryonic and fetal development of the human body.

Content: The following topics will be covered in the course : Introduction to Embryology, The Three Germ Layers, Development of the Skeletal System – Skull and Vertebral Column and Limbs. Development of the Respiratory System, Development of the Cardiovascular System, Development of the Muscular System – Trunk and Limbs, Development of the Body Cavities & Serous Membranes, Development of the Gastro-Intestinal Tract, Development of the Uro-genital System, Development of the Head & Neck.

Practicals: 2 x 3 hours weekly.

Assessment: CAM 40%. CAM calculated as an average of +/- 3 tests spread over both semesters. These tests are in written paper and practical ('spotter') format. At least 1 of these tests will specifically require knowledge (and therefore attendance at) of details discussed in seminars. Exam 60%. 1 x 2hr Written paper + 1 x 45min Practical and/or 15 min oral examination. The final exam will have a written and a practical exam component which are equally weighted. Final mark: 40% of CAM + 60% exam mark Pass mark: = 50%

DP Requirement: 40%

Comparative skeletal Anatomy and Lab Tech

ANAT303 W1

(20L-15T-53P-0S-50H-18R-0F-0G-4A-16W-16C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: The aim of this module will be to develop students' understanding of the comparative morphology of the human skeleton in relation to other mammal skeletons. The laboratory technique component of the module will develop students' research skills.

Content: The student will have knowledge of the subject matter contained in the syllabus. The comparative skeletal anatomy component will deal with identification of various bones of the animal and human skeleton; the articulation of a skeleton and determination of age and sex. Laboratory techniques are a practical component with a pre-prac lecture. **Practicals:** Students will articulate parts of a human and animal skeleton; knowledge and application of embalming techniques; micro-dissecting techniques; resin casting; osteometry, forensic anthropology and plastination.

Practicals: 2 x 3 hours weekly.

Assessment: Formative: 1 X 45min theory tests, 3 X 15 min oral presentation = 40% of final mark. Summative: 1 X 1 Hr written exam: Contributes 60 % of final mark. Final mark: 40% of CAM + 60% exam mark. Pass mark: = 50%.

DP Requirement: 40%

Research Project

ANAT304 W2

(10L-16T-0P-0S-129H-0R-0F-0G-5A-16W-16C)

Prerequisite Requirement: Certificate in the UKZN Human and animal online ethics course.

Prerequisite Modules: ANAT303

Corequisite: None

Aim: To enable students to attain the appropriate knowledge, understanding, skills and attitudes to undertake research under guidance and supervision at third year level.

Content: Theory: Introduction to the module. Theory: Introduction to quantitative research i.e. designs, data analysis, applications and statistics. Theory: Introduction to qualitative research i.e. designs, data analysis and focus group training. Theory: Referencing. Theory: Scientific writing and podium and poster presentations.

Practicals: 4 x 45 MINS weekly

Assessment: 1 X Mini Thesis/Dissertation (20 pages max) – 60%, 1 x Oral presentation (10 mins)-40%. These projects will be presented in at an Anatomical research day within our School.

DP Requirement: None

Anatomy of the Upper & Lower Limbs

ANAT311 W2

(36L-48T-72P-12S-74H-74R-0F-0G-4A-12W-32C)

Prerequisite Requirement: NONE

Corequisite: NONE

Aim: To expose students to the detailed anatomy of the limbs.

Content: Osteology; Breast; Brachial Plexus; Dermatomes & Myotomes; Lymphatic Drainage; Venous Drainage; Arterial Supply; Nerves; Gluteal Region; Muscles; Joints.

Practicals: 3 x 3 hours weekly

Assessment: CAM 25%; 1 x 2hr Written paper + 1 x 45min Practical and/or oral examination (75% of Final mark)

DP Requirement: 40%

This module has a lecture, practical, tutorial and seminar content that is specially designed for Medical Science.

Anatomical Research Methodology and Specialis

ANAT711 W1

(12L-12T-96P-0S-168H-30R-0F-0G-2A-12W-32C)

Prerequisite Requirement: B Med Sc degree with minimum 60% pass in level 3 anatomy

Corequisite: NONE

Aim: To introduce selected research methodologies and techniques involved/ used in undertaking anatomical research
Content: Latex impregnation, micro-dissection techniques, use of light dissecting microscope. use of digital equipment. Lectures on each sub-section of thesis writing.

Practicals: 2 x 3 hours weekly

Assessment: Production of abstract of research project (ANAT 714 WY)

DP Requirement: Research Protocol By June; presentation of Thesis by September

Advanced Topics 1

ANAT712 W1

(0L-4T-40P-0S-56H-56R-0F-0G-4A-12W-16C)

Prerequisite Requirement: B Med Sc degree with minimum 60% pass in level 3 Anatomy

Corequisite: NONE

Aim: To undertake an examination of specialized areas in Limb and Neuroanatomy

Content: Dissection of regional anatomy

Practicals: 3 x 3 hours weekly

Assessment: CAM 25%; 1 x 3hr Written paper + 1 x 45min Practical and/or oral examination (75% of Final mark)

DP Requirement: 80% of module attendance

Advanced Topics 2

ANAT713 W2

(0L-4T-40P-0S-56H-56R-0F-0G-4A-12W-16C)

Prerequisite Requirement: B Med Sc degree with minimum 60% pass in level 3 Anatomy

Corequisite: NONE

Aim: To undertake an examination of specialized areas in Head & Neck & Trunk Anatomy

Content: Dissection of regional anatomy

Practicals: 3 x 3 hours weekly

Assessment: CAM 25%; 1 x 3hr Written paper + 1 x 45min Practical and/or oral examination (75% of Final mark)

DP Requirement: 80% of module attendance

Advanced Laboratory Techniques in Anatomy

ANAT7AL M1 W1

(22.5L-3T-45P-0S-24.5H-30R-0F-0G-35A-8W-16C)

Prerequisite Requirement: None. Students gain acceptance into the BMedSc Honours programme with an appropriate Bachelor's degree or equivalent.

Corequisite: None

Aim: The overarching aim of this module is to provide an in-depth theoretical and practical understanding of selected advanced laboratory techniques in Anatomy.

Content: Theory and practicals in basic and advanced laboratory techniques in Anatomy viz. preservation and embalming of human tissue, care and preparation of bones, articulation of skeletons, preparation of museum specimens (curatorship), creation of moulds and casts, injection methods and foetal staining of cartilage and bone.

Practicals: Practical sessions involving hands-on exposure to specialized techniques in anatomy.

Assessment: Final mark consists of 50% formative and 50% summative marks Formative: 2 practical tests (10% each); 1 assignment/presentation (10%); 1 theory test (20%) Summative: 1 x 3 hour exam (Theory) (30%) Practical portfolio (20%)

DP Requirement: Class mark of 50%, 80% attendance at practicals and lectures.

Clinical, Surgical and Radiologic Anatomy**ANAT7CS W2**

(22.5L-0T-0P-0S-36.5H-30R-0F-48G-23A-8W-16C)

Prerequisite Requirement: None. Students gain acceptance into the BMedSc Honours programme with an appropriate Bachelor's degree or equivalent.

Corequisite: None

Aim: To develop a Scientist Anatomist with clinical, surgical and radiological anatomical skills and knowledge of the specific structures and/or regions involved in selected procedures.

Content: Clinical Anatomy emphasises aspects of the structure and function of the body that are important in the practice of medicine, dentistry and allied health sciences. It incorporates the regional and systemic approaches and stresses clinical/surgical application, while radiological techniques are used to demonstrate living anatomy.

Practicals: Practical sessions involving hands-on exposure to specialized techniques in anatomy.

Assessment: Final mark consists of 50% formative and 50% summative marks Formative: 2 theory test (10% each); 2 assignment/presentation (10% each) Summative: Complete a written examination, which contains questions testing knowledge, comprehension, application, analysis, synthesis and evaluation (60%)

DP Requirement: Class mark of 50%, 80% attendance at practicals and lectures.

Research Project in Anatomy**ANAT7RP WY**

(0L-0T-27P-26S-323H-23R-0F-0G-81A-26W-48C)

Prerequisite Requirement: None. Students gain acceptance into the BMedSc Honours programme with an appropriate Bachelor's degree or equivalent.

Corequisite: None

Aim: To develop research capacity in Medical Science, and to develop students with initiative, problem-solving ability, communication skills (written and oral) and technical expertise, as well as an advanced level of knowledge in their field of specialisation (either Anatomy, Human Physiology, Medical Biochemistry, or Medical Microbiology).

Content: Formulation of a research question and hypothesis, literature review, referencing tools, research protocol development, ethics application, oral presentation of protocol, training in selected, specialized laboratory techniques specific to project, laboratory experimental work, analysis and interpretation of results and manuscript writing and oral presentation of completed project.

Practicals: Project-related laboratory experimental work under supervision

Assessment: Final mark consists of 20% formative and 80% summative marks Formative: written proposal and oral presentation: 20% Summative: Written manuscript (50%); oral presentation of final project (20%); mastery of laboratory skills (10%)

DP Requirement: None

Chemical Pathology**C Path Clin & Prof Practice 1****CHPA8B2 MC**

(10L-200T-100P-24S-330H-70R-1790F-36G-140A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: To introduce the registrars to the practice of laboratory medicine and ensure they obtain and broaden solid understanding of basic sciences and pathophysiology of disease. To strengthen their grasp of professional ethics and professional behaviour.

Content: Basic laboratory principles and laboratory statistics; Quality control and laboratory safety; Analytical methodology; Biochemical and metabolic aspects of disease; Basic concepts of molecular biology and genetics; Basic sciences of chemical pathology.

Practicals: None

Assessment: Formative: A professional portfolio is assessed annually to assess the student progression. Summative: After a minimum of 18 months of training, registrars sit an exam which comprises, 4 written papers: essay (20%), short answer questions (20%), calculations (10%), cases (10%), 2 practical component: wet practical (20%) and OSPE (10%); Oral examination (10%). The subminimum for each component is 50%. Each component of the examination has to be passed separately.

DP Requirement: Satisfactory assessment and completion of the Professional Portfolio annually. The Professional Portfolio addresses the full spectrum of competence-academic, clinical and professional.

None

C Path Clin & Prof Practice 2

CHPA8B3 MC

(10L-200T-100P-24S-330H-70R-1790F-36G-140A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: CHPA8B2

Corequisite: None

Aim: The aim of the module is to prepare the student to attain competency in the knowledge, skills and behaviours to function effectively in the area of clinical virology at a specialist level without supervision.

Content: Laboratory techniques; Instrumentation and methodology; Chemical pathology of disease; Toxicology, pharmacokinetics; Therapeutic and drugs of abuse detection and monitoring; Quality management and quality control; Laboratory safety.

Practicals: None

Assessment: Formative-A professional portfolio is assessed annually and forms the basis to assess of the the student progression decision (60%). Summative-After a minimum of 18 months of training, registrars sit an exam which comprises: 4 written papers; essay (20%), short answer questions (20%), calculations (10%), cases (10%):2 practical components: wet practical (20%) and OSPE (10%): oral examination(10%) The sub minimum for each component is 50%. Each component of the examination has to be passed separately.

DP Requirement: Satisfactory assessment and completion of the Professional Portfolio annually. The Professional Portfolio addresses the full spectrum of competence – academic, clinical and professional.

None

MBChB

Basic and Foundation Science for Medicine

CMED1BF

(300L-64T-182P-54S-235H-45R-0F-40G-40A-0W-96C)

Aim: The aim of the module is to provide students with basic knowledge and skills required for understanding the form and function of the human body. It includes understanding of the scientific principles from pure science disciplines such as Physics, Chemistry and Biology and application of this knowledge to the understanding of Anatomy, Physiology Therapeutics, Microbiology and Chemical and Anatomical pathology.

Content: The content of the module covers various disciplines and is delivered in an integrated manner. The discipline based content includes: integrated physical science for medicine, general chemistry, biochemistry and organic chemistry, human biology and histology, human anatomy, physiology, therapeutics and pathology including basic principles of anatomical and chemical pathology as well as microbiology and virology

Practicals: Practical are conducted in the various disciplines; e.g. Histology: laboratory and computer-based practicals; Anatomical Pathology: laboratory (museum [bottled specimens]) and computer-based practicals; Physiology and Biochemistry: laboratory based practicals; Clinical Anatomy: demonstrations of prosected specimens and cadaveric dissection; Microbiology and Virology: laboratory and computer-based practicals. There will be no field trips in this module.

Assessment: Module Mark = Year Mark(50%) + End-of-Module Exam (50%); Year Mark = 4 class tests (25% each). Exemption from Final Examination (EME) A student may be exempted from the EME by virtue of having obtained at least 65% in each ETT. Such a student will further need to have obtained a sub-minimum of 50% in each of the components of each ETT, i.e., Anatomy, Physiology, Anatomical Pathology, and the Multidisciplinary component as detailed above. Any student who fulfils the above criteria may apply for exemption from sitting for the written component of the End of Module Examination (EME) within three (3) days after the last ETT (release of marks). The final module mark of a student who is exempted from the EME will be the average of the class tests.

DP Requirement: 80% attendance at all scheduled teaching activities; must pass each component (anatomy, physiology, pathology, microbiology, therapeutics) in the year mark and must obtain at least 50% in the year mark

Computer Literacy

CMED1CL

(5L-10T-30P-0S-20H-0R-0F-0G-15A-0W-8C)

Aim: The aim of the module is to provide students with basic knowledge and skills required for them to be able to use computers in their everyday learning and communication. It also provides instruction in the basic software packages (e.g. Microsoft office suite) and includes the use computers for research and presentation and the ability to manipulate data.

Content: The content of the module covers all Microsoft package (Word, Excel, PowerPoint) and Internet and communication (e-mail). Internet includes introduction to learning management systems (LMS, e.g. OLS, Moodle) which are used by the Faculty and the University.

Practicals: Practical are conducted in all the modules at the Computer laboratory as this is a practical based module.

Assessment: Year Mark = 4 class tests (25% each) [each class test has written and practical components] The written component 75% and practical component (25%) in each test. Both components (practical and written) assess the theory and the application thereof The End of Module examination will have the same structure as the class test, i.e. written and practical components.

DP Requirement: : 80% attendance at all scheduled teaching activities; must pass each component (Word, Excel, PowerPoint) in the year mark and must obtain at least 50% in the year mark.

English Literacy

CMED1EN

(20L-20T-7P-0S-18H-6R-0F-0G-9A-0W-8C)

Aim: The purpose of this module is to provide skills for using English correctly in clinical and professional situations to future doctors. This includes the ability to read and write academic literature, communicate effectively in the profession and understand medical terminology and the origins of such terms.

Content: : Basic Communication Theory Basic English communication for medical practitioners Listening and speaking in simulated clinical situations Simulated writing tasks for clinical and research situations Reading of relevant genres, e.g. case studies, clinical reports, articles. Greek and Latin origins of medical terminology Relevant concepts of English language usage

Practicals: : Practical will be conducted where students will engage in oral practice of the language structures introduced in systematic lectures and role play of activities involving the patient and the doctor will be undertaken. Students will practice pronunciation and language structures on their own in the language laboratory or in pairs

Assessment: Year Mark = worksheets and exercises 10% + writing tasks in different genres 10% + class tests 30% Class tests will have both written and practical components The End of Module examination will have the same structure as the class test, i.e. written and practical components.

DP Requirement: : 80% attendance at all scheduled teaching activities; must pass each component (written and oral) in the year mark and must obtain at least 50% in the year mark.

Becoming a Professional

CMED1PC

(66L-18T-14P-8S-90H-16R-6F-22G-80A-0W-32C)

Aim: The aim of the module is to provides the student with the foundational knowledge, skills and attitudes, which are crucial for their optimum performance as undergraduate students in the integrated, multidisciplinary, problem-based learning programme, through their interaction with (and understanding of) a population based perspective of health, including occupational and environmental health, behavioural medicine and family medicine in protecting the health of the individual, family and community, as well as promoting wellness. The application of ethical principles and adherence to the codes of conduct and professionalism befitting the medical profession in the context of medical practice and in relation to the appropriate modes of communication are also key.

Content: This module will cover aspects of individual –mental, social and physical- health and development; family, public, occupational and environmental health; psychology and language, communication and essential skills.

Practicals: Students are expected to conduct 16 hours of community service as part of the Making a Difference: Group community service activity to experience and reflect on the social determinants of health. Case studies to understand

IsiZulu

CMED1ZU

(16L-30T-16P-0S-8H-0R-0F-0G-12A-0W-8C)

Aim: The aim of the module is to equip medical students with language skills in isiZulu which will enable them to conduct a medical consultation with a patient in an outpatient's ward. The module aims at introducing the medical student to the sounds of the Zulu language and language functions and structures as well as vocabulary that he/she will need during a consultation with a Zulu speaking patient. The course aims mainly at oral proficiency in the language functions and vocabulary taught, but written proficiency will not be neglected. The course also aims at giving the student a general overview of the structure of the language. Aspects of culture related to health will also be discussed and the relevant vocabulary taught. Norms of politeness and language functions relating to forms of address that are acceptable to isiZulu speakers will be covered and the appropriate vocabulary provided

Content: The instruction in this module covers the language structures and vocabulary related to greeting, politeness, forms of address, determination of presenting problems and other relevant biomedical and psychosocial information, provision of information and general health education of persons conversant in isiZulu. It would also cover cultural perspectives of illness and health in isiZulu speaking Black African patients

Practicals: Practical will be conducted where students will engage in oral practice of the language structures introduced in systematic lectures and role play of activities involving the patient and the doctor will be undertaken. Students will practice pronunciation and language structures on their own in the language laboratory or in pairs

Assessment: Module Mark = Year Mark 50% + Final Examination (End of Module exam 50%) Year Mark = 4 class tests (25% each) [each class test has written and practical components] The written component 50% and practical component (50%) in each test. Both components (practical and written) assess the theory and the application thereof The End of Module examination will have the same structure as the class test, i.e. written and practical components

DP Requirement: 80% attendance at all scheduled teaching activities; must pass each component (written and oral) in the year mark and must obtain at least 50% in the year mark

workplace risks and community environmental exposures. Small group communication skills, practicals and HIV and AIDS awareness workshops.

Assessment: The summative mark for the calculation of the end of Semester two will be comprised of 33.3% from each of the two end of term tests and 33.3% from the Making a Difference activity. Exemption from the EME. A student may be exempted from the EME by virtue of having obtained at least 65% in each of the 5 year mark components. Any student who fulfils the above criteria may apply for exemption from sitting the written component of the EME within three (3) days after the last ETT (release of marks). This exemption does not include the OSCE component. The final module mark of a student who is exempted from the EME will be calculated by adding the weighted average of the class mark to the OSCE mark, in a proportion of 90% to 10%.

DP Requirement: There are no DP requirements.

Homeostasis

CMED2CR

(108L-46T-126P-0S-225H-75R-0F-94G-46A-18W-72C)

Aim: This module focuses on the development of a deep understanding of the basic sciences. It aims to provide students with knowledge and skills relevant to the understanding of the form and function of the Respiratory, Cardiovascular and Renal systems. It also introduces the student to the signs & symptoms and the patho-physiology relevant to conditions that affect these organ systems. Students who take this module will develop skills in gathering information through patient interviews. They will also develop appropriate skills in clinical reasoning and be introduced to the process of physical examination

Content: The content of the module covers various disciplines and is delivered in an integrated manner as relevant to the respiratory, cardiovascular and renal systems. The discipline based content includes: integrated physical science for medicine (where relevant and appropriate), general chemistry (where relevant and appropriate), biochemistry and organic chemistry, embryology and histology, human anatomy, physiology, therapeutics and medicines management, principles of family medicine and community and public health, diagnostic radiology and pathology disciplines including basic principles of anatomical pathology, chemical pathology, microbiology and virology and relevant clinical skills.

Practicals: Anatomy: Dissection programme (4hrs x 16 weeks= 64) of the module in DOCA Dissection Hall Disciplines below will conduct sessions in Multipurpose Laboratory: Histology of Respiratory, Cardiovascular and Renal systems (2hrs x 4 = 8) Physiology: Spirometry: obstructive and restrictive disease patterns (2hrs) Biochemistry : Acid-base

regulation and buffering (2hrs) Anatomical pathology: Demonstration of specimens (2hrs x 4 weeks = 8) Microbiology (2hrs) Clinical skills (2.5hrs x 16 weeks= 40hrs)

Assessment: Module Mark = Class Mark 50% + Final Examination (End of Module Exam 50%) Class mark General Pathology tests (*3) + End-of-theme tests (weighted average of 3 tests) Weighting is as follows: General Pathology Tests = 10%: Test 1 will contribute 10% to ETT1; Test 2 will contribute 10% to ETT 2 and Test 3 will contribute 10% to ETT 3 Respiratory ETT= 41%; CVS ETT= 35%; Renal ETT= 24% Final Examination (EME): i) Written (Respiratory + CVS + Renal) = 80% ii) Objective structured clinical examination (OSCE)= 20% Rules for progression and subminimum: The examination content will be assessed in 4 theory-based question papers, an Anatomy Spotter and an OSCE. The discipline-based content is as follows: i. Anatomy ii. Physiology iii. Anatomical Pathology iv. Integrated multidisciplinary paper. To pass the module the student must obtain 50% for the EME, with a sub-minimum of 50% in the OSCE. The final module mark of a student who writes the EME will be the average of the EME mark and the class mark.

DP Requirement: 80% attendance at all scheduled learning activities Submission of a completed logbook for clinical skills

Community and Evidence Based Practice I

CMED2HD

(20L-6T-0P-0S-28H-6R-50F-26G-24A-4W-16C)

Prerequisite Modules: CMED1BF, CMED1PC

Corequisite: None

Aim: The Selectives 01 module is one of a suite of modules offered by Family Medicine, Rural Health and Public Health Medicine in the 2nd, 3rd and 4th year of the MBChB programme. It serves to introduce learners to the principles of community- and evidence-based health care, family medicine and research through experiential learning opportunities and is based on the Community Oriented Primary Health Care approach.

Content: This module enables students to experience primary health care, understand a population perspective on health, conduct ethical community-based research, make evidence-based decisions and use health promotion principles to address and evaluate community needs in a site selected by the students. In addition, group work and working with the health care team is encouraged.

Practicals: Students work in self-selected groups of 2 to 4 and undertake the 4-week Selective in primary health care facilities and a community of their own choice usually near their homes. The module is facilitated by Primary Health Care Practitioners in the Selectives Site and Selectives Supervisors from the School of Nursing and Public Health give academic support.

Assessment: The assessment in this module comprises individual and group written assignments contained in a portfolio of learning that is submitted and assessed electronically via Moodle. The assignments include: observed primary-care consultations 10%, practice profile 15%, PHC facility assessment 10%, patient/family study 15%, PHC health resources mapping 10%, community diagnosis & research question 5%, literature review 20%, reflective journaling (5%), evidence of meeting Selectives supervisor and attending the four-week module in the community 10%, TOTAL 100%. A student who fails the module will be required to re-submit course work after corrections and improvements have been made.

DP Requirement: There are no DP requirements.

Co-ordination, Protection and Control**Community & Evid. Based Practice II**

CMED3E2

(10L-0T-0P-0S-28H-6R-90F-0G-26A-4W-16C)

Prerequisite Modules: CMED2HD**Corequisite:** None

Aim: The overall aim of the Selectives 02 module is to understand, consolidate and apply the principles of family medicine, community-based medicine and research through experiential learning opportunities and: to bridge the gap between theory and practice of medicine; to introduce, experience and practice patient-centred care within an ethical framework; to understand community-orientated care; to participate in basic health research; and to continue critical and analytical thinking.

Content: This module covers aspects related to family medicine, community and public health and research. In addition, group work and working with the health care team is encouraged.

Practicals: Students work in self-selected groups of 2 to 4 and undertake the 3-week Selective block in the same primary health care facilities and surrounding community as Selectives 01. There is an additional one week of academic time allocated for research methods lectures and supervised tutorial time to develop the community-based research study protocol. The module is facilitated by primary health care practitioners in the Selectives Site and Selectives Supervisors from the School of Nursing and Public Health give academic support.

Assessment: The assessment in the Selectives 02 module comprises individual written and group work assignments. The written components are submitted and assessed electronically via Moodle. The students present the findings of their research study in the form of a group scientific research poster which is assessed at a Research Poster Presentation Day. The assignments include: participation in 20 primary care consultations (15%), acute patient study (10%), patient / family study – follow-up (10%), research study protocol approved by the Biomedical Research Ethics Committee of the College (15%), ethics certificate (5%), research study poster presentation 30%, reflective journaling (10%), evidence of meeting Selectives supervisor and attending the four-week module in the community 5%, A student who fails the module is required to re-submit assignments after improvements have been made.

DP Requirement: There are no DP requirements.

a sub-minimum of 50% in each of the components of each ETT, i.e., Anatomy, Physiology, Anatomical Pathology, and the Multidisciplinary component as detailed above. Any student who fulfils the above criteria may apply for exemption from sitting for the written component of the End of Module Examination (EME) within three (3) days after the last ETT (release of marks). This exemption does not include the OSCE component. The final module mark of a student who is exempted from the EME will be calculated by adding the weighted average of the class mark to the OSCE mark, in a proportion of 90% to 10%. This exemption does not negate the DP requirements for the module.

DP Requirement: 80% attendance at all scheduled learning activities. Submission of a completed clinical skills logbook

Integrated Appr. to Illness, Card. Symp. Dis.

CMED3IC M0

(24L-20T-40P-0S-28H-10R-0F-20G-18A-4W-16C)

Prerequisite Modules: CMED2CR, CMED2NG**Corequisite:** CMED3MN; CMED3RH

Aim: In this module, students will gain insight into clinical problem-solving associated with common medical problems. This module bridges the gap between the modules of the first three years, in which the emphasis is placed on understanding the basic sciences, and the clinical modules in the fourth to sixth years (clinical years) of the MBChB-6 programme. The material covered in this module lays the foundation for further study in subsequent years. In addition, the principles and processes of problem-based learning are followed.

Content: The content of the module covers various disciplines in an integrated manner. It covers common conditions that affect the organ systems, and multi-system diseases. Both acute and chronic conditions are covered while the concept of symptom complexes will be introduced to demonstrate how these can be used to further inform the enquiry through interview and physical examination. Furthermore, understanding of the pathophysiology of the symptoms and signs will be reinforced, as will the relevant basic science. Introductory principles of therapeutic procedures and management will also be introduced.

Practicals: 20 hospital visits for practical bedside teaching.

Assessment: Module Mark End of Module Examination (EME): i)Written - MCQ = 55% ii)Objective structured clinical examination (OSCE) 45% To pass the module students must: - pass the module overall - pass the final written examination $\geq 50\%$ - pass the final clinical examination $\geq 50\%$

DP Requirement: 80% attendance at all scheduled small group teaching and learning activities

Mental Hlt. & Neuro-musculo-skeletal problems

CMED3MN

(96L-16T-128P-0S-225H-65R-0F-64G-46A-0W-64C)

Prerequisite Modules: CMED2CR, CMED2NG

Aim: This module focuses on the development of a deep understanding of the basic sciences. It aims to provide students with knowledge and skills relevant to the understanding of the form and function of the neurological and musculoskeletal systems, and provides an introduction to rehabilitative medicine. The student will also be introduced to the signs & symptoms and the pathophysiology relevant to conditions that affect these organ systems. Students will develop skills in gathering information through patient interviews. They will also be introduced to the process of physical examination and develop appropriate skills in clinical reasoning

Content: The module covers various disciplines in an integrated manner as relevant to the neurological and musculoskeletal systems. The discipline-based content includes: integrated physical science for medicine, general chemistry, biochemistry and organic chemistry, embryology and histology, human anatomy, physiology, therapeutics and medicines management, principles of family medicine and community and public health, diagnostic radiology and pathology disciplines including general and systemic pathology, chemical pathology, microbiology and virology.

Practicals: Anatomy: Dissection programme 4 hours per week for the duration of the module (16 x 4 = 64 hrs) Histology: Practical 2 hours in two themes of the module (4 hrs) Anatomical Pathology: Demonstrations of specimens or other practicals 1 hour per week (16 hrs) Microbiology: 2 hours in two themes of the module (4 hrs) Clinical Skills training - 2.5 hours per week for the duration of the module (16 x 2.5 = 40 hrs)

Assessment: : Module Mark = Class Mark 50% + Final Examination (End of Module Exam) 50% Class Mark Weighted average of the end-of-theme tests Weighting is as follows: Nervous system and Psychiatry 60% (including 5% rehabilitative) Musculoskeletal 40% (including 5% rehabilitative) Final Examination (EME): i) Written = 80% ii) Objective structured clinical examination (OSCE) = 20% Rules for progression and subminimum: In the context of the Mental Health; Musculoskeletal System, this phase of the programme emphasises the attainment of Basic Science knowledge.

The examination content will be assessed in 4 theory-based question papers, an Anatomy Spotter and an OSCE. The discipline-based content is as follows: i. Anatomy ii. Physiology iii. Anatomical Pathology iv. Integrated multidisciplinary paper (weighted at 25% each) To pass the module the student must obtain 50% for the EME, with a sub-minimum of 50% in the OSCE. The final module mark of a student who writes the EME will be the average of the EME mark and the class mark. Exemption from Final Examination (EME) A student may be exempted from the EME by virtue of having obtained at least 65% in each ETT. Such a student will further need to have obtained a sub-minimum of 50% in each of the components of each ETT, i.e., Anatomy, Physiology, Anatomical Pathology, and the Multidisciplinary component as detailed above. Any student who fulfils the above criteria may apply for exemption from sitting for the written component of the End of Module Examination (EME) within three (3) days after the last ETT (release of marks). This exemption does not include the OSCE component. The final module mark of a student who is exempted from the EME will be calculated by adding the weighted average of the class mark to the OSCE mark, in a proportion of 90% to 10%. This exemption does not negate the DP requirements for the module.

DP Requirement: 80% attendance at all scheduled learning activities Submission of a completed logbook for clinical skills

Reprod. Hlth, Blood & AI, Infect. Des. & Aids

CMED3RH

(0L-0T-0P-0S-160H-0R-0F-0G-0A-4W-16C)

Prerequisite Requirement: CMED2CR, CMED2NG

Aim: This module focuses on the development of a deep understanding of the basic sciences. It aims to provide students with knowledge and skills relevant and pertinent to the understanding of the form and function of the reproductive system (in males and females), the haematological system, and autoimmune conditions related to the organ systems. It also covers infectious diseases and AIDS and the effect of these conditions on the organ systems

Content: The module covers disciplines in an integrated manner. The haematological system, as well as the form and function of male and female organs in the reproductive system are covered. Students are required to gain an understanding of the pathophysiology of the symptoms and signs of relevant diseases. With regard to infectious diseases and AIDS, the student is expected to know and discuss the aetiology, pathogenesis and epidemiology of the common infectious diseases currently affecting South Africans and they should be able to arrive at a differential diagnosis related to problems of the reproductive and haematological systems.

Content: The module covers disciplines in an integrated manner. The haematological system, as well as the form and function of male and female organs in the reproductive system are covered. Students are required to gain an understanding of the pathophysiology of the symptoms and signs of relevant diseases. With regard to infectious diseases and AIDS, the student is expected to know and discuss the aetiology, pathogenesis and epidemiology of the common

infectious diseases currently affecting South Africans and they should be able to arrive at a differential diagnosis related to problems of the reproductive and haematological systems.

Practicals: Anatomy: Dissection programme 6 hours per week for the duration of the module (16 x 4 = 64 hrs) Physiology: blood groups, bleeding and clotting times (2 hrs) Histology: Practicals: reproductive system (in males and females), the haematological system, and tissues and organs of the lymphatic system (2 hours each = 6 hrs) Anatomical Pathology: Demonstrations of specimens or other practicals 1 hour per week (16 hrs) Microbiology: Organisms causing sexually transmitted infections, rational use of antibiotics, malaria prophylaxis (2 hours each = 6 hrs) Clinical Skills training - 2.5 hours per week for the duration of the module (16 x 2.5 = 40 hrs)

Assessment: : Module Mark = Class Mark 50% + Final Examination (End of Module Exam) 50% Class Mark Weighted average of the end-of-theme tests Weighting is as follows: Reproductive Health = 50% Blood and Autoimmune conditions = 20% Infectious Diseases and AIDS = 30% Final Examination (EME): i) Written = 80% ii) Objective structured clinical examination (OSCE) = 20% Rules for progression and subminimum: In the context of the Reproductive health; Blood and Auto-Immune diseases, Infectious diseases and AIDS, this phase of the programme emphasise the attainment of Basic Science knowledge. Content will be assessed in 4 theory-based question papers, an Anatomy Spotter and an OSCE. The discipline-based content is as follows: i. Anatomy of the organs/systems mentioned ii. Physiology of the organs/systems mentioned iii. Anatomical Pathology of the organs/systems mentioned iv. Integrated multidisciplinary paper (weighted at 25% each) To pass the module the student must obtain 50% for the EME, with a sub-minimum of 50% in the OSCE. The final module mark of a student who writes the EME will be the average of the EME mark and the class mark. Exemption from Final Examination (EME): A student may be exempted from the EME by virtue of having obtained at least 65% in each ETT. Such a student will further need to have obtained a sub-minimum of 50% in each of the components of each ETT, i.e., Anatomy, Physiology, Anatomical Pathology, and the Multidisciplinary component as detailed above. Any student who fulfils the above criteria may apply for exemption from sitting for the written component of the End of Module Examination (EME) within three (3) days after the last ETT (release of marks). This exemption does not include the OSCE component. The final module mark of a student who is exempted from the EME will be calculated by adding the weighted average of the class mark to the OSCE mark, in a proportion of 90% to 10%. This exemption does not negate the DP requirements for the module.

DP Requirement: 80% attendance at all scheduled learning activities. Submission of a completed logbook for clinical skills.

Child Health 1

CMED4CH MC

(0L-35T-0P-10S-40H-20R-105F-0G-30A-6W-24C)

Prerequisite Modules: CMED3MN, CMED3RH, CMED3IC and CMED3E2

Corequisite: None

Aim: This module aims to equip the student with the clinical skills to be able to identify, assess and manage a child presenting with common childhood illness. At the end of the module the student should be able to: Obtain a paediatric history of presenting complaints, development, immunisation, past medical and social history. Perform a clinical examination of an ill child including interpretation of the signs elicited and understanding the patho physiological basis for them. To propose a differential diagnosis, basic investigations and management after a clinical examination of an ill child. Understand the presenting features of common childhood illness and basic concepts of IMCI To communicate effectively with parents of ill children, display professional ethical behavior and understand basic concepts of Palliative care. To collaborate and effectively communicate with other professionals caring for a sick child.

Content: The paediatric content of the module will focus on the history taking and examination of children (both general and in the various systems). The student must develop appropriate history taking and communication (with care-givers) skills. The student will be able to identify normal growth and development and recognise disorders of growth and development, The student will learn IMCI (integrated management of childhood illnesses), normal feeding, immunisations and perform a systematic clinical examination of a child. In addition the student will be introduced to Ethics And Professionalism, palliative care and child abuse.

Practicals: None

Assessment: Clinical Assessments (50%) + Written Examination (50%)-Clinical Assessments: 2 short cases (60%), portfolio examination (20%) on 1 of 3 submitted cases. In block clinical assessment (20%). Written examination: This will comprise MCQ/MEQ (60%) and written stations (40%). To pass the module the student must obtain: a final module mark of 50%, a subminimum of 50% in the clinical assessments, a subminimum of 50% in the written examination. A student will not be credited with having passed this module until he or she is able to show logbook evidence of having attended 100% of the activities of IMCI training. Students will be required to take supplementary assessments only in the component of the assessment which was failed. Components are defined as Written and Clinical. Within each

component, all subcomponents will be retaken. In the event that a student fails a module which subsequently is modified in terms of content, expectations or assessment, the student shall be required to repeat the module in the modified form.
DP Requirement: 80% attendance at all scheduled small group teaching and learning activities. 80% attendance of IMCI scheduled facilitation sessions and feedback. The submission of a completed learning portfolio for this module will include both Clinical cases (3 completed portfolios cases) and procedures. The submission of a completed logbook at the end of the module

Community and Evidence Based Practice III

CMED4EL MC

(4L-0T-0P-0S-40H-5R-87F-0G-24A-4W-16C)

Prerequisite Modules: CMED3E2, CMED3MN, CMED3RH, CMED3IC

Corequisite: None

Aim: The overall aim of the Selectives 03 module is to equip the undergraduate medical student with sufficient knowledge, clinical, technical and professional skills to meet priority community needs through the implementation and evaluation of a community-based health promotion activity

Content: Students will design, implement and evaluate a community-based health promotion activity to address a priority health problem in their Selectives Site.

Practicals: Students work in self-selected groups of 2 to 4 and undertake the 2-week Selective block in the same primary health care facilities and the surrounding community is in Selectives 01 & 02. An additional two weeks of academic time comprises homework. The module is facilitated by primary health care practitioners in the Selectives Site and Selectives Supervisors from the School of Nursing and Public Health give academic support.

Assessment: The assessment in the Selectives 03 module comprises individual written and group work assignments. The written components are submitted and assessed electronically via the Student Management Learning System. The students present their health promotion intervention activity in the form of a group PowerPoint presentation on a Health Promotion Activity Presentation Day. The assignments include: consulting (under supervision) and reporting on 3 primary-care patients, patient/family study – follow-up, reflective journaling, prescription audit preparation exercise, prescription audit, health promotion preparation exercise, group health promotion presentation, evidence of meeting Selectives supervisor and attending the two-week module in the community. A student who fails the module is required to re-submit assignments after improvements have been made.

DP Requirement: No DP requirements for this module.

Integrated Acute Care

CMED4IA MC

(0L-52T-0P-0S-65H-15R-105F-0G-3A-6W-24C)

Prerequisite Requirement: None

Prerequisite Modules: CMED3MNM1, CMED3RHM2, CMED3ICM2 and CMED3E2

Corequisite: None

Aim: To provide the student with a baseline knowledge of integrated acute care which includes: emergency, critical care and forensic aspects of patient care. A focus is on trauma, medical emergencies, forensics, anaesthesia and trauma-orthopaedics as a basis from which to build while rotating through all the other disciplines where acute/emergency cases may be encountered.

Content: Adult and paediatric trauma – approaches and interventions, Individual organ-system injuries: evaluation and management, Adult and paediatric life-threatening medical emergencies (airway, breathing and cardiac; toxicology and endocrine emergencies), Snake and spider bites, scorpion stings, Basic principles of critical care, Emergency and elective anaesthesia, Trauma orthopaedics and emergency non-trauma orthopaedics: clinical assessment, diagnosis and management, Forensic aspects of medical practice, trauma and non-trauma.

Practicals: None

Assessment: Multiple choice questionnaire, 120 marks with the option of a supplemental exam for those achieving 45-49%. The paper will be divided as follows: 25 marks each to: Trauma/Emergency; Critical Care; Anaesthesia; Orthopaedics and 20 marks for Forensic Medicine. Students will be required to take supplementary assessments only in the component of the assessment which was failed. Components are defined as Written and Clinical. Within each component, all subcomponents will be retaken. In the event that a student fails a module which subsequently is modified in terms of content, expectations or assessment, the student shall be required to repeat the module in the modified form.

DP Requirement: 80% attendance at tutorials and ward activity, completion of the list of skills training at the skills laboratory of UKZN. Attendance of one after hours call from 16:00pm to 22:00pm (6 hours) for Anaesthetics. Two satisfactory Case Reports for Anaesthetics. Attendance of one after hours call 16:00 to 22:00 (6 hours) for Orthopaedics in the first week. Completion of 2 orthopaedic case-studies

Introductory Integrated Medicine

CMED4II MC

(40L-15T-0P-0S-70H-10R-100F-0G-5A-6W-24C)

Prerequisite Requirement: None**Prerequisite Modules:** CMED3MNM1, CMED3RHM2 and CMED3ICM2**Corequisite:** None

Aim: The aim of the module is to introduce the student to the competencies required to become a competent, professional, caring, thinking clinician. The objectives of the Introductory Integrated Medicine module in fourth year is to introduce to the student the clinical skills and knowledge required for an understanding of internal medicine. The course will build on an introduction to clinical medicine module taken in the third year. Clinical Teaching and Lectures will focus on the cardiorespiratory, gastrointestinal, infective and central nervous system. The principal objectives are: Revision and consolidation of the techniques of the interviewing and physical examination of patients learned previously; Consolidation of the student's understanding of a range of common medical disorders encountered in the modules in the first three years and extension of this to a broader spectrum of disorders; Confidence in combining the findings on the patient interview with this theoretical knowledge of disease via a process of clinical reasoning to construct an appropriate problem list; Confidence in presenting and discussing patients and their problems; Competence in the investigation and basic management of common or important medical disorders as outlined in the core syllabus.

Content: Relevant clinical problems and Core Competencies falling within the ambit of Introductory Integrated Medicine. Students will be introduced to common clinical presentations related to the following systems and conditions i.e. Cardiovascular, Respiratory, Gastrointestinal, Central Nervous System, Endocrine, Rheumatology, haematology, dermatology, geriatric medicine, nephrology and infectious diseases including Acquired Immune deficiency Syndrome (AIDS).

Practicals: None

Assessment: The following requirements need to be completed during the 6 week period for a student to proceed to Integrated Medicine 2 (these requirements will be recorded in the students' log book): A minimum of 2 clinical cases to be presented during scheduled tutorials; A minimum of clinical 4 cases on to be clerked and presented Intake / Post ward rounds; Observe and interpreted at least a minimum of 2 lumbar punctures and 2 ascitic/pleural taps; Able to perform and interpret 3 electrocardiograms. All the above will need to be signed out by the consultant in charge to pass the module.

DP Requirement: 80% attendance at all scheduled small group teaching and learning activities. The submission of a completed logbook at the end of the module. All students to write the one formative multiple choice question theory test.

Integrated Medicine 1

CMED4IIM MC

(20L-15T-0P-0S-40H-20R-105F-0G-40A-6W-24C)

Prerequisite Modules: CMED4II; CMED3MN; CMED3RH; CMED3IC; CMED3E2**Corequisite:** None

Aim: The aim of the module is to introduce the student to the competencies required to become a competent, professional, caring, thinking clinician. The course will build on an introduction to clinical medicine taken in the third year. The principal aims are: Revision and consolidation of the techniques of the interviewing and physical examination of patients learned previously; Consolidation of the students understanding of a range of common medical disorders encountered in the modules in the first three years and extension of this to a broader spectrum of disorders; Confidence in combining the findings on the patient interview with this theoretical knowledge of disease via a process of clinical reasoning to construct an appropriate problem list. Confidence in presenting and discussing patients and their problems, Competence in the investigation and basic management of common or important medical disorders as outlined in the core syllabus.

Content: Relevant clinical problems and Core Competencies falling within the ambit of Introductory Integrated Medicine. Students will be introduced to common clinical presentations related to the following systems and conditions i.e. Cardiovascular, respiratory, gastrointestinal, central nervous system - rheumatology, endocrinology, and nephrology, dermatology, geriatric, haematology and infectious diseases including acquired immune deficiency syndrome (AIDS).

Practicals: None

Assessment: Clinical 100%: Will consist of the following assessments of 20% each [3 x Directly observed short cases (DOSCE) (20X3) = 60% - Portfolio assessment 20%, Dermatology OSCE 20%. To pass the internal medicine component the student must: Obtain a final mark of at least 50%, Meet the subminimum criteria as follows: Must obtain 50% aggregate in the internal medicine assessments (Portfolio and 3 DOSCE) overall, Must pass 4 out of 5 assessments (3 DOSCE; portfolio assessments and dermatology OSCE)., Supplementary assessments will be granted as follows: All components will be reassessed if a student fails with less than 50% overall; The portfolio and 3 DOSCE cases will be repeated only if the student failed the examination based on subminimum criteria; With regard to subminimum, a student

will repeat the entire exam if he/she failed dermatology as one of the assessment or the internal medicine assessment (Portfolio and DOSCE) only if passed dermatology. In the event that a student fails a module which subsequently is modified in terms of content, expectations or assessment, the student shall be required to repeat the module in the modified form.

DP Requirement: 80% attendance at all scheduled small group teaching and learning activities. The submission of a completed logbook at the end of the module. All students to write two formative multiple choice question theory tests

Integrated Obstetrics and Gynaecology 1

CMED4IO MC

(0L-20T-0P-20S-40H-20R-105F-0G-35A-6W-24C)

Prerequisite Requirement: None

Prerequisite Modules: CMED3MNM1, CMED3RHM2, CMED3ICM2 and CMED3E2.

Corequisite: None

Aim: Reinforce the skills learned in the first 3 years of study, Equip the student with the clinical skills specific to Gynaecology which are necessary for their further development during the clinical years of study and on completion of the MBChB. Enable students to take a detailed and relevant history, perform a competent general and systemic physical examination and interpret the physical signs elicited. Understand the patho-physiological basis of these symptoms signs Provide differential diagnoses, Request and interpret routine and special investigations.

Content: The module will build on students' exposure and competence level from the previous exposure to this discipline. It is expected that the students will achieve a firm foundation (with regard to history, physical examination, investigations) in each component of this discipline, Enable them to arrive at an appropriate plan of management of the common conditions encountered at a district level. Students will be able to diagnose and manage specific core conditions as published in the log-book. Students will rotate through the various components (lying-in ward, gynae out-patient's clinics, gynae wards, theatre and family planning clinics, & TOP clinic) during their stay in the discipline. Further it is the student's responsibility to build on their knowledge of isiZulu in order to interact with patients effectively.

Practicals: None

Assessment: There will be: Clinical and Written assessments •Clinical Assessment : 50% - BLOCK ASSESSMENT (20%) - OSCE (30%) A. BLOCK assessment 20% a).Logbook 10% b).Progressive 10% c).Portfolio 30% d).OSPE + VIVA + case presentation 50% B. OSCE 30% There are 3 individual assessments which need to be passed independently with a subminimum of 50% (i)block mark=20% of overall mark; (ii)clinical (OSCE)=30% and (iii)written (theory / SBA)=50%. The "block mark" is made up of progressive assessment (20%) + "in block assessment" = portfolio review (25%) + OSPE (30%) + Viva (25%). Progressive assessment includes logbook + attendance (5%) + in block case presentation (15%). A student must obtain a subminimum of 50% "block mark" to sit for the exam (OSCE and Theory) Students will be required to take supplementary assessments only in the component (Clinical or Written) of the assessment which was failed. Within each component, all subcomponents will be retaken. In the event that a student fails a module which subsequently is modified in terms of content, expectations or assessment, the student shall be required to repeat the module in the modified form •Written assessment (multiple choice questions) 50%

DP Requirement: •80% attendance at all scheduled small group teaching and learning activities. •The submission of a completed logbook at the end of the module. A student will attain a DP if he / she meets ALL of the following criteria (i) 80% attendance at all scheduled small group teaching and clinical learning activities, (ii) the submission of a completed logbook at the end of the module, (iii) passes the "block mark" by 50%, otherwise they will not be allowed to sit for the OSCE and theory exam. A student who fails to obtain a DP will be required to repeat the entire block of 6 weeks.

Integrated Primary Care 1

CMED4PC MC

(0L-20T-0P-30S-40H-10R-105F-0G-35A-6W-24C)

Prerequisite Requirement: None

Prerequisite Modules: CMED3MNM1, CMED3RHM2, CMED3ICM2 and CMED3E2

Corequisite: None

Aim: To introduce students to an integrated approach to managing patients in a primary care setting. To provide a foundation of knowledge and skills required for effective professional practice in the domain of Family Medicine

Content: This module will cover topics relating to the following: Levels of care and scope of practice. Family Medicine, General surgery, ENT, Ophthalmology and Basic Ante-Natal Care for primary care practitioners; Communication skills training including brief motivational interviewing; Health promotion and disease surveillance; Functions of the multi-disciplinary team; health systems; reflective practice; critical thinking and clinical reasoning;

Practicals: None

Assessment: Continuous Assessment: Portfolio 40% •Summative Assessment 60%, •MCQ (50%) •Practical/Clinical (50%) - comprising at least 10 OSCE stations. The student must obtain an aggregate mark of 50% overall AND must pass each of the components (written and clinical) with a minimum of 50%. Multiple choice assessments may be subject to standard-setting. Students will be required to take supplementary assessments only in the component of the assessment which was failed. Components are defined as Written and Clinical. Within each component, all subcomponents will be retaken. In the event that a student fails a module which subsequently is modified in terms of content, expectations or assessment, the student shall be required to repeat the module in the modified form.

DP Requirement: 80% attendance at all scheduled small group teaching and learning activities. The submission of a completed learning portfolio for this module will include both Clinical cases (completed portfolios cases) and procedures. The submission of a completed logbook at the end of the module.

Child Health 2

CMED5CH MC

(0L-25T-0P-20S-50H-20R-105F-0G-20A-6W-24C)

Prerequisite Requirement: The student will attempt modules on the principle that those assigned to the fourth year of the study will be taken before those at the fifth. This notwithstanding, a student with outstanding fourth year modules may register for a fifth year module if this is recommended for purposes of efficient progress through the programme and the student meets the prerequisites for the module.

Prerequisite Modules: CMED4CH

Corequisite: None

Aim: The main aim of this module is to expand the knowledge and skills of the student in child health focusing on Neonatology, ambulatory Paediatrics and general Paediatrics.

Content: The module includes: Ambulatory Paediatrics covering the common acute and chronic childhood illnesses; Knowledge and skills in evaluation and management of normal and sick newborn babies; Emergency triage and treatment of sick children; Holistic approach to childhood illness including history, examination, interpretation of special investigations, differential diagnosis and principles of management; Counselling skills (breaking bad news and palliative care); clinical evaluation of the abused child; and Knowledge of legal aspects of child health including the Child Health Act, taking consent and social grants.

Practicals: Skills laboratory training (practicals) in emergency paediatrics, procedures and neonatal care.

Assessment: Assessment: Theory: 50%; Clinical: 50%. The theory examination will comprise multiple choice questions (T/F, SBA and extended matching questions) and written questions (modified essay questions and short answers). The clinical mark will comprise 20% Block assessment mark; 20% Portfolio mark; 2 clinical stations (60%). To pass the module the student must obtain: A final module mark of 50%, A subminimum of 50% in the written examination; A subminimum of 50% in each of the clinical subcomponent assessments - portfolio and the 2 short cases.

DP Requirement: 100% of the scheduled academic day teaching including Neonatal training (KINC) and emergency care (ETAT); at least 80% attendance of the clinical rotations; handing in of 4 completed portfolios at the allocated times; handing in of the logbook with attendance and procedures at the specified time; and completion of the in-block assessment with a minimum of 40%.

Prep. of Intern. Students for SA C Practice 1

CMED5CP MC

(0L-250T-0P-0S-120H-0R-140F-150G-60A-18W-72C)

Prerequisite Requirement: Completion of 5th year training in Cuba

Corequisite: None

Aim: To consolidate the theoretical and practical training in Medicine received in the Cuban university, contextualize this in the South African health care system, introduce the spectrum of pathology and scope of practice of the South African medical graduate, and prepare the student for the integration into the final year of the South African curriculum. The module will be offered for non-degree purposes.

Content: Students will be introduced to the scope of practice for patient management of the South African population. Essential skills for patient assessment, diagnostic hypothesis generation and therapeutic interventions will be affirmed through patient exposure. Language competence in English and isiZulu required for patient interaction and familiarity with the graduate competencies applied by students internationally will be emphasized. Students will be introduced and exposed to common clinical presentations related to systems, conditions and procedures in Internal medicine, paediatrics, general surgery, family medicine, mental health and obstetrics and gynaecology. Content will be drawn from adult and paediatric cardiovascular, respiratory, gastrointestinal, endocrine and central nervous systems, infectious diseases including Acquired Immune deficiency Syndrome (AIDS), psychiatric disorders, surgical pathologies, common obstetric and gynaecological disorders, and family planning.

Practicals: None

Assessment: Assessment is continuous. At the start of each discipline rotation a baseline theory test will be conducted to determine strengths and deficiencies in students' knowledge on entry into the discipline area. A theory and clinical assessment will be conducted at the end of each discipline rotation to assess student progress and to introduce students to the assessment formats that are in use in the 6th year programme. Pass/fail marks will be not be generated. However feedback following an assessment will be given to each student for developmental purposes.

DP Requirement: 80% attendance at all tutorials, intakes/bedside teaching, and departmental teaching sessions.

Integrated Medicine 2

CMED5IM MC

(0L-15T-0P-20S-40H-20R-115F-0G-30A-6W-24C)

Prerequisite Requirement: The student will attempt modules on the principle that those assigned to the fourth year of the study will be taken before those at the fifth. This notwithstanding, a student with outstanding fourth year modules may register for a fifth year module if this is recommended for purposes of efficient progress through the programme and the student meets the prerequisites for the module.

Prerequisite Modules: CMED4IM1

Corequisite: None

Aim: To reinforce and develop clinical skills specific to the medical discipline of Internal Medicine. To introduce new theoretical concepts and apply these to the development of clinical skills in history- taking and physical examination; appropriate investigations and different diagnosis; holistic management of patients with particular conditions. The role of multi- disciplinary teams is addressed. Effective communication with patients in IsiZulu is also required.

Content: Students will learn the assessment and management of patients in internal medicine. Students will gain an understanding of common conditions in this module. include in Internal Medicine, Haematology and Dermatology.

Practicals: None

Assessment: Clinical component: 30% Theory: 70% Dermatology :10%; Internal Medicine 60%. In order to pass Medicine, the Student will have to: Pass with at least 50% overall (Clinical + Theory); Pass the written component with 50% (Internal medicine and dermatology); Pass the internal medicine theory paper with >50%; Pass the clinical component with an aggregate of >50%A student will receive a supplementary examination in the component failed only.

DP Requirement: 80% attendance. This module would require the attendance at intakes that would include acute admissions, ward rounds and clinical bedside teaching supervised by qualified personnel in teaching hospital at least once a week after hours. This would include weekend and public holidays, where appropriate.

Mental Health 1

CMED5MH MC

(0L-25T-0P-10S-60H-10R-105F-0G-30A-6W-24C)

Prerequisite Requirement: The student will attempt modules on the principle that those assigned to the fourth year of the study will be taken before those at the fifth. This notwithstanding, a student with outstanding fourth year modules may register for a fifth year module if this is recommended for purposes of efficient progress through the programme and the student meets the prerequisites for the module.

Prerequisite Modules: CMED3MNM1

Corequisite: None

Aim: To introduce students to the principles, knowledge and skills necessary for effective professional practice in the domain of Mental Health (including psychiatry) and in those disciplines which may contribute to the module. To provide a firm foundation which may be consolidated and extended over subsequent modules such that, at the conclusion of the MBChB programme, the graduate is equipped to function effectively in the internship year.

Content: Relevant clinical problems and Core Competencies falling within the ambit of this module relating to patient with a Mental Health Disorder. Relevant technical and other skills necessary for clinical care. Contextualisation of health and disease relevant to the module in terms of family, community, regional, national and global perspectives.

Practicals: None

Assessment: Clinical component [60%]=long cases (30%) +Portfolio (30%)] Written exam Component [40%]. Multiple choice assessments will be subject to standard-setting to correct for guess work. Final block mark is calculated as Long case - 30% portfolio exam - 30 % Theory (MCQ) - 40%. In order to pass Psychiatry, Students will have to: Pass Clinical +Written. Subminimum for the Written assessments: must have at least 50% in the written component. Subminimum for the clinical assessments: must obtain an average of 50% overall and pass the long case with at least 50%

DP Requirement: The student will be granted a DP certificate if he/she: has at least 80% attendance at all scheduled small group teaching and learning activities; has 80% attendance at clinical duties. These are scheduled and unscheduled patient encounters and includes: attendance and participation at ward rounds and intakes; collaboration with healthcare professionals with respect to the patient management. Duly completes and fulfils all requirements of the

logbook and returns the completed logbook on the stipulated date; duly completes and fulfils all requirements of the portfolio and returns the completed portfolio on the stipulated date and time; duly completes the case presentation as stipulated in the handbook

Integrated Obstetrics & Gynaecology - 2

CMED5OG MC

(0L-20T-8P-10S-42H-20R-128F-0G-12A-6W-24C)

Prerequisite Requirement: The student will attempt modules on the principle that those assigned to the fourth year of the study will be taken before those at the fifth. This notwithstanding, a student with outstanding fourth year modules may register for a fifth year module if this is recommended for purposes of efficient progress through the programme and the student meets the prerequisites for the module.

Prerequisite Modules: CMED4IO

Corequisite: None

Aim: To introduce and develop clinical skills specific to the medical discipline of Obstetrics. To introduce advanced theoretical concepts and the development of clinical skills in history- taking and physical examination; appropriate investigations and different diagnosis; holistic management of obstetric patients with particular conditions. The role of multi- disciplinary teams is addressed. Effective communication with patients in IsiZulu is also required.

Content: History taking, examination of patients, investigations, and management with specific attention to antenatal care, intrapartum care, postpartum care and contraception, and emergency obstetrical conditions. Common obstetric problems – infections, hypertensive disorders of pregnancy, medical disorders in pregnancy, obstetric haemorrhage and supportive trans-disciplinary care (dietician, social worker, psychotherapist, occupational therapist) where relevant.

Practicals: None

Assessment: There are 3 individual assessments which need to be passed independently: (i)Block mark=20%, (ii)End of block - clinical (OSCE) = 30% (iii)End of block - written (theory / SBA) = 50%. The "block mark" is made up of progressive assessment (20%) + "in block assessment" = portfolio review x1=(25%) + OSPE (30%) + Viva (25%). Progressive assessment includes logbook +attendance (5%) + in block case presentation (15%). There will be one clinical case assessed during the block and one portfolio

DP Requirement: Satisfactory attendance and performance in the block is essential for a Duly Performed (DP) Certificate. The requirements are: A student will attain a DP if he or she meets ALL of the following criteria: 80% attendance at all scheduled small group teaching and learning activities, the submission of a completed logbook at the end of the module, passes the "block mark" with 50%, otherwise he/she will not be allowed to sit for the OSCE and theory exam. A student who fails to obtain a DP of 50% will be required to repeat the entire block of 6 weeks.

Integrated Primary Care - 2

CMED5PC MC

(20L-20T-0P-0S-40H-20R-95F-20G-25A-7W-24C)

Prerequisite Modules: CMED4PC

Corequisite: None

Aim: The main aim of the module is to build the principles, knowledge and skills necessary for effective professional practice in the domain of Family Medicine.

Content: This module will cover topics relating to levels of care and scope of practice (Primary and District hospital level of care), sexual medicine, palliative care, travel medicine and practice management for primary care practitioners as well as emphasizing communication skills training. Health promotion and disease surveillance, debriefing and reflective practice, functioning within a multi-disciplinary team and ethical issues arising in patient care and clinical decision-making will also be incorporated into the module.

Practicals: None

Assessment: Portfolio (25%); Written Examination (25%); OSCE and Clinical (50%). The student must obtain an aggregate of 50% in the module assessment AND must obtain a subminimum of 50% in each of the components of the examination namely Clinical (OSCE and clinical) and written. Students will be required to take supplementary assessments only in the component of the assessment which was failed. Components are defined as Written and Clinical. Within each component, all subcomponents will be retaken. In the event that a student fails a module which subsequently is modified in terms of content, expectations or assessment, the student shall be required to repeat the module in the modified form.

DP Requirement: 80% attendance at all scheduled small group teaching and learning activities; The submission of a completed learning portfolio at the end of the module; The submission of a completed logbook at the end of the module.

Integrated Surgical Practice- 1

CMED5SP MC

(0L-28T-0P-20S-30H-20R-130F-0G-12A-6W-24C)

Prerequisite Requirement: The student will attempt modules on the principle that those assigned to the fourth year of the study will be taken before those at the fifth. This notwithstanding, a student with outstanding fourth year modules may register for a fifth year module if this is recommended for purposes of efficient progress through the programme and the student meets the prerequisites for the module.

Prerequisite Modules: CMED4PC

Corequisite: None

Aim: To reinforce and develop clinical skills specific to the medical discipline of Surgery and may include surgical sub-specialties (orthopaedics, ENT, urology and ophthalmology). The aim is to introduce new or strengthen existing theoretical concepts and apply these to the development of clinical skills in history-taking and physical examination; appropriate investigations and different diagnosis; holistic management of patients with particular conditions.

Content: Students will learn the assessment and management of patients in general surgery and the surgical sub-specialties. Students will gain an understanding of common conditions in this module and an approach to patient management.

Practicals: None

Assessment: Clinical component: (long case in surgery) 60% ; MCQ (Combined with general surgery and sub-specialties) 40%. Students will be required to take supplementary assessments only in the component of the assessment which was failed. Components are defined as Written and Clinical. Within each component, all subcomponents will be retaken. In the event that a student fails a module which subsequently is modified in terms of content, expectations or assessment, the student shall be required to repeat the module in the modified form.

DP Requirement: Satisfactory attendance and performance in the block is essential for a Duly Performed (DP) Certificate. The requirements are: 80% attendance at all tutorials, intakes/bedside teaching, and clinical teaching sessions per discipline. Passes the formative Block mark (subminimum 50%). Duly completes and fulfills all requirements of the logbook and returns the completed logbook on the stipulated date. Submission of orthopaedics case-based portfolio as a logbook requirement

Child Health - 3

CMED6CH MC

(6L-24T-0P-24S-18H-18R-180F-0G-50A-7W-32C)

Prerequisite Requirement: The student will attempt modules on the principle that those assigned to the fifth year of the study will be taken before those at the sixth. This notwithstanding, a student with outstanding fifth year modules may register for a sixth year module if this is recommended for purposes of efficient progress through the programme and the student meets the prerequisites for that module.

Prerequisite Modules: CMED5CH

Corequisite: None

Aim: To give the student practical experience in the comprehensive management of the patient and community in the discipline of Paediatrics and Child Health, by participating in the provision of health care as an integral member of the health care team, leading to consolidation of the knowledge, skills and behaviours required of the graduating student entering medical practice. In terms of the levels of proficiency proposed by Miller (Miller GE: The assessment of clinical skills/competence/performance. Academic Medicine 1990, 65:S63-S67), this module stresses the highest level, that of Does, in addition to the levels of Knows, Knows How and Shows How stressed in the preceding years of study.

Content: The module will focus on history taking, examination, investigations and the multidisciplinary management and follow up of paediatric patients. Emphasis will be placed on perinatal history, Road to Health Chart, developmental and immunizations, feeding, fluid and electrolyte balance and drug management. Specific attention is paid to the following aspects: Neonatal conditions, Gastrointestinal, respiratory, cardiovascular, genetic, endocrine, musculoskeletal and nutritional problems, renal diseases, common paediatric problems- neurological, blood diseases, infectious diseases including TB, HIV and associated conditions, common emergencies in neonatal and paediatric practice and ethics and therapeutics relevant to paediatrics.

Practicals: None

Assessment: There are three individual components that need to be passed independently. Continuous assessment (in block) – 30%; Clinical assessments-40%; Theory assessments-30% (MCQ and written paper). The Clinical assessments are further subdivided into: 3 short cases (Directly observed clinical cases 10% each)-30%; Portfolio 10%. Requirements to pass: Subminimum for the continuous assessment is at least 50% overall in order to obtain a DP. Subminimum for the module 50%: Subminimum for the theory assessment is 50%. Subminimum for the clinical assessments: the student must: a) pass three out of 4 clinical cases (3 DOCC and the composite portfolio clinical examination forms the fourth clinical case) ; b) must obtain an average of 50% in the four clinical cases.

DP Requirement: The student will be granted a DP certificate if he/she; i) has at least 80% attendance at all scheduled small group teaching and learning activities; ii) has 100% attendance at clinical duties. These are scheduled and unscheduled patient encounters and includes: attendance and participation at intakes, the complete management of patients in ward or outpatients' departments; collaboration with healthcare professionals with respect to the patient management. iii) duly completes and fulfils all requirements of the logbook and returns the completed logbook on the stipulated date; iv) duly completes and fulfils all requirements of the portfolio and returns the completed portfolio on the stipulated date and time; v) passes the continuous assessment with at least 50%

Integrated Medicine - 3

CMED61M MC

(4L-30T-0P-20S-18H-18R-180F-0G-50A-7W-32C)

Prerequisite Requirement: The student will attempt modules on the principle that those assigned to the fifth year of the study will be taken before those at the sixth. This notwithstanding, a student with outstanding fifth year modules may register for a sixth year module if this is recommended for purposes of efficient progress through the programme and the student meets the prerequisites for that module.

Prerequisite Modules: CMED51M

Corequisite: None

Aim: To give the student practical experience in the comprehensive management of the patient and community in the discipline of Internal Medicine, by participating in the provision of health care as an integral member of the health care team, leading to consolidation of the knowledge, skills and behaviours required of the graduating student entering medical practice. In terms of the levels of proficiency proposed by Miller (Miller GE: The assessment of clinical skills/competence/performance. Academic Medicine 1990, 65:S63-S67), this module stresses the highest level, that of Does, in addition to the levels of Knows, Knows How and Shows How stressed in the preceding years of study.

Content: Student will be exposed to clinical presentations related to the following systems and conditions. All the different sub disciplines in medicine will be covered i.e. Cardiovascular, Respiratory, Gastrointestinal, Central Nervous, Rheumatology, Endocrine, Renal, Infectious, Haematological, Dermatological, Geriatrics and Medical Emergencies. Particular emphasis will be placed on common medical conditions eg. Acquired Immune deficiency Syndrome (AIDS), Hypertension, diabetes mellitus, ischemic heart disease, common infections and common dermatoses. In addition, students are provided with a core list of common medical conditions that they are required to know.

Practicals: None

Assessment: There are three individual components that need to be passed independently; Continuous assessment (in block) (-30%); Clinical assessments (-40%); Clinical assessments (40%) comprises of Dermatology clinical 10% (1st case); 3 Directly Observed Clinical cases 10% each. Theory assessments 30% (MCQ paper). Subminimum for the module: each assessment must be passed independently. Subminimum for the continuous assessment: must have at least 50% overall. Subminimum for the Theory assessment: must obtain at least 50% in the theory component. Subminimum for the clinical assessments: the student must: a) pass at least 3 out of 4 clinical cases (includes dermatology assessment); b) pass at least 2 out of 3 Directly observed clinical cases, with an average of 50% or more for these three cases; c) obtain at least 50% average for the entire clinical component. Students will be required to take supplementary assessments only in the component of the assessment which was failed. Components are defined as Written and Clinical. Within each component, all subcomponents will be retaken. Students who fail the Continuing and Professional Practice continuous assessment component of the final year modules are required to repeat the whole module. There is no supplementary assessment option. If a student fails a module, the student shall not repeat the failed module in the same semester, with the exception that a student in the final year with one module outstanding may reregister for that module in the same semester for the purposes of completing the degree. In the event that a student fails a module which subsequently is modified in terms of content, expectations or assessment, the student shall be required to repeat the module in the modified form.

DP Requirement: The student will be granted a DP certificate if he/she: i) Has at least 80% attendance at all scheduled small group teaching and learning activities; ii) Has 100% attendance at clinical duties. This entails scheduled and unscheduled patient encounters and includes the following: attendance and participation at intakes, management of patients in the ward and outpatient duties; iii) Duly completes and fulfils all requirements of the logbook and returns the completed logbook on the stipulated date; iv) Duly completes and fulfils all requirements of the portfolio and returns the completed portfolio on the stipulated date; v) Passes the continuous assessment with at least 50%

Integrated Obstetrics and Gynaecology - 3

CMED61O MC

(0L-24T-60P-24S-28H-20R-60F-84G-20A-7W-32C)

Prerequisite Requirement: The student will attempt modules on the principle that those assigned to the fifth year of the study will be taken before those at the sixth. This notwithstanding, a student with outstanding fifth year modules may

register for a sixth year module if this is recommended for purposes of efficient progress through the programme and the student meets the prerequisites for that module.

Prerequisite Modules: CMED5OG

Corequisite: None

Aim: To give the student practical experience in the comprehensive management of the patient and community in the discipline of Obstetrics and Gynaecology, by participating in the provision of health care as an integral member of the health care team, leading to consolidation of the knowledge, skills and behaviours required of the graduating student entering medical practice. In terms of the levels of proficiency proposed by Miller (Miller GE: The assessment of clinical skills/competence/performance. Academic Medicine 1990, 65:S63-S67), this module stresses the highest level, that of Does, in addition to the levels of Knows, Knows How and Shows How stressed in the preceding years of study.

Content: History taking, examination of patients, investigations, and management with specific attention to antenatal care, intrapartum care, postpartum care and contraception, and emergency obstetrical and gynaecological conditions. Common obstetric and gynaecological problems – infections, gynaecological cancers, infertility, reproductive failure; prevention, specific and supportive, trans-disciplinary (dietician, social worker, psychotherapist, occupational therapist) where relevant.

Practicals: None

Assessment: Assessment: There are two individual components that need to be passed independently, ie “block mark” and “final Assessment mark”: 1.Block mark – 30% towards the final exit mark. This is made up of Progressive assessment (20%), and “unit assessment (80%)”. The latter is made up of case presentation (30%) and OSPE (30%), assessed at midblock and end of block unit assessment. Subminimum for the block mark: must have at least 50% overall. 2.Final Assessment -70% of the exit mark (OSCE=35% and OSPE=35%) 3.Subminimum for the module: each component must be passed independently To pass CMED6IO, student must obtain 50% (composite) and 50% in the OSCE as well as 50% in the OSPE) Subminimum for the end-of-block assessments: i)must pass the End-of Block Assessment with at least 50% overall; ii)must obtain at least 50% in the Obstetrics OSPE; iii)must obtain at least 50% in the Gynaecology OSPE; Students will be required to take supplementary assessments only in the component of the assessment which was failed. Within each component, all subcomponents will be retaken.

DP Requirement: The student will be granted a DP certificate if he/she i) has at least 80% attendance at all scheduled small group teaching and learning activities; intakes/bedside teaching, and meetings – unit / perinatal and departmental “teaching” meetings. ii) has 100% attendance at clinical duties. These are scheduled and unscheduled patient encounters and includes: attendance and participation at intakes, the complete management of patients in ward or outpatients’ departments; collaboration with healthcare professionals with respect to the patient management. iii) duly completes and fulfils all requirements of the logbook and returns the completed logbook on the stipulated date; v) passes the block assessment with at least 50% Students pursuing an approved research programme equivalent to a

Integrated Surgical Practice - 2

CMED6IS MC

(4L-36T-0P-0S-40H-100R-124F-8G-8A-7W-32C)

Prerequisite Requirement: The student will attempt modules on the principle that those assigned to the fifth year of the study will be taken before those at the sixth. This notwithstanding, a student with outstanding fifth year modules may register for a sixth year module if this is recommended for purposes of efficient progress through the programme and the student meets the prerequisites for that module.

Prerequisite Modules: CMED5SP

Corequisite: None

Aim: To give the student practical experience in the comprehensive management of the patient and community in the discipline of Surgery, by participating in the provision of health care as an integral member of the health care team, leading to consolidation of the knowledge, skills and behaviours required of the graduating student entering medical practice. In terms of the levels of proficiency proposed by Miller (Miller GE: The assessment of clinical skills/competence/performance. Academic Medicine 1990, 65:S63-S67), this module stresses the highest level, that of Does, in addition to the levels of Knows, Knows How and Shows How stressed in the preceding years of study.

Content: The student must demonstrate the knowledge of the basic investigations and management of all patients presenting with surgical conditions. History taking, examination of patients, investigations and management, with specific attention to: trauma and emergency care, gastrointestinal and nutritional problems, critical care, and acute and chronic vascular pathology, interpreting special investigations e.g. x-rays, CAT Scan, ultra sound examinations, common investigative techniques should be witnessed and if possible performed under supervision (upper endoscopy, PNAC, ERCP, Colonoscopy, barium studies). This module consists almost entirely of clinical work under expert supervision (at least 180 hours), which includes assisting at operations. In addition, students will acquire skills in basic surgical

procedures and post-surgery rehabilitative patient care. Orthopaedics - Examination-Bone, Joint, Tendon, and soft tissue and the diagnosis and management of related conditions.

Practicals: None

Assessment: Both formative and summative assessments are used. In-block assessment where students receive feedback on their clinical case presentations are formative. There are three individual components that need to be passed independently. Continuous assessment (in block): 30% = clinical evaluation (Must pass 2 out of 3 surgical cases and orthopaedic portfolio judged satisfactory) and professional practice assessment Contribution to professional practice assessment - General Surgery: Orthopaedics= 70:30 End of block Clinical assessment 40% (general surgery long case, viva on general surgery portfolio, Orthopaedic clinical assessment = 3 x short cases) General Surgery: Orthopaedics= 70:30 Written assessment 30% : General Surgery OSCE + 1hour (50 mark) Orthopaedics SBA MCQ test General Surgery: Orthopaedics= 70:30 Final mark •Continuous assessment (in block): 30% •Clinical assessments: (Long case, Viva on Surgical Portfolio, Orthopaedic clinical assessment): 40% •Written assessments: OSCE (General Surgery) + Orthopaedics MCQ: 30% Subminimum for the module: each assessment must be passed independently Subminimum for the continuous assessment: must have at least 50% overall Subminimum for the Written assessments: must have at least 50% in the written component Subminimum for the clinical assessments: the student must pass the final clinical examination with at least 50%, and must pass the surgery clinical case and the orthopaedic clinical assessment. Students will be required to take supplementary assessments only in the component of the assessment which was failed. Components are defined as Written and Clinical. Within each component, all subcomponents will be retaken. Students who fail the Continuing and Professional Practice continuous assessment component of the final year modules are required to repeat the whole module. There is no supplementary assessment option. If a student fails a module, the student shall not repeat the failed module in the same semester, with the exception that a student in the final year with one module outstanding may reregister for that module in the same semester for the purposes of completing the degree. In the event that a student fails a module which subsequently is modified in terms of content, expectations or assessment, the student shall be required to repeat the module in the modified form.

DP Requirement: Satisfactory attendance and performance in the block is essential for a Duly Performed (DP) certificate. The requirements are: The student will be granted a DP certificate if he/she i) has at least 80% attendance at all scheduled small group teaching and learning activities; per discipline; ii) has 100% attendance at clinical duties. These are scheduled and unscheduled patient encounters and includes: attendance and participation at intakes, the complete management of patients in ward or outpatients' departments; collaboration with healthcare professionals with respect to the patient management; iii) duly completes and fulfils all requirements of the logbook and returns the completed logbook on the stipulated date; iv) duly completes and fulfils all requirements of the portfolio and r

Mental Health 2

CMED6MH MC

(4L-36T-0P-0S-40H-100R-124F-8G-8A-7W-32C)

Prerequisite Requirement: The student will attempt modules on the principle that those assigned to the fifth year of the study will be taken before those at the sixth. This notwithstanding, a student with outstanding fifth year modules may register for a sixth year module if this is recommended for purposes of efficient progress through the programme and the student meets the prerequisites for that module.

Prerequisite Modules: CMED5MH

Corequisite: None

Aim: To give the student practical experience in the comprehensive management of the patient and community in the discipline of Psychiatry, by participating in the provision of health care as an integral member of the health care team, leading to consolidation of the knowledge, skills and behaviours required of the graduating student entering medical practice. In terms of the levels of proficiency proposed by Miller (Miller GE: The assessment of clinical skills/competence/performance. Academic Medicine 1990, 65:S63-S67), this module stresses the highest level, that of Does, in addition to the levels of Knows, Knows How and Shows How stressed in the preceding years of study.

Content: The main focus of this module is on the general principles governing the prevention, diagnosis and treatment of psychiatric disorders. The module will emphasize psychiatric interviewing skills, signs and symptom of mental illness and the diagnostic criteria for mental illness according to the Fifth Edition of the American Psychiatric Associations Diagnostic and Statistical Manual of Mental disorders (DSM V). Use of Psychotropic medications in accordance with the Essential Drug List Programme will also be covered. In addition, the assessment and management of psychiatric emergencies – the aggressive and suicidal patient will be given particular attention. The laws and ethics which are necessary for the practice of psychiatry in South Africa and the utilization of resources within institutional and community health care settings will be covered. Promotion of mental health and prevention of psychiatric illness will be emphasized throughout the module

Practicals: None

Assessment: There are three individual components that need to be passed independently. Continuous assessment (in block) – 30%; Clinical assessments-40%; Written assessments-30% (MCQ paper SBA paper). The continuous assessments comprise: a) A directly observed assessment of attitude, patient engagement and verbal communication skills - 5%; b) A directly observed assessment of history taking skills – 5 %; c) Long case examination – 20%. The Clinical assessments comprise: OSCE -20%; Portfolio 20%. Multiple choice assessments are subject to standard-setting to correct for guesswork. Subminimum for the module: each assessment must be passed independently. Subminimum for the continuous assessment: must have at least 50% overall. Subminimum for the Written assessments: must have at least 50% in the written component. Subminimum for the clinical assessments: must obtain an average of 50% overall. Students will be required to take supplementary assessments only in the component of the assessment which was failed. Components are defined as Written and Clinical. Within each component, all subcomponents will be retaken. Students who fail the Continuing and Professional Practice continuous assessment component of the final year modules are required to repeat the whole module. There is no supplementary assessment option. If a student fails a module, the student shall not repeat the failed module in the same semester, with the exception that a student in the final year with one module outstanding may reregister for that module in the same semester for the purposes of completing the degree. In the event that a student fails a module which subsequently is modified in terms of content, expectations or assessment, the student shall be required to repeat the module in the modified form.

DP Requirement: The student will be granted a DP certificate if he/she: i) has at least 80% attendance at all scheduled small group teaching and learning activities; ii) has 100% attendance at clinical duties. These are scheduled and unscheduled patient encounters and includes: attendance and participation at intakes, the complete management of patients in ward or outpatients' departments; collaboration with healthcare professionals with respect to the patient management; iii) duly completes and fulfils all requirements of the logbook and returns the completed logbook on the stipulated date; iv) duly completes and fulfils all requirements of the portfolio and returns the completed portfolio on the stipulated date and time; v) passes the continuous assessment with at least 50%

Integrated Primary Care - 3

CMED6PC MC

(24L-24T-16P-8S-80H-10R-90F-20G-48A-7W-32C)

Prerequisite Modules: CMED5IM; CMED5IO; CMED5CH; CMED5MH

Corequisite: None

Aim: To give the student practical experience in the comprehensive management of the patient and community in the discipline of rural health, by participating in the provision of health care as an integral member of the health care team, leading to consolidation of the knowledge, skills and behaviours required of the graduating student entering medical practice. In terms of the levels of proficiency proposed by Miller (Miller GE: The assessment of clinical skills/competence/performance. Academic Medicine 1990, 65:S63-S67), this module stresses the highest level, that of Does, in addition to the levels of Knows, Knows How and Shows How stressed in the preceding years of study.

Content: Application of the Principles of Family Medicine and Primary Health Care; Experiential learning within the context of rural health; Lifestyle issues, patient advocacy and common ethical issues; Plural health system and complementary medicine; Resource management (including appropriate investigation and interpretation); Quality improvement and quality assurance; Practice management and health economics for district and primary health care.

Practicals: Students will undertake field trips from their base hospitals to peripheral primary health care clinics, non-governmental organisations, general practitioners, traditional healers, district health services, community and family visits and other governmental services depending on the available resources.

Assessment: There are three individual components that need to be passed independently. Continuous assessment (in block)-30% (QIP 10%, Logbook 20%); Portfolio assessments and oral at the end of - 40% (including viva); Written-30% (MCQ paper) Subminimum for the module: each assessment must be passed independently. Subminimum for the continuous assessment: must have at least 50% overall. Subminimum for the written and oral assessments: must obtain at least 50% in the written component. Subminimum for the portfolio assessments: the student must obtain at least 50% in the portfolio assessment.

DP Requirement: The student will be granted a DP certificate if he/she: i) has at least 80% attendance at all scheduled small group teaching and learning activities; ii) has 100% attendance at clinical duties. These are scheduled and unscheduled patient encounters and includes: attendance and participation at intakes, the complete management of patients in ward or outpatients' departments; collaboration with healthcare professionals with respect to the patient management. iii) duly completes and fulfils all requirements of the logbook and returns the completed logbook on the stipulated date; iv) duly completes and fulfils all requirements of the portfolio and returns the completed portfolio on the stipulated date and time; v) passes the continuous assessment with at least 50%

Audiology

Hearing Screening for SLT

CPAU132 W2

(20L-20T-9P-0S-41H-25R-28F-5G-12A-15W-16C)

Prerequisite Requirement: None**Corequisite:** None

Aim: This module encapsulates the basic audiology specific content that is aligned with the speech language therapist's scope of practice. These include basic understanding of audiometric principles and procedures, fundamental concepts relating to psychoacoustics, audiometric screening and the nature and management of auditory pathology. To enable the SLT to screen the hearing of all clients that present with speech and language problems by means of behavioural screening techniques across the age spectrum and in various clinical contexts. To ensure professional conduct and ethics as per HPCSA requirements

Content: The module will comprise of the following content areas: • Audiometric principles • Psychoacoustics • Auditory pathology • Behavioural screening procedures and protocols. • Plan, initiate and conduct a needs analysis of clients requiring audiometric screening, • Plan the hearing screening programme, • Execute the hearing screening programme, • Manage and monitor the screening programmes.

Practicals: 9 hours of practical's and 28 fieldwork hours

Assessment: 2 tests [one theory and one practical test- 20x2=40%]; 1 assignment [2 parts: one written and one resource file submission] = 20%; and 1 clinical assessment 40%

DP Requirement: No DP required- 100% continuous assessment

Introduction to Audiology and Assessment

CPAU141 W2

(43L-0T-24P-0S-55H-14R-0F-10G-14A-15W-16C)

Prerequisite Requirement: None**Corequisite:** None

Aim: To provide learning opportunities for students to facilitate an understanding of the: •Fundamental concepts relating to acoustics and psychoacoustics. •Nature, etiology, manifestation and management of auditory pathology. •Hearing assessment using basic audiometric procedures with specific emphasis on quantifying and describing hearing loss. •Principles underlying special audiometric tests, special tests to critically discuss testing procedures and to interpret the results obtained from the administration of special test battery.

Content: Hearing sciences, Auditory pathology, Introduction to audiology, Diagnostic audiology, Ototoxicity, TB & HIV related hearing loss monitoring. Basic South African and International hearing screening and procedures

Practicals: 12 weekly practical sessions of two hours duration over the course of a semester. These practicals would involve demonstration of audiometric assessment procedures.

Assessment: Formative (40%) and summative (60%) Formative includes: 2 written tests (25% each), 1 assignment (30%) & 1 practical assessment (20%) Summative includes: 1 written (2 hour) examination (100%)

DP Requirement: Formative mark of $\geq 40\%$

Audiological Principles and Practices for SLT

CPAU142 W2

(29L-9T-18P-0S-71H-16R-0F-5G-12A-15W-16C)

Prerequisite Requirement: None**Corequisite:** None

Aim: This module encapsulates the basic audiology specific content that is aligned with the speech language therapist's scope of practice. These include basic understanding of audiometric principles and procedures, fundamental concepts relating to acoustics and psychoacoustics, audiometric screening and the nature and management of auditory pathology.

Content: The module will comprise of the following content areas: Audiometric principles and procedures Acoustics and psychoacoustics Auditory pathology Behavioural screening procedures and protocols.

Practicals: Six practical's over the semester (6 x 3 hours) involving demonstration of audiometric protocols and procedures for hearing screening as per the scope of SLT.

Assessment: Formative (40%) and summative (60%) Formative Mark comprises of 2 written tests = (2x 25%); 1 assignment = (30%), 1practical test (20%) Summative comprises of a two hour written examination

DP Requirement: Formative mark of $\geq 40\%$

Clinical Practice: Audiological Ass. for SLT

CPAU242 W1 (0L-13T-0P-0S-47H-25R-52F-15G-8A-15W-16C)

Prerequisite Modules: CPAU142

Corequisite: None

Aim: To enable the SLT to screen the hearing of all clients that present with speech and language problems by means of behavioural screening techniques across the age spectrum and in various clinical contexts.

Content: Plan, initiate and conduct a needs analysis of clients requiring audiometric screening, Plan the hearing screening programmes, Execute the hearing screening programmes, Manage and monitor the screening programmes

Practicals: None

Assessment: Continuous assessment =100% that comprise Group Implementation and Evaluations of the Hearing Screening Programme at two different clinical sites -(2×20%) and Individual Clinical Evaluation (2×30%)

DP Requirement: Students must fulfil a minimum of 50% of the total clinical contact hours for the module

Augmentative and Alternative Comm & D Culture

CPAU243 W1 (39L-0T-24P-5S-46H-25R-0F-0G-21A-15W-16C)

Prerequisite Modules: CPAU141

Corequisite: None

Aim: To facilitate an understanding of Deaf culture and Augmentative and Alternative Communication.

Content: This module covers all aspects of Deaf culture as well as Augmentative and Alternative Communication aspects of assessment and management

Practicals: Total of 20 hours of practical demonstrations for sign language. Students are then assessed after these practical sessions which encompass a part of their final year mark. Students are also required to do a one day, 4 hour site visit, where they can observe the use of Augmentative and Alternative Communication. They are then required to submit a report following this site visit, for which they are assessed.

Assessment: Formative Assessment (40%) + Summative assessment (60%)=Final mark. Formative assessment comprising of 2 Assignments (2 x 15% = 30%), 2 theory tests (50%) and practical test (20%). Summative assessment comprising of a two hour examination. A sub minimum mark of 40% is required for the examination. DP Requirement: Formative assessment = 40% or greater

DP Requirement: Formative assessment = 40% or greater

Paediatric Audiological Assessment

CPAU244 W2 (39L-0T-22P-0S-38H-30R-0F-0G-31A-15W-16C)

Prerequisite Modules: CPAU141

Corequisite: None

Aim: To develop knowledge and understanding of the types of procedures utilised in the auditory assessment of infants and young children (0-5 years) as well as the difficult to test population and to develop knowledge and understanding of the principles of early communication intervention including early identification and assessment of infants and toddlers.

Content: Development of the auditory mechanism, hearing disorders in children, paediatric hearing screening, Introduction to early communication Intervention principles, early identification and intervention issues, behavioural hearing testing methods with children (0-5 years) and children with additional impairments.

Practicals: 3 hours (4x45 minutes) -Visit to Neonatal ICU facility to observe young infants who require early communication intervention and early identification of communication difficulties. 3 hours (4x45 minutes) - Visit to a pre-school facility – observation and interaction of typically developing children with view to understanding the influence of hearing on communication. 3 hours (4 x 45 minutes)-Visit to school for the hearing impaired, with view too understanding the impact of hearing loss on communication 2 hours (2 x 45 minutes) - (Observation of Paediatric testing – DVD presentation. 3hours (4x 45 minutes) -Practice of screening tests – skills lab and lab work. 8 hours (10x 45 minutes)- Group work: practice of test procedures and observation of OAES and ABR procedures in the campus based clinic.

Assessment: Formative mark (40%) + Summative mark (60%) = Final mark Formative Mark comprises of 2 tests (2 x 30%) and an assignment (40%). Summative comprises of a two hour written examination A sub minimum mark of 40% is required for the examination

DP Requirement: Formative mark of ≥40%

Clinical Practice : Audiological Assessment

CPAU251 WY (0L-20T-0P-0S-20H-11R-104F-0G-5A-30W-16C)

Prerequisite Modules: CPAU141

Aim: To develop clinical skills in the evaluation and management of hearing disorders in the adult population, using conventional and specialized diagnostic audiometric tests and planning and executing a primary prevention program for hearing health care at various sites/venues.

Content: Planning and executing a primary prevention programme for hearing health care. Conduct full audiological assessments and make recommendations and referrals for clients/patients.

Practicals: 4 hour weekly clinical sessions on and off campus sites. Students conduct supervised clinical assessments and observations. Students also complete case studies and case presentations as part of their clinical contact. Primary prevention programs will be carried out at different venues on a weekly basis.

Assessment: 100% continuous assessment comprising of: 2 X Clinical evaluations (50%) + 2 X Clinical reports (20%) + Case presentation (10%) + Lab/paper cases (5%) + Observation reports (5%) + Primary prevention and promotion program (10%)

DP Requirement: Students must fulfil a minimum of 50% of the total clinical contact hours and 100% attendance of tutorials for the module.

Clinical Practice:Rehabilitation Technology

CPAU322 W2

(0L-19T-0P-0S-45H-11R-78F-0G-7A-15W-16C)

Prerequisite Requirement: The student needs to have met the DP requirement for CPAU341

Corequisite: None

Aim: To develop clinical competencies in the selection, evaluating, and monitoring of rehabilitation technology, especially hearing aids, and counselling for the hearing impaired population.

Content: Electro-acoustics and hearing aids, assistive devices, technological advances earmould impression taking and modification, case interview and needs analysis; hearing instrument selection and evaluation methodologies, counselling and orientation, procurement options of instruments, ethical issues, special applications of amplification, clinical research in the S. A. context, report writing and administration

Practicals: Orientation to hearing aids, associated technology and equipment used in the evaluation of candidates for hearing instruments and assistive devices.

Assessment: Continuous assessment = 1 x Oral clinical practical test (30%), 1 x clinical case presentation (5%), 3 x clinical evaluation (50% comprising 2 group 15% and 1 individual 35%), 2 x written clinic test (10%), Report writing (5%)

DP Requirement: Continuous assessment

Rehabilitation Technology

CPAU341 W1

(39L-0T-24P-0S-61H-21R-0F-5G-10A-15W-16C)

Prerequisite Requirement: CPAU 251, CPAU244

Corequisite: None

Aim: To provide learning opportunities to facilitate an understanding of the communicative needs of the hearing impaired and deaf population, and to select, evaluate and monitor the use of rehabilitative technology

Content: Hearing aids, Cochlear implants, Middle ear implants, Brainstem implants, Assistive listening devices

Practicals: There will be 12 practical sessions of two hour duration. These will include orientation to hearing aids (1 session), orientation to instrumentation used to select hearing aids (1 session), orientation to the procedures and equipment used to evaluate and verify the use and benefit of the hearing instrument (2 sessions), earmold impression taking (2 sessions), earmold modifications (2 sessions), orientation to cochlear implants (1 session), cochlear mapping (2 sessions), and electrode testing (1 session).

Assessment: Formative assessment (40%) + summative assessment (60%) = final mark Formative Assessments: two tests (35% each) and a group assignment (30%). Summative assessment: 2 hour examination (60%) A sub minimum mark of 40% is required for the examination

DP Requirement: Formative mark of $\geq 40\%$

Aural Rehabilitation for SLT

CPAU343 W1

(23L-0T-18P-0S-74H-13R-0F-25G-7A-13W-16C)

Prerequisite Modules: CPAU404W2, CPAU402WB, CPAU411W1

Corequisite: None

Aim: To provide learning opportunities for SLP students to facilitate the understanding of assessment and management issues and communication methodologies pertaining to aural rehabilitation of the preschool and school aged hearing impaired child.

Content: Aural Rehabilitation for (children) with hearing loss using Oralism as a communication approach

Practicals: Visits to 4 schools for the deaf for a duration of 2 hours each, 10 (1 hour) Demonstrations of test procedures
Assessment: Formative (40%)+ summative(60%)= Final Mark Formative assessment will comprise of the following: 2 x 90 min tests (60%) 1 x assignment (40%) Summative assessment: 1 x 2 hour written examination (60%). A sub-minimum mark of 40% is required for the examination.

DP Requirement: Formative Mark of 40%

Auditory Processing Disorders

CPAU344 W2

(39L-0T-13P-10S-40H-21R-0F-16G-21A-15W-16C)

Prerequisite Requirement: CPAU251, CPAU244

Corequisite: None

Aim: To provide audiology students with learning opportunities to facilitate a theoretical understanding of the nature and practical management of central auditory processing disorders.

Content: Development of the central auditory nervous system Theories of auditory processing Screening for APD in diverse caseloads Assessment and management of auditory processing disorders.

Practicals: One hour weekly practical orientation assessment tools, assessment procedures and interpretation of tests.

Assessment: Formative 40% + summative assessment 60% Formative: Two tests (2x30%) and one assignment weighted (40%) Summative 1x 2 hour written exam (60%). A sub minimum mark of 40% is required for the examination

DP Requirement: Formative mark of $\geq 40\%$.

Clinical Practice: Paediatric Assessment

CPAU345 W1

(0L-20T-0P-0S-38H-34R-52F-0G-16A-15W-16C)

Prerequisite Modules: CPAU244

Corequisite: None

Aim: To provide clinical opportunity and supervision to develop clinical skills or competencies in the assessment of the paediatric (0-5 years) and the difficult-to-test client

Content: Case history taking, protocols and procedures for the assessment of hearing of 0-5-year old child using behavioural methods, modification of conventional test battery test interpretation, protocols and procedures for the assessment of hearing using behavioural methods for and difficult-to-test clients, early identification and screening of young infants and school age children, communication of results report writing.

Practicals: None

Assessment: Formative Assessment = 100% which comprises of 2 Direct clinical assessments (40%) 2 co-clinician assessments (10%), 2 screening assessments (10%) 2 reports (10%), a case presentation (10%) and a clinical test (20%)

DP Requirement: Continuous assessment

Aural Rehabilitation

CPAU351 W1

(30L-0T-22P-0S-60H-15R-0F-20G-13A-15W-16C)

Prerequisite Modules: CPAU243

Aim: To provide learning opportunities to facilitate the understanding of assessment and management issues and methodologies pertaining to aural rehabilitation of individuals with hearing impairment.

Content: The module includes: Aural Rehabilitation (Children) Aural Rehabilitation (Adults)

Practicals: Visits to 4 schools for the deaf for a duration of 2 hours each, 10 (1 hour) Demonstrations of test procedures

Assessment: Formative (40%) + Summative (60%) = Final Mark Formative assessment will comprise of the following: 3 x 90 min tests (60%) and 2 x assignment (40%) Summative assessment will comprise a: two hour written examination (60%)

DP Requirement: Formative mark of $\geq 40\%$.

Electrophysiology early and late responses

CPAU362 W1

(39L-0T-10P-18S-45H-18R-0F-10G-20A-15W-16C)

Prerequisite Requirement: CPAU244 and CPAU251

Corequisite: None

Aim: To provide learning opportunities to students in order to define, describe and explain concepts and theories that underlie AEP testing. To practice objective testing procedures based on electrophysiological testing and to facilitate the development of competencies in preparation for independent practice in Audiology

Content: • Anatomical and physiological background underlying AEP testing. • Theory of the AEP test battery
10 practical demonstrations for the year for a 3-hour duration, which occur at the Audiology clinic (UKZN).

Assessment: Formative (40%) + Summative (60%) = Final Mark. Formative assessment will comprise of the following:
2 Tests (35% each = 70%) and Assignment [Group Assignment (20%), Seminar presentation (5%), Resource File (5%) = 30%.

DP Requirement: Formative Mark of 40%

Research Practice

CPAU400 W0

(0L-34T-0P-6S-160H-0R-0F-20G-100A-30W-32C)

Prerequisite Modules: HLSC340, all Level 3 Audiology modules

Corequisite: None

Aim: To familiarize students with basic research principles and methods so as to conduct research in the field of Audiology. To promote interest, develop capacity in the area of research within the field and obtain evidence based and current literature in the field of Audiology as well as to generate research which is contextually relevant.

Content: Identification of a research gap/need, construction of a research question, proposal development, data collection, data analysis and research report writing, disseminate study findings through an oral presentation.

Practicals: None

Assessment: Evaluation of a written research report is obtained by averaging the marks obtained from the internal and external examiner. Students will be evaluated on an oral presentation of the research study. The marks for the oral presentation will be averaged from an internal and external examiner. Written project: 80% Oral/podium presentation: 20%. Students must obtain a minimum of 50% in the written aspect of the project in order to be awarded an overall pass in the module. A research project that is assessed as unsatisfactory may be referred back once for revision and resubmission before the last day of examinations in that semester.

DP Requirement: None

Clinical Practice: Aural Rehabilitation

CPAU418 WY

(0L-45T-0P-0S-33H-6R-208F-6G-22A-30W-32C)

Prerequisite Modules: CPAU351, CPAU322, CPAU344, CPAU243, CPAU251, CPAU241, CPAU345

Aim: To provide learning opportunities to develop clinical competencies necessary for the management of the individual with hearing disorders in different contexts.

Content: Content covered in this module relate to: Aural rehabilitation across the age span; Adjustment to and use of rehabilitation technology; Counselling; Decision making and intervention planning; Communication intervention; Interdisciplinary team management; Support groups; Family centred intervention; Early Intervention; Educational audiology; Community based rehabilitation

Practicals: A compulsory 6-hour clinical session weekly. A minimum of 40 hours at a decentralized training site for service learning (elective)

Assessment: For the formative assessment, students will be assessed by direct clinical observation at on-campus and off campus clinics, case presentation, clinical reports and projects weighted at 75%. For the summative assessment students will be assessed by an oral examination weighted at 25%. The final mark is calculated as continuous assessment mark (75%) + exam mark (25%) = 100%

DP Requirement: A Continuous assessment mark of 45 % or greater is needed for DP

Vestibular Assessment and Management

CPAU444 W1

(39L-0T-20P-10S-52H-20R-0F-10G-9A-15W-16C)

Prerequisite Modules: CPAU251, CPAU244

Corequisite: None

Aim: To provide learning opportunities to students in order to define, describe and explain concepts and theories of Electronystagmography/video-nystagmography and bedside assessment as well as to practice electronystagmography/video-nystagmography and bedside testing. To facilitate the development of competencies in preparation for independent practice in Audiology.

Content: Anatomical and physiological background underlying electronystagmography testing; Theory of the electronystagmography/video-nystagmography and bedside test battery; Understanding of clinical application of electronystagmography/video-nystagmography and bedside testing.

Practicals: 10.5 hours of practicals each of 90min duration every second week, which occurs at the Audiology clinic (UKZN). Students will be able to operate the equipment and practice testing by demonstrating on colleagues.

Assessment: Formative assessment = 40% of Final mark: Tests (2 x 30%= 60%) and Assignment (40%). A sub minimum of 40% will apply to all components of the exam

DP Requirement: Formative assessment mark of 40% or greater

Occupational Audiology

CPAU447 W1 (39L-0T-9P-10S-40H-26R-0F-0G-26A-16W-15C)

Corequisite: None

Aim: To provide learning opportunities to facilitate the understanding of noise, its measurement, effects and control

Content: Parameters of noise, instrumentation and measurement of noise, effects of noise exposure, and susceptibility to noise- induced hearing loss, damage risk criteria, and diagnosis of noise induced hearing loss and differential diagnosis taking into consideration co-occurring factors such as oto-traumatic agents (chemical toxicity), age and recreational noise; principles and implementation of a comprehensive hearing conservation program, legislation relating to noise control and issues related to compensation.

Practicals: Practical orientation to policy, equipment, and hearing conservation standards. Practical exposure to occupational noise measurements and the planning and implementation of conservation strategies.

Assessment: Formative Mark= 40% and comprises of two tests and 1 assignment. Summative = 60% and comprises a two-hour examination. A subminimum of 40% is required for the examination

DP Requirement: Formative assessment of $\geq 40\%$

Clinical Practice: Gen & Adv. Audio. Ass.1

CPAU461 WY (0L-20T-0P-0S-17H-7R-104F-0G-12A-30W-16C)

Prerequisite Modules: CPAU352,CPAU345,CPAU322,CPAU344,CPAU351

Corequisite: None

Aim: To provide learning opportunities to students in assessing individuals using basic and advanced audiological testing, auditory evoked potentials testing, and auditory processing disorders testing for preparation in independent practice.

Content: Basic and diagnostic audiometric testing, Screening, Electrophysiological testing, Auditory processing disorders testing across the age span, and hearing aid evaluation and fitting.

Assessment: Formative assessments (75%) and summative (25%). A subminimum of $\geq 40\%$ must be obtained in the oral examination. Formative assessment includes 4 clinical evaluation (60%), 4 clinical reports (5%), 2 case presentation (5%), oral test (5%), clinical portfolio (25% [including, 15% for the portfolio and 10% for the special topic seminars])

DP Requirement: Formative mark of $\geq 40\%$

Clinical Practice: Gen & Adv. Audio. Ass.2

CPAU462 W1 W2 (0L-20T-0P-0S-17H-10R-104F-0G-9A-15W-16C)

Prerequisite Modules: CPAU444,CPAU447, CPAU345,CPAU322,CPAU344,CPAU351,CPAU243

Corequisite: None

Aim: To provide learning opportunities to students in assessing and managing individuals using basic and advanced audiological testing, electronystagmography and videonystagmography and bedside testing, and to develop competencies necessary to plan, implement and evaluate an occupational hearing conservation program in a selected occupational setting in preparation for independent practice.

Content: Basic and advanced diagnostic audiometric testing and management focussing on differential diagnosis, Electronystagmography and videonystagmography as well as bedside testing and management, across the age span and the measurement of noise ,planning and implementation of a hearing conservation programme, through active and collaborative participation with workers, their colleagues, management and nursing staff at a selected industry or clinical site using a preventative health framework

Assessment: Formative assessments (75%) and summative (25%) = Final mark. Formative assessment includes 4 direct clinical evaluation (30%) 2 clinical reports (5%), 1 case presentation (5%), clinical portfolio (25%) (externally evaluated), group presentations (10%). Summative: Oral examination (25%) A subminimum of $\geq 40\%$ must be obtained in the oral examination.

DP Requirement: Formative mark of $\geq 40\%$

Masters Research in Audiology Continuing

CPAU8CY (0L-39T-0P-3S-1690H-0R-160F-0G-24A-52W-192C)

Aim: To facilitate the learner's ability to conduct research & submit a full research dissertation on an approved topic
Content: Planning the research process, developing data collection instruments, obtaining ethical clearance, implementing data collection, analysis and interpretation of findings, & writing a research report
Assessment: Research report (100%)
DP Requirement: 90% attendance at tutorials and presentations at seminar

Masters Research in Audiology

CPAU8FY (0L-39T-0P-3S-1690H-0R-160F-0G-24A-52W-192C)

Aim: To facilitate the learner's ability to conduct research & submit a full research dissertation on an approved topic
Content: Planning the research process, developing data collection instruments, obtaining ethical clearance, implementing data collection, analysis and interpretation of findings, & writing a research report.
Assessment: Research report (100%)
DP Requirement: 90% attendance at tutorials and presentations at seminar

Masters Research in Audiology Subseq Yr

CPAU8SY (0L-39T-0P-3S-1690H-0R-160F-0G-24A-52W-192C)

Aim: To facilitate the learner's ability to conduct research & submit a full research dissertation on an approved topic.
Content: Planning the research process, developing data collection instruments, obtaining ethical clearance, implementing data collection, analysis and interpretation of findings, & writing a research report.
Assessment: Research report (100%)
DP Requirement: 90% attendance at tutorials and presentations at seminar

Speech Language Therapy

Speech Sound Disorders

CPSL131 W2 (45L-18T-18P-0S-51H-12R-0F-0G-16A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To provide learning opportunities so that students understand the prevention, promotion, assessment and management of speech sound disorders. To provide learning opportunities so that students are able to understand the nature of developmental communication disorders prevalent in the South African context and relevant to the practice of speech language therapists.

Content: General signs of articulatory/phonetic, and phonological speech sound system disorders, description of speech sound disorders, prevention, promotion, assessment and management of speech sound disorders using formal and informal procedures, approaches to intervention including articulatory and phonological approaches.

Practicals: 6 practicals of 3 hours each, over 13 weeks

Assessment: Formative assessment: 2 tests (30% each) and 1 group assignment with peer evaluation (40%)
 Summative assessment: 2 hour written examination

DP Requirement: Formative assessment mark $\geq 40\%$

Clinical Phonetics and Linguistics

CPSL142 W1 (39L-18T-18P-0S-44H-24R-0F-0G-17A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To provide a theoretical introduction to and practical skills in transcribing and reading the International Phonetic Alphabet, and to provide a foundation of key concepts and understanding of the acoustic properties of speech sounds, all for the purposes of application to normal and disordered communication, with specific reference to the English and Zulu languages. To provide theoretical and practical capability in clinical aspects of language analysis and use. To introduce the theoretical and practical and clinical aspects of sociolinguistics and functional grammar, with specific application to the practice of speech language therapists and audiologists, especially in South Africa/KwaZulu-Natal for application with normal and disordered communication.

Content: Phonetics, Phonology, Morphology, Functional Grammar, Physics of speech; Syntax, Semantics, Zulu Phonology, English Phonology; Genre & register theory (clinical genres, orature genres) advanced clinical linguistics,

clinical phonetics, language & dialect and change quantitative approaches to the analysis of linguistic variation cognitive linguistics, social aspects (politeness, power, professional discourse); orthography

Practicals: 6 practicals of 3 hours each (18 hours), over 13 weeks.

Assessment: : Formative assessment 60% + Summative assessment 40% = final mark.

Formative assessment includes 2 tests (60%) and 1 assignment (40%).

Summative assessment: Two-hour examination

DP Requirement: A minimum formative assessment/semester mark $\geq 40\%$.

Introduction to Human Communication Sciences

CPSL143 W1

(45L-9T-18P-0S-51H-21R-0F-0G-16A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To provide an understanding of normal speech, language, hearing and feeding/swallowing within the framework of cultural and communication models; to provide a life-span view of development of speech, spoken and written language, hearing and feeding/swallowing; to introduce principles of prevention, promotion, identification, assessment, intervention and advocacy; to introduce ethical issues relating to professional practice; to introduce legislation and policy relevant to practice

Content: Process of normal communication, swallowing and feeding; models of communication breakdown, norms of development, principles of prevention, promotion, identification, assessment, intervention and advocacy in the multi-lingual, multi-cultural South African context in particular; ethical principles, issues and challenges relating to professional practice in diverse contexts; legislation and policy relevant to practice in South Africa in particular.

Practicals: 6 practicals of 3 hours each (18 practicals), over 13 weeks

Assessment: Formative assessment 60% + Summative assessment 40% = final mark.

Formative assessment includes 2 tests (60%), 1 assignment (40%).

DP Requirement: A minimum formative assessment/semester mark $\geq 40\%$.

Development Language Disorders (DLD)

CPSL241 W1

(45L-9T-18P-0S-48H-12R-3F-9G-16A-15W-16C)

Prerequisite Modules: CPSL141, CPSL143

Aim: To enable students to develop the attitude, knowledge and skills for the prevention, promotion, identification, assessment and intervention for children with developmental language disorders and disorders of language for learning. Special reference is made to the multicultural and multilingual South African context.

Speech Disorders: Cleft, Voice and Fluency

CPSL245 W2

(39L-18T-9P-5S-38H-13R-0F-9G-29A-15W-16C)

Prerequisite Modules: CPSL141, CPSL142, CPSL143

Corequisite: None

Aim: To provide learning opportunities to facilitate understanding of prevention, identification, assessment, intervention and advocacy for individuals with communication difficulty as a result of voice disorders, craniofacial disorders and fluency disorders.

Content: The nature, incidence and prevalence of functional and organic voice disorders, prevention, promotion, identification, assessment, and intervention for functional and organic voice disorders including laryngectomee rehabilitation; relevant advocacy. The nature, incidence and prevalence of craniofacial disorders and cleft lip and plate in particular, clinical features, problems in oral communication, prevention, promotion, identification, assessment, intervention with particular reference to subjective and objective assessment methods: surgical, orthodontic and therapeutic management. Definition of stuttering, nature, incidence and prevalence of stuttering, types of fluency disorders, theoretical perspectives on etiology, prevention, promotion, identification, assessment, intervention methods for the child and adult with fluency disorder, with specific reference to the South African context.

Practicals: 3 x 3 hours practicals, one per component of the module, i.e. voice, fluency and cleft palate/craniofacial disorders

Assessment: Formative assessment: 2 assignments and 3 short on-line quizzes and 1 on-line task. Assignment weighting of 50% and combined on-line tasks and quizzes weighted 50% Summative assessment: 1 x 2 hour exam weighted semester mark 60% exam mark 40%. Subminimum of 40% of all components in the exam will apply.

DP Requirement: Formative assessment mark $\geq 40\%$ as per school policy

Clinical Practice: Speech Sound Sys Disorders

CPSL246 W1 W2

(0L-21T-8P-0S-69H-0R-48F-0G-14A-30W-16C)

Prerequisite Modules: CPSL141; CPSL142, CPSL143**Corequisite:** None**Aim:** To develop clinical skills necessary for the prevention, promotion identification, assessment and intervention for articulatory-based speech sound disorders especially in children, with specific focus on Zulu and English-speaking clientele.**Content:** Clinical practice in prevention, promotion identification, assessment and intervention for phonologically and articulatory- based sound disorders in children, with a specific focus on isiZulu and English-speaking clientele.**Practicals:** 8 hours for clinic orientation. 48 hours over 15 weeks clinical practice either on campus UKZN speech clinic or off campus clinics**Assessment:** Continuous assessment: 100%-year mark – comprised of evaluations for the following: Reports per client for a minimum of 2 clients: assessment 25% progress 10%; Therapy Evaluations per client for a minimum of 2 clients 35%; Home Programmes per client for a minimum of 2 clients: 5%; observation reports 10%; tutorial tasks 5%; assessment kit 10%**DP Requirement:** 100% attendance and closure of all client files.**CP:SP Sound Disorders for Audiologist**

CPSL251 W1 W2

(0L-15T-8P-0S-99H-0R-24F-0G-14A-15W-16C)

Prerequisite Modules: CPSL142, CPSL141, CPAU142, CPSL143**Aim:** To develop clinical skills necessary for the prevention, promotion identification, assessment and intervention for phonologically and articulatory-based speech sound disorders especially in children, with specific focus on Zulu and English- speaking clientele.**Content:** Clinical practice in prevention, promotion identification, assessment and intervention for phonologically and articulatory- based speech sound disorders especially in children, with specific focus on Zulu and English-speaking clientele.**Practicals:** 8 hour orientation at the beginning of the year.**Assessment:** Continuous assessment: 100% - year mark – comprised of evaluations for the following: REPORTS per client for a minimum of 2 clients: - Assessment reports 25% - Progress reports 10% THERAPY EVALUATIONS per client for a minimum of 2 clients: 35% HOME PROGRAMMES per client for a minimum of 2 clients: 5% OBSERVATION REPORTS: 10% TUTORIAL TASKS: 5% ASSESSMENT KIT: 10% TOTAL MARKS: 100%**DP Requirement:** 100% attendanced and closure of all client files.**Acquired Communication Disorders**

CPSL341 W1

(42L-13T-12P-12S-33H-22R-3F-3G-20A-15W-16C)

Prerequisite Modules: CPSL241; CPSL245**Corequisite:** None**Aim:** To facilitate student's attitude, knowledge and skills in the prevention, promotion, identification, assessment and intervention of individuals with neurologically acquired communication disorders (i.e. aphasia, motor speech disorders) and palliative care.**Content:** Theoretical perspectives underlying the nature, assessment & intervention of neurologically acquired communication disorders in patients from diverse backgrounds. The specific disorders include: aphasia, motor speech disorders of dysarthria and apraxia. Introduction and principles of palliative care.**Practicals:** 4 x 3 hours practicals where students are exposed to the existing tools, theoretical approaches and methods of assessment and intervention. To facilitate appropriate resource development for both assessment and intervention in each of the disorders. 1 x 3 hours field trip – site visit to rehabilitation units in public/private hospitals for adults with neurologically acquired communication disorders.**Assessment:** Formative assessment weighted 60% - two written tests 60% (2 x 30%) - one seminar presentation 25% – one written assignment 15% Summative assessment weighted 40%. Three hour written examination. A sub minimum mark of 40% is required for the exam.**DP Requirement:** Formative assessment mark \geq 40%**Developmental Communication Disorders A**

CPSL344 W1

(56L-10T-10P-0S-46H-27R-0F-0G-11A-15W-16C)

Prerequisite Modules: CPSL241, CPSL 245

Aim: To provide theory on general and specific assessment and intervention methods and issues for developmental communication disorders (DCD), and early communication intervention.

Content: Diagnosis, assessment and intervention of the communication disorders associated with Autism Spectrum Disorder, Intellectual Disability, Cerebral Palsy, of Childhood Apraxia of Speech, and early communication intervention.

Practicals: Two visits to centres providing early communication intervention and services to children with developmental communication disorders.

Assessment: Formative: Two tests, and one assignment, equally weighted (60%) Summative: 1x 3 hour exam paper weighted 40%; a subminimum mark of 40% is required for the exam

DP Requirement: Semester mark $\geq 40\%$

C P:Speech Disorders (Voice & Fluency)

CPSL345 W1 W2

(0L-18T-8P-0S-69H-0R-48F-0G-17A-15W-16C)

Prerequisite Modules: CPSL245; CPSL246

Corequisite: None

Aim: To develop clinical skills necessary for the prevention, promotion identification, assessment and intervention for voice and fluency disorders.

Content: Clinical practice in prevention, promotion identification, assessment and intervention for voice and fluency disorders across the lifespan.

Practicals: 8 Hours for clinic orientation, 48 hours over 14 weeks; on campus (UKZN, discipline of Speech-language pathology) and off campus clinics (hospital sites)

Assessment: Continuous Assessment: Resource and material development: voice disorders (20%) Clinical practice: minimum of at least 3 evaluations that must include at least one client with voice disorder and one client with fluency disorder (50%) Assessment and progress/termination reports for at least 2 clients: at least one client with voice disorder and one client with fluency disorder (20%) Support group for clients with fluency disorders (10%)

DP Requirement: 100% attendance and closure of all client files.

Developmental Comm Disorders B

CPSL346 W2

(51L-10T-10P-5S-48H-28R-0F-0G-4A-15W-16C)

Prerequisite Modules: CPSL241

Aim: To provide theory on general and specific assessment and intervention methods for developmental disorders, in particular auditory processing disorders and paediatric dysphagia

Content: Diagnosis, assessment and intervention of the disorders of paediatric dysphagia (0-9 years) and auditory processing disorders

Practicals: Two practicals for auditory processing disorders and two three-hour practicals for paediatric dysphagia

Assessment: Formative assessment 60% + summative assessment 40% = final mark Formative: Two tests, one presentation and one assignment, equally weighted Summative: 1 X 2 hour exam paper; a subminimum mark of 40% is required for the exam

DP Requirement: Minimum of 40% for semester mark

Acquired Communication Disorder & Dysphagia

CPSL347 W2

(44L-13T-12P-12S-33H-20R-3F-3G-20A-15W-16C)

Prerequisite Modules: CPSL241, CPSL141; CPSL246

Aim: To facilitate student's attitude, knowledge and skills in the prevention, promotion, identification, assessment and intervention of individuals with neurologically acquired communication disorders (i.e. traumatic brain injury, dementia, right hemisphere disorders) and dysphagia

Content: Theoretical perspectives underlying the nature, assessment & intervention of neurologically acquired communication and swallowing disorders in patients from diverse backgrounds. The specific disorders include: traumatic brain injury, dementia, right hemisphere disorders, and dysphagia

Practicals: 3x4 hours practicals where students are exposed to existing tools, theoretical approaches & methods of assessment and intervention, to facilitate appropriate resource development for both assessment and intervention in each of the four disorders. 1x3 hour field trip - site visit to rehabilitation units in public/private hospitals for adults with neurologically acquired communication and swallowing disorders

Assessment: Formative assessment weighted 60% includes three written tests 60% (3 x 20%), one seminar presentation (25%), one written assignment (15%). Summative assessment weighted 40%. Three hour written examination. A subminimum mark of 40% is required for the exam.

DP Requirement: Formative assessment mark $\geq 40\%$

C P: Developmental Language Disorders

CPSL349 W1 W2

(0L-28T-12P-0S-58H-0R-48F-0G-14A-15W-16C)

Prerequisite Modules: CPSL241, CPSL246

Aim: To develop clinical skills necessary for the prevention, promotion identification, assessment and intervention for South African children with developmental language disorders (DLD)

Content: Clinical practice in prevention, promotion identification, assessment and intervention of children at risk for or with developmental language disorders

Practicals: Two six hour practicals which serve as the orientation to the module. Approximately 48 hours clinical time: on campus clinic and off campus sites.

Assessment: 100% continuous assessment. Assessment report: 30%, Handover/Progress report:10%, Three clinical evaluations on at least two clients 40%, Clinical test 10%.

DP Requirement: 100% attendance and closure of all client files.

Special Topics in Speech Language Pathology

CPSL441 W1

(24L-0T-12P-9S-93H-4R-0F-0G-18A-15W-16C)

Prerequisite Modules: CPSL344; CPSL346; CPSL349; CPSL345; CPSL341; CPSL347

Corequisite: None

Aim: To consolidate the knowledge of the scope of practice for speech–language therapy students, in particular the changing roles in response to the shifting burden of disease and practice contexts

Content: Speech Language Therapy in industry; Professional practice issues e.g current ethical dilemmas, conflict management; Research literacy – research in practice, evidence-based practice; Recent developments in the field e.g. increasing use of technology and ICT in SLT; Controversial issues in speech language pathology

Practicals: None

Assessment: Continuous assessment: Individual assessment quizzes (30%); seminar (50%); on-line case discussion/ debate (20%). The seminar mark is made up of the following: written paper, oral presentation

DP Requirement: continuous assessment

Clinical Practice: Development C D A

CPSL443 W2

(0L-12T-8P-0S-46H-16R-72F-0G-6A-15W-16C)

Prerequisite Modules: CPSL344, CPSL346, CPSL343, CPSL349, CPSL345

Corequisite: None

Aim: To develop clinical competencies necessary for the management of complex communication disorders associated with autism, cerebral palsy, intellectual disability and other developmental disorders.

Content: Assessment and management of individuals with complex communication disorders, development of therapy protocols, the use of Augmentative and Alternative Communication (AAC) in multiple contexts, educational issues, group therapy, classroom-based intervention, working with bilingual and multilingual clients, training facilitators and parents.

Practicals: One full day orientation – 8-hour practical PLUS academic service learning up to 108 hours, with a minimum of 50 client contact hours

Assessment: Clinical evaluation (45%), Reports (25%), Case presentations (10%), Assignment (15), home programmes (5%)

DP Requirement: Closure of all client files; attendance as per ethical requirements Semester Mark $\geq 40\%$

Clinical Practice: CBR

CPSL444 W1W2

(0L-12T-8P-0S-30H-20R-75F-0G-15A-15W-16C)

Prerequisite Modules: CPSL341, CPSL347, CPSL344, CPSL346, CPSL349

Corequisite: None

Aim: To develop skills in working within a community-based rehabilitation context and at a household level, with individuals with severe and multiple disabilities, within a transdisciplinary model of service delivery.

Content: Community access; The facilitation and running of support groups, including those for children with severe disability, involving caregiver, child and CHW; Issues related to learning disability and disadvantage in relation to school readiness; policy around disability; advocacy

Practicals: One full day orientation – 8-hour practical PLUS academic service learning for 6 weeks, short-term placement on a distributed clinical training platform, with a minimum of 40 supervised client contact hours

Assessment: Formative assessment, weighted 75% includes Clinical evaluations (45%); Reports/case presentations (30%), Health promotion workshops (15%).

Summative assessment, weighted 25% includes one oral examination. A subminimum of 40% will apply for the oral exam.

Clinical Practice: DCD B

CPSL445 W1W2

(0L-12T-8P-0S-34H-20R-75F-0G-11A-15W-16C)

Prerequisite Modules: CPSL344, CPSL346, CPAU34, 3CPSL349

Corequisite: None

Aim: To facilitate the development of clinical competencies necessary for the prevention, promotion, identification, assessment and management of the school-aged child with or at risk for language learning disability or hearing impairment; in particular, in treating higher language function, reading ability, and written language ability.

Content: The prevention, promotion identification, assessment and intervention for those at risk for and presenting with language learning disorder: written language; reading and spelling; higher language function; language learning disability, bilingualism and multicultural issues; aural rehabilitation, policy (national and provincial levels) around inclusive education and LSEN.

Practicals: One full day orientation – 8 hour practical PLUS academic service learning up to 108 hours, with a minimum of 50 client contact hours

Assessment: Formative assessment weighted 75% will include three clinical evaluations with clients (50%), assessment and/or progress reports (25%), tutorial tasks (25%). Summative assessment weighted 25% which includes one oral examination. A subminimum of 40% will apply to the oral exam.

DP Requirement: Closure of all client files; attendance as per ethical requirements Semester Mark $\geq 40\%$

Clinical Practice: ACD & D

CPSL446 W1W2

(0L-12T-8P-0S-29H-20R-75F-0G-16A-15W-16C)

Prerequisite Modules: CPSL341, CPSL347, CPSL 349

Corequisite: None

Aim: To develop clinical skills necessary for the prevention, promotion, identification, assessment and intervention for adults at risk for or presenting with neurologically acquired communication disorders and dysphagia.

Content: Clinical practice in prevention, promotion, identification, assessment and intervention for adults at risk for or presenting with neurologically acquired communication and swallowing disorders: aphasia, motor speech disorders (dysarthria and apraxia of speech), traumatic brain injury, dementia, right hemisphere disorders, and dysphagia. The principles of palliative care are also considered.

Practicals: One full day orientation – 8 hour practical PLUS academic service learning: 18 hours weekly (i.e. 3 days at 6 hours per day) for 6 weeks = Total 108 hours, with a minimum of 50 client contact hours.

Assessment: Formative assessment, weighted 75% includes three clinical evaluations with clients (50%), two written assessment and/or progress reports (25%), resource development (10%), a project for the clinical site (15%).

Summative assessment, weighted 25% includes one oral examination. The subminimum for the oral exam is 40%.

DP Requirement: Closure of all client files; attendance as per ethical requirements; Semester mark of $\geq 40\%$

Research Practice

CPSL447 WY

(8L-36T-0P-12S-96H-8R-0F-0G-160A-30W-32C)

Prerequisite Modules: HLSC 340, CPSL 344, CPSL 346, CPSL 341, CPSL 345, CPSL347, CPSL 349

Corequisite: None

Aim: To familiarize students with basic research principles and methods so as to conduct research in the field of Speech Language Therapy. To promote interest, develop capacity in conducting, presenting and writing up research within the field and obtain evidence based and current literature in the field of Speech Language Therapy as well as to generate research which is contextually relevant.

Content: Identification of a research gap/need, construction of a research question, proposal development, data collection, data analysis and research report writing

Practicals: None

Assessment: 100% summative assessment where year mark = final mark Summative assessment to include the following components: Thesis (55%), Research Oral (30%), Supervisor Evaluation (10%), Peer Evaluation (5%)

DP Requirement: None

Clinical Practice: Initial Assessment

CPSL457 WY

(0L-20T-8P-0S-51H-26R-52F-0G-3A-15W-16C)

Prerequisite Modules: CPSL 344, CPSL 346, CPSL 341, CPSL347, CPSL349, CPAU343**Corequisite:** None**Aim:** To develop clinical competencies in initial assessment of clients with communication disorders.**Content:** Clinical practice and observation in initial in-depth assessment, including planning, selection of assessment material, resource development and information gathering for assessment, counselling, feedback, report writing, clinical practice issues, with a focus on cultural and linguistic diversity. Liaising with family members, fellow professionals and team members, relevant referral correspondence, and gather and provide informative material and sharing of skills.**Practicals:** 1x 8-hour orientation practical; 4-5 hours once weekly for field trip/clinic for 14 weeks; Total 52 hours, with a minimum of 12 client contact hours**Assessment:** Formative assessment is comprised of Clinical evaluations (50%); Assessment reports (40%); Clinical tasks (10%). A 40% subminimum for the oral exam will apply.**DP Requirement:** Closure of all client files and a Formative assessment mark of $\geq 40\%$; Compliance with ethical/professional conduct requirements which includes attendance at all clinics and tutorials.

Cardiothoracic Surgery

Cardiothoracic Surg Clinical and Prof Prac 1

CSUR8A5 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None**Prerequisite Modules:** None**Corequisite:** None**Aim:** The main aim of this module is: To develop competence in the sciences which underpin clinical practice in the discipline. To allow the student to attain an intermediate level of competency in the knowledge, skills and behaviours appropriate to effective clinical practice as a specialist, which will be developed further in Clinical and Professional Practice 2.**Content:** Anatomy, physiology, pathology and pharmacology relevant to the practice operative surgical care; Principles of surgical care common to all surgical disciplines, and of orthopaedic, neurosurgical, urological, plastic and general and cardiothoracic care.**Practicals:** Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.**Assessment:** Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 1 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Two 3 hour papers of MCQ's and/or short written questions on basic sciences. Candidates to pass each component separately with a pass mark of 50%.**DP Requirement:** 70% attendance at designated learning activities. Satisfactory completion of a portfolio and/or logbook.

Cardiothoracic Surg Clinical and Prof Prac 2

CSUR8A6 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None**Prerequisite Modules:** CSUR8A5**Corequisite:** None**Aim:** The main aim of this module is: To allow the student to attain competency in the knowledge, skills and behaviours necessary for effective clinical practice as a specialist and thus render the student eligible for registration with the HPCSA in the specialist category.**Content:** The theory and practice of cardiothoracic surgery including operative surgery and the applied basic sciences, anatomy, physiology and pathology.**Practicals:** Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.**Assessment:** Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 2 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Two 3-hour written paper; Paper 1 -

15% (sub-minimum 50%); Paper 2 -15% (sub-minimum 50%) Clinical presentations/case scenarios 20% (sub-minimum 50%); Chest Radiology 20%, Cardiovascular Angiography 20%; Viva Voce 10%. A sub-minimum as required (i.e. which must be passed separately with a minimum of 50% of the marks for that particular section, in order for the examination as whole to be passed).

DP Requirement: 70% attendance at designated learning activities; Satisfactory completion of a portfolio and/or logbook.

Dentistry

Academic Skills and Clinical Practice

DENT110 W2

(13L-10T-30P-27S-0H-0R-0F-0G-0A-10W-8C)

Aim: At the beginning of the module, lectures will be conducted in Infection Control and dental terminology. At the end of the module students should have developed skills in negotiating the academic environment and have an understanding of the functioning of a dental surgery/clinic.

Content: Note-taking skills, speed writing, critical reading skills, paragraph writing, speed reading, listening skills, logic, communication, expression, essay writing. Assisting in sterilization and chair-side procedures.

Practicals: Clinical Attendance and Assisting.

Assessment: Purely formative (class mark).

DP Requirement: 80% Attendance at all lectures, and 100% attendance for all practical and clinical sessions.

Oral Biology

DENT141 W1

(34L-30T-0P-0S-40H-20R-0F-10G-26A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To ensure that students have foundation knowledge of the macroscopic and microscopic structures of the oral cavity. To provide students with knowledge of oral development and functions of oral, dental and facial tissues, as this forms the basis for clinical practice. To provide insight into the relevant gross & microscopic anatomy.

Content: Dental histology (hard tissues), dental histology (soft tissues), tooth morphology, development of the dental and oral tissues and oral physiology and biochemistry.

Practicals: None

Assessment: The formative assessments consists of: 2 3 tests x 40% each = 80% 1 assignment 20% = 100% The summative assessment consists of: FINAL EXAMINATION: Paper 1: 1 x 2hr Theory Paper (80%). Paper 2: OSCE (20%). FINAL MARK: Year Mark (40%) + Exam Mark (60%) = Final Mark (100%). A sub-minimum of 40% in each component of the final examination will apply. A pass mark of 50% overall is required. An oral examination may be conducted.

DP Requirement: 80% Attendance at all lectures, and 100% attendance for all practical and clinical sessions. A student needs to obtain a formative assessment mark of at least 40% in order to qualify for the final examination.

Foundation for Clinical Practice

DENT142 W2

(62L-0T-40P-0S-20H-20R-0F-0G-18A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To ensure that the student acquires knowledge in communication, professionalism and Infection Control, as well as foundation knowledge and preclinical skills in Radiography, Periodontology, Preventive Dentistry and Radiography, that will be further developed in the second year of study. To enable the student to acquire a basic understanding of the clinical concepts and pathological processes.

Content: The theory component will consist of lectures and tutorials in Clinical concepts in Cariology and Periodontology, basic concepts and strategies in Prevention and Instrumentation, Radiophysics, techniques and processing, communication and professionalism. The preclinical component of Instrumentation will include principles, ergonomics, care of instruments. The preclinical component of Radiography will include intraoral radiographs using the paralleling technique.

Practicals: Students are required to complete the following preclinical contact time: Radiography: 1 X 2hrs X 10 weeks = 20hrs, Prevention: 1 X 2hrs X 10 weeks = 20hrs

Assessment: The formative assessment consists of: 3 Theory tests (15% each) 45% OSCE 15%, Practical test – (Prevention + Radiography) 40% = 100% A sub-minimum of 40% in all components of the final examination will apply.

A sub-minimum of 40% in each of the components of the final examination will apply. A pass mark of 50% overall is required.

DP Requirement: 80% Attendance at all lectures, and 100% attendance for all practical and clinical sessions. A student must obtain at least 40% in the formative assessment to qualify for entrance in the summative assessment.

Dental Public Health, Ethics and Practice

DENT241 W1

(75L-0T-26P-0S-20H-20R-0F-0G-19A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To ensure that the student acquires foundation knowledge of the basic concepts of ethics, jurisprudence and business administration; an understanding of the scope of practice; an understanding of health delivery structures; a basic knowledge of the basic concepts of general epidemiology and a detailed knowledge of dental epidemiology; a basic understanding of the principles and methods of health prevention and promotion; and a basic knowledge of research methodology and biostatistics.

Content: Lectures in ethics, jurisprudence, business administration skills, epidemiology, health promotion and prevention, health services delivery structures, research methodology and biostatistics.

Practicals: 1X2hrsx13 weeks=26hrs

Assessment: The formative assessments comprises of: 3 theory tests weighted at 25% each = 75%, 1 assignment 25% =100%. The summative assessment is made of a theory examination. FINAL EXAMINATION: Paper 1: 1 x 2hr Theory Paper (100%). FINAL MARK: Year Mark (40%) + Exam Mark (60%) = Final Mark (100%). A sub-minimum of 40% in each all components of the final examination will apply. A pass mark of 50% overall is required.

DP Requirement: 80% Attendance at all lectures, and 100% attendance for all practical and clinical sessions. A student must obtain at least 40% in the formative assessment to qualify for entrance into the summative assessment

Preventive Dentistry and Radiography I

DENT242 W1

(34L-5T-26P-1S-25H-11R-39F-4G-15A-13W-16C)

Prerequisite Modules: ANAT122, ANAT112, DENT142, HPHS111

Aim: Have a comprehensive knowledge of the most common diseases affecting the oral cavity i.e. dental caries and periodontal diseases; and relate their effects on surrounding tissues. Be able to complete a thorough examination and diagnosis to the two disease processes; and to formulate an appropriate treatment plan. In addition this module will help students develop the following competencies: to inform medical and dental personnel and the public of the indications for radiological examinations; to take the precautions necessary to protect both the operator and the patient during radiological examinations; and to carry out radiological examinations of the teeth and jaws including film processing procedures

Content: Prevention includes Periodontology (8 lectures), clinical, radiological and pathological features of periodontal and gingival diseases, diagnosis and treatment planning. Prevention (13 lectures) - Preventive treatment and the maintenance and recall of patients. The inter-relationships of dental caries and periodontal diseases with the other disciplines of dentistry; Scaling and polishing. Cariology (10 lectures) - Microbiology, diagnosis, management and prevention of dental caries Radiography is divided into a theory component, preclinical skills in the skills laboratory and clinical skills. The theory component comprises of Intraoral Techniques, Extraoral Techniques, and Normal Radiographic interpretation.

Practicals: : Prevention: 1.5 x 2hrs X 13 weeks = 39hrs Radiography: 1 x 2hrs x 13weeks = 26hrs For Radiography - Working under simulated conditions. Followed by an introduction to work with patients. Phantom Head •Bisecting the angle technique: 2 full mouth series Patients •Bisecting the angle technique: 1 full mouth series Bitewing radiographs: • 6 pairs, Panorex – 4, and Digital – 7. For Preventive Dentistry - Practical: Treatment of patients at various clinical training facilities. Students will attend the specialist periodontic clinic where advanced cases of periodontal disease are managed. Continuous assessments

Assessment: Continuous assessments consists of: 2 theory tests 2 x 20% =40%, OSCE test: 10%, Preclinical Assessment: Prevention 10%, Clinical/Practical Assessment: 40% and Spot tests = 100% A student must obtain a final mark of at least 50% to pass the module.

DP Requirement: 80% Attendance at all lectures, and 100% attendance for all practical and clinical sessions.

Basic Dental Clinical Sciences

DENT243 W1

(75L-0T-30P-0S-29H-20R-0F-0G-6A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To ensure that the student acquires foundation knowledge and preclinical skills. To enable the student to acquire a basic understanding of the clinical and diagnostic concepts, microbiological and pathological processes, and the different dental specialities so that holistic patient management can be undertaken.

Content: This module divided into a theory component, preclinical skills, microbiology laboratory exposure and observation in the clinical environment. The theory component comprises of infection control; microbiology; general medical pathology; principles of history-taking and diagnosis-making; principles of treatment-planning; various diagnostic and therapeutic processes; and the management of common medical disorders. The student should also have a basic knowledge of clinical pharmacology, drug metabolism, indications, contraindications,

Practicals: Students are required to complete the following preclinical contact time: Diagnostics: 5 X 2hrs X 1 week = 10hrs Infection Control:5 X 2hrs X 1 week = 10hrs Microbiology:1 X 2hrs X 5 weeks = 10hrs

Assessment: The formative assessments comprises of: 1 theory test (Diagnostics, Infection Control and Microbiology): 30%, 1 theory test (Gen Pathology and Dental Specialities) : 50%, OSCE Test 20% = 100% The summative assessment is made of a theory and OSCE examination. FINAL EXAMINATION: Paper 1: 1 x 2hr Theory Paper (50%). Paper 2: 1 x OSCE exam (50%). FINAL MARK: CAM Mark (40%) + Exam Mark (60%) = Final Mark (100%). A sub-minimum of 40% in each all components of the final examination will apply. A pass mark of 50% overall is required. An oral examination may be conducted.

DP Requirement: 80% Attendance at all lectures, and 100% attendance for all practical and clinical sessions. A student must obtain at least 40% in the formative assessment to qualify for entrance to the summative assessment.

Restorative Dentistry and DM - Preclinical

DENT244 W2

(48L-10T-52P-0S-27H-17R-0F-0G-6A-26W-16C)

Prerequisite Modules: DENT141,DENT142**Corequisite:** None

Aim: To enable the student to have basic knowledge of the properties and chemical components of restorative dental materials; and to understand why it functions as it does physically and mechanically. To enable the student to have a basic knowledge of operative dentistry (including tooth morphology; oral anatomy; diagnosis, treatment and prevention of disease; and restoration of defective or missing tissue).

Content: This module is divided into a theory and preclinical component. The theory component comprises of lectures, and tutorials. The preclinical component comprises of training in the preclinical skills laboratory.

Practicals: Students are required to complete the following contact time in the preclinical skills laboratory: 2 x 2 hrs x 13 weeks.

Assessment: The formative assessments comprises of: theory test(s), OSCE(s) and Practical test(s). The summative assessment is made of a theory and OSCE examination. FINAL EXAMINATION: Paper 1: 1 x 2hr Theory Paper (50%). Paper 2: 1 x OSCE exam (50%). FINAL MARK: Year Mark (40%) + Exam Mark (60%) = Final Mark (100%). A sub-minimum of 40% in each all components of the final examination will apply. A pass mark of 50% overall is required. An oral exam may be conducted

DP Requirement: 80% Attendance at all lectures, and 100% attendance for all practical and clinical sessions. A student must obtain at least 40% in the formative assessment to qualify for entrance in the summative assessment.

Oral Medicine and Oral Pathology

DENT245 W2

(53L-10T-0P-0S-25H-20R-26F-0G-26A-13W-16C)

Prerequisite Requirement: HPHS111, ANAT122, ANAT112**Corequisite:** None

Aim: To ensure the student gains basic knowledge of the aetiology, clinical and radiological features related to oral conditions. The student must be able to make a differential diagnosis of oral lesions and have knowledge of the management of common diseases of the head and neck region in order to refer appropriately within the dental team.

Content: This module comprises of a theory and a practical component. The theory part includes the clinical features, diagnosis and management of diseases affecting the soft tissues and surrounding areas of the oral cavity. The practical component involves student observation of clinical diagnosis, recognition of common oral pathological lesions and management of the patient by the dental appropriate practitioner.

Practicals: 1x2hrs x13 weeks = 26hrs

Assessment: FORMATIVE ASSESSMENT 2 Theory tests at 40% each 80% 1 OSCE 20% = 100% SUMMATIVE ASSESSMENT The summative assessment is made of a theory and OSCE examination. FINAL EXAMINATION: Paper 1: 1 x 2hr Theory Paper (50%). Paper 2: 1 x OSCE exam (50%). FINAL MARK: Year Mark (40%) + Exam Mark (60%) = Final Mark (100%). A sub-minimum of 40% in all components of the final examination will apply. A pass mark of 50% overall is required. An oral examination may be conducted.

DP Requirement: 80% Attendance at all lectures, and 100% attendance for all practical and clinical sessions. A student must obtain at least 40% in the formative assessment to qualify for entrance in the summative assessment

Minor Oral Surgery and Clinical Pharmacology

DENT246 W1

(38L-10T-20P-0S-21H-20R-30F-0G-21A-0W-16C)

Prerequisite Modules: HPHS111, ANAT122, ANAT112

Corequisite: None

Aim: To impart a basic knowledge of techniques of Local Anaesthesia, its administration, indications, contra-indications and complications. To have skills in the administration of local anaesthesia and management of complications. To introduce the student to the surgical principles and instruments in Minor Oral Surgery. To impart basic knowledge of the pharmacology of medications pertinent to the dental therapy profession

Content: This module has a theory component, pre-clinical and clinical component. The theory part introduces the student to the general principles involved in oral surgery, local anaesthesia and instrumentation as well as dental pharmacology. The pre-clinical training involves demonstration on models, of Local anaesthetic techniques, and tooth movements during an extraction. The clinical component involves the administration of local anaesthesia to a patient.

Practicals: The student is exposed to 20 hrs of practicals: Pre-clinical supervision: 1x 2hrs x 3weeks = 20hrs Clinical supervision: 1 X 2hrs X 15 weeks = 30hrs

Assessment: The Formative Assessment consists of: 1 theory test on Local Anaesthesia 30% 1 theory test on Introduction of Minor Oral Surgery and Clinical Pharmacology 30% 1 Assignment 20% 1 pre-clinical test (30 min) 20% =100% The Summative Assessment consists of 1x 2 hour Theory Paper 80% 1x OSCE examination 20% =100% THE FINAL MARK IS CALCULATED AS FOLLOWS: Year Mark : 40% Exam Mark : 60% Final Mark 100%. A sub-minimum of 40% in each all components of the final examination will apply. A pass mark of 50% overall is required.

DP Requirement: A student must obtain at least 40% in the formative assessment to qualify for entrance in the summative assessment.

Oral Pathology and Oral Medicine

DENT248 W2

(50L-10T-10P-0S-21H-15R-36F-0G-18A-13W-16C)

Prerequisite Modules: DENT243

Corequisite: None

Aim: To equip the student with skills to perform a provisional clinical examination, and differential diagnosis of oral soft tissue lesions and conditions. To recognize the presence of oral pathological lesions. To understand the referral patterns for further patient management.

Content: Clinical features and differential diagnosis of diseases affecting the soft tissues and surrounding areas of the oral cavity. Clinical recognition of common oral pathological lesions, and referral of patient to the appropriate practitioner. Informing patients about principles of biopsy, histopathology and definite diagnosis. Patient education. Principles and practice of the drug management of patients with acute and chronic conditions

Practicals: Students are required to complete the following clinical contact time: 1X2hrsX13 weeks =26hrs.

Assessment: The formative assessment consists of: 2 x 1-hour theory tests (at 20% each)=40% 2 Clinical tests (at 12.5% each)=25% 1 x 1-hour OSCE test=15% Evaluation of portfolio cases=20% Total=100% The summative assessment consists of: FINAL EXAMINATION: Paper 1: 1x2hr Written Paper (50%). Paper 2: 1x1hr OSCE (10%). Paper 3: 1x2r Practical Exam (40%). FINAL MARK: Year Mark (40%) + Exam Mark (60%) = Final Mark (100%). A sub-minimum of 40% in all components of the final examination will apply. An oral examination will be conducted with an external examiner

DP Requirement: A student must obtain at least 40% in the formative assessment to qualify for entrance in the summative assessment. The DP mark is made up of all assessments, including the clinical sessions, where set quotas have to be achieved in order to demonstrate competence in the identified clinical procedures

Preventive Dentistry and Radiography II

DENT252 W2

(34L-5T-26P-1S-31H-10R-39F-2G-12A-13W-16C)

Prerequisite Modules: DENT242, DENT245

Aim: Have a comprehensive clinical knowledge of the most common diseases affecting the oral cavity i.e. dental caries and periodontal diseases; and relate their effects on surrounding tissues. Be able to complete a thorough examination and diagnosis to the two disease processes; and to formulate an appropriate treatment plan. Be able to integrate the different sources of basic information such as radiographic information into treatment planning. To recognise the important of formulating a treatment plan that is responsive to the patient's needs and socio-economic status.

Content: Prevention includes Periodontology (23 lectures), clinical, radiological and pathological features of periodontal and gingival diseases, diagnosis and treatment planning. Prevention (13 lectures): Preventive treatment and the maintenance and recall of patients; the inter-relationship of dental caries and periodontal diseases with the other disciplines of dentistry; scaling and polishing. Cariology (10 lectures): microbiology, diagnosis, management and prevention of dental caries. Radiography is divided into a theory component, preclinical skills in the skills laboratory and clinical skills at the Oral and Dental Clinic. The theory component comprises of Intraoral Techniques, Extraoral Techniques, Normal Radiographic Anatomy, Radiographic Interpretation

Practicals: Prevention: 1.5 x 2hrs X 13 weeks = 39hrs, administration of local anaesthesia as per scope of practice in second year, Radiography: 1 x 2hrs x 13weeks = 26hrs. For Radiography - • Bisecting the angle technique: 2 full mouth series Patients •Bisecting the angle technique: 1 full mouth series • Bitewing radiographs: • 6 pairs Panorex – 4 Digital - 7 For Preventive Dentistry - Practicals: Treatment of patients at clinical and pre-clinical facilities. Students will attend the specialist periodontic clinic where advanced cases of periodontal disease are managed.

Assessment: The formative assessments consist of: 2 theory tests: 40% OSCE test: 15% Clinical/Practical Assessment: 40% Spot tests. Web, Seminar: Radiography 5%. A student must obtain a final mark of at least 50% to pass the module. Summative Assessment: The summative assessment consists of: FINAL EXAMINATION: Paper 1: 1 x 2hr Theory Paper (50%). Paper 2: 1 x OSCE exam (10%). Paper 3: 1 x 2hr Practical Exam (40%). FINAL MARK: Year Mark (40%) + Exam Mark (60%) = Final Mark (100%). A sub-minimum of 40% in all components of the final examination will apply.. A pass mark of 50% overall is required.

DP Requirement: 80% Attendance at all lectures, and 100% attendance for all practical and clinical sessions. A student must obtain at least 40% in the formative assessment to qualify for entrance to the summative assessment.

Radiography-Preclinical & Clinical Practice

DENT261 W1

(30L-8T-26P-1S-35H-19R-26F-0G-15A-13W-16C)

Prerequisite Modules: ANAT122, ANAT112 ,DENT142

Corequisite: None

Aim: To provide students with the following competencies: To inform medical and dental personnel and the public of the indications for radiological examinations and the dangers of radiation if x-rays are used indiscriminately; to take the precautions necessary to protect both the operator and the patient during radiological examinations; to carry out radiological examinations of the teeth and jaws including film processing procedures; to recognise radiological features of the various diseases (including features) affecting the teeth and jaw and to make correct diagnoses. To gain the knowledge and skills of oral radiography and photography and to be able to distinguish abnormal from normal structures on a radiograph.

Content: This module divided into a theory component, preclinical skills in the skills laboratory and clinical skills at the Oral and Dental Clinic. The theory component comprises of Intraoral Techniques, Extraoral Techniques, Normal Radiographic Anatomy, Radiographic Interpretation. The preclinical and clinical component involves use of these specified intraoral and extraoral techniques for diagnostic purposes.

Practicals: 2X2hrs per week x 6.5 weeks = 26 hrs in the preclinical skills lab 2X2hrs per week x 6.5 weeks = 26 hrs in the clinical environment Working under simulated conditions. Followed by an introduction to work with patients. Phantom Head •Bisecting the angle technique: 2 full mouth series Patients •Bisecting the angle technique: 2 full mouth series Bitewing radiographs: •6 pairs Panorex –8 Digital -7, Cephalometrics 6

Assessment: The formative assessment will consist of: Tests + OSCE =30% Spot tests/ WEB/Seminar =20% Clinical/ Practical=50% Total=100% The summative assessment will consist of: FINAL EXAMINATION: Paper 1: 1x2hr Theory Paper (50%). Paper 2: 1x 30 minutes OSCE (10%). Paper 3: 1x1hr Practical Exam (40%). FINAL MARK: Year Mark (40%) + Exam Mark (60%) = Final Mark (100%). A sub-minimum of 40% in all components of the final examination will apply.

DP Requirement: 80% Attendance at all lectures, and 100% attendance for all practical and clinical sessions.

A student must obtain at least 40% in the formative assessment to qualify for entrance in the summative assessment.

Clinical Practice in Preventive Dentistry 2

DENT262 W2

(30L-10T-12P-0S-15H-15R-72F-0G-6A-13W-16C)

Prerequisite Modules: DENT275

Corequisite: None

Aim: To enable the student to acquire the clinical skills and knowledge that is relevant to the scope of practice for the oral hygienist, required for the management of patients in the area of Preventive Dentistry. To impart a thorough

knowledge of techniques of Local Anaesthesia; its administration, indications, contra-indications and complications. To enable the student manage the patient at the dental chair side in an emergency situation and summon for assistance.

Content: This module is divided into a theory, preclinical and clinical component. The theory component comprises of indications for orthodontic care, diagnosis and treatment planning, indications for cephalometric radiographs and tracing, indications for impression taking; indications for amalgam restorations; care of these restorations. The Minor Oral Surgery component will focus on basic understanding of the general principles in surgery, and theory and practice of Local Anaesthesia. The Medical Emergencies component focuses on medical history taking, vital signs, and first aid management. The preclinical component consists of placement of activated bands and brackets; and polishing of amalgam restorations on the phantom head in the preclinical lab. The clinical component comprises of diagnostics, treatment planning and implementation of the treatment plan; administration of local anaesthesia (LA), when indicated.

Practicals: Students are required to complete the following clinical contact time: Orthodontics : 1x 2hrs X 6 weeks = 12hrs (practical sessions) Prevention: 1.5 x 2hrs X 12 weeks = 36hrs Orthodontics : 1x 2hrs X 12 weeks = 24hrs (clinical sessions) Administration of LA: 1X2hrs x 6weeks= 12hrs Total clinical time: 36hrs+ 24hrs+ 12hrs= 72hrs

Assessment: The formative assessment comprises of: OSCE test (15%), 2 Theory tests (at 20% each); 2 Clinical Assessments (15% each); practical test (15%). The summative assessment is as follows: FINAL EXAMINATION: Paper 1: 1x2hr Theory Paper (50%). Paper 2: 1x1hr OSCE (50%). FINAL MARK: Year Mark (40%) + Exam Mark (60%) = Final Mark (100%). A sub-minimum of 40% in all components of the final examination will apply.

DP Requirement: 80% Attendance at all lectures, and 100% attendance for all practical and clinical sessions. A student must obtain at least 40% in the formative assessment to qualify for entrance in the summative assessment.

Periodontology I

DENT263 W2

(35L-30T-0P-0S-23H-20R-26F-0G-26A-13W-16C)

Prerequisite Modules: DENT141, DENT142

Corequisite: DENT275

Aim: To ensure that the student acquires the clinical skills and knowledge required for the management of periodontal patients. This includes a team-based approach to developing the maintenance phase in patient management.

Content: The theory component comprises of lectures and tutorials in the classification of periodontal diseases, systemic influences on periodontal diseases, clinical presentation on the difference stages of periodontitis and implantology. The practical component of the module comprises of patient examination, record taking, deep scaling and root planning, and maintenance programme, placement of periodontal packs and taking of cytological smears.

Practicals: Students are required to complete the following clinical contact time: 1X2hrsX13 weeks =26hrs. Students are required to complete 2 clinical portfolios.

Assessment: The formation assessment will consist of: Theory test =60% 2 Clinical Portfolios (case studies) 7.5%x2 =15% 1 OSCE Test =15% 1 Practical Test =10% Total=100% The summative assessment consists of: FINAL EXAMINATION: Paper 1: 1x2hr Theory Paper (50%). Paper 2:1x1hr OSCE (50%). FINAL MARK: Year Mark (40%) + Exam Mark (60%) = Final Mark (100%). A sub-minimum of 40% in all components of the final examination will apply.

DP Requirement: A student must obtain at least 40% in the formative assessment to qualify for entrance in the summative assessment. Attendance at all lectures, and 100% attendance for all practical and clinical sessions.

Restorative Dentistry and Dental Materials

DENT264 W2

(20L-20T-20P-0S-37H-19R-0F-10G-34A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To enable the student to have basic knowledge on the properties of the chemical components of restorative dental materials; and to understand why it functions as it does physically and mechanically. To enable the student to have a basic knowledge of operative dentistry (including tooth morphology; oral anatomy; diagnosis, treatment and prevention of disease; and restoration of defective or missing tissue).

Content: Properties and manipulation techniques of restorative materials that are used by oral hygienists. Basic preclinical management of the carious process within the scope of practice and the instruments and materials used in restorative dentistry.

Practicals: Each student will have 1.5x13weeks = 20 hours in the dental preclinical skills lab The practical component will consist of: •Demonstration: impression and casting materials, and dental cements (including Zinc Polycarboxylate; Zinc Phosphate; Zinc-Oxide Eugenol Cements; Calcium Hydroxide; Cavity Varnish; Glass Ionomer Cements) •Demonstration: Direct Restorative Filling Materials.

Clinical Practice in Preventive Dentistry 1

DENT275 W1 (30L-10T-10P-0S-30H-31R-36F-10G-3A-13W-16C)

Prerequisite Modules: DENT142, DENT141, ANAT122, ANAT112

Aim: To enable the student to acquire clinical skills and knowledge relevant to the scope of practice for the oral hygienist, required for the management of patients in the area of Preventive Dentistry.

Content: This module is divided into a theory and clinical component. The theory component comprises of Cariology; Prevention, Nutrition and Clinical Pharmacology. The clinical component comprises of diagnostics, treatment planning and implementation of the treatment plan. This includes preventive and therapeutic procedures relevant to the scope of practice

Practicals: Students are required to complete the following clinical contact time: Prevention: 1.5 x 2hrs X 12 weeks = 36hrs

Assessment: Continuous assessment: Preclinical examination + OSCE (20%), 2 Theory tests (at 20% each); 2 Clinical Assessment/case studies (at 20% each).

DP Requirement: Continuous assessment

Assessment: The formative assessment consists of: 1 Theory test (40% each), OSCE Test (20%), Assignment (20%), Practical test (20%). The summative assessment consists of: FINAL EXAMINATION: Paper 1: 1x2hr Theory Paper (50%). Paper 2: 1x1hr OSCE (50%). FINAL MARK: Year Mark (40%) + Exam Mark (60%) = Final Mark (100%). A sub-minimum of 40% in all components of the final examination will apply.

DP Requirement: A student must obtain at least 40% in the formative assessment to qualify for entrance in the summative assessment. Attendance at all lectures, and 100% attendance for all practical and clinical sessions

General Medicine and Special Patients

DENT277 W1 (38L-20T-0P-0S-68H-9R-0F-5G-20A-13W-16C)

Prerequisite Modules: HPHS111, ANAT122

Aim: The aim of this module would be to provide foundation knowledge. The application of this knowledge is conducted in other modules.

Content: Theoretical knowledge and management techniques related to the practice of Dental therapy of: neurological, neuromuscular, musculoskeletal, dermatological, sensory, and mental disorders, the adolescent, geriatric, pregnant patients, patients with oral cancer, cleft lip and/or cleft palate, blood disorders, basic medical knowledge of headaches, hypertension, diabetes, kwashiorkor, tuberculosis, oedema, blood pressure and the pulses, food balance and nutrition, and the management of medical emergencies.

Assessment: Formative Assessment: 2 theory tests (at 40% each), 2 assignments (at 10% each) Summative assessment: 1 x 2 hr Theory Paper (100%) The final mark is calculated as follows: Year Mark (40%) + Exam Mark (60%) = Final Mark (100%). A sub minimum of 40% will apply to each component of the exam. A sub-minimum of 40% in each all components of the final examination will apply. A pass mark of 50% overall is required.

DP Requirement: 80% Attendance at all lectures, and 100% attendance for all practical and clinical sessions. A class mark of at least 40% is required in the formative assessment in order to qualify for entrance to the summative assessment.

Periodontology II

DENT342 W1 (20L-20T-10P-0S-30H-15R-26F-0G-39A-13W-16C)

Prerequisite Modules: DENT263

Corequisite: None

Aim: To enable the student to develop skill in treatment planning (intraoral photographs, periodontal charting, occlusal analysis, patient education) and knowledge on therapy (pain control, chemotherapeutic agents, site specific drug therapy, host modulation drug therapy, periodontal surgery, periodontal packs) of the periodontal patient.

Content: Examination, Diagnosis and treatment planning, Treatment of periodontal diseases relevant to the scope of practice, Placement of periodontal packs, Developing and implementing a Maintenance Programme

Practicals: Students are required to complete the following clinical contact time: 1X2hrsX13 weeks =26hrs. Students are required to complete 3 clinical portfolios.

Assessment: The formative assessment consists of: 1 Theory test=35% OSCE Test=20% 3 Clinical Portfolios (case studies) (15% each)45% Total=100%

Clinical Practice in Prevention 1

DENT343 W1

(16L-10T-0P-0S-20H-12R-78F-0G-24A-13W-16C)

Prerequisite Modules: DENT261,DENT262**Corequisite:** None

Aim: This module is designed to provide the student with an introduction to educational concepts and theory relative to dental hygiene education, as well as theories, concepts, and principles of leadership in the dental hygiene educational setting. To ensure that the student uses problem solving skills to manage clinical patients in Preventive Dentistry independently.

Content: Learning styles and motivation; classroom instruction using educational media and software; and leadership skills. The clinical module comprises of problem solving skills in diagnostics, treatment planning and implementation of the treatment plan. This includes preventive strategies such as mechanical debridement, treatment of sensitivity through the use of topical fluoride applications, placement of sealants in pits and fissures, patient counseling (including oral health education, oral hygiene instructions and dietary counseling).

Practicals: Students are required to complete the following clinical contact time: Prevention: 3 X 2hrs X 13weeks = 78hrs

Assessment: The assessment consists of: 2 Clinical Assessments (1 per term)=60% Assignment (x2 at 10% each)=20% 2 OSCE Tests (10% each)=20% Total=100%

DP Requirement: None. Continuous assessment**DP Requirement:** None. Continuous assessment**Clinical Practice in Oral Hygiene 2**

DENT345 W2

(15L-13T-0P-0S-30H-20R-52F-0G-30A-13W-16C)

Prerequisite Modules: DENT349**Corequisite:** None

Aim: Emphasis on advanced instrumentation, inter-professional collaborations and communication. To ensure that the student gains knowledge and clinical skill and knowledge required for the management of patients in Prosthodontics, relevant to the scope of practice for the oral hygienist

Content: This module comprises of diagnostics, treatment planning, and implementation of the treatment plan. The student develops clinical skill in the temporary cementation of crowns and bridges, administering Local Anaesthesia relevant to the scope of practice, temporary placement of soft linings on dentures, oral hygiene instructions and dietary counselling relevant in the post-operative care; and care of dental prostheses.

Practicals: Students are required to complete the following clinical contact time: Orthodontics: 1x2hrsx13weeks: 26hrs Prosthodontics: 1x2hrs x 13weeks: 26hrs Total clinical time: 52hrs Tutorial: 1x 1hr x 13weeks:13hrs

Assessment: The formative assessment consists of: 2 x 1-hour theory tests (at 20% each)=40% 2 Clinical tests (at 12.5% each)=25% 1 x 1-hour OSCE test=15% Evaluation of portfolio cases=20% Total=100% The summative assessment consists of: FINAL EXAMINATION: Paper 1: 1x2hr Written Paper (50%). Paper 2: 1x1hr OSCE (10%). Paper 3: 1x2r Practical Exam (40%). FINAL MARK: Year Mark (40%) + Exam Mark (60%) = Final Mark (100%). A sub-minimum of 40% in all components of the final examination will apply. An oral examination will be conducted with an external examiner.

DP Requirement: A student must obtain at least 40% in the formative assessment to qualify for entrance in the summative assessment. The DP mark is made up of all assessments, including the clinical sessions, where set quotas have to be achieved in order to demonstrate competence in the identified clinical procedures. Attendance at all lectures, and 100% attendance for all practical and clinical sessions

Clinical Practice in Prevention 2

DENT346 W2

(10L-10T-0P-5S-15H-15R-78F-5G-17A-13W-16C)

Prerequisite Modules: DENT343**Corequisite:** None

Aim: To ensure that the student applies the principles of learning; learning styles and motivation; classroom instruction using educational media and software; and leadership skills. Continued application of the dental hygiene process of care through critical application and decision-making.

Content: This module aims to provide the student with advanced problem solving skills in managing patients within the dental team. The clinical component comprises of diagnostics, treatment planning and implementation of the treatment plan. This includes clinical competence of skills in preventive strategies such as mechanical debridement, treatment of

sensitivity through the use of topical fluoride applications, placement of sealants in pits and fissures, patient counseling (including oral health education, oral hygiene instructions and dietary counseling).

Practicals: Students are required to complete the following clinical contact time: Prevention: 2 X 2hrs X 13weeks = 52hrs Integrated Clinic: 1x2hrsx13 weeks = 26hrs Total clinical time =78hrs

Assessment: The formative assessment consists of: 2 Clinical Assessments (1 per term)=50% Seminar (20%)= 20% OSCE Test=20% Clinical portfolio=10% Total=100% The summative assessment consists of: FINAL EXAMINATION: Paper 1: 1x2hr Theory Paper (50%). Paper 2: 1x1hr OSCE (10%). Paper 3:1x2hrs Practical Exam (40%). FINAL MARK: Year Mark (40%) + Exam Mark (60%) = Final Mark (100%). The written paper will cover work done in Foundation for Clinical Practice (Level 1) and Clinical Practice in Preventive Dentistry (Level 2). A sub-minimum of 40% in all components of the final examination will apply. An oral examination will be conducted with an external examiner.

DP Requirement: A student must obtain at least 40% in the formative assessment to qualify for entrance in the summative assessment. The DP mark is made up of all assessments, including the clinical sessions, where set quotas have to be achieved in order to demonstrate competence in the identified clinical procedures. Attendance at all lectures, and 100% attendance for all practical and clinical sessions

Dental Public Health 2

DENT347 W2

(26L-20T-10P-5S-25H-22R-26F-0G-26A-13W-16C)

Prerequisite Modules: DENT361

Corequisite: None

Aim: To develop the student's skills in planning, implementing and evaluating a community oral health programme. To enable the student to understand the skills to develop a research proposal.

Content: This module focuses on the planning, development, execution and evaluation of community oral health programmes and interventions. Tutorials are held on identifying the research problem, ethics in research, critical review of the literature & development of rationale, research designs (quantitative & qualitative), data analysis and interpretation, development of a research proposal.

Practicals: Students will visit identified sites such as hospitals, schools, crèches, old age homes, to plan, execute and evaluate integrated community oral health programmes.1 X2hrs X 13weeks=26hrs

Assessment: The formative assessment will consist of: Tests: 2 theory tests at 20% each=40% Group Presentations=15% Research Proposal=15% Seminar=30% Total=100% Summative assessment: There is 1x2hrs theory examination in this module (100%). An oral examination will be conducted with an external examiner. FINAL MARK: Year Mark (40%) + Exam Mark (60%) = Final Mark (100%).

DP Requirement: A formative assessment mark of at least 40% will enable the student to qualify for the summative assessment.

Business Management

DENT348 W1

(40L-15T-20P-10S-24H-20R-0F-5G-26A-13W-16C)

Corequisite: None

Aim: To prepare the student to with knowledge and skills to understand the nature of ethical business and practice management in both the private and public sector.

Content: This modules provides an overview of the knowledge required to strategically manage a dental practice through strong financial, personnel, administrative, marketing and communication skills in Ethical Practice and Business Management

Practicals: None

Assessment: The formative assessment consists of: Tests: (2 theory tests at 30% each)= 60% Group Presentations=25% Assignment=15% Total=100% The summative assessment consists of: FINAL EXAMINATION: Paper 1: 1x2hr Theory Paper (100%). FINAL MARK: Year Mark (40%) + Exam Mark (60%) = Final Mark (100%). An oral examination will be conducted with an external examiner.

DP Requirement: A formative assessment mark of at least 40% for all the theoretical and group work in the module.

Clinical Practice in Oral Hygiene 1

DENT349 W1

(20L-13T-0P-0S-29H-21R-52F-0G-25A-13W-16C)

Prerequisite Modules: DENT261,DENT262,DENT264

Aim: To ensure that the student has sound theoretical knowledge and clinical skills required for the management of patients relevant to the scope of practice for the oral hygienist

Content: This module comprises of diagnostics and treatment planning, implementation of the treatment plan. This includes functions of the oral hygienist, including management in orthodontics as per the instructions of an orthodontist, administering Local Anaesthesia relevant to the scope of practice, placement of temporary dressings, cervical abrasion restorations, oral hygiene instructions and dietary counseling relevant in the post-operative care.

Practicals: Students are required to complete the following clinical contact time: Orthodontics: 1x2hrsx13weeks:26hrs Restorative Dent: 1x 2hrs x 13weeks:26hrs Total clinical time:52hrs Tutorial: 1x 1hr x 13weeks:13hrs

Assessment: The formative assessment consists of: 2 x 1-hour theory tests (at 20% each)=40% 2 Clinical tests (at 20% each)=40% OSCE test=20% Total=100% The summative assessment consists of: FINAL EXAMINATION: Paper 1: 1x2hr Written Paper (50%). Paper 2: 1x1hr OSCE (50%). FINAL MARK: Year Mark (40%) + Exam Mark (60%) = Final Mark (100%). A sub-minimum of 40% in all components of the final examination will apply.

DP Requirement: A student must obtain at least 40% in the formative assessment to qualify for entrance in the summative assessment. The DP mark is made up of all assessments, including the clinical sessions, where set quotas have to be achieved in order to demonstrate competence in the identified clinical procedures.

Minor Oral Surgery I

DENT351 W1

(15L-6T-114P-0S-10H-5R-0F-0G-11A-13W-16C)

Prerequisite Modules: All 2nd level Dentistry modules

Corequisite: None

Aim: To Impart a basic knowledge of techniques of local anaesthetic, the administration, indications, contra-indications and complications related to local anaesthesia.to develop skills in the administration of local anaesthesia and management of complications to Introduce the student to the surgical principles required in minor oral surgery. To introduce skills in minor oral surgical procedures including exodontia of primary and secondary dentition

Content: This module has a theory component, a pre-clinical and a clinical component. The theory part enlightens the student on the general principles involved in oral surgery, procedures and management of complications that can arise during procedures, local anaesthesia and instrumentation. The pre-clinical part introduces the students to the skills required for the clinical procedures. The clinical component involves the examination of a patient, diagnosis of main complaint and treatment planning, administration of local anaesthesia and performing an extraction or other minor oral surgical procedure on a patient.

Practicals: The student is exposed to preclinical training (4x2hrsx1 week=8hrs),3X 2hr practical session per week for 11 weeks at the Oral and Dental Training Centre(66hrs) and community service at satellite clinics (20hrs).

Assessment: 1 pre-clinical test (10%) 1 theory test (40%) 1 clinical test (50%) A student needs to obtain at least 50% combined final mark (theory and clinical assessments) to pass the module.

DP Requirement: 80% Attendance at all lectures, and 100% attendance for all practical and clinical sessions. Continuous assessments will be used for the module. The assessment is made up of theory test, pre-clinical and a clinical assessment. In addition, students must meet set clinical quotas as per the module guide/course outline.

Minor Oral Surgery II

DENT352 W2

(15L-3T-98P-9S-10H-10R-0F-0G-15A-13W-16C)

Prerequisite Modules: DENT351

Corequisite: None

Aim: To reinforce knowledge of techniques of local anaesthetic, the administration, indications, contra-indications and complications related to local anaesthesia. To develop skills in the administration of local anaesthesia and management of complications; minor oral surgical procedures including exodontia of primary and secondary dentition; and management of post-operative complications such as infected socket (alveolar osteitis) and post-op bleeding

Content: This module has a theory component and a clinical component. The theory part enlightens the student on the general principles involved in oral surgery, procedures and management of complications that can arise during procedures. The clinical component involves the examination of a patient, diagnosis of main complaint and treatment planning, administration of local anaesthesia and performing an extraction or other minor oral surgical procedure on a patient allowing the student to develop the skill and gain competency in the second semester.

Practicals: The student is exposed to 98hrs of practicals, 3X 2hr practical session per week for 13 weeks in the second semester at the Oral and Dental Training Centre and community service at satellite clinics (20hrs).

Assessment: Formative Assessment involves: 1 theory test (40%),1 clinical test (40%),1 seminar presentation (20%) A student needs to obtain a year mark of at least 40% in order to qualify for the final examination Summative Assessment: 1 x 2 hour Theory Paper 45% , 1 x 2 hour clinical examination 45% ,Oral examination 10% =100% THE FINAL MARK IS CALCULATED AS FOLLOWS: Year Mark : 40% Exam Mark : 60% Final Mark 100%. A sub-minimum of 40% in each all components of the final examination will apply. A pass mark of 50% overall is required.

DP Requirement: 80% Attendance at all lectures, and 100% attendance for all practical and clinical sessions. A student must obtain 40% in the year mark to qualify for entrance in the summative assessment. The DP mark is made up of all assessments conducted in the first and second semesters, including the theory tests, pre-clinical and clinical assessments. In addition, students must meet set clinical quotas to the satisfaction of the module coordinator.

Restorative Dentistry and Dental Materials I

DENT353 W1

(23L-0T-99P-0S-11H-10R-0F-0G-17A-13W-16C)

Prerequisite Modules: ALL 2ND LEVEL DENTISTRY MODULES

Corequisite: None

Aim: The aim of this module is to manage a patient requiring restorative procedures. To enable students to diagnose, treat and determine the prognosis pertaining to the treatment of teeth with both vital and non-vital pulps as they relate to other hard and soft tissue structures of the oral cavity. To enable students to have a thorough knowledge of restorative materials and their failures, and of all disciplines of dentistry in order to be able to refer patients appropriately. Includes a two week preclinical training program.

Content: This module is divided into a theory and preclinical component. The theory component comprises of lectures. The preclinical component comprises of 4 x 2hrs x 2 weeks = 16 hrs of training in the preclinical skills laboratory. The clinical component comprises of 3 x 2.5 hrs x 11 weeks = 83 hrs of training in the clinic.

Practicals: Practical and demonstrations will be done in the phantom head laboratory

Assessment: The continuous assessments (CAM) comprises of: 1 x theory test, 1 x Practical test, and 1 x OSCE = 100%

DP Requirement: 80% Attendance at all lectures, and 100% attendance for all practical and clinical sessions. A student must obtain 40% in the continuous assessments. The CAM mark is made up of all assessments, including the preclinical sessions, where set quotas have to be achieved in order to demonstrate competence in instrumentation and techniques

Restorative Dentistry and Dental Materials II

DENT354 W2

(0L-0T-98P-26S-10H-10R-0F-0G-16A-13W-16C)

Prerequisite Modules: DENT353

Corequisite: None

Aim: The aim of this module is to manage a patient requiring restorative procedures. To enable students to diagnose, treat and determine the prognosis pertaining to the treatment of teeth as they relate to other hard and soft tissue structures of the oral cavity. To enable students to have a thorough knowledge of restorative materials and their failures, and of all disciplines of dentistry in order to be able to refer patients appropriately.

Content: The clinical component comprises of 3 x 2.5 hrs x 13 weeks

Practicals: The clinical component comprises of 3 x 2.5 hrs x 13 weeks

Assessment: The formative assessment comprises of: theory test(s), portfolio and practical test(s) = 100% A student needs to obtain a CAM of at least 40% in order to qualify for the final examination. The summative assessment is made of a theory, practical and oral examination. FINAL EXAMINATION: Paper 1: 1x2hr Theory Paper (45%). Paper 2: practical/clinical/portfolio exam (45%). Paper 3: oral exam (10%) FINAL MARK: Year Mark (40%) + Exam Mark (60%) = Final Mark (100%). A sub-minimum of 40% in all components of the final examination will apply. A pass mark of 50% overall is required.

DP Requirement: 80% Attendance at all lectures, and 100% attendance for all practical and clinical sessions. A student must obtain 40% in the year mark to qualify for entrance in the summative assessment. The DP mark is made up of all assessments, including the clinical sessions, where set quotas have to be achieved in order to demonstrate competence in instrumentation.

Integrated Clinical Dentistry I

DENT355 W1

(20L-20T-10P-1S-20H-10R-52F-0G-27A-13W-16C)

Prerequisite Modules: ALL 2ND LEVEL DENTISTRY MODULES

Corequisite: None

Aim: To enable the student to be able to develop clinical skills in diagnosis and treatment planning, and execute clinical procedures in an integrated and holistic manner.

Content: Examination, Diagnosis and treatment planning, Treatment of caries and periodontal disease relevant to the scope of practice, Application of primary preventive agents, developing and implementing a Maintenance Programme; Restorative Dentistry and Dental Materials

Practicals: Students are required to complete the following clinical contact time: 2X 2 hours of clinical sessions per week. Students are required to complete a clinical portfolio.

Assessment: 2 clinical tests assessments (at 2015% each); Oral Health Promotion (5%), Worksheets (5%), Small Group Seminars (10%), seminar presentation (20%), 1x Students are required to complete the following clinical contact time: 2X 2 hours of clinical sessions per week. Students are required to complete a clinical portfolio. Clinical portfolio (15%-), File Assessment (15%), MCQ Presentations (20%). A student needs to obtain at least 50% combined final mark (theory and clinical assessments) to pass the module. A sub-minimum of 40% in each all components of the final examination will apply. A pass mark of 50% overall is required.

DP Requirement: 80% Attendance at all lectures, and 100% attendance for all practical and clinical sessions. None. Continuous assessment

Integrated Clinical Dentistry II

DENT356 W2

(0L-20T-10P-1S-30H-10R-52F-0G-37A-13W-16C)

Prerequisite Modules: DENT355

Corequisite: None

Aim: To enable the student to be able to develop clinical skills in diagnosis and treatment planning, and execute clinical procedures in an integrated and holistic manner.

Content: Examination, Diagnosis and treatment planning, Treatment of caries and periodontal disease relevant to the scope of practice, Application of primary preventive agents, developing and implementing a Maintenance Programme; Minor Oral Surgery; Restorative Dentistry and Dental Materials

Practicals: Students are required to complete the following clinical contact time: 2X2 hours of clinical sessions per week. Students are required to complete a clinical portfolio.

Assessment: Clinical Assessment (30%); Case Study Presentations (20%), Clinical Portfolio (15%), MCQ Presentations (20%). A student needs to obtain at least 50% combined final mark (theory and clinical assessments) to pass the module.

DP Requirement: 80% Attendance at all lectures, and 100% attendance for all practical and clinical sessions. Continuous assessment

Diagnostics and Medical Emergencies I

DENT357 W1

(19L-41T-0P-20S-33H-10R-13F-0G-24A-13W-16C)

Prerequisite Modules: ALL 2ND LEVEL DENTISTRY MODULES

Corequisite: None

Aim: Be able to examine and treat patients holistically in all aspects of the scope of the profession, in both the private and public sectors. Manage the patient at the dental chair side in an emergency and be able to prescribe basic medication in the management of common oral and dental disorders.

Content: The diagnostics component of the module is mainly clinical in orientation, and will comprise of clinical sessions; group work, individual research projects, self-directed learning, routine and specialized radiology; and ethics and scope of dental therapy. The Medical Emergencies and Clinical Pharmacology component of the module focuses on medical history taking, vital signs, first aid management; basic principles, absorption, distribution, excretion, toxicity of drugs; update of medications that are to be prescribed for common conditions within the scope of the practising dental therapist.

Practicals: Students will assist on a rotation basis at The Oral and Dental Training Centre and at one of the regional hospitals. Practical demonstration in the management of medical emergencies

Assessment: Assessment: FORMATIVE ASSESSMENT The Diagnostics component of the module comprises of formative assessments (60%): Diagnostic Test (20%), Worksheets (10%), Journal Article case study presentation (10%), Small Group Seminars – Oral Lesions (10%), Large Group Presentations – HIV/AIDS, Infection Control, Ethics and Human Rights, Health Promotion (10%), Written Test – Oral Medicine (20%), MCQ - Presentations (20%). The Medical Emergencies and Clinical Pharmacology component will comprise of 1 Clinical Pharmacology Theory Test (20%), 1 Practical Test (10%) and 1 Assignment (10%). Students must obtain a combined mark of 50% to pass the module

DP Requirement: 80% Attendance at all lectures, and 100% attendance for all practical and clinical sessions. Continuous assessment.

Diagnostics and Medical Emergencies II

DENT358 W2

(19L-41T-13P-20S-33H-10R-0F-0G-24A-13W-16C)

Prerequisite Modules: DENT357

Corequisite: None

Aim: Be able to examine and treat patients holistically in all aspects of the scope of the profession, in both the private and public sectors. Manage the patient at the dental chair side in an emergency and be able to prescribe basic medication in the management of common oral and dental disorders.

Content: The diagnostics component of the module is mainly clinical in orientation, and will comprise of clinical sessions; group work, individual research projects, self-directed learning, routine and specialized radiology; and ethics and scope of dental therapy. The Medical Emergencies and Clinical Pharmacology component of the module focuses on medical history taking, vital signs, first aid management; basic principles, absorption, distribution, excretion, toxicity of drugs; update of medications that are to be prescribed for common conditions within the scope of the practising dental therapist.

Practicals: Students will assist on a rotation basis at The Oral and Dental Training Centre and at one of the regional hospitals. Practical demonstration in the management of medical emergencies.

Assessment: The General Dentistry Test (30%), Research Project Presentation (10%), Research Project (10%), Clinical Assessment (20%), Radiology Test (10%), File Assessment (10%), MCQ - Presentations (10%). EXAM DETAILS: The student must present a detailed portfolio of all clinical cases, seminars, outreach programmes, written assignments, tests and a completed portfolio, at least one week before the final examination, for appraisal by the external examiner. Summative Assessment: 1 x 2 hour Theory Paper (100%). Year Mark (40%) + Exam Mark (60%) = Final Mark (100%). A sub-minimum of 40% in each all components of the final examination will apply. A pass mark of 50% overall is required.

DP Requirement: 80% Attendance at all lectures, and 100% attendance for all practical and clinical sessions. The student must score at least 40% to qualify for the summative assessment.

Dental Public Health Ethics & Practice

DENT361 W1

(75L-0T-26P-0S-20H-20R-0F-0G-19A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To ensure that the student acquires foundation knowledge of the basic concepts of ethics, jurisprudence and business administration; an understanding of the scope of practice; an understanding of health delivery structures; a basic knowledge of the basic concepts of general epidemiology and a detailed knowledge of dental epidemiology; a basic understanding of the principles and methods of health prevention and promotion; and a basic knowledge of research methodology and biostatistics.

Content: Lectures in ethics, jurisprudence, business administration skills, epidemiology, health promotion and prevention, health services delivery structures, research methodology and biostatistics.

Practicals: 1X2hrsx13 weeks=26hrs

Assessment: The formative assessments comprise of: 3 theory tests weighted at 25% each: 75% 1 assignment: 25% ,100% The summative assessment comprise of: Paper 1: 1x2hr Theory Paper (100%). FINAL MARK: Year Mark (40%) + Exam Mark (60%) = Final Mark (100%).

DP Requirement: A student must obtain at least 40% in the formative assessment to qualify for entrance into the summative assessment.

Dermatology

Dermatology Clinical & Prof Prac 1

DERM8A5 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: The main aim of this module is: To develop competence in sciences which underpin clinical practice in the discipline. To allow the student to attain an intermediate level of competency in the knowledge, skills and behaviours appropriate to effective clinical practice as a specialist, which will be developed further in Clinical and Professional Practice 2.

Content: Selected topics from physiology, pharmacology, clinical measurement, clinical chemistry, anatomy and pathology, with special focus on shoe general principles with which dermatology is concerned.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or

designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 1 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Three written papers consisting of 12 short questions each. A final overall pass mark of 50% must be obtained to pass the examination.

DP Requirement: 70% attendance at designated learning activities. Satisfactory completion of a portfolio and/or logbook.

Dermatology Clinical & Prof Prac 2

DERM8A6 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: DERM8A5

Corequisite: None

Aim: The main aim of this module is: To allow the student to attain competency in the knowledge, skills and behaviours necessary for effective clinical practice as a specialist and thus render the student eligible for registration with the HPCSA in the specialist category.

Content: Principle and practice of dermatology and ethical issues; Diseases important in the South African context and cost-effective investigations and treatment will be emphasized.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 2 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Two written papers on the principles and practice of dermatology; Clinical examination; Practical and Oral examination including histopathology of the skin, mycology, and common diagnostic and therapeutic procedures. All components to be passed separately, with a pass mark of 50%.

DP Requirement: 70% attendance at designated learning activities; Satisfactory completion of a portfolio and/or logbook.

Emergency Medicine

Emergency Medicine Clinical & Prof Prac 1

EMER8A2 MA

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: The main aim of this module is: To develop competence in sciences which underpin clinical practice in the discipline. To allow the student to attain an intermediate level of competency in the knowledge, skills and behaviours appropriate to effective clinical practice as a specialist, which will be developed further in Clinical and Professional Practice 2.

Content: Anatomy, physiology, pathology and pharmacology relevant to the practice of Emergency Medicine. Principles of Emergency Medicine are to be learnt in an established accredited Emergency Medicine Department, the EMRS pre-hospital sector (including disaster management) and other related Medical Specialties such as acute medicine (including coronary care, tropical diseases, pulmonology and toxicology), trauma, acute paediatrics, critical care, O&G emergencies, psychiatric.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 1 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Two 3-hour written papers on the basic sciences; One 3-hour MCQ paper on each of the four basic sciences (anatomy, physiology, pathology and pharmacology) Each component needs to be passed separately.

DP Requirement: 70% attendance at designated learning activities. Satisfactory completion of a portfolio and/or logbook.

Emergency Medicine Clinical & Prof Prac 2

EMER8A3 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: EMER8A2

Corequisite: None

Aim: The main aim of this module is: To allow the student to attain competency in the knowledge, skills and behaviours necessary for effective clinical practice as a specialist and thus render the student eligible for registration with the HPCSA in the specialist category.

Content: The theory and practice of Emergency Medicine.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 2 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Two 3-hour written papers covering the principles and practice of emergency medicine. One 2-hour MCQ paper on clinical aspects relevant to the practice of emergency medicine; OSPE Clinical and simulation examination. Two short clinical cases. Two emergency simulations: Oral examination – Two thirty minute oral examination The weighting of the examination is as follows: Written papers; Paper 1 (125 marks); Paper 2(125 marks); MCQ paper (25 marks). Practical component: OSPE (100 marks); Clinical cases (100 marks) Emergency simulation 100 marks; Oral 1 (100 marks); Oral 2 (100 marks).

DP Requirement: 70% attendance at designated learning activities. Satisfactory completion of a portfolio and/or logbook.

Family Medicine

Foundations of Family Medicine and Bioethics

FAME6AA H1

(60L-0T-0P-20S-80H-30R-0F-10G-120A-0W-32C)

Prerequisite Requirement: None

Corequisite: None

Aim: The aim of this module is to provide doctors with the knowledge of the Principles and tools of Family Medicine to enable them to practice holistic medicine from a bio psycho social approach. The module aims to provide a theoretical frame work and resources for the development and achievement of national core competencies viz clinical competency, change agent, community advocate, collaborator, capability builder and critical thinker. The module also aims to provide a framework for evidence based practice and practicing medicine in an ethical and professional manner. Students will be able to undertake advanced reflection and development by means of a systematic survey of current thinking, practice and research methods in Family Medicine.

Content: Introduction to the Philosophy, Principles and Tools of Family Medicine, to enable doctors to comprehensively manage, using available evidence, all aspects of patient care in a holistic bio/psycho/ social manner. The Family Medicine Consultation. The concept of the National Health Insurance and the re-engineering of Primary Health Care will be introduced. Content will also be provided on legal aspects of Family practice, bioethics and professional practice, moral reasoning and clinical forensic medicine relevant to Family Medicine.

Practicals: None

Assessment: •Portfolio of learning - 40% (Formative) •Written – MCQ – 30 % (Summative) •Clinical – OSCE – 30 % (Summative Formative Assessment : 10 assignments and 3 workplace based assessments Summative Assessment : 1 written exam(Multiple Choice Questions and may include Modified Essay Questions) 1 Clinical/Practical exam (Objectively Structured Clinical Exam)

DP Requirement: 80% attendance as indicated on the attendance sheets for contact sessions, seminars, and /or workshops. Completion and submission of portfolio.

Maternal, Child and Mental Health

FAME6AB H1

(60L-0T-0P-20S-80H-30R-0F-10G-120A-0W-32C)

Prerequisite Requirement: None

Corequisite: None

Aim: The aim of this module is to enable doctors to comprehensively manage mentally ill patients at a district hospital and in the community in a holistic bio/psycho/ social manner. The module also aims to ensure that generalist provide health promoting and preventative and curative care to mothers and children. The module will also develop in the students the necessary knowledge, skills, values, attitudes and evidence based learning to manage patients in a culturally diverse South Africa. These aims will form the basis for the development of national core competencies viz clinical competency, change agent, community advocate, collaborator, capability builder and critical thinker.

Content: The content of the module will include: Mental Health Act, Psychiatric emergencies, Psychosis, Dementia, Depression, Suicide / Parasuicide, Substance abuse, Determinants of behaviour change and Stress management at a primary health care and district hospital levels. The supervision and management of a maternal and neonatal service for a sub-district and/or a Maternal Obstetric Unit, including obstetrical and neonatal emergencies. Antenatal, intrapartum and post-partum care. Concepts of breast feeding and immunisations will be introduced. Integrated management of Childhood disease (IMCI) will be the basis for management of children's conditions. Malnutrition.

Practicals: None

Assessment: •Portfolio of learning - 40% (Formative) •Written – MCQ – 30 % (Summative) •Clinical – OSCE – 30 % (Summative) Formative Assessment : 10 assignments and 3 workplace based assessments Summative Assessment : 1 written exam(Multiple Choice Questions and may include Modified Essay Questions)1 Clinical/Practical exam (Objectively Structured Clinical Exam)

DP Requirement: 80% attendance as indicated on the attendance sheets for contact sessions, seminars, and /or workshops. Completion and submission of portfolio

Acute and Chronic Diseases

FAME6AC H2

(70L-0T-0P-10S-80H-30R-0F-10G-120A-0W-32C)

Prerequisite Requirement: None**Corequisite:** None

Aim: The aim of this module is to equip Medical Practitioners to be able to competently manage medical and surgical emergencies within the South African context of limited resources and to provide doctors with the knowledge of lifestyle illnesses (pathophysiology, presentation, complications and management) to enable him/ her to practice holistic medicine from the bio psycho social frame work.

Content: The module will cover the recognition and management of common medical, surgical and orthopaedic emergencies and the comprehensive management of all aspects of patients with lifestyle diseases, their family and community in holistic bio/psycho/ social manner

Practicals: None

Assessment: •Portfolio of learning - 40% (Formative) •Written – MCQ – 30 % (Summative) •Clinical – OSCE – 30 % (Summative) Formative Assessment : 10 assignments and 3 workplace based assessments Summative Assessment : 1 written exam(Multiple Choice Questions and may include Modified Essay Questions)1 Clinical/Practical exam (Objectively Structured Clinical Exam)

DP Requirement: 80% attendance as indicated on the attendance sheets for lectures and workshops. Completions and submission of all assignments

Practice Mgmt and Communicable Disease

FAME6AD H2

(60L-0T-0P-20S-80H-30R-0F-10G-120A-0W-32C)

Prerequisite Requirement: None**Corequisite:** None

Aim: The aim of this module is to ensure that all generalist doctors have a good understanding of practice management - within the South African context of limited resources; to equip generalist doctors with appropriate knowledge and skills to manage commonly occurring infectious diseases and to develop competent generalists, who will acquire the necessary knowledge, skills, values, attitudes and evidence based learning in the field to manage terminally ill patients in a culturally diverse South Africa. These aims will form the basis for the development of national core competencies viz clinical competency, change agent, community advocate, collaborator, capability builder and critical thinker

Content: Introduction to practice management (epidemiology, health economics, managed care, leadership and management, health care regulations, human resource management, discipline in the work place, etc.), systems management (records, information technology, quality improvement) and prescribing and dispensing of medication. The module will also cover Epidemiology, pathophysiology, diagnosis and management of TB, HIV, sexually transmitted infections and other endemic communicable conditions such as Malaria, Typhoid, Cholera, Influenza, V'iral Haemorrhagic Fevers. The theory of palliative care, pain management, symptom control, communication skills, the dying process and

stages of acceptance, psychological aspects of terminal care, grief and bereavement counselling, working in a multidisciplinary team will all be covered.

Assessment: •Portfolio of learning - 40% (Formative) •Written – MCQ – 30% (Summative) •Clinical – OSCE – 30% (Summative Formative Assessment : 10 assignments and 3 workplace based assessments Summative Assessment : 1 written exam(Multiple Choice Questions and may include Modified Essay Questions)1 Clinical/Practical exam (Objectively Structured Clinical Exam)

DP Requirement: 80% attendance as indicated on the attendance sheets for lectures and workshops. Completions and submission of all assignments

Family Medicine Clinical & Prof Prac 1

FAME8A3 HC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: PMED801

Aim: The main aim of this module is: •To develop competence in the basic and foundation sciences which underpin clinical practice in the discipline •To allow the student to attain an intermediate level of competency in the knowledge, skills and behaviours appropriate to effective clinical practice as a specialist, which will be developed further in Clinical and Professional Practice 2 •To provide students with knowledge of the principles of Family Medicine to enable him/ her to practice holistic medicine from the bio psycho social frame work, and a developmental framework. The focus is on ethical practice, practice management, therapeutics and evidence-based practice within within the South African context of limited resources. The programme aims to developed skilled practitioners, able to improve service delivery to patients, families and communities.

Content: Introduction to Principles of Family Medicine, basic sciences, ethics , behavioural medicine- micro and macro counselling skills, crises management, Dr-patient relationship, Health care delivery (conceptual foundations, principles, ideologies, practical approaches, etc), Physical properties of drugs, pharmacokinetics, pharmacodynamics, Applied therapeutics (clinical trials & evidence based medicine, principles of antimicrobial therapy, analgesia, antidepressants, antihypertensives, toxicology), Medical and surgical emergencies, Quality improvement principles, Measurement, indicators and standards, Working in teams, Analysis of data, Making SMART plans. Comprehensive manage all aspects of the care of the HIV positive patient, their family and community in holistic bio/psycho/ social manner as well as the ability to comprehensively manage mentally ill patients at a district hospital and in the community in wholistic bio/psycho/ social manner. Registrars rotate through the following clinical disciplines during this module viz. General medicine (inpatient care),Infectious diseases Units (HIV &TB), Emergency department (Accident and Emergency, Trauma and Orthopaedics) and Mental Health

Practicals: Refer to portfolio requirements

Assessment: Formative: Observed consultations/ procedures: consultant observes student: 10 clinical consultations are assessed per year. Satisfactory completion of the prescribed research module. Students are subjected to continuous assessment by their clinical and academic supervisors. They are interviewed at the beginning and the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The portfolio mark will constitute 20% of the final examination mark. The portfolio assessment is determined at the end of year 1 and follows the guidelines of the College of Family Physicians of South Africa. The Departmental examination constitutes the summative assessment for this module and will constitute 80% of the module mark. The Part 1 final examination (total weighting of 80%) is constituted as follows: A written examination and a skills OSCE examination (which includes a clinical examination and a management interview). Each section of the examination must be passed separately, with a sub-minimum of 45% for the written papers and 50% for the OCSE (more than 50% of the stations must be passed in the OSCE). The whole exam must be passed with at least 50% Only those candidates who satisfy the subminimum for the written examination will be invited to the clinical examination. The weighting for the exams is 60% written and 40% clinical. Candidates who fail the part 1 examination will be given the opportunity to re write the part 1 after 6 months. Candidates who fail the second attempt at the part 1 will be excluded from the program and must vacate their registrar post. All registrars must complete the part 1 within 2 years of registration.

DP Requirement: •70% attendance at designated learning activities •Satisfactory progress of a portfolio and/or logbook

Family Medicine Clinical & Prof Prac 2

FAME8A4 HC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: FAME8A3

Corequisite: FAME8Z1

Aim: The main aim of this module is to allow the student to attain competency in the knowledge, skills and behaviours necessary for effective clinical practice as a specialist and thus render the student eligible for registration with the HPCSA in the specialist category

Content: This is based on the five-unit standards outlined in the professional portfolio 1. Effectively manage him/herself, his/her team and his/her practice, in any sector, with visionary leadership and self-awareness, in order to ensure the provision of high-quality, evidence-based care. 2. Evaluate and manage patients with both undifferentiated and more specific problems cost-effectively according to the bio-psycho-social approach. 3. Facilitate the health and quality of life of the family and community. 4. Facilitate the learning of others regarding the discipline of family medicine, primary health care, and other health-related matters 5. Conduct all aspects of health care in an ethical and professional manner

Practicals: Refer to portfolio requirements

Assessment: Formative: Year 2: -The portfolio constitutes 50% of the year mark and the MCQ exam at the end of year 2 constitutes 50% of the exam -Completion of the research ethics course and completion and submission of the research protocol Year 3: -The portfolio constitutes 50% of the year mark and the written exam at the end of year 3 constitutes 50% of the exam. -Data collection for the research project must be complete by the end of year 3. Students are subjected to continuous assessment by their clinical and academic supervisors. They are interviewed at the beginning and the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 2 examination of the College of Family Physicians of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Three written papers, a skills OSCE exam and an integrated OSCE examination. Each section of the examination must be passed separately, with a sub-minimum of 50% for the written papers and 50% for the clinical component of the exam. The written component of the examination will count 40% towards the final mark and the clinical component will count 60% towards the final mark.

DP Requirement: •80% attendance at designated learning activities •Satisfactory progress through each year based on the formative assessment mark.

Research Project Subseq Yr

FAME8Z1 MC

(0L-0T-0P-0S-600H-0R-0F-0G-0A-30W-60C)

Aim: Experience in planning, completing and publishing a research project under supervision

Content: Students are expected to work with a research supervisor to prepare a research proposal, which is approved by the Higher Degrees Committee and are given ethical permission by the appropriate University Ethics Committee. The student then has to complete the project as outlined in the proposal and prepare and submit for publication an article based on the research.

Practicals: None

Assessment: The student submit a peer reviewed published article, published in one of the SAPSE recognized journals. The peer review of the journal is accepted as the assessment. A thesis can also be submitted, in which case it has to be internally and externally assessed. An empirical research project, a systematic review, and a retrospective study are all acceptable formats for this research project.

DP Requirement: As per faculty rules.

Forensic Medicine

Applied Anatomy, Physiology, Thanatology

FOME7A1 MY

(0L-0T-4P-12S-98H-40R-0F-0G-6A-13W-16C)

Aim: To teach basic anatomy and physiology as applied to the interpretation of forensic medical findings, and an understanding of concepts of death and dying, legislation and other related matters.

Content: General anatomy and physiology. Tissues, organs and systems. Surface anatomy and landmarks. Concepts of weight, volume, size, shape, consistency and appearance of body structures. Body fluids and secretions. Physiological processes of life. Definition, diagnosis, classification, and legal certification of death. Post mortem changes.

Assessment: Participation in seminars and tutorials (20%), practical evaluation (30%), and written examination (50%).

DP Requirement: Attendance at 80% of all contact teaching sessions.

Sessions will include a visit to an anatomy facility or a mortuary.

Autopsy, Techniques and Pathophysiology

FOME7B1 MY

(0L-0T-8P-8S-98H-40R-0F-0G-6A-13W-16C)

Prerequisite Requirement: FOME7A1MY, FOME7F1MY and FOME7D1MY

Aim: To introduce students to the procedures of the autopsy, and to enhance the understanding and interpretation of pathological and other findings.

Content: Autopsy pre-requisites, instruments and equipment. Basic and specialised techniques for protection, dissection and specimen collection. Interpretation and understanding of basic autopsy findings, pathology and pathophysiology.

Assessment: Participation in seminars and tutorials (20%), practical evaluation (50%), and written examination (30%).

DP Requirement: Attendance at 80% of all contact teaching sessions.

Sessions will include practical visits to the mortuary where dissection procedures will be taught.

Clinical Forensic Medicine

FOME7C1 MY (0L-0T-4P-12S-98H-40R-0F-0G-6A-160W-16C)

Prerequisite Requirement: FOME7A1MY, FOME7F1MY

Aim: To introduce students to the ethical and legal approach to the living patient survivor of violence and injury, and applications of forensic medicine and science.

Content: The adult survivor of common assault, domestic violence and rape. The detainee. Child physical and sexual abuse. Abuse of those whose basic human rights are easily infringed. Alcohol and drug intoxication. The intoxicated driver. Disability.

Assessment: Participation in seminars and tutorials (20%), practical evaluation (30%), and written examination (50%).

DP Requirement: Attendance at 80% of all contact teaching sessions.

Sessions will include visits to a clinical forensic centre and/or a Skills Laboratory for practical teaching purposes.

Death & Special Circumstances

FOME7D1 MY (0L-0T-4P-12S-98H-40R-0F-0G-6A-13W-16C)

Prerequisite Requirement: FOME7A1MY

Aim: To introduce the medico legal approach and investigation into special circumstances and categories of death.

Content: Special categories and circumstances of death: sudden unexpected death: Sudden injuries and death in children, during sporting activities, asphyxial, procedure-related, pregnancy-related, foetal and neonatal death, putrefying and fragmentary remains, custody-related, mass deaths, toxicological (including alcohol and drug) deaths.

Assessment: Participation in seminars and tutorials (20%), assignment on a chosen topic (30%), and written examination (50%).

DP Requirement: Attendance at 80% of all contact teaching sessions.

Sessions will include practical visits to the mortuary with viewing of autopsy examinations.

Injuries and Forensic Sciences

FOME7F1 MY (0L-0T-4P-12S-98H-40R-0F-0G-6A-13W-16C)

Prerequisite Requirement: FOME7A1MY

Aim: To introduce students to concepts and definitions in the pathology of trauma and the application of forensic sciences to investigation and diagnosis.

Content: Concepts, definitions, classifications in traumatology. Common surface injuries. Examination, documentation and inferences from wounds. Injuries of specific regions. Special types of injuries. Effects of trauma. Factors influencing survival. Wound aging. Investigations, evidence collection, receptacles, preservation, transport, custodial chain.

Assessment: Participation in seminars and tutorials (20%), practical evaluation (30%), and written examination (50%).

DP Requirement: Attendance at 80% of all contact teaching sessions.

Module applicable to both clinical and pathology spheres of forensic work. Sessions may include a practical visit to an examination facility such as a crisis care clinic and/or a mortuary.

Management Health and Safety

FOME7G1 MA (0L-0T-0P-16S-98H-40R-0F-0G-6A-13W-16C)

Aim: To teach the principles of forensic (clinical and pathology) facility management with special reference to legal, administrative, health and safety aspects.

Content: Legislation and Protocols. Storage, documentation, transport, disposal and tracking of material, evidence, records and property. Identification procedures. Disaster planning. Specialised equipment and instruments and maintenance. Infection control, waste disposal, occupational health, safety.

Assessment: Participation in seminars and tutorials (20%), assignment on a chosen topic (30%), and written examination (50%).

DP Requirement: Attendance at 80% of all contact teaching sessions.

Medical Law, Ethics and Counselling

FOME7H1 MY (0L-0T-0P-16S-98H-40R-0F-0G-6A-13W-16C)

Aim: To teach basic concepts of medical law and ethics in health care and medico-legal practice, public relations, counselling and support for the bereaved.

Content: SA Law and ethical codes and principles applied to health care in general and forensic medical practice. Basic public relations and communication skills. Therapeutic response to violence: trauma and bereavement counselling, victim empowerment and interventions. Forensic psychiatry.

Assessment: Participation in seminars and tutorials (20%), assignment on a chosen topic (30%), and written examination (50%).

DP Requirement: at 80% of all contact teaching sessions.

As this module sets the legal and ethical framework of medical practice, it is a foundation module and the first to be taken in the curriculum of the Postgraduate Diploma in Forensic Health Care.

Medical Records Imaging and Mock Trial

FOME7I1 MY (0L-0T-0P-16S-98H-40R-0F-0G-6A-13W-16C)

Aim: To teach the methods and value of medical imaging for forensic purposes, and to introduce the method of creating and maintaining records and the generation of the medico legal report for the purposes of court evidence.

Content: Forensic radiography. Forensic photography. Medico legal report-writing. Affidavits. Presentation of medical evidence in court. Court etiquette. Mock trial.

Assessment: Participation in seminars and tutorials (50%), and written examination (50%).

DP Requirement: Attendance at 80% of all contact teaching sessions.

This module includes the "capstone" portion of the programme (the Mock Trial), and therefore is the final module taken for the entire programme for the Diploma for Forensic Health Care.

Scene Investigation & Forensic Evidence

FOME7J1 MY (0L-0T-4P-12S-98H-40R-0F-0G-6A-13W-16C)

Prerequisite Requirement: FOME7A1MY, FOME7F1MY and FOME7D1MY

Aim: To introduce students to the approach to, and functions at, the scene of death and crime, and the detection, recording and collection of forensic evidence.

Content: Crime scene, evidence detection and collection, photography, specimen and exhibits, receptacles, custodial chain, use of the forensic laboratory, specialised investigations and interpretation of findings.

Assessment: Participation in seminars and tutorials (20%), assignment on a chosen topic (30%), and written examination (50%).

DP Requirement: Attendance at 80% of all contact teaching sessions.

Sessions will include practical visits to the crime scene or reconstructions.

F Path Clin & Prof Practice 1

FOME8B2 MC (50L-50T-30P-180S-320H-80R-1870F-0G-120A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: To provide registrars with a sound grounding in basic sciences underlying the theory and practice of Forensic Pathology, to introduce them to the practice of Forensic Medicine and strengthen their grasp of professional ethics and professional behaviour.

Content: Basic principles of general pathology, and the pathology of general systemic and systematic diseases. Basic molecular biology and the use of special stains, immunohistochemistry and microscopy in diagnostic anatomical pathology. Basic principals in haematology (including blood transfusion), chemical pathology and microbiology (including virology).

Practicals: None

Assessment: Formative: All continuous assessments are formative only. A professional portfolio is assessed at the end of each year, and forms the basis of the progression decision. Summative: At the end of the module, students do two three-hour written papers, and one practical histopathology slide examination. Each component has to be passed separately. (N.B. These examinations are conducted by the College of Forensic Pathologists of South Africa. (100%)

DP Requirement: Satisfactory assessment and completion of the Professional Portfolio annually. The Professional Portfolio addresses the full spectrum of competence – academic, clinical and professional.

F Path Clin & Prof Practice 2

FOME8B3 MC

(50L-50T-30P-180S-320H-80R-1870F-0G-120A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: FOME8B2

Corequisite: None

Aim: The aim of the module is to prepare the student to attain competency in the knowledge, skills and behaviours to function effectively in the area of Forensic Pathology at a specialist level without supervision.

Content: Investigation of deaths due to other than natural causes which includes amongst others, deaths in children, pregnant women and adults in general, investigation of specific types of injury or death such as electrical injury, asphyxia and road traffic deaths. Clinical Toxicology, Terminal Ballistics, Crime Scene Management, Mass Disasters.

Practicals: None

Assessment: Formative: All continuous assessments are formative only. A professional portfolio is assessed at the end of each year, and forms the basis of the progression decision. Summative: At the end of the module, students do two three-hour written papers, an oral and a practical histopathology slide examination. The practical examination may include an autopsy examination or a part thereof. Each component of the examination has to be passed separately (with subminimum marks allocated to each section). (N.B. These examinations are conducted by the College of Forensic Pathologists of South Africa) (100%).

DP Requirement: Satisfactory assessment and completion of the Professional Portfolio annually. The Professional Portfolio addresses the full spectrum of competence – academic, clinical and professional.

Haematology

Haematology

HAEM301 W2

(32L-0T-0P-0S-72H-30R-0F-0G-26A-15W-16C)

Prerequisite Requirement: None

Prerequisite Modules: 128 credit point at level II from the modules in the B Med Sciences Programme. BIO201W1, HPHS231W1

Corequisite: None

Aim: To provide students with a sound grounding in the basic science underlying the theory and practice of Haematology.

Content: Basic molecular biology and immunology as applied to Haematology. Haematological physiology.

Practicals: None

Assessment: Formative assessment-Year Mark (40%): Year mark comprises of 3 tests (60%) and 1 practical reports (40%). Subminimum to write exam: 40% DP, Summative assessment-2Hr exam (60%).

DP Requirement: In order to gain access to the exam, student must have attended 80% of all contact activities and achieved a minimum 40% year mark.

Haematology Clinical & Professional Practice1

HAEM8B2 MC

(50L-60T-40P-170S-320H-80R-1860F-0G-120A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: To provide registrars with a sound grounding in basic sciences underlying the theory and practice of Haematology, to introduce them to the practice of this speciality and strengthen their grasp of professional ethics and professional behaviour.

Content: Basic molecular biology and immunology as applied to haematology, Haematological physiology.

Practicals: None

Assessment: Formative: All continuous assessment are formative only. A professional portfolio is assessed at the end of each year, and forms the basis of the progression decision. Summative: At the end of the module, students do two three-hour written papers (100%)

DP Requirement: Satisfactory assessment and completion of the Professional Portfolio annually. The Professional Portfolio addresses the full spectrum of competence-academic, clinical and professional.

Haematology Clinical & Professional Practice2

HAEM8B3 MC

(50L-60T-170P-40S-320H-80R-1860F-0G-120A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: HAEM8B2

Corequisite: None

Aim: The aim of this module is to prepare the student to attain competency in the knowledge, skills and behaviours to function effectively in the area of clinical virology at a specialist level without supervision.

Content: Laboratory haematology, including morphology. Basic principles of haematology, immunology and blood transfusion. Diagnosis and pertinent management of haematological disorders.

Practicals: None

Assessment: Formative: All continuous assessments are formative only. A professional portfolio is assessed at the end of the year, and forms the basis of the progression decision. Summative: At the end of the module, students do two three-hour written papers, an oral, a clinical and a practical (100%).

DP Requirement: Satisfactory assessment and completion of the Professional Practice portfolio annually. The Professional Portfolio addresses the full spectrum of competence-academic, clinical and professional.

Clinical Sciences

Clinical Mgmt of Communication R D

HLSC241 W1

(60L-0T-0P-0S-69H-25R-0F-0G-6A-15W-16C)

Prerequisite Modules: HPHS111, ANAT115

Corequisite:

Aim: To introduce speech –language and audiology students to relevant terminology, diagnostic and pathophysiological foundations of disease/ disorder and a range of paediatric and neurological conditions and their medical management

Content: •overview of relevant terminology and concepts from pathology, microbiology, as well as neurology, paediatric and psychiatric disorders and ear, nose and throat disorders •aetiology and manifestation of the conditions •medical management of the conditions

Practicals:

Assessment: Formative 40% + Summative 60% = Final mark Formative: 2 Theory tests (40 % each), 2 online case discussions (10% each) Summative: 1 × 2 hour Theory examination (100%)

DP Requirement: A formative assessment mark of ≥ 40%

Clinical Sciences I

HLSC311 W1

(60L-0T-0P-0S-69H-25R-0F-0G-6A-0W-16C)

Prerequisite Modules: ANAT101, ANAT102, ANAT104, ANAT109, HPHS221, HPHS222

Aim: Introduces concepts of pathology, microbiology and paediatric, orthopaedic, medical and post-surgery conditions to occupational therapy and physiotherapy students to the aetiology, and clinical characteristics of clients in the areas of paediatric conditions, medical conditions, neurological conditions and general surgery conditions. To enable students to recall the principles of prevention, diagnosis, general management, treatment and anticipated prognosis of the conditions studied. To enable students to understand basic pathology and microbiology terminology and concepts as well as the resultant effects of pathology and microbiology on health.

Content: Each condition or diagnosis below will be described according to •aetiology, clinical picture, principles of prevention, diagnosis, general management, treatment and anticipated prognosis to the paediatric, medical, neurological and general surgical conditions studied •Understand the relevant precautions applicable to the paediatric, medical, neurological and general surgical conditions studied and create awareness of how application of occupational therapy and physiotherapy interventions should take these into consideration. •Apply knowledge and understanding of the conditions studied to assist in the formulation of a functional diagnosis to recognise and assess and physical dysfunction

and plan and execute OT and PT interventions for the different paediatric, medical, neurological and general surgical conditions.

Practicals:

Assessment: Final mark = Formative 50% + Summative 50% Formative: 2 Theory tests (50%) Summative: 1 Theory examination (100%)

DP Requirement: Formative assessment mark of $\geq 40\%$

Clinical Sciences IV

HLSC314 W2

(60L-0T-0P-0S-69H-25R-0F-0G-6A-0W-16C)

Aim: This module provides students with a theoretical framework of specific conditions in orthopaedic, cardiothoracic surgery, plastic surgery, dermatology and otorhinolaryngology and clinical pharmacology

Content: Orthopaedics, Cardiothoracic surgery, pharmacology, ENT, dermatology and plastic surgery

Practicals:

Assessment: Formative 50% + Summative 50% = Final mark Formative: 2 Theory tests (50%), Summative: 1x 2 hour Theory examination (100%)

DP Requirement: A formative assessment of $\geq 40\%$

Clinical Sciences II

HLSC332 W2

(60L-0T-0P-0S-69H-25R-0F-0G-6A-0W-16C)

Prerequisite Modules: ANAT101, ANAT104, ANAT102, ANAT109, HPHS221, HPHS222

Corequisite:

Aim: To introduce health science students to relevant terminology, diseases/conditions, aetiology, pathology, clinical features, prognosis, diagnosis, differential diagnosis, medical treatment/management within the field of orthopaedic, orthopaedics trauma, Pharmacology, pharmacokinetics and pharMO-dynamics, and drug transmission To introduce health sciences students to relevant terminology, aetiology, pathology, prognosis, clinical features, diagnosis/differential diagnosis, and medical treatment/management of inflammatory conditions To introduce students to the field of occupational and public health.

Content: Each condition or diagnosis below will be described according to aetiology, clinical picture, principles of prevention, diagnosis, general management, treatment and anticipated prognosis to Orthopaedics, rheumatology, occupational health, pharmacology, first aid, cardiopulmonary resuscitation. Understand the relevant precautions applicable. Apply knowledge and understanding of the conditions studied to assist in the formulation of a functional diagnosis to recognise and assess and physical dysfunction and plan and execute OT and PT interventions for the different orthopaedics, rheumatology, occupational health, pharmacology, first aid, cardiopulmonary resuscitation.

Practicals:

Assessment: Final mark = Formative 50% + Summative 50% Formative: 2 Theory tests (50%) Summative: 1 Theory examination (100%)

DP Requirement: Attain $\geq 40\%$ in Formative Assessment

Clinical Sciences III

HLSC344 W2

(60L-0T-0P-0S-69H-25R-0F-0G-6A-15W-16C)

Prerequisite Modules: ANAT101, ANAT102, ANAT104, ANAT109, HPHS221, HPHS222)

Corequisite: None

Aim: To provide the students with a critical understanding of some of the major psychological and psychiatric disorders and to equip students with the basic theoretical understanding of these disorders and medical management of these conditions.

Content: Describe the aetiology and clinical picture of the conditions studied and recall the principles of prevention, diagnosis, general medical management and treatment and the anticipated prognosis. Understand the relevant precautions applicable to the various conditions and how the application of OT interventions should take these into consideration. Apply this knowledge in the formulation of a functional diagnosis to recognise and address psychosocial dysfunction and to plan and execute effective OT interventions for the different conditions.

Practicals: None

Assessment: Formative 50% + Summative 50% = Final mark Formative: 2 Theory tests (50%) Summative: 1x 2 hour Theory examination (100%)

DP Requirement: A formative assessment of $\geq 40\%$

Clinical Sciences IV

HLSC443 W1 (60L-0T-0P-0S-69H-25R-0F-0G-6A-15W-16C)

Prerequisite Modules: HLSC344,HLSC311

Corequisite: None

Aim: This module provides students with a theoretical framework of specific conditions in orthopaedic, cardiothoracic surgery, plastic surgery, dermatology and otorhinolaryngology and clinical pharmacology

Content: An integration of the clinical sciences of Orthopaedics, Cardiothoracic Surgery, Pharmacology, ENT, Dermatology and plastic surgery into final year Physiotherapy clinical practice.

Practicals: None

Assessment: Formative 50% + Summative 50% = Final mark Formative: 2 Theory tests (50%) Summative: 1x 2 hour Theory examination (100%)

DP Requirement: A formative assessment of $\geq 40\%$

Pharmacovigilance

HLSC801 W1 (0L-0T-0P-0S-80H-20R-0F-0G-60A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: The aim of this module is to familiarize students with concepts of pharmacovigilance and the application and importance thereof in different areas of Pharmaceutical services.

Content: Drug Safety, Postmarketing surveillance, Adverse Drug Reactions, Event Reporting; Pharmacoepidemiology, Health Legislation, and special groups and products for ADR reporting Current reporting systems in South Africa and internationally

Practicals: None

Assessment: Continuous assessment: Quizzes/Case studies = 25%, Forum discussion = 15%, Assignments = 60%

DP Requirement: None. Continuous assessment is employed

Chronic Disease Rehabilitation

HLSC802 W1 (0L-0T-0P-0S-80H-20R-0F-0G-60A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To provide students (registered health professionals) with comprehensive information regarding the epidemiology and impact of chronic disease and disability in Southern Africa and to introduce students to the principles of trans-disciplinary assessment and rehabilitation of people living with chronic disease.

Content: Introduction and epidemiology of chronic disease globally and in Southern Africa, general rehabilitation principles, trans-disciplinary rehabilitation, disability and the International Classification of Function, Disability and Health (ICF), community-based rehabilitation (CBR), an introduction to assessment and rehabilitation of people living with chronic disease, communication with patients, chronic pain management, impact of chronic disease on care-givers, return to work interventions

Practicals: None

Assessment: Forum posts 30% Assignments 60% Quizzes 10% TOTAL = 100%

DP Requirement: None. Continuous assessment is employed

Infection Prevention and Control

HLSC803 W1 (0L-0T-0P-0S-80H-20R-0F-0G-60A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: The aim of this module is to provide health professionals/scientists with advanced knowledge of the biomedical, clinical, socio-behavioral and environmental principles and practice of infection prevention and control thereby enabling them to apply and transfer the knowledge as well as professional and cognitive skills obtained during the module into the work place and wider environment

Content: General Principles of Medical Microbiology; Transmission of Nosocomial Infection; The Hospital Environment; Cleaning, Disinfection and Sterilisation; Principles of Infection Prevention and Control and related topics; Aspects of Safe Clinical Practice; Quality Assurance; Specific Pathogens; Occupational Health for Health Care Workers; Indicator Organisms; Healthcare facility infrastructure; Outbreak Response; Socio-behavioural and environmental influences on attitudes.

Practicals: None

Assessment: Continuous assessment: Quizzes /Case Studies = 40%,Forum discussion = 10%,Assignment = 50%
DP Requirement: None. Continuous assessment is employed

Antibiotic Stewardship & Conservation

HLSC804 W1

(0L-0T-0P-0S-80H-20R-0F-0G-60A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: The aim of this module is to provide students with advanced knowledge of antibiotic stewardship and conservation, specifically the mechanisms of action and resistance of antibiotics used in clinical, veterinary and agricultural practice, strategies for resistance prevention and containment, national and international stewardship and conservation initiatives and an appreciation for the need to adopt a multi- and inter-disciplinary approach to these issues.

Content: The mechanisms of action and resistance of the various classes of antibiotics used in clinical, veterinary and agricultural practice, mechanisms of resistance dissemination, strategies for the prevention and containment of antibiotics in the context of inter alia surveillance, risk factors, infection control, pharmacokinetics and pharmacodynamics, antibiotic stewardship models and approaches, socio-behavioural aspects related to antibiotic prescription, dispensing/distribution and consumption and international and national stewardship and conservation initiatives

Practicals: None

Assessment: Continuous assessment: Quizzes/Case studies = 25%,Forum discussion = 15%,Assignments = 60%

DP Requirement: None. Continuous assessment is employed

Basic Epidemiology

HLSC8H1 WB

(0L-0T-32P-0S-60H-40R-0F-0G-28A-0W-16C)

Aim: The module provides a general introduction to the approach, concepts, and perspectives of epidemiology for students and practitioners in a broad range of public health and related disciplines

Content: An introductory module that considers the meaning, scope, and applications of epidemiology to public health practice and the uses of vital statistics data in the scientific appraisal of community health.

Assessment: Quizzes (4) - 40 points; Case Studies (3) - 30 points; Examination - 130 points. Total- 200 points

DP Requirement: Continuous assessment

Introduction to Biostatistical Concepts

HLSC8H2 WB

(0L-0T-32P-0S-60H-40R-0F-0G-28A-13W-16C)

Aim: This module covers the principal statistical concepts as applied to medical and health sciences. At the conclusion of this module, students will be able to use software to obtain confidence intervals, determine P-values and power, understand tests of equivalence, explain medical vs. statistical significance, conduct ANOVA analysis, and determine the need for hypothesis testing.

Content: This module covers basic concepts of probability and statistical inference, focusing on an intuitive approach to understanding concepts and methodologies. It introduces statistical/critical thinking, including the uses and abuses of statistics, descriptive statistics, probability, sampling distributions, interval estimation, hypothesis testing, and regression.

Assessment: Homework - 75 points (23%); Tests (50 points each) - 150 points (46%); Final Examination - 100 points (31%). Total - 325 points (100%)

DP Requirement: Continuous assessment

Research Methods and Design

HLSC8H3 WB

(0L-0T-32P-0S-40H-40R-0F-0G-48A-13W-16C)

Aim: The module equips students with skills necessary for the planning and execution of their research projects, and critically appraising published papers, being aware of problems of design, analysis and interpretation

Content: The module will focus on an in-depth examination and comparison of qualitative, quantitative and mixed methods designs. Students will have the opportunity to apply their acquired knowledge of research designs toward development of: Statement of the Problem, Literature review and Methodology.

Assessment: Students will be assessed using assignments, short answer questions, multiple response questions and practical exercises, that will be weighed as follows: Participation: 10%; Midterm Quiz: 15%; Observation Assignment: 10%; Focus Group Assignment: 15%; Survey Assignment: 15%; Research Proposal: 20%; Final Quiz: 15%

DP Requirement: Continuous assessment

Evidence Based Practice

HLSC8H4 WB

(0L-0T-32P-0S-60H-20R-0F-0G-48A-13W-16C)

Prerequisite Requirement: Successful completion of the prerequisites

Prerequisite Modules: HLSC8H1WB, HLSC8H2WB, HLSC83WB

Aim: This module supports the development of the professional practice and work performance of the candidate to improve clinical care of patients directly or indirectly through evidence based investigation.

Content: This module looks at critical appraisal of literature, use of library data bases and Internet, quality scoring of published research and implementation of evidence in clinical practice strategies, including barriers and incentives

Assessment: Participation: 10%; 3 Quizzes and 3 Assignments (Choose best grades of 2 Assignments and 2 Quizzes): 40%; Systematic Review Assignment: 25%; Policy Brief Assignment: 25%

DP Requirement: Continuous assessment

Bioethics

HLSC8H5 WB

(0L-0T-32P-0S-60H-40R-0F-0G-28A-13W-16C)

Aim: This module will enable those taking it to deepen their understanding of ethical and medico-legal issues in healthcare. While the module is particularly well-suited to those health care professionals who face complex ethical issues in their working lives, it will also be valuable for those involved in the development of public policy and law regarding these issues, as well as for anyone who simply wishes to explore issues of public concern in greater depth. The overall aim of this module is to enable students to develop understanding in ethics by engaging in ethics analysis on topics that relate to health and health care

Content: The module topics focus on ethics in the routine context of health care. The topics covered are: professional skill and the ethics of care, the health care system and resources, information disclosure, privacy and confidentiality, decision making and consent, health care policy and public health, religion and social context in health care, the beginning and end of life, research ethics, employment issues, and quality and risk management in healthcare.

Assessment: Quizzes (2) - 20 %; Discussion Participation (8 Case studies) - 20 %; Groupwork Assignment - 20 %; Final Individual Assignment - 40 %; Total = 100 %

DP Requirement: Continuous assessment

Research Project

HLSC8H6 WB

(0L-0T-80P-150S-400H-0R-200F-0G-130A-26W-96C)

Prerequisite Requirement: All module work must have been successfully completed.

Prerequisite Modules: HLSC8H1WB, HLSC8H2WB, HLSC8H3WB, HLSC8H4WB, HLSC8H5WB, HLSC8H7WB

Aim: Researching and writing a dissertation will enable the student to consolidate and apply the skills and knowledge gained in earlier postgraduate study. The student will undertake a substantial piece of independent research on a topic chosen in consultation with his/her supervisor. The project gives students the opportunity to obtain, develop and demonstrate research skills in Health Sciences.

Content: This is compulsory module in the postgraduate Health Sciences Masters programmes. It builds on the research training the student will have gained in the earlier Masters modules. In this module the student needs to undertake a substantial piece of independent research on a chosen topic, which will require him/her to collect and analyse data (understood in a wide sense, including text as data), using a primary methodology

Assessment: Assessment will be conducted in such a way as to adhere to adult learning principles. This means that content and learning demonstrate relevance, problem solving, learning by doing, a strong element of self-direction and ownership, are based on the learner's experience, and have clear goals. This module will have a summative assessment using project reports, and a final submission as a scientific journal article

DP Requirement: A scientifically acceptable and ethically approved research proposal.

Advanced Special Topics in Health Sciences

HLSC8H7 WB

(0L-0T-40P-0S-40H-40R-0F-0G-40A-13W-16C)

Aim: To enable postgraduates to deepen their knowledge of work in their research interest area; to provide postgraduate students with a transition to independent work in health sciences.

Content: Students can select special topics closely related to their own areas of research interest, or may complement their own specialist topic by studying a broader range of topics to meet their specific professional development needs and advance their professional practice.

Assessment: Protocol for Study to be undertaken (30%); Final Essay Assignment (70%)

DP Requirement: A protocol outlining the topic to be covered and methodology of literature evaluation and/or data mining/collection

Medical Biochemistry

Metabolic Diseases

HMBC3MD W1

(32L-9T-12P-0S-104H-0R-0F-0G-6A-13W-16C)

Prerequisite Modules: BIOC201 or 203.

Aim: Knowledge of the advanced theory of molecular biology and how this relates to various genetic defects that impact human health. This module will explore the molecular/genetic mechanisms of non-infectious and non-cancerous diseases.

Content: Biochemistry/mechanisms of the disorders associated carbohydrate, lipid, protein, purine and pyrimidine metabolism. The following major themes: advances in modern molecular biology (recombinant DNA technology); abnormal metabolism and inborn errors of metabolism such as phenylketonuria, sickle cell anaemia, mitochondrial myopathies, collagen disorders, etc. will also be discussed. Practicals or case studies will be used to facilitate application of knowledge gained.

Practicals: Practicals include the oral glucose tolerance test, cholesterol and lipid quantitation in serum using spectrophotometry, thin layer chromatography to detect amino acids in unknown solutions and electrophoresis to determine plasma protein content and detect haemoglobinopathies. Case studies will be used to facilitate application of knowledge gained.

Assessment: 3 written test covering the content covered during the semester. 2 practicals will be assessed by a comprehensive practical report at the end of each practical. 2 Assignments as determined by lecturer. Final mark consists of 40% formative and 60% summative marks Formative: 60% tests (equally weighted) and 40% classmark Summative: 100% exam mark.

DP Requirement: 40% classmark, 80% attendance at all lectures, tutorials and practicals, 100% attendance at all tests.

A lecture note fee will be charged for this module.

Advanced Lab Tech. in Medical Biochemistry

HMBC7AL H1

(24L-3T-48P-0S-30H-20R-0F-0G-35A-8W-16C)

Prerequisite Requirement: None. Students gain acceptance into the BMedSci Honours Programme with an appropriate Bachelors' degree.

Corequisite: None

Aim: This module aims to prepare the student for the demands of the year through acquisition of the skills necessary to complete the course successfully (communication skills-written and oral, technical expertise – ability to complete an experiment independently, analytical skills, problem-solving ability, theoretical and practical knowledge of Medical Biochemistry).

Content: This module comprises a comprehensive biochemical techniques and applications course. A practical component will be run for each of the techniques taught.

Practicals: Hands-on practical sessions in each of biochemical techniques taught.

Assessment: Formative: tests (60%), assignments / practical reports / presentations (40%) Summative: 3 hour exam (100%)

DP Requirement: In order to gain access to the exam, students must have attended 80% of all contact activities and achieved a minimum 40% year mark.

Advanced Principles of Metabolic Diseases

HMBC7AP H2

(32L-10T-10P-0S-60H-20R-0F-0G-28A-15W-16C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: To develop an understanding of the integrated metabolic pathways in humans, their regulation and the principles of enzyme control.

Content: Integrated metabolism, regulatory enzymes and endocrine control of metabolism. All metabolic pathways are discussed. Regulation (particularly enzymatic control) is emphasised. Alteration in metabolism due to disease, e.g. diabetes and exercise are dealt with.

Practicals: None

Assessment: Final mark consists of 40% formative and 60% summative marks. Formative: 3 tests (60%), 2 assignments and 1 presentation/similar(40%). Summative: 3 hour exam

DP Requirement: In order to gain access to the exam, students must have attended 80% of all contact activities and achieved a minimum 40% year mark.

Environmental Toxicology

HMBC7ET H2

(32L-10T-36P-7S-60H-0R-0F-5G-10A-13W-16C)

Prerequisite Requirement: None**Corequisite:** None**Aim:** To use the basic principles of environmental toxicology and mechanisms of toxicity as a platform to explore the effects of naturally occurring and/or potentially hazardous environmental substances on biological systems.**Content:** Students will learn about how the disposition of naturally occurring and man-made toxicants influences the mechanisms by which they exert toxicity and the effects that are manifest at the preferred target.**Practicals:** None**Assessment:** Final mark consists of 40% formative and 60% summative marks Formative: tests (60%), assignments / case studies / presentations (40%) Summative: 3 hour exam**DP Requirement:** In order to gain access to the exam, students must have attended 80% of all contact activities and achieved a minimum 40% year mark.**Lab-Based Research Project**

HMBC7LP HC

(20L-0T-440P-32S-132H-0R-0F-0G-16A-26W-64C)

Aim: To improve the initiative, problem-solving ability, communication skills and technical expertise of the candidate.**Content:** The candidate, guided by experienced and productive scientists, will work on a laboratory-based research project that is part of a larger integrated program. The students are taught the basics of research methodology, i.e., what is research, reading and writing for research and explore the ethical considerations that must be taken into account. Students are also taught how to assess and evaluate journal articles through journal club meetings. This course allows the students to apply what they have been taught in the Molecular Biology and Research Methodology Module – hands on. They are also exposed to other 'working scientists' through local conferences. The candidate must complete a project proposal and ethics application, and then complete the project. The laboratory-based research project will culminate in the production of a research paper and mini-dissertation.**Practicals:** Laboratory-based module – will depend on research project allocated.**Assessment:** Based largely on the compilation of a scientific paper and an oral presentation of the experimental work done during the year on the research project. Your research potential (based on skill in laboratory procedures, comprehension of and contribution to the project, and motivation towards advanced studies) will be assessed. Evaluation of a mini-dissertation, literature review and preliminary presentations will form part of the final mark.**DP Requirement:** 100% attendance at seminars, Laboratory time at 50% total course time.**Molecular Mechanisms of Disease**

HMBC7MD H1

(32L-0T-0P-9S-70H-20R-0F-0G-29A-15W-16C)

Prerequisite Requirement: None**Prerequisite Modules:** None**Corequisite:** None**Aim:** To provide students with an advanced knowledge in the theory of molecular biology of diseases and their mechanisms.**Content:** The molecular mechanisms by which diseases such as cancer, diabetes, cardiovascular disorders and autoimmune disorders occur will be discussed. HIV and TB will also be covered. Therapeutic interventions and their mechanisms will be covered.**Practicals:** None**Assessment:** Final mark consists of 40% formative and 60% summative marks Formative: tests (60%), assignments / presentations (40%) Summative: 1 x 3 hour exam (100%)**DP Requirement:** In order to gain access to the exam, students must have attended 80% of all contact activities and achieved a minimum 40% year mark.**Research Methodology for Medical Sciences**

HMBC7MR M1

(22.5L-5T-0P-0S-90H-16.5R-0F-0G-26A-15W-16C)

Prerequisite Requirement: None**Corequisite:** None

Aim: The module introduces graduates to the tools, techniques and processes in research methods for laboratory based research, in order to equip them in the formulation of research proposals, implementation there-of and writing of research reports in a scientifically acceptable format; critically appraising published papers, being aware of problems of design, analysis and interpretation.

Content: Research process and research designs, ethics of research, statistics, data analysis, scientific report writing, project management and professionalism.

Practicals: None

Assessment: Continuous assessment of 100% made up as follows: 1.Tests (60%) 2.Scientific report (30%) 3.Oral presentations (10%)

DP Requirement: N/A : 100% Continuous assessment

Research Project in Medical Biochemistry

HMBC7RP HY

(0L-0T-27P-26S-323H-23R-0F-0G-81A-26W-48C)

Prerequisite Requirement: None. Students gain acceptance into the BMedSc Honours programme with an appropriate Bachelor's degree or equivalent.

Corequisite: None

Aim: To develop research capacity in Medical Science, and to develop students with initiative, problem-solving ability, communication skills (written and oral) and technical expertise, as well as an advanced level of knowledge in their field of specialisation (either Anatomy, Human Physiology, Medical Biochemistry, or Medical Microbiology).

Content: Formulation of a research question and hypothesis, literature review, referencing tools, research protocol development, ethics application, oral presentation of protocol, training in selected, specialized laboratory techniques specific to project, laboratory experimental work, analysis and interpretation of results and manuscript writing and oral presentation of completed project.

Practicals: Project-related laboratory experimental work under supervision

Assessment: Final mark consists of 20% formative and 80% summative marks Formative: written proposal and oral presentation: 20% Summative: Written manuscript (50%); oral presentation of final project (20%); mastery of laboratory skills (10%)

DP Requirement: None

Physiology

Basic Human Physiology

HPS111 W1

(52L-4T-33P-0S-42H-21R-0F-0G-8A-15W-16C)

Aim: The student must demonstrate an understanding of the structure and function of the various organ systems in the human body including their role in maintaining homeostasis

Content: Introduction to basic and physical and chemical concepts; Introduction to cells, tissues, homeostatic control mechanisms, nutrition, blood, metabolism and the basic structure and function of the nervous, cardiovascular, respiratory, renal, gastrointestinal, endocrine and reproductive systems.

Practicals: Practical: 1x3hrs weekly. Lectures: 5 x 45 min lectures weekly

Assessment: Class assessment makes up 40% of the final mark (generated from assessment of practical reports, 2 tutorial tests and 2 theory tests); one two-hour written paper examination makes up 60% of final mark. If a student is absent from a test, a medical certificate must be produced immediately on return to enable the student to be retested. A zero mark will be otherwise allocated. The make-up test will be in the form of a viva.

DP Requirement: 90% practical, 100% test attendance. 40% achieved in the semester mark

Physiological Changes in Exercise & Training

HPS112 W2

(52L-4T-33P-0S-41H-22R-0F-0G-8A-15W-16C)

Aim: An integrated understanding of the role of the cardiorespiratory and muscular systems in exercise and training

Content: A study of different types of muscles and their role and changes during exercise and training; Nerve cells and their function; The central nervous system; The autonomic nervous system and the special senses with special reference to exercise and training.; A study of the heart, the major blood vessels and blood circulation and regulation of cardiovascular function during rest, exercise and training; The components and functions of the digestive system; The metabolic processes; nutrition and training. Environmental aspects of exercise and training.

Practicals: 1x3 hrs weekly. Lectures : 5 x 45 min lectures weekly

Assessment: Class assessment makes up 40% of the final mark (generated from assessment of practical reports, 2 tutorial tests and 2 theory tests); one two-hour written examination paper makes up 60% of final mark. If a student is

absent from a test, a medical certificate must be produced immediately on return to enable the student to be retested. A zero mark will be otherwise allocated. The make-up test will be in the form of a viva.

DP Requirement: 90% practical, 100% test attendance. 40% obtained for semester mark.

MedS 1A 2 Human Body:Form/Func

HPHS1H2 W2

(50L-0T-12P-0S-89H-0R-0F-0G-9A-15W-16C)

Aim: On completion of this module, students should gain a basic understanding of how the normal body functions.

Content: Cell membrane transport. Nerves and muscles. Blood. Biochemistry of haemoglobin and plasma proteins. Immunology. Cardiovascular system. Respiratory system. Autonomic nervous system. Central nervous system. Endocrinology. Gastrointestinal tract. Renal system. Temperature Control.

Practicals: Introduction to safe laboratory practice. Reflexes, special senses, spirometry, blood.

Assessment: Two theory tests (40%) and 2 h exam (60%).

DP Requirement: 40% classmark, 80% attendance at all lectures, tutorials and practicals, 100% attendance at all tests.

A lecture note fee of R45-00 will be charged for this module.

Physiology 1

HPHS1NU

(52L-0T-0P-0S-102H-0R-0F-0G-6A-15W-16C)

Aim: To provide core knowledge on the structure, principles of function and integrated control of neuromuscular, blood and immune systems. To become familiar with the relevant core knowledge of the structure and function of the human gastrointestinal system and blood. To equip students with relevant core knowledge of the structure and function of the cardiovascular and respiratory systems of the human body

Content: Homeostasis, Membrane, nerve and muscle physiology. Introduction to the functioning of the nervous system, cardiovascular, respiratory, renal and gastrointestinal systems. Basic concepts of blood and immunology. Endocrine and reproductive physiology.

Assessment: Coursework assessment: (i) 2 class tests - each test will be 1 hour long and (ii) assignments. Each test will contribute equally to the semester mark. Assignments will contribute 30% to the semester mark and tests will contribute 70% to the semester mark. If a student is absent from a test, a medical certificate must be produced immediately on return to enable the student to be retested. A zero mark will otherwise be allocated. The make-up test will be in the form of a viva. Examination assessment: 1 2 hour written examination. The final module mark will be made up of 40% semester mark and 60% examination mark.

DP Requirement: DP requirements: 40% obtained for the semester mark

Homeostasis

HPHS221 W1

(52L-4T-33P-0S-41H-22R-0F-0G-8A-15W-16C)

Aim: On completion of this module students should be able to relate how the body maintains homeostasis by use of the relevant bodily systems in health and disease. Students should also attain proficiency in related practicals.

Content: Structure and function of the components of the neuromuscular, respiratory, renal and gastrointestinal system; Blood and body fluids, the regulation of extracellular fluid composition and volume and in acid-base balance; Renal, respiratory and gastrointestinal adjustments in health and disease; Metabolism of carbohydrates, proteins and lipids; Thermoregulation by physical and physiological mechanism.

Practicals: 1x3 hrs weekly Lectures: 5 x 45 min lectures weekly

Assessment: Course work assessment: 2x1hr Theory test & 1x1hr practical test and course work practical assignments will constitute 40% of the final module mark. If a student is absent from a test, a medical certificate must be produced immediately on return to enable the student to be retested. A zero mark will otherwise be allocated. The make-up test will be in the form of a viva. Examination assessment: One 2 hr written paper that will constitute 60% of the final module mark

DP Requirement: 90% practical, 100% test attendance A minimum of 40% required for the semester mark

Integration and Communication

HPHS222 W2

(52L-4T-33P-0S-41H-22R-0F-0G-8A-15W-16C)

Aim: To study the integrated function of human organ systems in health and disease.

Content: : A study of the anatomy and function of nerve cells, spinal cord, brain sympathetic and parasympathetic nervous system; a study of the function of the special senses; disorders of the nervous system. The structure of the heart and its function as a pump; the vascular system, blood composition and function of its components; Blood pressure

control and hypertension; Cardiovascular homeostasis in health and disease. Structure of the endocrine glands, hormonal secretion and associated abnormalities. Reproduction and hormonal control of sexual functions.

Practicals: 1x3hrs weekly . Lectures: 5 x 45 min lectures weekly

Assessment: Course work assessment: 2x1 hour theory tests and 1x1 hour practical test and coursework practical assignments will constitute 40% of the final module mark. If a student is absent from a test, a medical certificate must be produced immediately on return to enable the student to be retested. A zero mark will otherwise be allocated. The make-up test will be in the form of a viva. Examination assessment: One 2 hr written paper that will constitute 60% of the final module mark

DP Requirement: 90% practical, 100% test attendance. A minimum of 40% required for the semester mark

Foundations of Physiology

HPHS231 W2

(52L-12T-78P-10S-140H-20R-0F-0G-8A-15W-32C)

Prerequisite Requirement: BIOL103W1 or Biol101W1; CHEM110W1; CHEM120W2; PHYS131W1; BIM120W2 or BIOL102W2

Aim: To provide core knowledge on the structure, principles of function and integrated control of neuromuscular, gastrointestinal, blood and immune systems

Content: Homeostasis and homeostatic mechanisms; Cellular transport systems and chemical messengers; Neuron structure and physiology, signal transduction, intraneuronal and interneuronal signal transformation and transmission; muscle classification, structure, chemistry, physiological roles and mechanisms of contraction; Autonomic nervous system: structure, components, chemistry and physiological roles; Circulating body fluids; Haemostasis; Immune mechanisms in health and disease; Structure, function and regulation of the gastrointestinal system

Practicals: 2x3hrs weekly. Lectures: 5x45 min lectures weekly

Assessment: Course work assessment: 2x1 hour theory tests and 2x 1 hour practical tests and written assignments per semester will contribute to 40% of final module mark. Examination assessment: One 2 hour written paper will constitute 60% of final module mark. If a student is absent from a test, a medical certificate must be produced immediately on return to enable the student to be retested. A zero mark will be otherwise allocated. The make-up test will be in the form of a viva.

DP Requirement: 90% practical, 100% test attendance. A minimum of 40% required for the semester mark

Cardiorespiratory and Renal Physiology

HPHS232 W2

(52L-12T-78P-10S-140H-20R-0F-0G-8A-15W-32C)

Prerequisite Requirement: BIOL103W1 or BIOL101W1; CHEM110W1; CHEM120W2; PHYS131W1; BIM120W2 or BIOL102W2

Aim: To provide core knowledge on the structure, principles of function and integrated control of cardiovascular, respiratory and renal systems.

Content: Electrical and mechanical activity of the heart; haemodynamics: the vascular system, microcirculation and lymphatics; the peripheral circulation and circulation through special regions; cardiovascular regulatory mechanisms in health and disease; Structure, function and regulation of the respiratory system. Structure and function of the renal system: Mechanism of urine formation and micturation; Homeostatic role of the kidneys in body-fluid, electrolyte and acid-base regulation, renal function in disease and drug handling.

Practicals: 2x3hrs weekly. Lectures: 5 x 45 min lectures weekly

Assessment: Coursework assessment: 2x 1 hour theory tests and 2x 1 hour practical tests and assignments per semester will contribute to 40% of final module mark. Examination assessment: One 2 hour written paper will constitute 60% of final module mark. If a student is absent from a test, a medical certificate must be produced immediately on return to enable the student to be retested. A zero mark will be otherwise allocated. The make-up test will be in the form of a viva.

DP Requirement: 90% practical, 100% test attendance. A minimum of 40% required for the semester mark

Physiology 2

HPHS2NU H1

(52L-0T-0P-0S-102H-0R-0F-0G-6A-15W-16C)

Prerequisite Requirement:

Aim: To equip students with the knowledge of how to apply Physiology to clinical conditions. To integrate basic introductory physiology concepts with clinical conditions

Content: Applied cardiovascular physiology and pathophysiology, including an introduction to cardiac failure and hypertension. Nutritional aspects of physiology related to nursing practice. Applied respiratory physiology and pathophysiology. The Immune system and HIV.

Practicals: 2X3hrs weekly. Lectures: 5x45 min lectures weekly

Assessment: Coursework assessment: 2x 1 hour theory tests and 2x 1 hour practical tests and assignments per semester per semester will contribute to 40% of final module mark. Examination assessment: One 2 hour written paper will constitute 60% of final module mark. If a student is absent from a test, a medical certificate must be produced immediately on return to enable the student to be retested. A zero mark will be otherwise allocated. The make-up test will be in the form of a viva.

DP Requirement: 40% obtained for the semester mark.

Human Genetics Applied Physiology

HPHS322 W2

(52L-12T-78P-10S-140H-20R-0F-0G-8A-15W-32C)

Prerequisite Requirement: HPHS231W1, HPHS232W2, BIOC201W1, BIOC202W2

Aim: Knowledge and understanding of normal body metabolism and thermoregulation and the adaptive physiological changes that occur during stress due to environment, exercise and disease. Knowledge and understanding of chromosomal basis of heredity, human and population genetics and genetic diseases. Knowledge and understanding of immunological defence mechanisms

Content: Metabolism during well-fed, fasting, starving and diseased states; Thermoregulation and the consequences of the breakdown thereof; nutrition, malnutrition and the balanced diet; Environmental factors in health and disease; Stress; Exercise; regulation and interaction of multiple systems; Integrative and adaptive mechanisms of physiological functions in health and disease; Chromosomal basis of heredity and chromosomal disorders; Population genetics; Genetic diseases and their treatment.

Practicals: 2X3hrs weekly 5x45 min lectures weekly

Assessment: Coursework assessment: 2x 1 hour theory tests and 2x 1 hour practical tests and an assignment per semester per semester will contribute to 40% of final module mark. Examination assessment: One 2 hour written paper will constitute 60% of final module mark. If a student is absent from a test, a medical certificate must be produced immediately on return to enable the student to be retested. A zero mark will be otherwise allocated. The make-up test will be in the form of a viva.

DP Requirement: 90% practical, 100% test attendance. A minimum of 40% required for the semester mark

Neuroendocrine Physiology

HPHS331 W1

(52L-12T-78P-10S-140H-20R-0F-0G-8A-15W-32C)

Prerequisite Requirement: HPHS231W1, HPHS232W2, BIOC201W1, BIOC202W2

Aim: Demonstrate a knowledge and understanding of the nervous system and its regulatory function, a knowledge and understanding of the endocrine and reproductive systems and their function

Content: The peripheral nervous system, The somatosensory system and special senses, Spinal organization of motor function and its control by the cerebral cortex, cerebellum and basal ganglia, Reticular activating system and sleep, The autonomic nervous system and its control, The limbic system, the cerebral cortex and higher functions of the nervous system. General principles of neuroendocrine hormone regulation: synthesis, release, transport, mechanism of action and regulation of metabolism by the thyroid gland, endocrine pancreas and the adrenal gland. Hormonal control of calcium and phosphate metabolism. Development and function of the male and female reproductive system.

Practicals: 2 x 3 hrs weekly . Lectures: 5 x 45 min lectures weekly

Assessment: Coursework assessment: 2x 1 hour theory and 2x1 hour practical tests and assignments per semester will contribute 40% of the final module mark. Examination assessment: 1 written 2 hour paper will constitute 60% of the final module mark. If a student is absent from a test, a medical certificate must be produced immediately on return to enable the student to be retested. A zero mark will be otherwise allocated. The make up test will be in the form of a viva

DP Requirement: A minimum of 40% required for the semester mark. 90% practical attendance and 100% test attendance

Specialized Physiological Techniques

HPHS701 W1

(15L-15T-100P-0S-30H-0R-0F-0G-0A-15W-16C)

Prerequisite Requirement: B.Sc or B. Med SC degree with minimum 60% pass in level 3 Physiology modules.

Aim: To demonstrate a knowledge of the theoretical and practical basis of electrolyte, trace element, blood pressure analysis and protein and lipid analysis.

Content: Radioisotope techniques; ELISA techniques; Electrolyte, protein and lipid analysis; Haematology and Aggregometry, Atomic Absorption Spectrometry and trace metal analysis; Pharmacophysiological Screening Tests; Animal diet formulation; Histological Techniques

Assessment: One 2 hour written paper will constitute the final module mark.

DP Requirement: 100% practical attendance

Ancillary research techn. for Life Sciences

HPHS710

(15L-15T-100P-0S-30H-0R-0F-0G-0A-15W-16C)

Prerequisite Requirement: : B.Sc or B. Med SC degree with minimum 60% pass in level 3 Physiology modules.

Aim: To introduce students to general laboratory based Research in Medical Sciences

Content: Core aspects of scientific research such as statistics, scientific writing, and the use of different biological models in research.

Assessment: Coursework: Practical reports and attendance and 1 X hr statistics test will form 40 % final module mark Examination: One 2 hour written paper will constitute 60% of final module mark.

DP Requirement: minimum of 40% year mark, 90% practical attendance and 100 % test attendance

Integrative Physiology

HPHS711 W1

(20L-40T-0P-0S-78H-20R-0F-0G-2A-15W-16C)

Prerequisite Requirement: B.Sc or B. Med SC degree with minimum 60% pass in level 3 Physiology modules.

Aim: To provide an advanced integrated study of selected topics in exercise, respiratory and cardiovascular physiology, cytology and neurophysiology

Content: Selected essays on exercise, respiratory, cardiovascular physiology, cytology and neurophysiology

Assessment: Coursework : Assessment of assignments will form 40 % final module mark Examination: One 2 hour written paper will constitute 60% of final module mark.

DP Requirement: 100% assignment submission. A minimum of 40% for the semester mark

Applied Physiology

HPHS721 W2

(20L-20T-0P-0S-98H-20R-0F-0G-2A-15W-16C)

Prerequisite Requirement: BSc or B.Med S degree with minimum 60% pass in level 3 Physiology modules

Aim: To provide an advanced integrated study in applied aspects of immunology, endocrinology, gastrointestinal, renal and reproductive physiology. It entails a review and presentation on selected topics in Applied physiology.

Content: Applied aspects of immunology, endocrinology, gastrointestinal, renal and reproductive physiology

Assessment: Coursework : Assessment of written seminar and presentation will form 40 % final module mark Examination: One 2 hour written paper will constitute 60% of final module mark.

DP Requirement: 100% seminar submission and presentation. A minimum of 40% for the semester mark

Pathophysiology

HPHS731 W2

(20L-20T-0P-20S-80H-18R-0F-0G-2A-15W-16C)

Prerequisite Requirement: BSc or B.Med S degree with minimum 60% pass in level 3 Physiology modules

Content: It entails a review on selected topics in pathophysiology, neuroendocrine control mechanisms, nutrition and metabolism.

Assessment: Continuous assessment (class record), 40%; one two-hour written paper, 60% of final mark.

DP Requirement: 100% assignment submission, A minimum of 40% for the semester mark

A lecture note fee will be charged for this module.

Physiology Honours Research Project

HPHS741 W2

(20L-60T-220P-60S-100H-20R-0F-0G-0A-26W-48C)

Aim: After completion of the module students will be expected to report on results they have obtained during a research project and should be able to critically analyse data and compare their results to known literature in the field

Content: Research project in any one of the following Physiology fields: Cardiovascular, Respiratory, Exercise Physiology, Endocrinology, Renal, Environmental or Nutritional/Gastro-intestinal Physiology, Neurophysiology and Immunology.

Assessment: Mini dissertation or project write-up (65% of final mark) Research performance during the year (15% of final mark) End of year presentation of results (20% of final mark)

DP Requirement: As per college rules

Advanced Laboratory Techniques in Physiology

HPHS7AL W1M1

(22.5L-3T-45P-0S-24.5H-0R-0F-30G-35A-8W-16C)

Prerequisite Requirement: None. Students gain acceptance into the BMedSc Honours programme with an appropriate Bachelor's degree or equivalent.

Corequisite: None

Aim: The overarching aim of this module is to provide an in-depth theoretical and practical understanding of selected advanced techniques in Molecular Physiology and Human Physiology, as well as analytical and problem solving abilities.

Content: Theory and practicals in basic and advanced molecular biology and Physiological techniques Core Molecular Physiology and Analytical Techniques: Laboratory safety, isolation of genomic and plasmid DNA, RNA extraction, agarose gel electrophoresis, nucleic acid quantification using spectrophotometry, restriction analysis, non-radioactive labelling and detection, Southern and Western hybridization, preparation of competent cells, transformation of bacterial cells with plasmid DNA, DNA fingerprinting techniques (RFLP, PFGE, PCR-genotyping), PCR, cloning, DNA and RNA sequencing, bioinformatics, protein analysis, SDS-PAGE, 2D-PAGE, construction of gene knockout mutants, documentation and analysis of DNA and protein gels, light and electron microscopy, analytical techniques (HPLC, GC-MS), Flow cytometry, ELISA, Tissue culture. General discipline specific techniques for Physiology: Neuroscience Techniques [Behavioural Tests e.g. Open Field Test; Novel recognition tests, Elevated Plus Maze, Stereotaxic surgery], Blood Pressure measurements-in vitro and in vivo, Electrolyte analysis, Immunohistochemistry, Fluorescence microscopy, Application of basic Molecular Biology techniques to eukaryotic cells including sequencing, Bioplex assays, Metabolic Analysis & exercise physiology, use of Powerlab in Electrophysiology and physiological testing, Isolated Tissue experiments, Langendorff Isolated Heart experiments and Introduction to Nanomedicine

Practicals: Laboratory based practical sessions involving hands-on exposure to specialized techniques in Molecular Physiology and Physiology are required.

Assessment: Final mark consists of 50% formative and 50% summative marks Formative: 2 practical tests (10% each); 1 assignment/presentation (10%); 1 theory test (20%) Summative: 1 x 3 hour exam (Theory) (30%) Practical portfolio (20%)

DP Requirement: Class mark of 50% and 80% attendance at practicals and lectures.

Research Project in Physiology

HPHS7RP WY

(0L-0T-27P-26S-323H-23R-0F-0G-81A-26W-48C)

Prerequisite Requirement: None. Students gain acceptance into the BMedSc Honours programme with an appropriate Bachelor's degree or equivalent.

Corequisite: None

Aim: To develop research capacity in Medical Science, and to develop students with initiative, problem-solving ability, communication skills (written and oral) and technical expertise, as well as an advanced level of knowledge in their field of specialisation (either Anatomy, Human Physiology, Medical Biochemistry, or Medical Microbiology).

Content: Formulation of a research question and hypothesis, literature review, referencing tools, research protocol development, ethics application, oral presentation of protocol, training in selected, specialized laboratory techniques specific to project, laboratory experimental work, analysis and interpretation of results and manuscript writing and oral presentation of completed project.

Practicals: Project-related laboratory experimental work under supervision

Assessment: Final mark consists of 20% formative and 80% summative marks Formative: written proposal and oral presentation: 20% Summative: Written manuscript (50%); oral presentation of final project (20%); mastery of laboratory skills (10%)

DP Requirement: None

Research Project

HPHS811 WY

(40L-15T-10P-0S-430H-0R-140F-0G-5A-26W-64C)

Aim: To equip the learner with an empirical research experience which will enable him to collect data, statistically analyze and interpret the data and write it up in the form of a mini-thesis which can be seen as a pilot study for a PhD or larger self-initiated project.

Content: Literature Review, Research proposal, Ethics application. Methods and Procedures, Results, Discussion & Conclusion. List of References

Assessment: Examination of the dissertation.

DP Requirement: Student's declaration and supervisor's confirmation that mini-thesis is original work of the student and has not been submitted in any form to another university or institution.

Capita selecta Physiology

HPHS814

(10L-10T-0P-10S-80H-47R-0F-0G-3A-13W-16C)

Prerequisite Requirement: None

Aim: To establish in the learner those aspects of exercise physiology required to effectively practice as a biokineticist. The module is intended to update the learner with aspects of exercise physiology, such as skeletal muscle physiology, fluid and electrolyte physiology, immunology and bioenergetics.

Content: Updated reviews of the following exercise physiology topics: skeletal muscle physiology; cardiorespiratory physiology; endocrine physiology; immune physiology; environmental physiology; fluid and electrolyte physiology; bioenergetics

Assessment: Assessment of student participation in the module by means of evaluating assignments and presentations (40%); 3 hour written examination (60%). This examination may be an open and/or closed book examination

DP Requirement: As per faculty rules.

Research Methodology and Statistics

HPHS819 W1

(39L-0T-3P-8S-50H-40R-0F-20G-3A-13W-16C)

Aim: To enhance the student's knowledge on research methods. And the tools that are required to analyze the date

Content: This module surveys various research methods and prepares the student in the interpretation, presentation and the writing of scientific research reports

Assessment: (class mark, 30%), examination – one 3-hour paper (70%).

DP Requirement: Student must attain a minimum D.P. mark of 50% in order to qualify to write the exams.

Exercise, Immunity & the Environment

HPHS824

(0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)

Prerequisite Requirement: None

Aim: To establish in the learner the sound knowledge of the effects of exercise and exercise training on the immune system, gastrointestinal system and body fluids and electrolytes. Learners also study environmental factors that affect exercise and exercise performance

Content: The effects of exercise and exercise training on the immune system. The effects of exercise on the gastrointestinal tract and on fluid and electrolyte balance. Environmental factors that affect exercise and exercise performance

Assessment: Assessment of student participation in the module by means of evaluating assignments and presentations shall contribute 40% of the total mark of the module. A formal 3 hour written examination shall contribute 60% of the final mark of the module. This examination may be an open and/or closed book examination

DP Requirement: As per faculty rules.

Muscle Physiology and Metabolism

HPHS825 W1

(10L-10T-0P-10S-80H-47R-0F-0G-3A-13W-16C)

Aim: To establish in the learner the sound knowledge of the effects of exercise training on skeletal muscle adaptation and function, endocrine system function and metabolic activity in order to understand assessment and intervention strategies.

Content: Effects of the different types of exercise and exercise training on skeletal muscle function and adaptation. Bioenergetics applicable to exercise physiology. The effects of exercise and training on endocrine function and maintenance of homeostasis. Neuromuscular physiology

Assessment: Assessment of student participation in the module by means of evaluating assignments and presentations shall contribute 40% of the total mark of the module. Formal 3-hour examination shall contribute 60% to the final mark of the module. This examination may be an open and/or closed book examination.

DP Requirement: Completion of all assignments and assessments

Cardiorespiratory Physiology

HPHS826 W1

(10L-10T-0P-10S-80H-47R-0F-0G-3A-13W-16C)

Aim: To establish in the learner the sound knowledge of those aspects of cardiovascular and respiratory physiology that are needed for an understanding of exercise physiology and the practise of sports medicine.

Content: Acute and long term central and peripheral cardiovascular adaptations to exercise. The response of the respiratory system to exercise and training. Cardiorespiratory evaluation

Assessment: Assessment of student participation in the module by means of evaluating assignments and presentations shall contribute 40% of the total mark of the module. Formal 3-hour examination shall contribute 60% to the final mark of the module. This examination may be an open and/or closed book examination.

DP Requirement: Completion of all assignments and assessments.

Telehealth

Contemporary Topics in E-Health

INFT61C M1 M2

(26L-0T-0P-4S-90H-10R-0F-0G-30A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To provide students with an exposure to leading edge topics in e-Health that are not necessarily dealt with in the other modules. This will allow them to reflect on current developments and trends and their applicability and feasibility in the African setting.

Content: Selected topics in eHealth. These will vary annually

Practicals: None

Assessment: Assignments 50% (Made up of written course papers 50% and short answer questions 50%) Exams= 40% Assignments=5 Homework=6 Spot tests=2

DP Requirement: None

E-Health Project

INFT61E M1 M2

(10L-0T-0P-10S-200H-0R-0F-0G-120A-26W-34C)

Prerequisite Requirement: None

Corequisite: None

Aim: To plan, undertake, analyse and report on a project in an area of e-health

Content: •Project development •Project reporting •Project to be conducted on a relevant topic in Telehealth or Medical Informatics.

Practicals: None

Assessment: •Project proposal 20% •Assignments 20% •Written Report 60% Research Project

DP Requirement: None

Programming 1

INFT61Y M1 M2

(40L-0T-7P-0S-47H-10R-0F-3G-53A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: This module aims to develop and refine the learners' basic problem solving and programming skills. The module introduces the students to simple programming structures that allow them to write programs that deal with simple medical informatics systems

Content: This module covers the basic concepts of programming. The students are exposed to simple programming structures that allow the students to write simple programming applications related to medical informatics systems.

Practicals: Practical involve coding simple medical information systems using a programming language. Thus students are required to have access to a computer that is connected to the internet and has the necessary software installed.

Assessment: Practicals 30% Assignment 50% Class participation 10% Spot Test 10% Theory Examination -TOTAL WEIGHTING =100%T SUBWEIGHTING = 60% Assignments=5 Homework=4

DP Requirement: None

Telemedicine: Planning, Management and Ethics

INFT62M M1 M2

(26L-0T-0P-4S-90H-10R-0F-0G-30A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To gain insight in issues relating to planning, implementing, managing and evaluating telemedicine programs in the context of sub-Saharan Africa. These include: the basis for eHealth policy and strategy; the different technologies

and communication systems available for telemedicine; videoconferencing and videoconferencing etiquette; the development and use of clinical protocols for telemedicine; recording of telemedicine data (both clinical and technical data); data security for telemedicine; needs assessment; legal and ethical issues of telemedicine; and monitoring and evaluation.

Content: Major communication technologies and communication protocols, Videoconferencing and Store and Forward telemedicine, Planning and implementation of telemedicine systems, Management, utilisation and integration of systems, Evaluation and Outcomes, Protocols, Recording data, Security, approaches to adapting international guidelines within the sub-Saharan African context and legal and ethical issues in telemedicine.

Practicals: None

Assessment: Written Examination 40%, Assignments 60% Made up of written course papers 50%, short answer questions 30%, group assignments with oral presentations 20% Assignments=5 Homework=8

DP Requirement: None

Medical Information Systems

INFT641 M1 M2

(40L-0T-7P-0S-47H-10R-0F-3G-53A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To introduce to the student, the different areas in healthcare amenable to information technology and communication systems. Particular attention will be paid to the difficulties that must be overcome in developing countries to progress beyond simple prototypes to successful and sustainable projects. Students will gain an appreciation of the past, present and future roles of medical informatics with an emphasis on both clinical and public health perspectives

Content: This module covers the basic concepts regarding medical information systems from a management point of view. The module introduces students to the basics of computer systems in medicine, management of electronic medical records, standards and security in medical informatics systems and contemporary topics such as green computing and mobile health.

Practicals: Practical involve implementing medical information systems, and students are required to have access to a computer that is connected to the internet

Assessment: Class Record -Homework - 20% Assignment 60% Class 10% participation Spot Test 10% TOTAL WEIGHTING =60% Theory Examination 100% TOTAL WEIGHTING 40% Exams= 40% Assignments=5 Homework=6 Spot tests=2

DP Requirement: None

Public Health and Mgmt of M I systems

INFT662 M1 M2

(26L-0T-0P-4S-90H-10R-0F-0G-30A-0W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To introduce the student to the role of health information systems in public health and the management of these systems. Obstacles to wide spread implementation and use will be addressed.

Content: This module is an introduction to public health and management issues in medical informatics. The students are exposed to implementation issues of medical information systems in developing countries, the basics of public Health informatics, geographic information systems, and evaluation of public health information systems

Practicals: None

Assessment: Written Examination 40%, Assignments 60% Made up of written course papers 50%, short answer questions 30%, group assignments with oral presentations 20% Assignments=5 Homework=8

DP Requirement: None

mHealth and Home Monitoring

INFT6M2 MC

(26L-0T-0P-4S-90H-10R-0F-0G-30A-13W-16C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: To make students aware of and understand current use of mobile technology in telemedicine, home monitoring, personal monitoring through smart clothes and smart homes, surveillance, data gathering, personal wellness and patient centred care and how this integrates with telemedicine and medical informatics.

Content: The use of mobile technology, cellular telephones, tablet computers, PDAs, cell phone apps and electronic medical devices in the health sector to treat, monitor and promote wellness.

Practicals: None

Assessment: Written Examination 40%, Assignments 60%. Made up of written course papers 50%, short answer questions 30%, group assignments with oral presentations 20%. Exams= 40% Assignments=5 Homework=8

DP Requirement: None

Telemedicine: Applied Skills

INFT6S1 M1 M2

(26L-0T-7P-4S-90H-10R-0F-0G-23A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: The purpose of this module is to provide the student with both knowledge of, and skills in, various technical aspects of telemedicine practice and change management.

Content: Communication technologies and protocols; Videoconferencing (video-cameras, lighting and sound, room design); Peripheral examination equipment, document cameras and digital diagnostic equipment; Digital imaging (cameras, medical photography and image editing); Store and Forward technologies and protocols; Telemedicine guideline development and Change management

Practicals: None

Assessment: Examination 25%, Assignments– 75% (Made up of practical assignments, written course papers, short answer questions, oral presentations and the development of a change management strategy for a telemedicine implementation) Written Examination 40%, Assignments 60% Made up of written course papers 20%, short answer questions 20%, group assignments with oral presentations 40% practical assignments 20% Exams= 40% Assignments=5 Homework=8

DP Requirement: None

Electronic Medical Records

INFT6V1 M1 M2

(40L-0T-7P-0S-50H-10R-0F-3G-53A-0W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To introduce learners to the concepts of electronic medical records and to equip them with the necessary skills to design, code, implement and evaluate electronic medical record systems. This course focuses on the practical issues of electronic medical record systems, particularly its role, difficulties in implementation and possible solutions to difficulties, all in developing countries

Content: The module serves as an introduction to the implementation and management of electronic medical records. This includes the process of installing an electronic medical record, creating an electronic form, and evaluating the system.

Practicals: Practical involve implementing medical information systems, and students are required to have access to a computer that is connected to the internet.

Assessment: Homework 20% Assignment 60% Class participation 10% Spot Test 10% Theory Examination - SUBWEIGHTING=100% -TOTAL WEIGHTING 40% Exams= 40% Assignments=5 Homework=6 Spot tests=2

DP Requirement: None

Introduction to Telemedicine

INFT811 MC

(26L-0T-0P-4S-90H-10R-0F-0G-30A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To provide a background and introduction to telemedicine in its various forms within the context of Africa

Content: The history of telemedicine and descriptions of, and evidence for, the use of synchronous and asynchronous telemedicine, home monitoring, home care, mHealth and eLearning in health within the African context.

Practicals: None

Assessment: Written Examination 40%, Assignments 60% (Made up of written course papers 60%, short answer questions 20%, oral presentations and group assignments 20%) Exams= 40% Assignments=5 Homework=8

DP Requirement: None

E-Health Project

INFT81E

(0L-10T-0P-10S-200H-0R-0F-0G-100A-13W-32C)

Prerequisite Requirement: None

Corequisite: None

Aim: To fulfil the project requirement of the postgraduate diploma in Medical Science (Telemedicine) and Postgraduate Diploma in Medical Science (Medical Informatics), students will undertake, analyse and report on a project in an area of e-health relevant to them.

Content: Project to be conducted on a relevant topic in Telehealth or Medical informatics.

Assessment: Submission of Project 100%

DP Requirement: None

Programming 2

INFT81G

(0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)

Aim: This module builds on the previous programming module to teach more advanced Java skills and improve student's ability to build their own projects.

Content: Review basic Java programming principles. Database connectivity. Database backed websites.

DP Requirement: As per College rule

eHealth Governance

INFT81K MC

(26L-0T-0P-4S-90H-10R-0F-0G-30A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To provide an understanding of governance of eHealth, related issues and means of addressing within the context of the introduction of telemedicine and eHealth programmes in sub-Saharan Africa.

Content: Strategy development. Policy needs and formulation. Ethical performance of telemedicine and eHealth. Regulatory frameworks and laws. Development of strategy, policy, ethics, laws and regulations in relation to telemedicine and eHealth within the sub-Saharan African context.

Practicals: None

Assessment: Written Examination 40%, Assignments 60% (Made up of written course papers 60%, short answer questions 20%, oral presentations and group assignments 20%) Assignments=5 Homework=8

DP Requirement: None

Tele-Education

INFT81L

(22L-0T-8P-0S-80H-10R-0F-0G-40A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: This module will provide students with the basic education theories pertinent using ICT technologies to provide education at a distance using either i) an ISDN-based or IP based video-conference network, or ii) the internet (Web) and the knowledge and skills necessary to develop and deploy interactive educational programme designed for distribution by video-conference, the web, CD/DVD or other relevant ICT.

Content: Educational theory and principles, curriculum development, interactive tele-education technologies, development of online education courses, evaluation of educational courses.

Practicals: NONE

Assessment: Exam 50%, course work 50% (assignments-40%, class participation - 10%)

DP Requirement: NONE

Introduction to Bio Statistics

INFT81N

(0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To provide an introduction to the concept, theory and applied skills of basic biostatistics

Content: Introduction to biostatistics, data presentation, basic statistics, introduction to statistics of epidemiology and clinical trials

Practicals: None

Assessment: Coursework 50% (Exercises - 40%, Participation - 10%) Exams= 40% Assignments=5 Homework=8

DP Requirement: NONE

Primer on Medical Information Systems

INFT81P M1

(40L-0T-7P-0S-60H-0R-0F-3G-50A-13W-16C)

Prerequisite Requirement: None**Corequisite:** None

Aim: Computer technology is now increasingly relied on, in the healthcare environment. However, this environment has features that make it uniquely complex and difficult to computerise. This module will introduce to the student, the different areas in healthcare amenable to IT and communication systems. Particular attention will be paid to the difficulties that must be overcome in developing countries to progress beyond simple prototypes to successful and sustainable projects. Students will gain an appreciation of the past, present and future roles of medical informatics with an emphasis on both clinical and public health perspectives.

Content: Medical Informatics, Electronic Medical Records, Designing Generic Databases, Case Study on Design, Clinical Decision Support Systems, Bioinformatics, Sequencing in Bioinformatics, Information Retrieval Image Processing for e-Health, Methods of Image Processing for e-Health, Mobile health, and a Case Study on Implementation of medical information systems

Practicals: Practical involve implementing medical information systems, and students are required to have access to a computer that is connected to the internet.

Assessment: ASSESSMENT SUBWEIGHTING TOTAL WEIGHTING Class Record Homework 20% 60% Assignment 60% Class participation 10% Spot Test 10% Theory Examination 100% 40% Exams= 40% Assignments=5 Homework=6 Spot tests=2

DP Requirement: None**Experiential Learning in Telemedicine**

INFT81X

(5L-0T-0P-0S-20H-115R-0F-0G-20A-0W-16C)

Prerequisite Requirement: None**Corequisite:** None

Aim: To provide the student with an opportunity to participate in telemedicine clinics and experience in the real world the theory and technical applications learned in the other modules.

Content: Practical participation in existing telemedicine programmes; involvement in the planning of telemedicine services and evaluation of thereof.

Practicals: 72% of the module conducted in Tele-health environment.

Assessment: Coursework 100% (Reports-80%, Reflective diary -20%)

DP Requirement: None**Programming 1**

INFT81Y

(39L-10T-36P-0S-50H-20R-0F-0G-8A-0W-16C)

Aim: This module aims to develop and refine the learners' problem solving and programming skills, to extend their knowledge of a high level programming language, to introduce them to principles of software engineering, and to introduce the functionality of different components in a computer system.

Content: Object-oriented design, programming in a high level language, structured data types, sorting, searching, recursion, program testing. Overview of Computer Systems.

Assessment: 1.The software life cycle is outlined and the components of a computer system are identified 2.The theory of algorithm design and object oriented programming is applied to design and structure algorithms to solve a range of programming problems 3.Programming problems are solved at a level appropriate to the programming constructs and concepts learned 4.Solutions to such a problem are written and implemented in a high level programming language using objects and structured data types 5.Appropriate testing procedures for programmes are designed and appropriate justification for decisions are provided

DP Requirement: As per faculty rules.**Security for E-Health**

INFT8A2 M1 M2

(40L-0T-7P-0S-60H-0R-0F-3G-50A-13W-16C)

Prerequisite Requirement: None**Corequisite:** None

Aim: Computer technology is now increasingly relied on, in the healthcare environment. Because of the privacy and strict confidentiality requirements associated with medical data, security becomes a vital aspect of medical information systems. Particular attention will be paid to the what the minimum security requirements should be for a medical information system, types of security protocols, the need for security protocols, difficulties that must be overcome in creating a security model for developing countries to progress beyond simple prototypes to successful and sustainable outcomes. Students will gain an appreciation of the past, present and future roles of security in medical informatics with an emphasis on both clinical and public health perspectives.

Content: The module deals with the basics of security in medical informatics systems. Security theory, implementation, various security protocols and the development of security frameworks are covered.

Practicals: Practical involve implementing medical information systems, and students are required to have access to a computer that is connected to the internet

Assessment: Assessment, Subweighting, Total weighting: Class Record Homework 20% 60% Assignment 60% Class participation 10% Spot Test 10% Theory Examination 100% 40% Exams=40% Assignments=5 Homework=6 Spot tests=2

DP Requirement: None

Bioinformatics

INFT8B2 MC

(40L-0T-4P-0S-50H-10R-0F-3G-53A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: Computer technology is now increasingly relied on, in the healthcare environment. One aspect of this domain is bioinformatics and deals with applying computer technology to solve health care problems at a molecular level. This module will introduce to the student, the different areas in healthcare amenable to bioinformatics. Particular attention will be paid to the difficulties that must be overcome in developing countries to progress beyond simple bioinformatics prototypes to successful and sustainable projects. Students will gain an appreciation of the past, present and future roles of bioinformatics with an emphasis on both clinical and public health perspectives

Content: Introduction to Bioinformatics, Biology basics for bioinformatics, Bioinformatics examples and solutions, Sequencing- intro, propose, producing sequences, file formats, Sequencing- blast methods, Genomics, Phylogenetic trees, Bioinformatics databases, Perl Programming, Bioinformatics program using perl, Incorporating bioinformatics into EMRS

Practicals: Practical involve implementing medical information systems, and students are required to have access to a computer that is connected to the internet.

Assessment: Assessment, Subweighting Total weighting: Class Record Homework 20% 60% Assignment 60% Class participation 10% Spot Test 10% Theory Examination 100% 40% Exams= 40% Assignments=5 Homework=6 Spot tests=2

DP Requirement: None

Contemporary Topics in E-Health

INFT8C1 M2

(26L-0T-0P-4S-90H-10R-0F-0G-30A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To introduce the student to the role of health information systems in public health and the management of these systems. Obstacles to wide spread implementation and use will be addressed.

Content: This module is an introduction to public health and management issues in medical informatics. The students are exposed to implementation issues of medical information systems in developing countries, the basics of public Health informatics, geographic information systems, and evaluation of public health information systems

Practicals: None

Assessment: Written Examination 40%, Assignments 60% Made up of written course papers 50%, Short answer questions 30%, Group assignments with oral presentations 20 Assignments=5 Homework=8

DP Requirement: None

This module will not be offered in 2006.

Design, Implementation and Evaluation of MIS

INFT8E2 MC

(40L-3T-7P-0S-57H-0R-0F-0G-53A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To introduce learners to the concepts of medical information systems, particularly, electronic medical records, and to equip them with the necessary skills to design, code, implement and evaluate medical information systems. This course focuses on the practical issues of electronic medical record systems, particularly its role, implementation issues in developing countries, measurements of e-readiness, management of medical information systems and leadership.

Content: This module deals with the design, implementation and evaluation of medical information systems.

Practicals: Practical involve implementing medical information systems, and students are required to have access to a computer that is connected to the internet.

Assessment: Assessment Sub-weighting Total Weighting Class Record Homework 20% 60% Assignment 60% Class participation 10% Spot Test 10% Theory Examination 100% 40% Exams= 40% Assignments=5 Homework=6 Spot tests=2

DP Requirement: None

Programming Medical Informatics Systems

INFT8F2 M1 M2

(40L-0T-7P-0S-60H-0R-0F-0G-53A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: This module aims to develop and refine the learners' problem solving and programming skills, to extend their knowledge of a high level programming language, to introduce them to principles of software engineering, and to introduce the functionality of different components in a mobile application.

Content: This module teaches students complex Java programming techniques like: object orientated programming, databases and ontologies and includes techniques of programming Mobile devices.

Practicals: Practical involve implementing medical information systems, and students are required to have access to a computer that is connected to the internet.

Assessment: Assessment Sub-weighting Total Weighting: Class Record Homework 20% 100% Assignment 60% Class participation 10% Spot Test 10% Assignments=5 Homework=4

DP Requirement: None

Epidemiology & Res Methodology in E-Health

INFT8O1

(0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)

Prerequisite Requirement: None

Aim: To introduce students to epidemiology and to equip students with research skills

Content: Introduction to epidemiology, Introduction to statistical analysis software; Study Designs; Clinical trials; Screening; Surveillance; Research protocol & Ethics application.

Practicals: NONE

Assessment: Coursework 50% (Exercises - 15% Protocol - 25%, participation - 10%) Exams= 40% Assignments=5 Homework=8

DP Requirement: Completion of online ethics good practice certificate

International eHealth

INFT8Q M1 M2

(26L-0T-0P-4S-90H-10R-0F-0G-30A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To provide students with current information about leading edge development and issues globally in eHealth.

Content: This will vary annually and will be drawn from issues raised in eHealth conferences and major eHealth web sites.

Practicals: None

Assessment: Exam 40% Course work 50% (Assignments– 50%) Assignments=5 Homework=8

DP Requirement: None

eHealth from Theory to Practice

INFT8T2 MC

(26L-0T-0P-4S-90H-10R-0F-0G-30A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To provide understanding of the practical issues associated with introduction of telemedicine and eHealth programmes in the sub-Saharan Africa context, and means and approaches to addressing them.

Content: Information and Communications Technology (ICT) options for eHealth and telemedicine. ICT implementation theory and planning. Change management theory and planning. Development of a detailed implementation plan within the sub-Saharan African context.

Practicals: None

Assessment: Written Examination 40%, Assignments 60% (Made up of written course papers 60%, short answer questions 20%, oral presentations and group assignments 20%) Assignments=5 Homework=8

DP Requirement: None

Medical Artificial Intelligence

INFT8U2 MC

(40L-0T-7P-0S-70H-0R-0F-3G-40A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: This module will introduce to the student, the different areas in healthcare amenable to artificial intelligence. Particular attention will be paid to the difficulties that must be overcome in developing countries to progress beyond simple prototypes to successful and sustainable projects. Students will gain an appreciation of the past, present and future roles of artificial intelligence with an emphasis on both clinical and public health perspectives

Content: This module deals with the design, implementation and programming of machine learning algorithms to solve medical problems. The module consists of understanding, programming and evaluating multi layer perceptrons, probability algorithms, genetic computing, and various back propagation algorithms.

Practicals: Practical involve implementing medical information systems, and students are required to have access to a computer that is connected to the internet.

Assessment: ASSESSMENT SUBWEIGHTING TOTAL WEIGHTING Class Record Homework 20% 60% Assignment 60% Class participation 10% Spot Test 10% Theory Examination 100% 40% Exams= 40% Assignments=5 Homework=6 Spot tests=2

DP Requirement: None

Electronic Medical Records

INFT8V1

(26L-10T-11P-0S-60H-30R-0F-0G-23A-0W-16C)

Aim: To introduce learners to the concepts of electronic medical records and medical coding and to enable them to acquire the skills necessary to evaluate electronic medical record systems. It will focus on the practical issues of implementing such systems and ensuring that they are accepted and used.

Content: Principles of EMRs Types of EMR Usability and pitfalls of Electronic Medical Records systems Critical success factors of Electronic Medical Records systems Medical coding standards Data manipulation and cleaning Data visualization Representation of medical data Current research in Electronic Medical Records systems

Assessment: Classwork-50%; Theory Exams:50%

DP Requirement: As per faculty rules.

Medical Artificial Intelligence

INFT8W1

(0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)

Aim: Through the study of the theoretical concepts and medical applications of one or more areas of artificial intelligence learners will acquire the necessary skills to appropriately apply artificial intelligence techniques to solve real world medical problems. Learners will also be able to analyze research currently being conducted in the chosen areas.

Content: -An in-depth study of one or more artificial intelligence areas, e.g. expert systems, machine learning, neural networks, knowledge bases, automated theorem-proving, natural language processing. -Implementing the artificial techniques in the chosen areas to solve medium to large scaled medical problems. -A critical analysis of the research currently being conducted in this field.

Assessment: Class work 50% Tests 50%

DP Requirement: As per faculty rules.

Economics and Assessment of eHealth

INFT8X2 MC

(26L-0T-0P-4S-90H-10R-0F-0G-30A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To provide theoretical understanding and develop skills and knowledge applicable to planning, implementing, managing and evaluating telemedicine and eHealth

Content: Rationale for assessment, including needs assessment, readiness assessment, evaluation and outcomes, knowledge transfer to inform policy makers and approaches to economic assessment of telemedicine and eHealth programmes within the sub-Saharan African context.

Practicals: None

Assessment: Written Exam 40% Course work 60% (Made up of written course papers 60%, short answer questions 20%, oral presentations and group assignments 20%) Assignments=5 Homework=8

DP Requirement: None

E-Health Research Project

INFT8Z1

(0L-0T-0P-0S-960H-0R-0F-0G-0A-0W-96C)

Prerequisite Requirement: INFT801, INFT8N1

Corequisite: None

Aim: Experience in planning, completing and publishing a research project under supervision.

Content: Students are expected to work with a research supervisor to conduct research in an area of Telemedicine or Medical Informatics of relevance to them, which is approved by the Higher Degrees Committees. The student then has to complete the project as outlined in the proposal and prepare a research report and an article based on the research.

Assessment: Submission of dissertation 100%

DP Requirement: As per faculty rules.

LMMS-Research Project**Research Project**

LMMS8RP HC MC WC

(0L-0T-0P-10S-1565H-0R-0F-20G-45A-0W-164C)

Prerequisite Requirement: None

Prerequisite Modules: PMED801

Corequisite: None

Aim: The module aims to facilitate independent completion of a research project under the guidance of a research supervisor on a relevant, current and contextual medical topics; and production of a research report in the form of a dissertation or a peer reviewed journal article for publishing in a SAPSE recognized journal.

Content: Theoretical knowledge of research including (i) the scientific selection of an appropriate research topic, (ii) conducting a relevant literature review aligned to the research paradigm of choice; (iii) data collection (iv) data analysis and (v) write up of results and dissemination of research findings.

Practicals: None

Assessment: Research Project 100%.

DP Requirement: A scientifically acceptable research proposal, which must be approved by Academic Leader Research and the relevant ethics committee of UKZN.

Medicine**Medicine Clinical & Prof Prac 1**

MEDI8A5 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: The main aim of this module is: To develop competence in sciences which underpin clinical practice in the discipline. To allow the student to attain an intermediate level of competency in the knowledge, skills and behaviours appropriate to effective clinical practice as a specialist, which will be developed further in Clinical and Professional Practice 2.

Content: Selected topics from physiology, pharmacology, clinical measurement, clinical chemistry, anatomy and pathology, with special focus on general principles with which internal medicine is concerned.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 1 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: One 3-hour written paper.

DP Requirement: 70% attendance at designated learning activities. Satisfactory completion of a portfolio and/or logbook.

Medicine Clinical & Prof Prac 2

MEDI8A6 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: MEDI8A5

Corequisite: None

Aim: The main aim of this module is: To allow the student to attain competency in the knowledge, skills and behaviours necessary for effective clinical practice as a specialist and thus render the student eligible for registration with the HPCSA in the specialist category.

Content: Selected topics from physiology, pharmacology, clinical measurement, clinical chemistry, anatomy and pathology with special focus on general principles with which internal medicine is concerned.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 2 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: One 3-hour MCQ paper, One 3-hour written paper, Objective test. Clinical cases – one long case, 2 short cases. The weighting for the examination is: Paper 1 – 10%, Paper 2 – 10%, Objective test – 20%, Clinical cases – 60%, (30% for long case and 15% each for short cases).

DP Requirement: 70% attendance at designated learning activities; Satisfactory completion of a portfolio and/or logbook.

Medical Microbiology

Advanced Immunology

MMGY7AI M2

(22.5L-3T-0P-0S-65H-43.5R-0F-0G-26A-15W-16C)

Prerequisite Requirement: None. Students gain acceptance into the BMedSc Honours programme with an appropriate Bachelor's degree or equivalent.

Corequisite: None

Aim: To provide students with a detailed knowledge and understanding of the immune system focusing on human health from infectious and auto-immune disease to vaccines.

Content: Innate or Nonspecific system; Adaptive or Specific system; T cell activation, migration, memory and ontogeny; Humoral Immunity; Cell-adhesion, Regulation and autoimmunity; HIV Immunology; TB Immunology; Mucosal immunology; Microbiome and immunity to microbes; Genetic influences on immunity; Vaccines

Practicals: None

Assessment: Assessment consists of 40% formative and 60% summative marks Formative: Test (20%); Assignment/presentations/debate (20%); Summative: 1 x 3 hour theory exam (60%)

DP Requirement: Class mark of 40%, 80% attendance at lectures

Advanced Laboratory Techniques

MMGY7AL M1

(22.5L-3T-45P-0S-24.5H-30R-0F-0G-35A-8W-16C)

Prerequisite Requirement: None. Students gain acceptance into the BMedSc Honours programme with an appropriate Bachelor's degree or equivalent.

Corequisite: None

Aim: The overarching aim of this module is to provide an in-depth theoretical and practical understanding of selected advanced techniques in Molecular Biology and Microbiology, as well as analytical and problem solving abilities.

Content: Theory and practicals in basic and advanced molecular biology and Medical Microbiological techniques: Techniques in laboratory safety, nucleic acid, protein analysis, bioinformatics, light and electron microscopy, analytical techniques, tissue culture, immunology and Microbiology

Practicals: Practical sessions involving hands-on exposure to specialized techniques in molecular biology and Medical Microbiology.

Assessment: Final mark consists of 50% formative and 50% summative marks Formative: Tests: 2 practical (10% each); 1 assignment/presentation (10%); 1 theory test (20%) Summative: 1 x 3 hour exam (Theory) (30%) Practical portfolio (20%)

DP Requirement: Class mark of 40%, 80% attendance at practicals and lectures.

Microbial Pathogenesis

MMGY7F1 M2

(22.5L-3T-0P-0S-65H-43.5R-0F-0G-26A-15W-16C)

Prerequisite Requirement: None. Students gain acceptance into the BMedSc Honours programme with an appropriate Bachelor's degree or equivalent.

Corequisite: None

Aim: To provide students with a good understanding of the mechanisms of microbial pathogenesis that is important for students who want to pursue infectious disease research.

Content: Introduction to pathogenesis of microbial infection including colonization of the host, routes of transmission, mechanisms of host invasion, disease onset as well as host defence mechanisms against microbe invasion and spread.

Practicals: None

Assessment: Formative: Test: 20%; Assignment/presentation: 20% Summative: Examination: 60%

DP Requirement: Class mark of 40%, 80% attendance at lectures

Advanced Medical Microbiology

MMGY7MV M1

(22.5L-3T-0P-0S-65H-43.5R-0F-0G-26A-15W-16C)

Prerequisite Requirement: None. Students gain acceptance into the BMedSc Honours programme with an appropriate Bachelor's degree or equivalent.

Corequisite: None

Aim: To provide students with a good understanding of bacterial physiology, anatomy and genetics, and be able to relate how bacterial structure affects the mechanism of action of antimicrobial drugs

Content: Bacterial physiology; Bacterial anatomy; Bacterial genetics; Antimicrobial agents

Practicals: None

Assessment: Formative: 40%: (2 theory tests: 20% and assignment/presentation: 20%) Summative: 60% examination

DP Requirement: Class mark of 40%, 80% attendance at lectures.

Research Project in Medical Microbiology

MMGY7RP MY

(0L-0T-27P-26S-323H-23R-0F-0G-81A-26W-48C)

Prerequisite Requirement: None. Students gain acceptance into the BMedSc Honours programme with an appropriate Bachelor's degree or equivalent.

Corequisite: None

Aim: To develop research capacity in Medical Science, and to develop students with initiative, problem-solving ability, communication skills (written and oral) and technical expertise, as well as an advanced level of knowledge in their field of specialisation (either Anatomy, Human Physiology, Medical Biochemistry, or Medical Microbiology).

Content: Formulation of a research question and hypothesis, literature review, referencing tools, research protocol development, ethics application, oral presentation of protocol, training in selected, specialized laboratory techniques specific to project, laboratory experimental work, analysis and interpretation of results and manuscript writing and oral presentation of completed project.

Practicals: Project-related laboratory experimental work under supervision

Assessment: Final mark consists of 20% formative and 80% summative marks Formative: written proposal and oral presentation: 20% Summative: Written manuscript (50%); oral presentation of final project (20%); mastery of laboratory skills (10%)

DP Requirement: None

Advanced Medical Virology

MMGY7V1 M1

(28L-4T-4P-8S-45H-15R-0F-0G-56A-15W-16C)

Prerequisite Requirement: None. Students gain acceptance into the BMedSc Honours programme with an appropriate Bachelor's degree or equivalent.

Prerequisite Modules: None

Corequisite: None

Aim: To develop a broad understanding of virus replication strategies and pathogenesis and their public health impact.

Content: Virus structure, classification, replication strategies, pathogenesis, host immune responses, immune evasion, viral vaccines, viruses in gene therapy and selected topics/viruses, for example oncogenic viruses, emerging viruses, influenza, HIV vaccines, HIV drug resistance and immune evasion.

Practicals: 4 NSH for HIV-1 drug resistance interpretation practical as follows: •Algorithms: 1 NSH •Navigating the website: 1 NSH •Guided exercises: 2 NSH

Assessment: Formative assessment: 40% (20% essays, 10% on-line practical test, 10% presentation) Summative assessment: 60% examination,

DP Requirement: Class mark of 40%, 80% attendance at practicals and lectures.

Med Micro Clin & Prof Practice 1

MMGY8B2 MC

(400L-120T-470P-60S-300H-95R-1130F-0G-125A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: To provide registrars with a sound grounding in basic sciences underlying the theory and practice of Medical Microbiology, to introduce them to the practice of this speciality and strengthen their grasp of professional ethics and professional behaviour.

Content: Fundamentals of Medical Microbiology (including bacteriology, virology, mycology and parasitology). Laboratory diagnostics and safety, Antimicrobial agents, Introduction to basic immunology, Infection prevention and control.

Practicals: None

Assessment: Formative: A portfolio book is given to registrars at the start of their training to record their activities (100%); The portfolio book is assessed at the end of each year, and forms the basis of the progression decision. Students may also be required to write selected medical microbiology honours examination papers. Summative: At the end of the module, students do one three-hour written paper (sub-minimum 50%), one practical examination over 3 days (sub-minimum 50%) and oral examination (sub-minimum 50%)(100%).

DP Requirement: Satisfactory assessment and completion of the Professional Portfolio annually. The Professional Portfolio addresses the full spectrum of competence – academic, clinical and professional.

Med Micro Clin & Prof Practice 2

MMGY8B3 MC

(40L-0T-0P-70S-350H-80R-2070F-0G-90A-0W-270C)

Prerequisite Modules: MMGY8B2

Corequisite: None

Aim: The aim of the module is to prepare the student to attain competency in the knowledge, skills and behaviours to function effectively in the area of clinical virology at a specialist level without supervision.

Content: The epidemiology, laboratory diagnosis & management of infectious diseases, The interpretation of laboratory results in the clinical context, Hospital and community infection control and Laboratory management including regulatory issues, laboratory safety and quality assurance.

Practicals: None

Assessment: Formative: A portfolio book is given to registrars at the start of their training to record their activities, and is assessed at the year end. Summative: College of Medicine examination is written comprising: Written examination - (2 papers) weighted 50%, with a subminimum of 50% for each paper. Practical examination over 3 days - weighted 40%, with a subminimum of 50%. Oral examination - weighted 10%, with a subminimum of 50% or a UKZN examination is written: 2 written papers (50% weighted) plus 3 day laboratory practical (40% weighted) and an oral examination (10% weighted). A minimum of 50% mark for each paper, practical and oral is required.

DP Requirement: Satisfactory assessment and completion of the Professional Portfolio annually. The Professional Portfolio addresses the full spectrum of competence – academic, clinical and professional.

MedM3M2 Medical Microbiology

MMI3MM2 W2

(29L-0T-36P-0S-89H-0R-0F-0G-6A-13W-16C)

Aim: To introduce the role of medically-significant micro-organisms, their immuno-pathogenesis and the role of the laboratory in the diagnosis of infection.

Content: Pathogenic mechanisms of micro-organisms, Host defence mechanisms, principles of antimicrobial activity, sterilisation and disinfection, molecular approach to infectious diseases e.g. outbreak and population-based analysis for epidemiological control of infection, syndrome based infections.

Practicals: The practicals are geared to define the role of the Medical Microbiology laboratory and to reinforce diagnostic procedures and their significance.

Assessment: Classmark (40%), 3 h exam (60%).

DP Requirement: 40% classmark, 80% attendance at all lectures, tutorials and practicals, 100% attendance at all tests.

Non-Biomedical Science students taking this module as an elective must have been vaccinated against Hepatitis B at their own expense.

MedV3V1 Molecular Virology

MVI3MV1 W1

(29L-0T-36P-0S-89H-0R-0F-0G-6A-13W-16C)

Prerequisite Modules: BIOC201 or 203.

Aim: To instill core knowledge of the principles of human virology; the diagnosis, treatment and prevention of viral disease in humans; and the application of science and technology to the study of viruses.

Content: Viral taxonomy, pathogenesis and immunology. Diagnosis, treatment and prevention of viral disease (including viral vaccines, gene therapy and antiviral drugs). Common examples of viruses causing human disease (Hepatitis B and C, Polio, influenza, HIV). Molecular Virology and Bioinformatics including antiretroviral resistance and recombinant DNA technology).

Assessment: Classmark (40%), 3 h written exam (60%).

DP Requirement: 40% classmark, 80% attendance at all lectures and tutorials, 100% attendance at all tests.

Non-Biomedical Science students taking this module as an elective must have been vaccinated against Hepatitis B at their own expense.

Neurology**Neurology Clinical & Prof Prac 1**

NEUR8A5 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: The main aim of this module is: To develop competence in sciences which underpin clinical practice in the discipline. To allow the student to attain an intermediate level of competency in the knowledge, skills and behaviours appropriate to effective clinical practice as a specialist, which will be developed further in Clinical and Professional Practice 2.

Content: Neuro-anatomy, neurophysiology, neuropathology, neuro-immunology, microbiology, principles of electrophysiology.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 1 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Two 3-hour papers with 4 questions each (25 marks each)

DP Requirement: 70% attendance at designated learning activities. Satisfactory completion of a portfolio and/or logbook.

Neurology Clinical & Prof Prac 2

NEUR8A6 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: NEUR8A5

Corequisite: None

Aim: The main aim of this module is: To allow the student to attain competency in the knowledge, skills and behaviours necessary for effective clinical practice as a specialist and thus render the student eligible for registration with the HPCSA in the specialist category.

Content: Diagnosis and management of a wide range of neurological conditions.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjected to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 2 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Written examination consisting of two 3-hour papers; Clinical examination comprising of several short neurological cases, one or more long neurological cases; OSCE consisting of 20 stations. The weighting of each component is as follows: Written papers – 30% (subminimum 50%); Clinical cases – 50 % (subminimum 50%); OSCE – 20% (subminimum 50%)

DP Requirement: 70% attendance at designated learning activities; Satisfactory completion of a portfolio and/or logbook.

Neurosurgery

Neurosurgery Clinical & Prof Prac 1

NSUR8A5 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: The main aim of this module is: To develop competence in the foundation sciences which underpin clinical practice in the discipline. To allow the student to attain an intermediate level of competency in the knowledge, skills and behaviours appropriate to effective clinical practice as a specialist, which will be developed further in Clinical and Professional Practice 2.

Content: Anatomy, Physiology, Pharmacology, Pathology. The principles of general surgery and the principles of surgical speciality disciplines.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjected to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 1 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment for Part 1 is constituted as follows: Two 3-hour papers on basic sciences; One 3-hour paper of short written questions on basic neuroanatomy Intermediate Examination: One 3-hour paper on the principles of surgery in general principles of surgical speciality disciplines; Viva Voca examination on each of the principles of surgery in general and the principles of surgical speciality

DP Requirement: 70% attendance at designated learning activities; Satisfactory completion of a portfolio and/or logbook.

Neurosurgery Clinical & Prof Prac 2

NSUR8A6 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: NSUR8A5

Corequisite: None

Aim: The main aim of this module is: To allow the student to attain competency in the knowledge, skills and behaviours necessary for effective clinical practice as a specialist and thus render the student eligible for registration with the HPCSA in the specialist category.

Content: The theory and practice of neurosurgery including pre-operative and post-operative treatment and the applied basic sciences anatomy, physiology and pathology.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 2 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Written examination of Three 3-hour papers (out of 100%); 3 papers equally weighted; Oral and Clinical Examination (out of 100%); Long cases – 40%; Short cases – 30%; Viva Voce – 30%. Each component needs to be passed separately.

DP Requirement: 70% attendance at designated learning activities; Satisfactory completion of a portfolio and/or logbook.

Nuclear Medicine

Nuclear Medicine Clinical & Prof Prac I

NUCM8A5

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Aim: The main aim of this module is: •To develop competence in the foundation sciences which underpin clinical practice in the discipline •To allow the student to attain an intermediate level of competency in the knowledge, skills and behaviours appropriate to effective clinical practice as a specialist, which will be developed further in Clinical and Professional Practice 2

Content: The theory and practice of nuclear medicine imaging and radionuclide therapy with specific emphasis on applied physiology, radiation physics and instrumentation as well as cross sectional anatomy.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 1 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Three written papers as follows: •Paper 1 – Physics (3hours) •Paper 2 – Applied anatomy and Physiology(3hours) Each paper must be passed separately.

DP Requirement: •70% attendance at designated learning activities •Satisfactory completion of a portfolio and/or logbook

Nuclear Medicine Clinical & Prof Prac II

NUCM8A6

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Modules: NUCM8A5

Aim: The main aim of this module is: •To allow the student to attain competency in the knowledge, skills and behaviours necessary for effective clinical practice as a specialist and thus render the student eligible for registration with the HPCSA in the specialist category

Content: The theory and practice of nuclear medicine imaging and radionuclide therapy

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 2 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: •Three 3-hour written papers •Oral examination •Practical examination (OSCE) Each component needs to be passed separately.

DP Requirement: •70% attendance at designated learning activities •Satisfactory completion of a portfolio and/or logbook

Nursing

Fundamental Nursing Science 1

NURS115 H1

(70L-0T-0P-0S-20H-10R-0F-50G-10A-15W-16C)

Prerequisite Modules: None

Corequisite: NURS116

Aim: The module aims to equip learners with theoretical foundations of nursing that enable them to deal with self-care needs/basic health care needs/activities of daily living in sick or well individuals, families and communities of all ages using a systematic approach.

Content: Health Care settings and Health Care Delivery in South Africa ; Scientific Nursing Process to assess basic self-care needs of individual, families and communities; Ethical and Legal frameworks applicable to nursing; Interpersonal and therapeutic communication skills ;Microbiology and parasitology

Practicals: The students are engaged in practical skills in the clinical skills laboratory and various healthcare settings.

Assessment:

Formative Assessments (40%): Written test and portfolio of evidence

Summative Assessment (60%): Theory examination paper. A subminimum of 50% in all components of the theory examination will apply. Objective Structured Clinical Examination: A subminimum of 50% in all components of the clinical examination will apply.

DP Requirement: 75% class attendance and 40% class mark.

Fundamental Nursing Science 2

NURS116 H2

(0L-0T-0P-0S-160H-0R-0F-0G-0A-30W-16C)

Prerequisite Modules: None

Corequisite: : NURS115

Corequisite: None

Aim: The module aims to equip learners with theoretical and practical foundations of nursing that enable them to deal with self-care needs, culturally sensitive basic health care needs and activities of daily living in sick or well individuals, families and communities of all ages evidence-based nursing care using a systematic approach.

Content: Basic food groups and nutrition. First aid and emergency care. Principles of medications administration. Pain and wound assessment and management. Death and dying, and the grieving process.

Practical: Students engage in practical skills learning in the clinical skills laboratory and various healthcare settings.

Assessment: Formative assessment (40%): Written test and portfolio of evidence, group work assignment.

Summative assessment (60%):

Theory examination paper. A subminimum of 50% in all components of the theory examination will apply.

Objective Structured Clinical Examination: A subminimum of 50% in all components of the clinical examination will apply.

DP Requirement: 75% class attendance and 40% class mark.

Service Learning in Nursing

NURS201 HC

(0L-8T-0P-0S-40H-0R-81F-31G-0A-0W-16C)

Prerequisite Requirement: NONE

Corequisite: NONE

Aim: To enrich practice with intensive theoretical scrutiny.

Content: In this module students are given tasks in health services for the benefit of the service and the community in a structured way to allow them to develop specific skills and knowledge. Tasks may be in the field of education management or clinical practice.

Practicals: 100 hours in task completion.

Assessment: Written project report and portfolio.

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Community Based Nursing Theory and Clinical

NURS203 H2

(30L-5T-0P-15S-15H-5R-80F-0G-10A-15W-16C)

Prerequisite Modules: NURS208,NURS209

Corequisite: None

Aim: The module equips the learner with knowledge, skills and values required in community-based nursing practice. Concepts of primary health care (PHC), epidemiology and family-centred care as an approach to health-care delivery and the scientific nursing process are applied. This module aims to equip learners with basic community health nursing competencies required to function in different community-based settings.

Content: Basic concepts and theoretical basis of community-based nursing. Community profiling, development and partnerships. Skills on how to conduct an epidemiological study and identification of environmental factors impacting on health and assessment of environmental risks. Planning, implementation and evaluation of Community intervention. Community Multidisciplinary team, stakeholders and community intersectoral approach to care including school health, occupational health and disaster management.

Practicals: Community based-health centers (PHC and gateway clinics), community-based organizations (CBOs) such as rehabilitation centers, thuthuzela care centers, orphanages, hospices various local communities, schools, crèches, families, work places, health information offices found in hospitals and clinics.

Assessment: Evidence-based assessment strategies are utilized and they include: Assignments tests and direct observation which provide the opportunity for formative integrative assessment of knowledge, skills (cognitive and interpersonal) and attitudes. Semester mark (40%) Group assignments/projects Individual assignments/projects Written test Direct observation Portfolio of competencies workbook Summative assessment (60%) Written examination Problem solving (Triple jump) Clinical examination (OSCE)

DP Requirement: Semester/course mark 40%; Candidate must attend at least 75% of all classes Candidate must attend at least 75% of community-based nursing

Unit Management and Teaching

NURS207 HC

(40L-0T-14P-0S-0H-0R-77F-29G-0A-0W-16C)

Prerequisite Requirement: NONE

Corequisite: NONE

Aim: To prepare first line nurse managers

Content: This module focuses on the leadership role of the nurse as unit manager. It deals with the cardinal aspects of first line management such as supervision, financial and human resource management and clinical teaching. It also aims at improving the management of the health care information system at this level.

Practicals: Assignments in work settings.

Assessment: One 2 hour paper and a unit portfolio

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Health Promotion and Disease Prevention Theory

NURS208 H1

(60L-5T-0P-25S-50H-0R-0F-0G-20A-15W-16C)

Prerequisite Requirement: NURS 115, NURSE116

Corequisite: NUR209

Aim: The module aims to equip learners with knowledge, skills and values essential in health promotion and disease prevention to clients across the life span.

Content: It covers theories and approaches to health promotion, health education and disease prevention; principles guiding health promotion; primary, secondary and tertiary levels of illness prevention

Practicals: None

Assessment: Formative assessment (40%): Written test and group work assignment.

Summative assessment (60%): Theory examination paper. A subminimum of 50% in all components of the theory examination will apply.

DP Requirement: 75% class attendance and 40% class mark

Health Promotion and Disease Prevention Clinical

NURS209 H1

(0L-0T-0P-0S-0H-0R-160F-0G-0A-15W-16C)

Prerequisite Requirement: None

Corequisite: NURS208

Aim: The module aims to develop competencies required in health promotion and disease prevention.

Content: The learners are provided with an opportunity to apply health promotion theoretical knowledge into practice, working with groups across the lifespan.

Practicals: Students engage in practical skills learning in the clinical skills laboratory, and real situation in clinical areas (communities and clinics)

Assessment: Formative assessment (40%): Community intervention, portfolio of evidence and group assignment.
Summative assessment (60%): A subminimum of 50% in all components of the clinical examination will apply in OSCE and Triple Jump.

DP Requirement: 75% clinical attendance and 40% of formative assessment

Issues in Health Professional Education

NURS224 H2 (24L-6T-12P-8S-62H-20R-0F-24G-4A-13W-16C)

Prerequisite Requirement: None

Prerequisite Modules: NURS102,NURS103

Corequisite: None

Aim: To expose students to current debates in nursing education.

Content: Exploration of current trends influencing health professional education such as NQF, Open and Distance Learning Technology in Higher Education, innovative teaching and learning methodologies such as problem-based learning, case-based learning, community-based learning Quality Assurance in Higher Education, and special didactics for specific disciplines.

Practicals: 20 hours in clinical skills laboratory.

Assessment: One 2-hour paper.

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Medicl and Surgical Nursing 1 - Theory

NURS225 H2 (30L-0T-0P-0S-50H-10R-0F-64G-6A-14W-16C)

Prerequisite Requirement: None

Prerequisite Modules: NURS113,NURS114 and NURS209

Corequisite: NURS226 & SHSC1CB

Aim: To equip the students with knowledge, appropriate skills and attitudes for the management of adult patients with medical and surgical diseases and conditions affecting the human body systems.

Content: Preparing students to deal with health-related problems experienced in the hospitals, using a problem-based approach. Management of patients with respiratory disorders, gastrointestinal system diseases, blood and immune system disorders and patients taking pharmacologic agents.

Practical: None

Assessment: Formative assessment 40%: Test and group assignment

Summative Assessment (60%): Theory examination - A subminimum of 50% in all components of the theory examination will apply.

DP Requirement: 75% class attendance and 40% class mark

Medical and Surgical Nursing 1 - Clinical

NURS226 H2 (0L-0T-0P-0S-0H-0R-160F-0G-0A-15W-16C)

Prerequisite Requirement: NURS115, NURS116

Corequisite: NURS225 & SHSC1CB

Aim: To equip the students with clinical competencies for the management of adult patients with medical and surgical diseases and conditions affecting the human body systems.

Content: Preparing students to deal with health-related problems experienced in the hospitals, using a problem-based, case-based and competency-based approaches. Management of patients with respiratory disorders, gastrointestinal system diseases, blood and immune system disorders and patients taking pharmacologic agents.

Practical: Students engage in practical skills learning in the clinical skills laboratory, and real situation in clinical areas (hospitals and clinics)

Assessment: Formative assessment 40%: Test and group assignment

Summative assessment (60%): A subminimum of 50% in all components of the clinical examination will apply in OSCE and Triple Jump.

DP Requirement: 75% clinical attendance and 40% of formative assessment

Medical and Surgical Nursing 2 - Theory

NURS304 H1 (72L-18T-0P-40S-10H-10R-0F-0G-10A-15W-16C)

Prerequisite Modules: Prerequisite Modules: NURS225, NURS226, ANAT120, ANAT 121 and HPHS1NU

Corequisite: NURS306

Aim: To equip the students with knowledge, appropriate skills and attitudes for the management of adult patients with medical and surgical diseases and conditions affecting the human body systems.

Content: Preparing students to deal with health-related problems experienced in the hospitals, using a problem-based approach. Management of patients with cardiovascular, orthopaedic, renal systems, as well as oncology and paediatric patients.

Practical: None

Assessment: Formative assessment 40%: Test and individual assignment

Summative Assessment (60%): Theory examination. A subminimum of 50% in all components of the theory examination will apply.

DP Requirement: 75% class attendance and 40% class mark

Medical and Surgical Nursing 2 - Clinical

NURS306 H1

(0L-0T-0P-0S-0H-0R-160F-0G-0A-15W-16C)

Prerequisite Modules: NURS225, NURS226, ANAT120, ANAT 121 and HPHS1NU

Corequisite: NURS304

Aim: To equip the learner with appropriate competencies to provide nursing care to patients with medical and surgical diseases and conditions of the cardiovascular system, renal system, orthopaedic conditions, oncology and paediatric patients.

Content: This is a problem-based, case-based and competency-based module dealing with health-related problems experienced in the hospitals, including clinical management, competencies and skills for patients with health problems: cardiovascular, orthopaedic, renal, oncology, and paediatric conditions.

Practical: Students engage in practical skills learning in the clinical skills laboratory and real-life situations in clinical areas

Assessment: Formative assessment 40%: Test and group assignment

Summative assessment (60%): A subminimum of 50% in all components of the clinical examination will apply in OSCE and Triple Jump.

DP Requirement: 75% clinical attendance and 40% of formative assessment

Administration in Nursing Units

NURS313 H2

(12L-3T-0P-4S-6H-20R-20F-12G-3A-0W-8C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: NONE

Aim: To enable learners to manage a health care unit, whether in a hospital or a community setting.

Content: Firstly line human and material resource management, managing ethical dilemmas, and developing clients and staff.

Practicals: Placement in a unit as first line manager, with a mentor.

DP Requirement: 75% class attendance, 75% clinical practice, 40% DP theory mark.

Medical and Surgical Nursing 3 -Theory

NURS315 H2

(72L-18T-0P-40S-10H-10R-0F-0G-10A-15W-16C)

Prerequisite Modules: NURS304, NURS306

Corequisite: NURS316

Aim: To equip the learner with knowledge, appropriate skills and attitudes for the management of patients in trauma/emergency department, patients undergoing surgical procedures, nursing care of patients admitted to high-care wards and identification/analyze of ethical dilemmas encountered by patients.

Content: : Preparing students to deal with health and health-related nursing problems experienced in the hospitals using a problem-based approach. Nursing management of clients: patients in trauma/emergency department, patients undergoing surgical procedures, patients admitted to high-care wards and identification/analyze of ethical dilemmas encountered by patients.

Practical: None

Assessment: Formative Assessment 40%: Case Presentations, Assignment and test

Summative evaluation 60%: Written Examination. A subminimum of 50% in all components of the theory exam will apply.

DP Requirement: 75% class attendance and 40% class mark

Medical and Surgical Nursing 3 -Clinical

NURS316 H2

(0L-0T-0P-0S-0H-0R-160F-0G-0A-15W-16C)

Prerequisite Modules: NURS304, NURS306

Corequisite: NURS315

Aim: The module will equip the learner with appropriate competencies for nursing patients in trauma/emergency department, patients undergoing surgical procedures, nursing care of patients admitted to high-care wards

Content: This module is problem-based dealing with health and health related nursing problems experienced in the hospitals. Nursing management/skills of clients: provide nursing care to patients in trauma/emergency department, nursing care to patients undergoing surgical procedures, nursing care of patients admitted to high-care wards.

Practical: Placement in hospitals (state and private) for the duration of the module. Students also do competencies in the CSL.

Assessment: Formative Assessment 40%: Evidence of competencies (direct observation)

Summative Assessment 60%: Practical assessment (OSCE)

DP Requirement: 75% clinical attendance and 40% of formative assessment

Unit Management and Leadership

NURS318 H1

(20L-0T-0P-0S-45H-0R-80F-0G-15A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To prepare the students to be an effective managers and leaders in nursing and midwifery

Content: Introduction to management, strategic planning, human resource management, finance management, quality improvement and quality assurance and public health policy formulation.

Practical: Students to perform unit managerial duties and to complete a workbook.

Assessment: Formative assessment 40%: Case presentation, test and individual assignment

Summative assessment (60%): A sub-minimum of 50% in all components of the theory and clinical examination (unit administration)

DP Requirement: 75% class and clinical attendance and 40% of formative assessment

Obstetrics and Foundations of Midwifery Clinic

NURS350 H2

(0L-0T-0P-0S-240H-0R-0F-0G-0A-15W-24C)

Prerequisite Requirement: ANAT120,ANAT121, HPHS1NU, NURS225, NURS226

Corequisite: NURS351

Aim: To equip the students with knowledge, appropriate skills, and attitudes for patients seeking pre-conceptual care services, as well as the foundations of Midwifery

Content: Clinical competencies related to family planning, preconception care services, reproductive organs, foundations of midwifery, as well as anatomy and physiology applied to midwifery

Practicals: Students are placed in State / Public hospitals for the duration of the module.

Assessment: Summative assessment (100%): Clinical examination (OSCE) A subminimum of 50% in all components of the Clinical examination (OSCE)

DP Requirement: 75% clinical attendance and 40% of formative assessment

Obstetrics and Foundations of Midwifery Theory

NURS351 H2

(72L-18T-0P-10S-40H-10R-0F-0G-10A-15W-16C)

Prerequisite Modules: ANAT120,ANAT121 HPHS1NU, NURS225, NURS226

Corequisite: NURS350

Aim: The module aims to equip the students with knowledge, appropriate skills and attitudes for patients seeking pre-conceptual care services, as well as the foundations of Midwifery

Content: Family planning, preconception care services, reproductive organs, foundations of midwifery, as well as anatomy and physiology applied to midwifery

Practicals: None

Assessment: Formative assessment 40%: Tests and individual assignment. Summative assessment (60%): Theory examination A subminimum of 50% in all components of the theory examination

DP Requirement: 75% clinical attendance and 40% of formative assessment

Nursing Research Project

NURS3RP HY

(40L-0T-0P-20S-10H-0R-80F-0G-5A-15W-16C)

Prerequisite Modules: NURS304, NURS306, NURS315, NURS316**Corequisite:** NURS412 ,NURS413,NURS406,NURS404

Aim: The purpose of this module is to provide Bachelor of Nursing students with the opportunity to apply research principles and methods in the design, implementation, analysis, and dissemination of a supervised group research project. Building on prior theoretical knowledge, students will engage in all stages of the research process , from proposal refinement and ethical approval to data collection, analysis, and presentation on topics relevant to nursing practice. This module develops students' competencies in evidence-based practice, critical inquiry, and scholarly communication, thereby fulfilling the undergraduate research requirement and strengthening their capacity to contribute to nursing knowledge and healthcare improvement.

Content: The content is tailored to each group of students' chosen research topic, but will include: Ethics Approval & Permissions Pilot Study Data Collection Data Management Data Analysis Research Report Writing Presentation

Practicals: None**Assessment:** •Research proposal approval (Formative) – 20% •Research project Report – 60%**DP Requirement:** Students must attend at least 75% of all classes and group interactions**Psychiatric Nursing****NURS401 HC**

(72L-18T-36P-24S-112H-20R-120F-72G-6A-15W-48C)

Prerequisite Requirement: None**Prerequisite Modules:** NURS302,HPHS2NU**Corequisite:** NONE**Aim:** To prepare students to assist mental health care users and their families / carers

Content: A study of problems (actual and potential) of mental health care users, their families / carers that is district and community based. Clinical examples are used and the process of problem-solving will form the basis of course. Pharmacological treatment and psycho-social rehabilitation will receive particular attention. A community based experience will be used to study the problems and management of families and communities, and the role of the community health nurse in address these problems in partnership with the community.

Practicals: Exposure to mental health care, mainly in community settings.**Assessment:** 1 three-hour paper; 1 practical examination, 1 problem-solving exam, 1 group project, 3 individual assignments.**DP Requirement:** 75% class attendance, 75% clinical practice, 40% DP theory mark.**Primary Health Care****NURS403 H2**

(0L-22T-0P-0S-24H-6R-75F-29G-4A-6W-16C)

Prerequisite Requirement: None**Prerequisite Modules:** NURS301,NURS302**Corequisite:** None

Aim: To enable learners to manage health problems of individuals and families at Primary Health Care settings, and work with a multi-sectoral team in such settings.

Content: Primary Health Care philosophy and implementation. Maternal and Child health care, immunisation programmes, diagnosis and treatment of minor and common illnesses and the use of the Essential Drug list, nutritional status assessment, health education, occupational health.

Practicals: Practice in Primary Health Care clinics and visit occupational health settings.**Assessment:** One 2 hour paper and one practical examination.**DP Requirement:** 75% class attendance, 75% clinical practice, 40% DP theory mark.**Primary Care Theory and Clinical****NURS404 H1**

(40L-0T-0P-20S-5H-5R-80F-0G-10A-15W-16C)

Prerequisite Modules: NURS315,NURS316,HPHS2nu**Corequisite:** None

Aim: To enable students to manage health problems of individuals and families at primary health care settings and work with Multi sectorial team. To equip the learner with knowledge, skills and attitude in the health assessment of patients across the lifespan.

Content: Primary Health Care philosophy and implementation. Maternal and Child Health care. Immunisation programmes. Diagnosis on minor and common illnesses and use of Standard Treatment Guidelines. Nutritional assessment. Health education. The concept health assessment .Assessment Modalities

Practicals: Students are placed in comprehensive health centres (CHC)

Assessment: Formative (40%): Test and individual clinical assignment

Summative assessment (60%): A sub-minimum of 50% in all components of theory and clinical examination

DP Requirement: 75% clinical and class attendance and 40% of formative assessment

Midwifery

NURS405 HC

(72L-18T-36P-24S-112H-20R-120F-72G-6A-15W-48C)

Prerequisite Requirement: None

Prerequisite Modules: NURS 302,HPHS2NU

Corequisite: NONE

Aim: To prepare students to care for a pregnant woman and her family during pregnancy, labour and the post-natal period.

Content: A study of normal and abnormal pregnancy, labour, puerperium and the neonate, based on case studies from clinical settings. Problems encountered will be analysed, drawing on biomedical and social sciences. Mastery of midwifery procedures needed in these areas will be expected. Professional practice will be studied in terms of ethical dilemmas, using ethical theory, and legal and professional guidelines. The history and current issues facing the profession will be analysed.

Practicals: Exposure to and practice in antenatal, labour, post-natal care and neonatal units.

Assessment: 1 three-hour paper; one practical examination, a problem-solving examination and a year mark

DP Requirement: 75% class attendance, 75% clinical practice, 40% DP theory mark.

Mental Health Nursing Theory

NURS406 H1

(32L-8T-0P-8S-18H-8R-0F-64G-22A-15W-16C)

Prerequisite Modules: NURS225,NURS304,NURS226,NURS306,HPHS2NU

Corequisite: None

Aim: To equip students with knowledge and skills for the identification and management of mental health/psychiatric disorders and the necessary mental health promotion strategies to prevent or mitigate their impact. To prepare students to assist mental health care users and their families / carers within a primary health care (including mental health care clinics and specialized psychiatric care facilities) context.

Content: Theory and evidence based practise is the focus of this module. Characteristics of mental health versus mental ill-health. Assessment of a mental health care user (MHCU) with psychiatric/mental health problems. Pathophysiological causations of psychiatric disorders. For serious and common mental health disorders / illnesses across the lifespan: the types, diagnostic criteria, impacts on the individual, family and community, therapeutic nursing interventions (including psychopharmacology).

Assessment: Course work assessments (40%) Comprised of one assignment such as reflective journal and one test. Summative assessment (60%) Composed of a problem solving examination (50%) and a 3-hour written examination. The problem solving examination (triple jump) focusses on one case requiring higher order thinking skills, while the written examination involves numerous questions involving different cases and ranging in complexity.

DP Requirement: •75% class attendance •Submission of the assignment, writing of the test.

Mental Health Nursing Clinical

NURS407 HY

(0L-0T-0P-0S-0H-0R-160F-0G-0A-30W-16C)

Prerequisite Modules: NURS315, NURS316, HPHS2NU

Corequisite: NURS406, NURS 418

Aim: To equip students with clinical competencies to assess, diagnose and enable collaborative therapeutic interaction managing persons with mental health disorders across the lifespan using a variety of strategies.

Content: The principles of therapeutic communication skills. The application of specific mental health skills to assess, plan, implement and collaborate with multidisciplinary team across the lifespan.

Practical: Students are placed in psychiatric institutions and units, community centres, education

Assessment: Formative (40%): Skills observation assessment

Summative assessment (60%): A sub-minimum of 50% clinical examination (OSCE and Triple Jump)

DP Requirement: 75% clinical attendance and 40% of formative assessment

Community Based Mental Health Nursing TC

NURS408 H2

(30L-0T-0P-10S-16H-0R-80F-0G-14A-30W-15C)

Prerequisite Modules: NURS225,NURS226,NURS304.NURS306,NURS315,NURS316

Corequisite: NURS406,NURS407

Aim: The module aims to expose the student to active participation in various community mental activities centred on mental health care. It aims to equip learners with skills for assessing diagnosing and managing communities with psychosocial problems using a variety of management modalities and identifying social factors that hinder / promote the attainment of mental health.

Content: Therapeutic communication skills as applied to community, Mental health promotion programs, Advocacy in community health, mental health care legislation, policies and protocols, destigmatization

Practicals: Students are placed in different community settings that specifically deals with identified community needs

Assessment: Course assessments 40% Community project Direct observation Summative: Examination 60%

DP Requirement: •Candidate must attend 75% in clinical setting •40% semester mark

Midwifery 1 - Theory

NURS412 H1 H2 (80L-12T-0P-13S-30H-10R-0F-0G-15A-15W-16C)

Prerequisite Modules: NURS315, NURS316, NURS404, HPHS2NU, NURS350, NURS351

Corequisite: NURS413

Aim: To equip the students with the knowledge of antenatal, labour, postnatal and neonatal care to a woman and her family.

Content: Antenatal, labour, delivery, postnatal and neonatal care

Practical: None

Assessment: Formative assessment (40%): tests and individual assignment

Summative assessment (60%): A sub-minimum of 50% theory examination

DP Requirement: 75% class attendance and 40% of formative assessment

Midwifery 1 Clinical

NURS413 H1 (0L-0T-0P-0S-0H-0R-240F-0G-0A-15W-24C)

Prerequisite Modules: NURS315, NURS316, NURS404, HPHS2NU, NURS350, NURS351

Corequisite: NURS412

Aim: To equip students with clinical competencies to provide culturally sensitive and evidence-based care during antenatal, labour, delivery, postnatal and neonatal period in the clinical setting.

Content: Antenatal, labour and delivery, post-natal and neonatal care

Practical: Students are placed in clinical settings to complete a workbook

Assessment: Summative assessment 100% OSCE - A sub-minimum of 50% clinical examination

DP Requirement: 75% clinical attendance

Midwifery 2 - Theory

NURS414 H1 H2 (80L-12T-0P-13S-30H-10R-0F-0G-15A-15W-16C)

Prerequisite Modules: NURS412,NURS413

Corequisite: NURS417

Aim: To equip the students with theoretical knowledge in managing high-risk medical and obstetric conditions and emergencies during antenatal, labour, delivery and postnatal periods. To also equip the students with theoretical knowledge in managing neonatal emergencies and conditions.

Content: Medical conditions related to pregnancy, obstetric conditions, labour and obstetric complications, postnatal and neonatal complications.

Practical: None

Assessment: Formative assessment (40%): tests and individual assignment

Summative assessment (60%): A sub-minimum of 50% theory examination

DP Requirement: 75% class attendance and 40% of formative assessment

Midwifery 2 Clinical

NURS417 H2 (0L-0T-0P-0S-0H-0R-240F-0G-0A-15W-24C)

Prerequisite Modules: NURS412,NURS413

Corequisite: NURS414

Aim: To develop and equip students with clinical competencies for managing clients and patients with medical and obstetric conditions/emergencies and complications during the antenatal, labour, delivery and postnatal period. To equip students with clinical competencies in managing neonatal emergencies and conditions.

Content: Screening of women with medical and obstetric conditions during antenatal period and labour. Management of medical and obstetric conditions during antenatal period and labour. Management of obstetric and medical complications during labour and delivery. Management of complications during postnatal period. Management of newborn babies with high-risk conditions and / or complications.

Practical: Students are placed in clinical settings to complete a workbook

Assessment: Formative assessment 40% Submission of a Reflective Journal
Summative assessment 60% Triple Jump A sub minimum of 50% in practical exam

DP Requirement: 75% clinical attendance

Community Mental Health Nursing

NURS418 H2 (10L-5T-0P-5S-20H-10R-0F-10G-20A-0W-8C)

Prerequisite Modules: NURS406

Corequisite: NURS407

Aim: The module aims to expose the student to active participation in various community mental activities centred on mental health care. It aims to equip learners with skills for assessing diagnosing and managing communities with psychosocial problems using a variety of management modalities and identifying social factors that hinder / promote the attainment of mental health.

Content: Therapeutic communication skills as applied to community, Mental health promotion programs, Advocacy in community health, mental health care legislation, policies and protocols, destigmatization

Practicals: Students are placed in different community settings that specifically deals with identified community needs

Assessment: Course assessments 40% Community project Direct observation Summative: Examination 60%

DP Requirement: •Candidate must attend 75% in the clinical setting •40% semester mark

Nursing Research and Evidence Based Practice

NURS601 H1 (34L-6T-0P-0S-42H-10R-0F-48G-20A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To develop research skills relevant to nursing in a specialised field or discipline of nursing and to facilitate learners understanding of the nursing research process through the development of a research proposal for a service learning project within the chosen specialised area or discipline of nursing. As such, it aims to foster an understanding of evidence-based practice and research utilization.

Content: This module will include an overview of the research process and research methodology; research designs (qualitative and quantitative approaches); sampling methods and sample size, data collection procedures (methods and instruments); ethical issues involved in nursing research, critiquing a research article, reporting on research studies and scientific writing skills

Practicals: None

Assessment: Formative Assessment: 60% • Assignment 1 20% • Assignment 2 20% • Test 20% Summative Assessment 40% • 3 Hours written exam

DP Requirement: Aggregate of 50% on continuous assessments to enable entry into the summative assessment

Managing Learning Org in the Health Care

NURS602 H2 (18L-6T-0P-9S-16H-6R-80F-14G-11A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: The aim of the module is to provide students with knowledge and skills required in managing learning organisations and developing strategic learning organisation plans, where learning is core and the provision of continuous learning opportunities to employees is valued in order to cope with the dynamic changes in the health care environment.

Content: The module introduces students to the concept learning organisations, theories, models, and characteristics of learning organisations, including approaches to building and evaluating effective learning organisations, health settings and academic hospitals as learning spaces, tools to diagnose learning needs, developing needs informed strategic learning organisation plan and the value of learning organisations in the health sector.

Practicals: 80 hours in hospital diagnosing learning needs in a selected health sector/unit and collaboratively developing a strategic organisation learning plan for continuous learning in the organisation

Assessment: Formative assessments [60%] 1 Assignment (15%), 1 Strategic organisation learning plan (needs-based) for a specific division (WIL) (25%) 1 written test (20%) Summative assessment [40%] Case presentation (WIL) 15% 3 hour written examination 25

DP Requirement: 50% aggregate for formative assessments

Phil Perspectives and Advocacy in Nursing

NURS603 H2

(44L-6T-0P-0S-60H-10R-0F-24G-16A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To examine the concept of philosophy in nursing by critically reflecting on empirical and theoretical definitions of nursing, different philosophical viewpoints and nursing theories, ethical and legal frameworks and their significance to the practice of a specialist nurse.

Content: The module covers the meaning and nature of nursing, and the philosophical, ethical, legal and theoretical basis for practising as a specialist nurse in general and in a dynamic sociopolitical health and nursing context. It also includes the scope of practice of a specialist nurse and core competencies, theoretical perspectives of caring, spirituality and well-being, contemporary perspective in nursing including fundamental ways of knowing in nursing.

Practicals: None

Assessment: Semester/ Course mark (60%) Reflective Position Paper (20%) Test (20%) Ethical Dilemma Management Report (20%) Summative Assessment (40%) 3 hours Theory examination

DP Requirement: 50% Class semester mark

Contemporary Issues in Critical Care Nursing

NURS604 H1

(0L-0T-80P-0S-0H-0R-80F-0G-0A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To equip the student with knowledge, skills and insight in clinical decision making in the critical care context as well as to conduct an analysis of the critical care context within South Africa.

Content: The module explores the complexities of clinical decision-making in the critical care practice setting as influenced by issues in the context. This module explores the application of evidence based knowledge and analytical skills in assessing, planning, implementing and evaluating care that critical care patients and their families receive.

Practicals: Work based placement 1. The module has a total number of 160 hours - students are placed for 80 hrs in critical care setting to facilitate learning towards effective assessment, planning and evaluation and presentation of capacity building activities and or programmes. Furthermore, students will engage in opportunities for shared expertise, reflective practice and to update practice with new technology, knowledge and skills. 2. The remaining 80 hours will be spent in the clinical skills lab engaging in simulations and workshops aimed at developing effective verbal, listening skills and reflective skills to facilitate interactions with patients, families and colleagues.

Assessment: Formative (60%) Seminar presentation to colleagues Summative mark (40%) Situation awareness project in the adult critical care unit

DP Requirement: 75% clinical attendance

Fundamentals in Critical Care Nursing

NURS605 H1

(6L-0T-8P-10S-16H-6R-80F-10G-24A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To equip students to effectively integrate knowledge in the care of individuals and their families in the critical care setting.

Content: •Epidemiology and health promotion in critical care nursing including homeostatic imbalances, technological operation and management with a focus on cardiovascular and respiratory disorders. •This module explores the theoretical base of critical care nursing, focusing on disorders which compromise and/ or contribute to dysfunction in cardiovascular and respiratory systems including homeostatic imbalances, technological operation and management in the care of critically ill patients. •Fundamental and advanced competencies and procedures prevalent to critical care nursing is discussed and management of patients thereof. •Content specifically focuses on application of appropriate models of nursing in developing and implementing a comprehensive and individualised plan of care according to priorities covering clinical, educational, psychosocial, ethical and legal aspects in multidisciplinary collaboration.

Practicals: Students registered for this module are employed in the critical care setting and will be referred to learning opportunities as they present in the clinical setting.

Assessment: Formative assessments of accurate application of knowledge and skill with service users make use of case presentation and critique of current practice. [60%] •Case presentations in the clinical setting and a clinical competency identified from the presented case •Test on problem solving exercises •Reflective Journals Summative Assessment (40%) •Theoretical Assessment comprising of a 3 hour paper •Comprehensive 2 hour clinical exam on a case presentation

DP Requirement: 50% aggregate on formative assessments and completion of 80% of clinical competencies to enable entry into the summative assessment.

Multisystem Critical Care Nursing

NURS607 H2

(6L-0T-8P-10S-16H-6R-80F-10G-24A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To equip students to effectively integrate knowledge in the care of individuals and their families in the critical care setting focusing on disorders with compromise and/or dysfunction in neurological, gastrointestinal, renal, metabolic and endocrine systems.

Content: Content specifically focuses on application of appropriate models of nursing in developing and implementing a comprehensive and individualised plan of care according to priorities covering clinical, educational, psychosocial, ethical and legal aspects in multidisciplinary collaboration focusing on disorders with compromise and/or dysfunction in neurological, gastrointestinal, renal, metabolic and endocrine systems. It also includes conditions such as burns, poisoning and snake bites.

Practicals: Students registered for this module are employed in the critical care setting and therefore will be referred to learning opportunities as they present in the clinical setting.

Assessment: Semester mark (60%) •A case presentation in the clinical setting and a clinical competency identified from the presented case •Test •Reflective Journals Summative Assessment (40%) •Theoretical Assessment comprising of a 3 hour paper •Comprehensive 2 hour clinical exam on a case presentation

DP Requirement: 50% aggregate on formative assessments and completion of 80% of clinical competencies to enable entry into the summative assessment.

Continuum of Care in Critical Care Nursing

NURS608 H2

(0L-0T-0P-0S-0H-0R-150F-0G-10A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: The module is work-based and aims to align Critical Care Nursing to a primary health care approach. It prepares the student to provide critical nursing care in a continuum to critically ill patients and their families beginning from the initial sickness to the critical care unit to discharge into a community where follow-up care is safe and promotive. The module also aims to equip critical care students with knowledge and skills to critically analyse, evaluate and synthesise different sources of information from advanced diagnostic and technological systems used in the care of a critically ill patient.

Content: The module introduces students to the concept of critical care nursing as continuum of care, focusing on skills and knowledge in the assessment, planning, implementation and evaluation of care for a critically ill patient, concepts relating to health informatics in critical care; acquisition of clinical skills and knowledge in the use of advanced diagnostic and technological systems, creating comprehensive discharge plans; continuity of care to step down units and collaborative practice in community settings.

Practicals: 160 hours in a critical care unit, step down and community clinic where students follow the trajectory of care for patients to discharge and collaboratively develop early warning systems to enable nurses outside CCU to implement reduce critical care admission through preventive critical care (prevention, early detection and immediate action)

Assessment: Formative assessments (WIL) [60%] • 1 case study of a patient on advanced diagnostic and technological systems (30%) Needs based preventive critical care learning plan developed collaboratively with primary health care and community nurses in a primary health care setting (30%) Summative assessment (WIL) [40%] 1 project (development of an early warning system to facilitate nurses in transitional care to implement preventive critical care

DP Requirement: 75% clinical attendance

Principles of Emergency Nursing

NURS609 H2

(6L-0T-8P-10S-16H-6R-80F-10G-24A-15W-16C)

Prerequisite Requirement: None**Corequisite:** None

Aim: To provide the student with foundational knowledge regarding trauma and emergency nursing in order to complete the critical care continuum and allow critical care nurses to acquire transferrable skills in this continuum for ease of work allocation and rotation in such units.

Content: This module explores the theoretical base of trauma and emergency nursing, focusing on assessment and diagnosis of immediate care priorities and implementation of an advanced specialist plan of care for patients presenting with trauma and other emergencies; whilst considering trauma and emergency epidemiology and burden of disease, microbiology, psycho-socio-cultural sciences and ethics.

Practicals: Students registered for this module are employed in the critical care and emergency care settings and will be referred to learning opportunities as they present in the clinical setting.

Assessment: Semester mark (60%) •A case presentation in the clinical setting of an individual trauma and emergency patient (WIL) •Group presentation of a major incident or disaster •Class test Summative mark (40%) •Theoretical Assessment comprising of a 3 hour paper

DP Requirement: 50% aggregate on formative assessments and completion of 80% of clinical competencies to enable entry into the summative assessment.

Strategic Planning and Change Management

NURS610 H1

(44L-6T-0P-24S-56H-10R-80F-4G-16A-15W-24C)

Prerequisite Requirement: None**Corequisite:** None

Aim: The module will provide the student with the opportunity to develop specialized knowledge and understanding of strategic and change management approaches and theories and to integrate that knowledge in the management of a health care service

Content: This module deals with strategic planning, strategic leadership, change management, organizational management and development in the health care service

Practicals: 10 hours of service learning with presentation of evidence of field trip audits is included in the module

Assessment: Formative Assessment 60% - Individual assignment 30%, - Case study 10% - Written Test 20%, Summative Assessment 40% - Examination - Case presentation

DP Requirement: The student must attain 50% aggregate of the formative assessment in order to gain entry to the summative assessment. Complete and pass all work integrated learning requirements

Quality Mgmt in Dynamic Health Care Service

NURS611 H1

(18L-6T-0P-9S-16H-6R-80F-14G-12A-15W-16C)

Prerequisite Requirement: None**Corequisite:** None

Aim: The module will provide the student with the opportunity to develop specialized knowledge and understanding of quality management approaches and theories and to integrate that knowledge in the management of a Nursing service

Content: This module deals with quality improvement, external evaluation & participative management and includes health measurement and the use of research driven evidence based practice in a health care service

Practicals: 10 hours of service learning with presentation of evidence of quality audits is included in the module.

Assessment: Formative Assessment 60% One (1) assignment Class test Summative Assessment 40% 1 x 3 hour written paper

DP Requirement: The student must attain 50% aggregate of the formative assessment in order to gain entry to the summative assessment. Complete and pass all work integrated learning requirements.

Effective Mgmt & Leadership in Nurs Practice

NURS612 H2

(18L-6T-0P-9S-16H-6R-160F-14G-11A-15W-24C)

Prerequisite Requirement: None**Corequisite:** None

Aim: The module will provide the student with the opportunity to develop specialized knowledge and understanding of human and material resources management approaches and theories and to integrate that knowledge in the management of a health care service

Content: • This module explores job descriptions and management issues in a Health care service • Induction, orientation development of staff and educational aspects related to nursing management • Performance management within a Health care service • Financial management • Purchasing management • Inventory management • Supply chain management • Risk management in purchasing and supply

Practicals: 10 hours of service learning with presentation of evidence collected during field work.

Assessment: Formative Assessment 60% - Individual assignment 30%, - Case study 10% - Written Test 20%, Summative Assessment 40% - Examination - Case presentation

DP Requirement: The student must attain 50% aggregate of the formative assessment in order to gain entry to the summative assessment. Complete and pass all work integrated learning requirements.

Intersectoral and International Collaboration

NURS613 H2 (18L-6T-0P-9S-16H-6R-80F-14G-12A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: The module will provide the student with the opportunity to develop specialized knowledge and understanding of intersectoral and international collaboration approaches and theories and to integrate that knowledge in the management of a health care service.

Content: This module deals with Legal and regulatory reform, governance structures and processes for advancing shared goals, securing high-level political commitment, benchmarking and Digital health technologies and advances in information technology

Practicals: 10 hours of service learning with presentation of evidence of digital health technologies and advances in information technology is included in the module.

Assessment: Formative Assessment 60% - Individual assignment 30%, - Case study 10% - Written Test 20%, Summative Assessment 40% - Examination 30% - Case presentation 10%

DP Requirement: The student must attain 50% aggregate of the formative assessment in order to gain entry to the summative assessment. Complete and pass all work integrated learning requirements.

Educational Theories in Nursing Education

NURS620 H1 (44L-6T-0P-0S-39H-12R-0F-44G-15A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: The aim this module is to introduce students to a variety of traditional and contemporary theories of learning that underpin nursing and midwifery education practice, the concept learning and how one determines that learning has taken place from the perspective of different learning theories. The students evaluate these theories and explore their strengths and limitations. During the process the students learn to apply the learning theories to classroom and clinical teaching practice.

Content: This module provides an overview of a range of educational psychology and learning theories and their applications to nursing and midwifery education. The concept learning is explored from the perspective of different theories. Selected theories include behavioural, cognitive, social and constructivist theories. The module also covers mastery learning, teaching for transfer, motivational theory, adult learning and experiential learning in the context of nursing and midwifery education.

Practicals: None

Assessment: Formative Assessment 60% -Written Assignment -Class presentations -Test Summative Assessment 40% -Written 3 hour examination

DP Requirement: Aggregate of 50% on formative assessments to enable entry into summative assessment

Teaching and Facilitation of Learning in NE

NURS621 H1 (18L-6T-0P-2S-21H-6R-80F-16G-11A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: The aim of this module is to introduce the students to teacher professionalism, different approaches to teaching and facilitation of learning, learner diversity, as well as the management of the classroom and the clinical teaching environment. The module exposes the students to practical teaching in nursing education institution, and learning through mentorship by managers and leaders in a nursing education institution. The module also equips students with a broader theoretical base on feedback and to critique their teaching efforts both in classroom and in clinical settings.

Content: This module deals with teacher professionalism as well as Ethical, legal and Professional frameworks relevant to teaching and facilitation of learning in nursing education. Learner diversity teaching and learning styles, teaching strategies and approaches. Frameworks for writing learning outcomes according to learning domains- e.g. Blooms Taxonomy, terms (action verbs) with many interpretations- learning objectives/outcomes and content outline. Designing and implementing classroom and clinical teaching. Various types of instructional materials, educational media, Information technology, and elearning, technology. Classroom management, work-integrated learning, clinical learning, clinical supervision, preceptorship, student accompaniment and mentorship.

Practicals: None

Assessment: Formative Assessment 60% - Assignment - Written test - Teaching Portfolio Summative Assessment 40% - Written 3 hour examination - Direct Observation- delivering a lecture

DP Requirement: Learners must attend at least 75% of all classes, and obtain the minimum practical requirements in the clinical setting as stipulated in the practical workbook to enable entry into summative assessment

Assessment and Evaluation of Learning in NE

NURS622 H1

(18L-6T-0P-2S-21H-6R-80F-16G-11A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: This module aims to introduce the students to assessment and evaluation of learning both in the classroom and the clinical learning environment. Students are introduced to a comprehensive overview of tools and processes for the assessment, evaluation and reporting of student achievement. The module exposes the students to practice assessment and evaluation of learning in a nursing education institution under the guidance of the mentor, who is an experienced nurse educator. The module also equips students with a broader theoretical base on providing feedback and the ability to critique their efforts of conducting assessments and evaluations both in the classroom and clinical settings.

Content: Assessment and evaluation concepts clarification; purposes and principles of assessment and evaluation. Commonly used types and approaches to evaluation (theory and practice). South African Nursing Council Regulations Relating to assessments; Council of Higher Education standards on assessments and evaluation of learning; Codes of conduct for educators and students related to conducting assessments and evaluation of learning. Using the Revised Blooms Taxonomy to align learning outcomes and teaching strategies to assessment as well as in developing test blueprints and specification tables. Selecting appropriate assessment methods for the cognitive, psychomotor and affective domains. Constructing various types of tests; Issues of validity, accuracy, reliability, analysis, and reporting on assessments. Feedback on assessments and evaluations. Moderation (internal and external) as a quality assurance mechanism: roles, responsibilities and processes. Examinations: roles, responsibilities and processes.

Practicals: None

Assessment: Formative Assessment 60% - Written Assignment (20%) - Test (20%) - Portfolio of Evidence (20%) Summative Assessment 40% - Written 3-hour

DP Requirement: Students must attend at least 75% of all classes, and obtain the minimum practical requirements in the clinical setting as stipulated in the practical workbook to enable entry into summative assessment

Designing and Evaluating Curricula in NE

NURS623 H2

(18L-6T-0P-0S-21H-6R-80F-18G-11A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To provide the student with knowledge and skills pertinent to designing and evaluating a nursing education curriculum taking into consideration the South African higher education context and legal frameworks, regulatory body [SANC] guiding frameworks and the dynamic health care context in the country. Students will develop an understanding of curriculum processes and issues in general and nursing education curriculum issues in particular, as well as the influence of the African region and global context to nursing education curricula.

Content: The module introduces students to various conceptualisations of the curriculum and philosophical ideologies influencing curriculum development. Interrogation of commonly used curriculum models (traditional and contemporary) and their implications to nursing education. The module will also cover theories and models of curriculum development, higher education and SANC legal frameworks guiding curriculum development, the influence of global and regional organizations such World Health Organization (WHO), International Council of Nurses (ICN), International Council of Midwives (ICM) in nursing education curriculum development, overview of curriculum development process, curriculum dissemination, implementation and evaluation models. Accreditation of nursing education institutions is also addressed.

Practicals: None

Assessment: Formative Assessment 60% -Assignment -Group project: Conducting a situational analysis and producing a report -Test Summative Assessment 40% -Group project: Developing a Dream curriculum -Written examination
DP Requirement: Aggregate of 50% on formative assessments to enable entry into summative assessment

Trends and Issues in Health PE

NURS624 H2 (18L-6T-0P-0S-21H-6R-80F-18G-11A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: This module will expose students to current debates in higher education, health professionals' education and in nursing and midwifery education. Students credited with this module will have a broader understanding of the transformational aspects of nursing and midwifery education within the ambit of higher education taking into consideration the global standards in the education and learning systems, Students will be able to analyse both the National and International trends influencing transformation in higher education in general as well as evaluating the role of professional bodies in nursing and midwifery education.

Content: This module explores current trends influencing nursing education and health professional education such as National Qualification Frameworks (NQF), Quality Promotion and Assurance in Higher Education, Global, regional and national regulatory frameworks, Graduate competency frameworks, Transformative learning in health professionals education, simulation-based learning, blended learning, online learning and Open and Distant Learning Technology in Higher Education, innovative teaching learning and assessment approaches and strategies. It also covers academic monitoring and support of students, mentoring and continuous professional development.

Practicals: None

Assessment: Formative Assessment 60% •Assignment •Written test •Portfolio of evidence with evidence of o Facilitation of learning in a non-traditional classroom o Facilitating of learning in a simulation clinical skills laboratory o Reflective journal o Planning a Triple jump (problem-solving) examination Summative (40%) •3 hour written theory examination

DP Requirement: Aggregate of 50% on formative assessments to enable entry into summative assessment

Managing a Nursing Education Institution

NURS625 H2 (12L-6T-20P-0S-29H-6R-60F-15G-12A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: The aim of the module is to prepare nurse educators for first level management in nursing education institutions, such as nursing colleges and university-based nursing departments, within the higher education system. It equips the student with leadership and management competencies required to manage a Nursing Education Institution (NEI) in line with South African Nursing Council (SANC) and higher education legal frameworks. It also provides students with knowledge and skills required for commissioning a new department or NEI, advocacy role in nursing education, quality improvement and evidence-based practice in nursing education and management, as well as student support.

Content: SANC, higher education, Department of Health and international legislative frameworks applicable to the management of NEIs, governance of University-based Nursing Departments and Public Nursing Colleges, human and material resources management, financial management and budgeting, higher education funding model and funding model for Public Nursing Colleges, principles and processes of managing student affairs, continuous professional development and career advancement, the concept of planning and commissioning a nursing education department/ NEI, quality improvement, communication (oral, written and electronic communication), presentation methodologies, report writing, maintaining NEI records, collaboration and teamwork between education and practice, interprofessional/interdisciplinary partnerships, advocacy, the concept of evidence-based leadership and management.

Practicals: 80 hours in a nursing education institution

Assessment: Formative Assessment (60%) -Written Assignment (20%) -Test (20%) -Portfolio of Evidence (College Administration) (20%) Summative Assessment (40%) -Theory examination (30%) -Quality improvement Project presentation (10%)

DP Requirement: Students must attend at least 75% of all classes, and obtain the minimum practical requirements in the clinical setting as stipulated in the practical workbook to enable entry into summative assessment

Midwifery Practice

NURS6MP HY (0L-0T-0P-0S-0H-0R-320F-0G-0A-15W-32C)

Prerequisite Requirement: None

Corequisite: NURS6MT

Aim: This module aims to prepare students to render specialised care to high risk' client during antenatal, labour and post-delivery. This includes managing obstetrical emergencies in the absence of an obstetrician.

Content: The content of this module includes the management of high risk clients and obstetrical emergencies during antenatal labour, postnatal.

Practicals: Work based placement There is a grand total number of 320 hours of which a 100% is allocated where students are placed in community for antenatal, labour and postnatal settings to identify and manage high risk clients/patients

Assessment: FORMATIVE (40%) 1X Assignment (Community Profile) Workbook SUMMATIVE (60%) 1 X Clinical examination

DP Requirement: 75% clinical attendance.

Midwifery Theory

NURS6MT H1

(70L-20T-0P-15S-45H-15R-0F-30G-45A-30W-24C)

Prerequisite Requirement: None

Corequisite: NURS6MP

Aim: This module aims to equip the students with the advanced knowledge, skills and attitude to care for high-risk pregnant women during pregnancy, labour, and puerperium in addition to attending to obstetrical emergencies and complications (antenatal, labour and puerperium) inclusive of peri-operative care and management

Content: The content of this module will include advanced knowledge, skills and attitudes on the management of high risk conditions (antenatal, labour and puerperium).

Practicals: None

Assessment: FORMATIVE (40%) • One case presentation • Class test • Assignments SUMMATIVE (60%) • One written theoretical examination

DP Requirement: 75% class attendance and 40 % of course/semester mark

Neonatal Nursing Practice

NURS6NP H2

(0L-0T-0P-0S-0H-0R-240F-0G-0A-15W-24C)

Corequisite: NURS6NT,NURS6MT,NURS6MP

Aim: The aim of this module is to prepare students to provide nursing care to neonates with health problems by assessing their conditions, planning appropriate care, intervening and evaluating the care given. It includes all emergency acts undertaken in the absence of a paediatrician

Content: The content of this module involves the completion of competencies related to the management and care of neonates at risk and/ with high risk conditions and emergencies. It includes the application of the relevant pharmacology, homeostasis and relevant legislation.

Practicals: Work-based placements:There is a grand total number of 240 hours for this module of which 100% is allocated for practical exposure in the clinical neonatal units

Assessment: Formative Assessments: 40% - Assignment (Case- study); Workbook Summative Assessment: 60% - 1 Clinical Examination

DP Requirement: 75% of clinical attendance

Neonatal Nursing Theory

NURS6NT H2

(10L-5T-0P-5S-20H-10R-0F-10G-20A-15W-8C)

Prerequisite Requirement: None

Corequisite: NURS6NP,NURS6MP,NURS6MT

Aim: The aim of this module is to equip students with the knowledge, skills and attitudes to identify, manage and refer neonates with high risk complications and / or emergencies.

Content: The content of this module includes the management of neonates at risk, neonatal highrisk conditions and emergencies. This includes the relevant pharmacology, homeostasis, and legislation.

Practicals: None

Assessment: Formative Assessments: 40% Assignment Test Summative Assessment: 60% 3 hour written examination

DP Requirement: 75% class attendance and 40% of course / semester mark

Nursing Management (Second Year)

NURS700 HY (0L-26T-0P-0S-108H-40R-104F-42G-0A-30W-32C)

Prerequisite Requirement: Nursing Degree OR Nursing Honours Degree

Prerequisite Modules: None

Corequisite: None

Aim: To prepare first line nurse managers.

Content: The health service of South Africa and its management. Major organisational theories as applied to nursing management. The essence of nursing and quality assurance. Statutory and ethical basis of nursing in SA. Methods and techniques of management as applied to nursing management, especially human resource management. Planning and commissioning of health care facilities.

Practicals: Task assignments in management of health services

Assessment: 2 two-hour papers per module

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Philosophy of Nursing

NURS701 H1 H2 (24L-6T-0P-8S-74H-20R-0F-24G-4A-13W-16C)

Prerequisite Requirement: NONE

Corequisite: NONE

Aim: To introduce students to the philosophy of the profession and the basics of the academic discipline.

Content: History, philosophy and theory of nursing, with special emphasis on the 19th and 20th centuries.

Practicals: NONE

Assessment: 1 three-hour paper.

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Research Project

NURS703 HC (0L-10T-0P-10S-460H-0R-0F-0G-0A-13W-48C)

Prerequisite Requirement: NURS708

Corequisite: See Prerequisite

Aim: To develop beginning research skills.

Content: An approved project in the field of specialisation chosen by the student.

Practicals: NONE

Assessment: NONE

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Nursing Education (First Year)

NURS704 HB (48L-12T-24P-16S-147H-20R-0F-48G-5A-0W-32C)

Prerequisite Requirement: Basic degree in nursing

Corequisite: NONE

Aim: To acquire knowledge and skills pertinent to teaching nurses and administration of a nursing college

Content: Administration of non-nursing support services. Philosophy and principles of nursing education. The development of the learner in nursing, and modern theories of cognition. Curriculum development. Teaching theories, methods and techniques. Classroom and clinical evaluation

Practicals: 8 hours clinical laboratory, 10 hours college administration

Assessment: One 3-hour paper

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Specialised Nursing

NURS707 HC (2L-0T-40P-2S-66H-20R-0F-25G-5A-13W-16C)

Prerequisite Requirement: NONE

Corequisite: NONE

Aim: To allow students to study areas of specialisation in which no specific modules are available.

Content: The student can choose a specialisation area in nursing in consultation with the Head of the School.

Practicals: Placement in the specialisation area.

Assessment: 2 seminars and 2 papers, 1 examination paper. One course may be selected from post-graduate courses offered in other schools in the faculty, with the permission of the relevant Head of School.

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Nursing Research

NURS708 H2 (24L-6T-12P-8S-62H-20R-0F-24G-4A-13W-16C)

Prerequisite Requirement: NONE

Corequisite: NONE

Aim: To prepare nurses to do research in the field.

Content: : Principles and methods of social and nursing research, with special emphasis on recent trends. This self-directed, problem-based course in nursing research aims to facilitate learners understanding of research, nursing research and the research process through conducting a research study. It further aims to foster an understanding of the evidence based practice and research utilization.

Practicals: NONE

Assessment: 1 three-hour paper, 2 Assignments

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Nursing Education (Second Year)

NURS709 H2 (48L-12T-24P-16S-147H-20R-0F-48G-5A-0W-32C)

Prerequisite Requirement: Basic degree in Nursing

Corequisite: NONE

Aim: To introduce students to the process of conducting health related research

Content: The research process in nursing. Data collection methods and instruments. Research design and sampling. Data analysis and description. Writing research reports. Evaluation research and quality control.

Practicals: 10 hours Practice teaching

Assessment: One 3-hour paper

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Nursing Management (First Year)

NURS710 HY (0L-26T-0P-0S-108H-40R-104F-42G-0A-30W-32C)

Prerequisite Requirement: Registration as a nurse

Corequisite: NONE

Aim: To prepare first line nurse managers.

Content: The health service of South Africa and its management. Major organisational theories as applied to nursing management. The essence of nursing and quality assurance. Statutory and ethical basis of nursing in SA. Methods and techniques of management as applied to nursing management, especially human resource management. Planning and commissioning of health care facilities.

Practicals: Task assignments in management of health services

Assessment: 2 two-hour papers per module.

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Psychiatric Nursing

NURS712 H1 (48L-12T-24P-16S-67H-20R-80F-48G-5A-0W-32C)

Prerequisite Requirement: NONE

Corequisite: NONE

Aim: To equip the nurse with basic mental health nursing competence.

Content: Psychiatric diseases and the nursing care of patients with these conditions, including intellectual handicap. Comprehensive psychiatric service: needs assessment, planning and evaluation.

Practicals: Assignments in community and primary health care settings.

Assessment: One three-hour paper.

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Community Health Nursing

NURS720 HY (104L-0T-26P-0S-56H-0R-97F-37G-0A-30W-32C)

Prerequisite Requirement: NONE

Corequisite: NONE

Aim: To equip the nurse with basic competence in aggregate care.

Content: Environmental health care. Infectious diseases. Health care systems and primary health care. Epidemiology. Community assessment and health care planning.

Practicals: Assignments in community and primary health care settings.

Assessment: One three-hour paper.

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Advanced Midwifery Skills

NURS801 H2 (24L-6T-12P-8S-22H-20R-40F-24G-4A-13W-16C)

Prerequisite Requirement: Midwifery

Corequisite: NONE

Aim: To prepare midwives who can render appropriate care in the absence of an obstetrician to ensure safety of mother and baby

Content: This course deals with specialist skills involved in the management of high-risk pregnancy, labour, postpartum and neonatal clients. It also covers transport of such clients and support skills, and deals with maternal health in general and with factors that impact maternal health. Course to run in an even year.

Practicals: The comprehensive care of high risk clients of different categories in a midwifery setting.

Assessment: One three-hour paper. one practical examination in November

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Applied Critical Care Nursing

NURS802 H1 H2 (24L-6T-12P-8S-22H-20R-40F-24G-4A-13W-16C)

Corequisite: NURS815

Aim: To prepare clinical nurse specialists in critical care nursing. Evaluation: One 3 -hour paper and one project.

Content: In this course the theoretical framework for critical care is applied to clients across all of life and with problems in all physiological systems. Course to run in an odd year.

Practicals: This includes the comprehensive nursing care of at least 12 clients in critical care settings with problems across all physiological systems e.g. neurosurgery, neurology, pulmonology, general surgery including relevant paediatrics

Assessment: One three-hour paper. one practical examination.

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Advanced Psychiatric Skills

NURS803 H1 (27L-0T-12P-27S-28H-10R-38F-14G-4A-13W-16C)

Prerequisite Requirement: None

Corequisite: NONE

Aim: To equip the nurse with advanced assessment and therapeutic competencies.

Content: Family dynamics and family therapy models and theories. Group dynamics and group therapy approaches. Individual counseling models and techniques. The use of family therapy, group therapy and individual counseling in the prevention and treatment of psychiatric illness.

Practicals: This includes either the treatment or the management and rehabilitation of at least 6 psychiatric patients of different categories. Course to run in an even year

Assessment: 1 three-hour paper, 1 practical exam at end of the second semester

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Child and Adolescent Health

NURS804 H2 (24L-6T-12P-8S-22H-20R-40F-24G-4A-13W-16C)

Prerequisite Requirement: Midwifery

Corequisite: NONE

Aim: To prepare a clinician who is able to assess, diagnose and manage child and adolescent problems

Content: This course follows the physical and psychological development of children from six weeks to eighteen years of age. A study is made of common physical and psychological ailments that the clinical specialist will encounter in practice, the focus being on the development of skills to ensure diagnosis, management, referral and rehabilitation. At all times the focus will be on holistic care. The course also looks at trends in child and adolescent health Africa, as well as the rest of the worlds. in doing so, factors or issues that impinge on health of children and adolescents will be studied.

Practicals: Paediatric units and relevant primary health care clinics

Assessment: One 3-hour paper and one clinical examination.

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Commun and Problem-based Education

NURS805 HV (21L-0T-12P-21S-38H-20R-30F-14G-4A-13W-16C)

Prerequisite Requirement: NONE

Corequisite: NONE

Aim: To prepare educators to develop and implement CBE and PBL.

Content: The theoretical basis for Community-Based and Problem-Based education for healthcare professionals is explored, and the practical implementation of such programmes analysed.

Practicals: Observation of both types of teaching/learning.

Assessment: 1 three-hour paper and two projects.

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Community Health Nursing

NURS806 H1 H2 (24L-6T-12P-8S-22H-20R-40F-24G-4A-13W-16C)

Prerequisite Requirement: NONE

Corequisite: NONE

Aim: To introduce the nurse to the theoretical and practical outline of the field.

Content: This course explores the theoretical basis of primary health care and community health care, and the context of such health care. Aggregate health programme management and participative research is dealt with and health policy and legislation addressed. Course to run in an even year.

Practicals: This includes assessment planning and implementation of different health related aspects in CHN settings.

Assessment: Two three-hour papers. one practical examination

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Comparative Health Systems

NURS807 H1 (24L-6T-12P-8S-50H-20R-12F-24G-4A-13W-16C)

Prerequisite Requirement: NONE

Corequisite: NONE

Aim: To analyse health systems (structures and processes) by comparing policies and practices in different countries.

Content: Comparison of health care systems, development of policies internationally and nationally. Issues in international health, eg PHC , health promotion.

Practicals: NONE

Assessment: 2 projects, 1 three-hour paper.

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Evaluation of Health Care Systems

NURS808 H1 H2

(13L-0T-0P-14S-28H-0R-90F-10G-5A-13W-16C)

Prerequisite Requirement: NONE**Corequisite:** NONE**Aim:** To prepare health service managers in all aspects of evaluation: programmes, services, action plans, policies and staff. Models of evaluation, the use of evaluation in management, quality assurance.**Content:** NONE**Practicals:** Four practical projects on different aspects of evaluation.**Assessment:** 4 projects, 1 three-hour paper.**DP Requirement:** Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.**Current Issues in Psychiatric Care**

NURS809 H1

(24L-6T-12P-8S-38H-20R-24F-24G-4A-13W-16C)

Prerequisite Requirement: NURS833 and NURS835**Corequisite:** NONE**Aim:** To provide an opportunity for students to engage in scholarly debate facilitated by the exploration of the wider context of psychiatric care in South Africa (and areas of Sub Sahara Africa) and its place in the health service while paying specific attention to current issues and developments in psychiatric nursing and mental health epidemiology.**Content:** Contemporary and critical issues identified and explored through a public health framework, the framework of the SA health care system. How an issue is defined is related to, among other things, the health development needs of the community and country, the status of the health care system and its policy, human resources, and organisational, technological and information systems capacities to respond to its political and moral mandate.**Practicals:** None**Assessment:** Seminar presentation and participation and One three-hour paper..**DP Requirement:** Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.**Advanced Midwifery and Neonatal Nursing**

NURS810 HY

(0L-0T-0P-0S-320H-0R-0F-0G-0A-0W-32C)

Prerequisite Modules: NURS 405**Corequisite:** None**Aim:** To prepare advanced midwife specialist to render appropriate care in the absence of an obstetrician to ensure safety of the mother and baby.**Content:** Prepares midwife specialists and equip them with advanced competencies that enables them to manage 'high risk' client in maternity and neonatal context. It equips midwives manage obstetric and neonatal emergencies.**Practicals:** The comprehensive care of high risk clients of different of the mother and neonate in a midwifery setting**Assessment:** One three hour paper and one practical exam in second semester**DP Requirement:** Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting**Education Administration**

NURS811 H2

(24L-6T-0P-8S-62H-20R-12F-24G-4A-14W-16C)

Prerequisite Requirement: NONE**Corequisite:** NONE**Aim:** To prepare educators in the health professions for 1st level management in educational institutions such as nursing colleges & university nursing departments.**Content:** Models of academic governance, theories of administration, organisational climate, Organisational culture, motivation, leadership, organisational change and organisational**Practicals:** conflict (with specific reference to academic institutions.**Assessment:** 1 test, 1 assignment, 1 four-hour paper**DP Requirement:** Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Epidemiology

NURS813 H1

(13L-0T-12P-14S-28H-20R-50F-19G-4A-13W-16C)

Prerequisite Requirement: NURS806**Corequisite:** See Prerequisite.**Aim:** To equip the nurse with advanced epidemiological research skills.**Content:** Major epidemiological concepts; Epidemiological and biostatistical methods; Sources, nature and computation of epidemiological data; assess epidemiological techniques in own area of study; Conduct an epidemiological study in own area of interest; Develop ability to write scientific study protocol. Course to run in an odd year**Practicals:** Epidemiological surveys and analyses**Assessment:** One three-hour paper**DP Requirement:** Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.**Essentials of Critical Care Nursing**

NURS815 H1 H2

(24L-6T-12P-8S-22H-20R-40F-24G-4A-13W-16C)

Prerequisite Requirement: General nurse, working in ICU, ICU experience**Corequisite:** NONE**Aim:** To prepare clinical nurse specialists in critical care nursing**Content:** This course deals with the conceptual framework for critical care and trauma nursing and the core concepts dealt with in this field. It explores the context within which this care given. The critical nursing care of clients with problems in two systems across all life stages. Course to run in an odd year.**Practicals:** This includes the Comprehensive nursing care of at least 6 clients in critical care settings, with cardiac and respiratory problems e.g. cardiothoracic, pulmonology, anaesthetics,**Assessment:** One 3-hour paper, 1 practical exam**DP Requirement:** Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.**Qualitative Research**

NURS816 H1 H2

(24L-6T-0P-8S-74H-20R-0F-24G-4A-26W-16C)

Prerequisite Requirement: NONE**Corequisite:** NONE**Aim:** To guide students into a deeper understanding of qualitative research.**Content:** This is a mixed mode module, which relies heavily on materials studied by the student. It is a self directed as well as computer supported learning. It leads the student through the process of qualitative research, addressing different types of qualitative research sampling, data collection and analysis, and report writing. It also deals with philosophical underpinnings and ethical issues. The active participation on the learning@ukzn.ac.za is essential.**Practicals:** NONE**Assessment:** Ten units to be completed and handed in, as well as one project.**DP Requirement:** A 75% participation mark on the e-learning site used for learning in this module**Family Therapy**

NURS817 H1

(27L-0T-12P-27S-28H-20R-30F-12G-4A-13W-16C)

Prerequisite Requirement: NONE**Corequisite:** NONE**Aim:** To equip nurses with beginning competency in assessing families and family counselling**Content:** Family dynamics, applied to different nursing areas. Different approaches to family therapy, with the emphasis on practice of one approach.**Practicals:** Family assessments and counselling sessions.**Assessment:** 2 projects, 1 three-hour paper.**DP Requirement:** Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

HIV/AIDS Prevention and Management

NURS818 H1

(24L-6T-12P-8S-22H-20R-40F-24G-4A-13W-16C)

Prerequisite Requirement: None**Corequisite:** None**Aim:** To introduce HIV/ AIDS prevention and management to students**Content:** Deals with the HI virus, the pathophysiology, the method of spread as well as prevention efforts. Also covers issues around testing for HIV, classification and management of people with different stages of HIV/ AIDS. Legal and psychosocial issues are also explored.**Practicals:** At least three days or 24 hours of practica in a health care setting working with people living with HIV/AIDS. The setting should be chosen in order to supplement the experience the student already has. During this placement students are expected to complete a case study.**Assessment:** Assignments for 30% and tests for 5%. Together this is 35% of the final mark. One written examination which counts 65% completes the assessment.**DP Requirement:** Candidates must attend at least 75% of all classes, save for those that they have been officially excused.**Fundamentals of Education**

NURS819 H1

(0L-0T-0P-0S-100H-16R-0F-38G-6A-14W-16C)

Prerequisite Requirement: NONE**Corequisite:** NONE**Aim:** To equip educators in the health professions with knowledge and skills pertinent to creating and maintaining a learning-centred environment in the classroom and clinical teaching/learning settings.**Content:** Learning theories: behavioural, cognitive, social and transformative learning theories, adult development and its implications for teaching and learning, motivation and self-regulation in learning, managing diversity in the classroom, co-operative learning.**Practicals:** NONE**Assessment:** 1 test, 1 assignment, 1 four-hour paper**DP Requirement:** Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.**Advanced Community Health Promotion**

NURS820 H1 H2

(24L-0T-12P-8S-60H-14R-0F-12G-30A-15W-16C)

Prerequisite Modules: Preventive and Promotive Health (NURS230HY) or equivalent**Corequisite:** None**Aim:** The module aims to equip the students with practical skills in planning, implementing and evaluating effective and appropriate evidence-based health promotion interventions and programmes. The aim of the module is to provide an insight into the concepts, history, theories and applications of Health Promotion strategies.**Content:** This module explores the following content: Explore and analyse theories and principles that underlie health promotion as a mechanisms for promoting health through social interventions. Aggregate health promotion programme management, using participatory methods that engage community members. Analyze and utilize appropriate health promotion communication strategies in coordination with other health care providers in the health care Initiate, and evaluate health promotion programmes and strategies which are appropriate for individual clients and groups in the community. Design health promotion strategies and interventions for specific populations of clients through review of recent literature, class discussion, and project assessments, Critically analyse relevant legislation that impact on health promotion interventions**Practicals:** The practical component includes community health needs assessment, health promotion project planning and implementation. The project is implemented in in a targeted community setting to be in line with the identified health needs, as identified the community members and the learners. The practical component includes a health promotion project planning and implementation. The learners have to spend a minimum of 12 hours in the community working on their community projects. A total of 40 hours is allocated for the practical including travelling, community entry, community meeting and preparation for project implementation.**Assessment:** Formative assessment will include two (2) assignments and a test = 50% of the final mark Summative assessment which includes one (1) three (3) hour paper and a health promotion project implementation = 50% Class test 25% 2 assignments 25% A health promotion community project 25% 1 three-hour theory exam paper 25%

DP Requirement: Candidates must attend at least 75% of all classes, and completion of all practical requirements in the community setting

Primary Care

NURS821 H1 H2 (24L-6T-12P-8S-22H-20R-40F-24G-4A-13W-16C)

Prerequisite Requirement: NURS806

Corequisite: NONE

Aim: To prepare the nurse with assessment, diagnostic and treatment skills for practicing in a PHC setting.

Content: This course runs with comprehensive management of minor and common medical and surgical conditions across the lifespan in PHC settings. Family planning and STD management will also be covered. Course to run in an even year

Practicals: This includes assessment, diagnosis and treatment of at different categories.

Assessment: This one three-hour theory examination. One practical examination

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Advanced Practice Nurse Role

NURS822 H2 (24L-6T-0P-8S-74H-20R-0F-24G-4A-13W-16C)

Prerequisite Requirement: NONE

Corequisite: NONE

Aim: To explore the factors impacting on the role of an advance nurse practitioner in the S A context, to enable specialist nurses to structure and fulfil their roles satisfactorily

Content: The module deals with specific role aspects such as consultation, administration, and education. It also deals with the historical, health service, socio-economic and societal context of such roles in this country.

Practicals: Individual projects.

Assessment: Individual projects and one three-hour paper.

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Progressive Educa for Health Professionals 1

NURS823 H1 (36L-9T-18P-12S-104H-20R-0F-36G-5A-14W-24C)

Prerequisite Requirement: 4 year Bachelor of Nursing Degree

Corequisite: NURS819

Aim: To prepare health professionals' educators who are able to (a) appreciate the importance of educational philosophy in health professionals' teacher education programmes (b) critically analyse various conceptions concerning education, (c) critically analyse value orientations influencing curriculum decisions with specific reference to implications for designing curriculum in the health professions.

Content: Philosophical Foundations of Education: conservative views of education, progressive education, romantic and radical visions of education, health professionals education in the modern era, health professionals education in the post-modern era, content and process education, outcomes-based and product-based education in the health professions.

Practicals: NONE

Assessment: 1 test, 2 assignments, 1 personal and academic development portfolio, 1 four-hour open book exams.

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Progressive Educ for Health Professionals 2

NURS824 H2 (36L-9T-18P-12S-104H-20R-0F-36G-5A-14W-24C)

Prerequisite Requirement: Progressive Education for Health Professionals 1

Corequisite: NONE

Aim: To prepare educators in the health professions who are able to (a) design, implement, and evaluate case and/or problem based and community-based learning programmes, (b) ensure relevance in designing educational programmes, while taking into account the recommendations of international organizations such as the WHO and the ICN and (c) understand the significance professional regulation and quality assurance in professional education.

Content: International organizations and the education of health professionals, national policy and the education of health professionals, experiential education (theoretical underpinnings and selected approaches CBE, PBL, and service learning: reflective teaching practice, assessment and evaluation in professional education, accreditation and quality assurance in professional education.

Practicals: Facilitating learning in (a) PBL groups and case based learning groups (b) community settings and (c) the self-study clinical skills laboratory.

Assessment: Reflective Teaching Practice Record, 1 assignment, 1 project, 1 four-hour open book exams .

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Trauma Nursing and Life Support

NURS825 H1

(24L-6T-12P-8S-22H-20R-40F-24G-4A-15W-16C)

Prerequisite Requirement: Must be a registered nurse

Corequisite: Advanced Cardiac Life Support or Advanced Paediatric Life Support

Aim: To prepare a trauma nurse specialist

Content: This course deals with the anatomy, physiology and pathophysiology underlying trauma and emergency interventions. Emergency assessment and triage. Life support in cases of emergency care, as well as, during transport of critically ill persons will be studied, including the scientific principles underlying the problems and interventions.

Practicals: Emergency nursing care of the client in the pre-hospital and hospital setting.

Assessment: 1 three-hour paper. One practical examination.

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Women's Health

NURS827 H1

(24L-6T-12P-8S-22H-20R-40F-24G-4A-13W-16C)

Prerequisite Requirement: Midwifery

Corequisite: NONE

Aim: To prepare a clinician who can be an activist for women's issues

Content: This course deals with sexuality, male/female roles and women's issues which impinge on health. The empowerment of women is studied and empowerment programmes planned and implemented.

Practicals: The planning and implementation of an empowerment programme for women. Course to run in an even year.

Assessment: One three-hour paper and a clinical examination.

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Health Service Management

NURS829 H1 H2

(0L-0T-0P-76S-24H-20R-12F-24G-4A-13W-16C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: To prepare the learner to become a health service leader, manager, educator and an advocate for patients, quality health services and the contribution/role of Health Services Managers to the health agenda and Research within the health agenda.

Content: Advanced Management ,Finance management for Health Services Managers ,Staff Retention, Leadership in nursing and midwifery, Public health policy formulation

Assessment: Formative (50%) •Individual Assignment •Group Project Summative (50%) •Examination (3hour paper)

DP Requirement: 75% class attendance. Submission of all required assignment.

Nursing Res & Nursing Res Methods

NURS831 H2

(24L-6T-0P-8S-74H-20R-0F-24G-4A-13W-16C)

Prerequisite Requirement: NONE

Corequisite: NONE

Aim: To enable learners develop research skills that are appropriate to nursing and nursing related field.

Content: This module deals with identifying and describing researches that are specific to nursing. It looks at theories and theory development in nursing. Identifies current issues in nursing research, discusses and describes methodologies

appropriate for nursing researches grouped according to reasons for conducting nursing research. It deals with aspects of proposal writing, writing for scholarly journals and managing resources for nursing research. This module requires that the learner attends all graduate research seminars in the School, and the candidate must organise and present at least one seminar during the semester.

Practicals: NONE

Assessment: One presented seminar, 2 assignments and one 3-hour paper

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

HR Management for Nurse Managers

NURS832 H1

(0L-0T-0P-65S-32H-10R-40F-0G-13A-13W-16C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: To equip Nurse Managers/ Health Service Administrators to manage the human resources employed by a Nursing Service in Developing Countries

Content: International and Historical context of Human Resources Management Human Resources Management in the South African Context •Human Resources Data – collection; storage; analysis; interpretation and planning change with analysed data and how decentralization affects its adequacy and availability Planning – the Human Resources requirements for a Nursing Service; including planned annual leave, sick leave, maternity leave; i.e. statutory absence from work ; Budgets including – cost to company - remuneration, incentives, accumulated leave, skills levy, medical aid, pension fund contribution; Management structures and jobs etc. Policies – Policy analysis, formulation/change, implementation, monitoring and evaluation for quality service delivery Performance Management – productivity measurement; Managing for performance; Motivational Management Training and Education – the role of research in human resources Management Transfer of HR functions and staff The impact of professional associations, unions, and registration bodies on HR

Practicals: Portfolio of evidence of Human Resources activities which the learner has been personally involved in during clinical placement in a selected clinical setting. The learners are required to spend 40 Hours working in a clinical setting working on their portfolio development

Assessment: Formative 50% •Assignment Summative 50% •Portfolio of evidence 40% •Written examination 20% 3 hour examination paper

DP Requirement: Candidate must attend at least 75% of all classes and submit the required assignments/projects for assessment

Introduction to Cognitive Behaviour Therapy

NURS833 H2

(24L-6T-12P-8S-22H-20R-40F-24G-4A-13W-16C)

Prerequisite Requirement: None

Aim: To equip psychiatric nurse specialists with counselling skills using the CBT approach.

Content: This module deals with the basic theory of cognitive and behaviour therapy, and deals with its application to therapy for clients with anxiety and mood disorders. It teaches assessment for therapy, initiating therapy, maintenance and termination. The ethical aspects of therapy are also covered.

Practicals: This includes witnessing therapy, and doing supervised therapy.

Assessment: One three-hour paper and one practical examination.

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Psychosocial rehabilitation

NURS835 H1

(24L-6T-12P-8S-22H-20R-40F-24G-4A-13W-16C)

Prerequisite Requirement: NONE

Corequisite: NONE

Aim: To equip psychiatric nurse specialists with the knowledge and skills to facilitate the rehabilitation of people with serious and sustained mental illness.

Content: This module deals with theories of psychosocial rehabilitation and all four aspects of this process (housing, education, socialization and work). Issues such as deinstitutionalization are also dealt with, and the process of psychosocial rehabilitation counselling is taught.

Practicals: This includes witnessing PSR counselling, and doing supervised counselling.

Assessment: One three-hour paper and one practical examination.

DP Requirement: Candidates must attend at least 75% of all classes, the minimum practical requirements in the clinical setting.

Evidence Based Nursing Practice

NURS837 H1 H2

(24L-6T-0P-8S-74H-20R-0F-24G-4A-13W-16C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: The aim of this module is to equip students with the foundations of Evidence Based Nursing practice and to develop the students understanding of the principles and process of implementing evidence based nursing practice in a variety of clinical nursing settings.

Content: The content of this module covers a comprehensive overview of what Evidence Based Nursing is, its importance in the further development of the development of the profession of Nursing and the steps and guiding principles that can be used to effectively apply nursing research into nursing practice. The content areas that are covered in the module includes: An introduction to the concept of Evidence Based Nursing and its importance to the Nursing profession Steps of Evidence Based Nursing Process Different types of evidence available and their levels of importance Critical appraisal of Nursing Research Evidence and the grading of evidence Effective techniques to search and retrieve appropriate and relevant literature (evidence) Application and evaluation of research to clinical nursing practice Accountability and Ethics underpinning and linked with Evidence Based Nursing Practice Challenges in implementing Evidence Based Nursing practice and ways to overcome this

Practicals: None

Assessment: A series of written tasks on the process of Evidence Based Nursing and the inherent principles will be used as a major component of the Formative Assessment. Formative Assessment: Assignment 1: (Reflective Paper) 10% Write a reflective paper on the application of Evidence Based Nursing (EBN) practice in a given field of nursing practice. Underpinning this paper, the student is expected to show reflection on a clinical practice towards formulation of a research question to implement EBN practice. The paper should also draw on the importance, purpose, current challenges, limitations and biases relating to EBN from a reflective standpoint of the student. Assignment 2 (Data Search) 20% In this assignment the student is expected to present an appropriate refined researchable practice question, engage with relevant data sources for relevant appropriate literature, use of the PICO strategy and appraisal of the literature. This assignment is in the form of a seminar presentation. The student will demonstrate communication skills through presentation of the search strategy to other learners and also demonstrate an understanding of the process through engagement with critique and questions from peers. Proposed Plan and Seminar Presentation (Application and Evaluation of Evidence) 30 % In this assignment, the student will discuss the nature of evidence, the interface of the clients personal preference and context when considering the appraised literature. The student will also present an action plan of how the appraised and graded evidence on the selected nursing practice topic will be applied practically. The seminar will also discuss the inherent responsibilities of a nurse researcher in terms of accountability and ethics underpinning EBN practice. This seminar will be presented to both peers and lectures within the discipline of Nursing. Summative Assessment 3 hour examination (40%) This examination will draw on knowledge of all units covered in the module

DP Requirement: Candidates must attend at least 75% of all classes

The Roles & Responsibility. of a Nurse Researcher

NURS838 H1 H2

(24L-10T-0P-8S-50H-15R-0F-20G-33A-15W-16C)

Prerequisite Requirement: Four Year Bachelor of Nursing or Honors in Nursing qualification permits entry for the module. There are no particular modules that are needed as a pre-requisite. However, learners will be required to complete a research compliance certificate within the first week of starting the module.

Corequisite: Nursing Research and Nursing Research Methods

Aim: The aim of this module is to allow students to explore issues related to the roles and responsibilities of being a nurse researcher. Some of these roles and responsibilities will allow the student as a nurses researcher to engage with ethics and nursing research; engaging with the legal context of dealing with human subjects; and medic-leagal conditions inherent in health science research (eg. Experimental and randomized control trials), scientific freedom and social responsibility, inter-professional collaboration in research teams; how to engage with communities and participants in terms of entry and exit for research; interdisciplinary research, developing a research group, peer review and ensuring

rigor, development of a research program and research career, accessing research funding, and dissemination of research findings. Further to this, the module will introduce the student on the role of managing a research project in terms of financial management; data management (including management of fieldworkers); report writing of research findings.

Content: The content of this module covers a wide range of topics that will prepare a nurse researcher to function as a research scientist in the field of health profession. The content areas that are covered in the module includes: Ethical frameworks and legal, principles, and codes that form the foundations of scientific integrity. Critical Evaluation of a Scientific Research proposal. Collaboration in interdisciplinary, Multidisciplinary and Transdisciplinary Research groups Human subjects Protection and vulnerable populations. Responsibilities of Nurse scientists in an academic or research environment. Scientific integrity and scientific freedom. Funding opportunities and building a program of research. Accessing and interacting within the research community. Project Management – managing project funding, data management, technical and supplies requirements for research projects.

Practicals: Learners are expected to attend one ethic committee meeting and observe the ethical review process.

Assessment: The will be a series of tasks that will contribute to assessment. Assessment will include two (2) assignments and a research article and class presentations. •2 assignments 30% •1 Journal article 25% •Proposal critique in a research meeting 20% •Participation in class presentations 10% •End of term project presentation 10% •Presentation on career trajectories 5% Formative Assessment: Assignment 1: (Critique of a research proposal) In this assignment learners will be given a research proposal to critique and write a detailed report on their comments. The assignment aims to equip learners with proposal critiquing skills and to be able to give feedback during proposal presentation. Learners will also be expected to attend at least one proposal presentation in the Nursing Discipline and participate in a proposal presentation session by giving constructive feedback. Assignment 2 (Research Project Plan) Students will be assigned to mock research studies. The overall aim and objectives of the research study will be provided. As a nurses researcher, the student is expected to complete a research project plan for the particular study. The plan should attend to the following areas: Summary of the data management plan, including research tools and related threats to validity and reliability that will be considered. Management of Human Subjects; as a nurse researcher, discuss the manner in which human subjects will be recruited for this study. Discuss the ethical issues inherent in the recruitment of participants and your role as a nurse researcher in minimising the threat Data Analysis Plan Operational or Logistic Plan: this should have discussion points on areas around resource management; financial management of the core and operational budget; management of technical team (eg fieldworkers, participant incentive) Summary of reporting plan for the intended research project and the publication plan.

DP Requirement: Candidates must attend at least 75% of all classes

Theoretical Basis for Gerontological Nursing

NURS841 H1

(0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: This module will provide learners with an in-depth knowledge of the physiological psychological, sociological and anthropological theories underlying the process of aging. The content of these theories will form the basis for both assessment and intervention in gerontological nursing.

Content: Social theories of aging; Psychological development in later life; Ethno-cultural aspects of aging; Formal and informal caring for elders; Elder abuse; Cultural views of death

DP Requirement: 40% continuous assessment, the minimum practical requirements in the clinical setting.

The Care of Aging Clients

NURS842 H2

(0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: This module will provide learners the evidence-base for prevention, promotion, care and rehabilitation for elderly clients. It focuses mainly on long term community-based care, as opposed to acute, in-hospital care.

Content: Health promotion and illness prevention in the elderly. Changes in the following systems during aging, implications for health and disease: Cardiovascular system; Endocrine system; Immune system; Musculoskeletal system; Neurological system; Renal system. Management of chronic illness, with specific reference to common chronic illness of the elderly Rehabilitation process and techniques

DP Requirement: 40% continuous assessment, the minimum practical requirements in the clinical setting.

Assessment of the Geriatric Client

NURS843 H1

(0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)

Prerequisite Requirement: None**Prerequisite Modules:** None**Corequisite:** None

Aim: This module will provide learners with an in-depth knowledge of the comprehensive assessment of older adults and older patients in terms of both their physical and psychosocial condition in order to plan effective preventive/promotive, curative and rehabilitative care. It will include the theoretical basis for the assessment as well as clinical mastery of techniques.

Content: Special considerations with regard to assessment in the elderly; Domains of assessment in the elderly-physical, psychosocial; Late life transitions; Elder care and elder abuse

DP Requirement: 40% continuous assessment, the minimum practical requirements in the clinical setting.

Nursing Research Project

NURS850 HY

(0L-16T-0P-16S-768H-0R-0F-0G-0A-0W-80C)

Corequisite: NURS831

Aim: The module aims to facilitate students in independently completing a research project under the guidance of a research supervisor on a relevant, current and contextual nursing topic; and produce a research report in the form of a dissertation.

Assessment: Assessment will be conducted in such a way as to adhere to adult learning principles. This means that content and learning demonstrate relevance, problem solving, learning by doing, a strong element of self-direction and ownership, are based on the student's experience, and have clear goals. This module will have a summative assessment using project reports, and a final submission as a scientific journal article

DP Requirement: A scientifically acceptable and ethically approved research proposal.

Nursing Research Project

NURS860 HY

(0L-0T-80P-150S-400H-0R-200F-0G-130A-26W-96C)

Prerequisite Requirement: None**Corequisite:** Nursing Research and Nursing Research Methods (NURS831)

Aim: The module aims to facilitate independent completion of a research project under the guidance of a research supervisor on a relevant, current and contextual nursing topic; and production of a research report in the form of a dissertation.

Content: Theoretical knowledge of research including (i) the scientific selection of an appropriate research topic, (ii) conducting a relevant literature review aligned to the research paradigm of choice; (iii) data collection (iv) data analysis and (v) write up of results and dissemination of research findings

Assessment: Research Project 100%

DP Requirement: A scientifically acceptable research proposal, which must be approved by the relevant ethics committee of UKZN.

Nursing Research Project Subsequent Yr

NURS861 HY

(0L-0T-80P-150S-400H-0R-200F-0G-130A-26W-96C)

Prerequisite Requirement: None**Corequisite:** Nursing Research and Nursing Research Methods (NURS831)

Aim: The module aims to facilitate independent completion of a research project under the guidance of a research supervisor on a relevant, current and contextual nursing topic; and production of a research report in the form of a dissertation.

Content: Theoretical knowledge of research including (i) the scientific selection of an appropriate research topic, (ii) conducting a relevant literature review aligned to the research paradigm of choice; (iii) data collection (iv) data analysis and (v) write up of results and dissemination of research findings.

Assessment: Research Project 100%

DP Requirement: A scientifically acceptable research proposal, which must be approved by the relevant ethics committee of UKZN.

Obstetrics and Gynaecology

Obstetrics & Gynae Clinical & Prof Prac 1

OBGY8A5 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: The main aim of this module is: To develop competence in sciences which underpin clinical practice in the discipline; To allow the student to attain an intermediate level of competency in the knowledge, skills and behaviours appropriate to effective clinical practice as a specialist, which will be developed further in Clinical and Professional Practice 2.

Content: Embryology, anatomy, genetics, physiology, pathology, epidemiology, pharmacology and principles of therapeutics, and laboratory investigations particularly as these subjects apply to Obstetrics and Gynaecology.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjected to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 1 examination of the College of Obstetricians and Gynaecologists in the Colleges of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Three written papers as follows; Part 1A – One 3-hour paper on basic sciences, essay and short questions. Part 1B, Paper 1- Applied basic sciences, essay questions (3 hours). Paper 2 – Applied basic sciences: short questions (2 hours).

DP Requirement: 70% attendance at designated learning activities; Satisfactory progress as demonstrated by portfolio.

Obstetrics & Gynae Clinical & Prof Prac 2

OBGY8A6 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: OBGY8A5

Corequisite: None

Aim: The main aim of this module is: To allow the student to attain competency in the knowledge, skills and behaviours necessary for effective clinical practice as a specialist and thus render the student eligible for registration with the HPCSA in the specialist category

Content: Diagnosis and management of a wide range of Obstetrics and Gynaecology conditions – both common and uncommon; Health promotion and illness prevention in women.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 2 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Two 3-hour written papers; OSCE; Obstetrics OSPE; Gynaecology OSPE

DP Requirement: 70% attendance at designated learning activities; Satisfactory completion of a portfolio.

Occupational Health

Occupa. & Environmental Hlth & Epidemiology

OCEH600 H1

(20L-7T-5P-0S-50H-30R-0F-5G-43A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: The aim of this module is to develop an understanding and practical application among participants of Global and South African occupational and environmental health, international codes of practice and national legislation and basic epidemiological concepts.

Content: Occupational health - history and structure of OH in South Africa, comparison with other countries, international agencies, codes of practice, principles of occupational health and hygiene, resources in OH, occupational health legislation. Environment health - health education and promotion, air, water, soil pollution, workplace emissions and community health, food hygiene, disposal of hazardous waste, environmental health legislation. Epidemiology-Definition of epidemiology, Descriptive statistics, Measures of disease occurrence, Descriptive and basic analytic epidemiology

Assessment: •Pre-module reading =10% •Ethics certification submission =2.5% •Assignment =25% •In-block group assignment =10% •Evaluation =2.5% •Final Examination =50% 1 Pre-module recording 4x Submissions 2x Assignments 1x Submission Ethics Certification

DP Requirement: None

OHSM and Psychosocial Issues

OCEH601 H1

(20L-7T-5P-0S-50H-30R-0F-5G-43A-15W-16C)

Prerequisite Requirement: None

Aim: The aim of this module is to provide students with a basic understanding of the principles relating to the organisation of occupational health services, the different levels of prevention and cure provided, and how to evaluate these services for service provision and utilisation. In addition the module provides students with the ability to understand basic concepts of sociology and psychosociology as they relate to health in the industrial and environmental setting

Content: The content of this module will focus on the delivery of occupational health services; the policy framework, financing and ethics of health services delivery. It will also cover aspects of shiftwork, employee assistance programmes and work stress

Assessment: •Assignment =25% •In-block group assignment =20% •Evaluation =5% •Final Examination =50% 2x Assignment 1 in-Block Group task 1 Evaluation

DP Requirement: None

Case Studies - Occupational Health

OCEH602 H2

(0L-8T-0P-0S-106H-0R-0F-0G-46A-15W-16C)

Prerequisite Requirement: None

Aim: To teach students practical application of theoretical frameworks in occupational and environmental health management

Content: Occupational Toxicology, Occupational Epidemiology, Psychosocial Issues, Occupational Hygiene, Environmental Health, Occupational Legislation, Occupational Health Services Management, Occupational Diseases and Disability

Assessment: Submission of 8 completed case studies. Attainment of a 50% minimum in each case study. Each of the 8 case studies will contribute 12,5% to the total mark for the module •Case study 1 =12.5% •Case study 2 =12.5% •Case study 3 =12.5% •Case study 4 =12.5% •Case study 5 =12.5% •Case study 6 =12.5% •Case study 7 =12.5% •Case study 8 =12.5% 8x submission of Case studies

DP Requirement: None. Submission of 8 completed case studies. Attainment of a 50% minimum in each case study. Each of the 8 case studies will contribute 12,5% to the total mark for the module

Research Project Occupational Health

OCEH603 H1 H2

(0L-6T-0P-0S-114H-0R-0F-0G-200A-15W-32C)

Prerequisite Requirement: Core modules of the Postgraduate Diploma in Occupational Health.

Aim: The aim of this module is to introduce students to research methodology and report writing in occupational health. **Content:** In this module students follow 4 steps which result in the student describing a worksite, conducting a risk assessment identifying a hazard, conducting a literature review of the hazard, and developing a research protocol to study the hazard.

Assessment: Examination of project report. •Presentation =5% •Step 1 =10% •Step 2 =15% •Step 3 =25% •Step 4 =45% 1 Presentation 4x steps

DP Requirement: None

Occupational and Environmental Diseases

OCEH604 H1

(20L-7T-5P-0S-50H-30R-0F-5G-43A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: The aim of this module is to provide students with the skill to recognise, diagnose and manage occupational and environmental related diseases on an individual basis, and to make recommendations for the protection of the health of groups of workers or sectors of communities at risk

Content: This module will provide the student with an in depth exposure to occupational and environmental risks and the associated disease presentation. Students will be exposed to clinical presentation and diagnosis of disease. They will also be taught on the clinical and administrative management of such disease entities.

Practicals: The students go to a factory to conduct a site audit based on a task provided. This takes 5 hours.

Assessment: Assignment =25% In-block group assignment =20% Evaluation =5% Final Examination =50% 2x Assignment 1 in- Block Group task 1 Evaluation

DP Requirement: None

Recogn. & Evaluation of Occupational Hazards

OCEH605 H1

(20L-7T-5P-0S-50H-30R-0F-5G-43A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: This module aims to teach health risk assessment and survey methods as tools for recognising hazards in the work environment and the development of workplace interventions for hazard control.

Content: This module builds on knowledge students obtained on health hazard risk assessment and survey methods, data sources to be used and the interpretation thereof in the Introductory Principles of Hygiene module. Students also learn about planning and performing typical Chemical, Physical Stress and Ergonomic Surveys and interpreting these surveys. Students are taught about the link between these assessments and medical surveillance. In addition students are provided with an understanding of legislative requirements for Occupational Hygiene in South Africa

Practicals: The students go to a factory to conduct a site audit based on a task provided. This takes 5 hours.

Assessment: Assignment =25% In-block group assignment =20% Evaluation =5% Final Examination =50% 2x Assignment 1 in- Block Group task 1 Evaluation

DP Requirement: None

Introductory Principles of Occ Hygiene

OCEH6H1 M1 M2

(20L-7T-5P-0S-50H-30R-0F-5G-43A-15W-16C)

Prerequisite Requirement: None

Aim: The aim of this module is to familiarize students with the nature of work place exposures and the procedures for assessment thereof. They will also be trained on risk assessments: the manner of conduction, their benefits and expected outcomes. They will learn to apply hygiene principles to ensure safety in the workplace

Content: Hazard definition, classification and sources of occupational hazards, International and national occupational hygiene standards and legislation, Occupational Health Impact on the worker, Principles of exposure assessment, Exposure limits, hygiene Measurement techniques, The risk assessment process, Exposure assessment, Risk determination, Basic hygiene control methods

Assessment: •Assignment =25% •In-block group assignment =20% •Evaluation =5% •Final Examination =50% 2x Assignment 1 in- Block Group task 1 Evaluation

DP Requirement: None

Principles of Toxicology

OCEH6O1 M1 M2

(20L-7T-5P-0S-50H-30R-0F-5G-43A-0W-16C)

Prerequisite Requirement: None

Aim: The aim of this module is to introduce students to the basic principles of toxicology and toxicokinetics in occupational and environmental health. This module provides the students with knowledge on toxic occupational exposures, their classification and their adverse health effects in working populations.

Content: This module will provide an overview of the basic principles of toxicology and how to classify toxic chemicals. It will cover the acute and chronic toxic effects of chemicals in humans, dose effect responses, and sensitisation of chemicals. Students will be exposed to biological markers/indicators used for chemical surveillance. They will be exposed to the process of carcinogenesis, mutagenesis and teratogenesis. Legislation relating to Hazardous chemical substances and occupational exposure limits will be taught. Students will learn to develop biological monitoring strategies for chemical exposures.

Assessment: •Assignment =25% •In-block group assignment =20% •Evaluation =5% •Final Examination =50% 2x Assignment 1 in- Block Group task 1 Evaluation

DP Requirement: None

O M C and Professional Practice 2

OCEH8BA H2 (20L-96T-0P-48S-966H-180R-1130F-36G-222A-45W-270C)

Prerequisite Modules: Public Service and Clinical Attachment, Intermediate Epidemiology (PBHL8E1), Health Measurement (Analytical) (PBHL8H1), Health Measurement (Descriptive) (PBHL8J1),

Corequisite: Research Dissertation (OCEH8V1)

Aim: The main aim of this module is to ensure that registrars have acquired the necessary theoretical knowledge in occupational medicine which allows them to practice occupational medicine at a specialist level.

Content: This modules consists of the theoretical knowledge of occupational medicine incorporating medical surveillance, Occupational medicine related diseases and injuries and management thereof, occupational medical ethics, legal practice, health risk assessment and industrial relations

Practicals: None

Assessment: Achievement, by the student, of a pass grade for the aggregate mark for the examination. The final mark for the examination will be made up of a weighted average of the marks for each component. The weightings will be as follows: 1.Research dissertation (this is a separate module but contributes to this) 20% 2.Short report 12% 3.Multiple choice paper 12% 4.Short answers paper 12% 5.Essay paper 12% 6.Oral exam 12% 7.Occupational medical skills examination 20%

DP Requirement: None

Research Dissertation OM

OCEH8RP H1H2 (0L-90T-0P-80S-1136H-0R-0F-80G-254A-45W-164C)

Prerequisite Modules: PBHL8J1;PBHL8H1; PBHL8E1; PBHL8X1

Corequisite: None

Aim: The aim of this module is to ensure students are able to practically apply the theoretical knowledge of occupational medicine and epidemiology that they acquire during their training in a specific area of research relating to occupational medicine. They must display an integration of epidemiological principles and concepts with occupational medicine in the conduct of their research.

Content: The content of the research project must be occupational medicine related. This involves a research dissertation.

Practicals: None

Assessment: The research dissertation must be examined by two examiners who are external to the university.

DP Requirement: None

Research Project

OCEH8V1 MC (0L-0T-0P-0S-640H-0R-0F-0G-0A-0W-64C)

Content: Research project and report on an aspect of Occupational & Environmental Medicine

Assessment: Examination of project report.

DP Requirement: None

Research Dissertation Occupational Medicine

OCEH8V3 HC (0L-90T-0P-0S-1550H-0R-0F-0G-0A-45W-164C)

Prerequisite Modules: Health Measurement (Descriptive: PBHL8J1); Health Measurement (Analytical: PBHL8H1); Intermediate Epidemiology (PBHL8E1); Research Methods and Bioethics (PBHL8X1)

Corequisite: None

Aim: The aim of this module is to ensure students are able to practically apply the theoretical knowledge of occupational medicine and epidemiology that they acquire during their training in a specific area of research relating to occupational medicine. They must display an integration of epidemiological principles and concepts with occupational medicine in the conduct of their research.

Content: The content of the research project must be occupational medicine related. This involves a research dissertation

Practicals: None

Assessment: The research dissertation must be examined by two examiners who are external to the university.

DP Requirement: None

O M C and Professional Practice 1

OCEH8W1 HC

(28L-30T-0P-40S-1180H-0R-912F-20G-30A-45W-224C)

Prerequisite Requirement: None**Corequisite:** None

Aim: The main aim of this module is: To develop competence in the foundation sciences which underpin clinical practice in the discipline. To allow the student to attain an intermediate level of competency in the knowledge, skills and behaviours appropriate to effective clinical practice as a specialist.

Content: This module consists of clinical practice of occupational medicine incorporating medical surveillance, Occupational medicine related diseases and injuries and management thereof, occupational medical ethics, legal practice, health risk assessment and industrial relations.

Practicals: None

Assessment: The assessment in this module is the review of the learning portfolio which the student submits at the end of each rotation. The portfolio must reflect a minimum of 24 patient reports, a minimum of 16 workplace risk assessment/audit or programme evaluation reports at the end of this module and a minimum of 24 oral presentations critiquing the literature (90%). This is assessed by two specialists in occupational medicine. In addition students are expected to complete practical and paper based tasks, assignments and assessments relating to formal teaching on occupational medicine, toxicology, occupational health services management, occupational medicine legislation and occupational hygiene (10 %).

DP Requirement: None**Occupational Therapy****Occupational Therapy Fundamentals and Media 1**

OCTH161 WY

(70L-10T-40P-0S-10H-0R-20F-0G-10A-30W-16C)

Prerequisite Requirement: None**Corequisite:** None

Aim: This module aims to provide a comprehensive introduction to occupational therapy theory and practice while developing fundamental skills in occupational analysis and the occupational therapy process. Students will gain an understanding of the historical, philosophical, and theoretical foundations of occupational therapy while developing practical skills in activity analysis, basic tool use, and implementation of simple interventions in supervised settings

Content: History, philosophy and regulation of OT, OT concepts, definitions and scope, OT in African and South African contexts. The Occupational Therapy Practice Framework (OTPF), International Classification of Functioning, Disability and Health (ICF) and occupational science. Activity analysis, ergonomics, anthropometrics and kinesiology. The OT process consisting of assessment of the person, environment, communities and populations; and intervention planning and adaptation of activities for intervention. 1. OT Foundations (combining theoretical elements) o History, philosophy, and regulation of the profession o Occupational therapy concepts, definitions and scope of profession o OT in African and South African contexts 2. Theoretical Frameworks o Occupational Therapy Practice Framework (OTPF) o International Classification of Functioning, Disability and Health (ICF) o Occupational Science fundamentals 3. Assessment in OT (comprehensive approach) o Introduction to assessment o Assessment of the person/individual o Assessment of environment (including facilities), objects and equipment o Assessment of communities and populations 4. Activity Analysis and Application o Practical application of client factors and performance skills o Practical understanding of normal human movement, cognition and psychosocial aspects within activities o Activity analysis principles and methods o Ergonomics and anthropometrics concepts o Basic kinesiology concepts o Workshop safety and basic tool usage 5. Intervention Planning and Implementation o Evaluation, intervention and outcomes (OT process) o Aspects to consider when planning intervention o Application of programmes/approaches o Introduction to principles of intervention o Teaching methods for activities o Adaptation of activities for different context

Practicals: 10 hours of skills laboratory practicals for application of theoretical knowledge and skills • 30 hours of activity laboratory practicals (3 hours x 10 weeks) learning and practising workshop safety; use of basic workshop tools and materials to manufacture therapeutic activities and equipment, with practical application of activity analysis and kinesiology. • 20 hours (4 hours x 5 weeks) of fieldwork at a community site. Tasks required of students are conducting an occupational profile interview, analysing a facility, and using activities as an intervention. • Practical and fieldwork require 100% attendance. A medical certificate is required if days are missed.

Assessment: Continuous assessment: 100% 1. Theory Assessment (40%) Two written tests and 1 assignment 2. Practical Assessment (40%) Activity analysis reports/presentations & Manufactured articles (using basic tools) 3. Integrated Assessment (20%) Occupational profile/reflection & Reflective logs
DP Requirement: Continuous Assessment Module (CAM)

Foundations of Occupations in OT

OCTH162 WY

(68L-5T-34P-5S-15H-0R-4F-16G-18A-30W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: This module aims to introduce students to the concept of occupation and to develop foundational knowledge and practical skills in applying a range of techniques, methods, assessments, and principles commonly used in occupational therapy. It focuses on the assessment and intervention of various occupational domains, such as activities of daily living (ADLs), instrumental activities of daily living (IADLs), education, work, rest and sleep, and leisure, across diverse contexts

Content: Introduction to Occupations in terms of age, gender, culture and context as well as being able to assess the impact of disability upon the participation in various occupations which include Basic or Personal Activities of Daily Living (BADL), Leisure, Instrumental Activities of Daily Living (IADL), Health maintenance, Education, Play, Rest and Sleep, Social Participation, Wheelchair mobility, maintenance and Transfers, Work (Vocational Rehabilitation, Labour Law)

Practicals: Practical-based assignments and a field trip are designed to allow for the integration of lecture content.

Assessment: FINAL MARK: CONTINUOUS ASSESSMENT Assessments 1 Test (30%) and 2 assignments and/or presentations (group or individual)(40%), and a practical demonstration and OSPT (30%)

DP Requirement: Continuous Assessment Module (CAM)

OT Therapeutic Media 2

OCTH242 WY

(15L-0T-90P-0S-30H-5R-0F-0G-20A-30W-16C)

Prerequisite Modules: All first year modules

Corequisite: None

Aim: To provide students with knowledge and skill in the use of activity analysis as an assessment tool, the use of activity in intervention with a variety of clients of different ages and levels of function, and the use the various skills in the manufacture of assistive devices

Content: Lectures: •Theory of activity analysis and its use in assessment of clients with physical and psychosocial and paediatric conditions at different levels of function •Workshop safety when using tools and manufacturing items •The use of ergonomics and anthropometrics principles in tasks analysis and activities as applied to OT practice

Practicals: 90 hours in the activity laboratories to practically use tools and materials in the execution of activities of increasing complexity. Practical hands on sessions on the use of a sewing machine and the use of selected woodwork hand tools and machines. Sewing machines and other tools will be used to manufacture assistive devices.

Assessment: CAM Based Module (100%): Assignment (20%) Articles (30%) OSPTs/OSPEs (50%)

DP Requirement: Continuous assessments

OT Fundamentals 2

OCTH243 W1

(60L-10T-5P-4S-30H-25R-0F-18G-8A-8W-16C)

Prerequisite Modules: All first year modules

Corequisite: None

Aim: To develop an in depth knowledge base of theoretical constructs of OT practice and the models used in guiding OT practice. The students are required to gain an introduction to the application of treatment techniques such as group work; human development, basic concepts and principles of professional ethics, and the application of human rights in OT practice in order to equip students with knowledge base, insight and theoretical approaches necessary for client intervention in Occupational Therapy.

Content: The conceptual and theoretical frameworks and models that guide OT practice. An introduction, fundamental concepts and general application of Selected Models of Practice in OT such as Model of Creative Participation (du Toit) and Model of Human Development (Kielhofner) and the Kawa Model (Lwama)and Occupational Science. Includes an introduction to human development, basic concepts and principles of ethics, etiquette and human rights in OT practice. The classification and theoretical constructs of group work including group dynamics, process, principles and procedures for the management of groups. The role of group therapy within OT programmes.

Practicals: None

Assessment: FINAL MARK: CAM:EXAM 60:40. Formative: 1 Test (40%), 2 Assignments and/or presentations (group or individual) (60%). Summative:1 Theory Examination 2 hour written paper (100%)

DP Requirement: Formative mark of $\geq 40\%$

Areas of Occupation

OCTH244 WY

(84L-0T-14P-3S-15H-5R-0F-23G-16A-30W-16C)

Prerequisite Modules: All first year modules

Corequisite: None

Aim: To develop the students' knowledge and skill regarding the application of various techniques / methods / tests / procedures and /or principles commonly used in OT for the assessment and intervention for different areas of occupation as these occur in different contexts.

Content: Lectures: Introduction to Areas of Occupation, Understanding Activities of daily living (ADL) in terms of age, gender, culture and context as well as being able to assess the impact of disability upon the various ADLs instrumental activities of daily living (IADL), personal management, education, work, play, leisure and social participation.

Practicals: At strategic stages of theoretical input students are exposed to laboratory practical situations in which they practice the various applications to areas of occupation that are taught in the class. This is later carried over into the practical implementation phase when they are on fieldwork practicals.

Assessment: FINAL MARK: CAM 100%. 2 Group/ Individual Assignments and/or Presentations (2x 20% = 40%); 1 Theory Test (30%) and 1 OSPT (30%).

DP Requirement: CAM-based Module.

OT Psychosocial Theory and Fieldwork 2

OCTH245 W1

(40L-10T-8P-0S-30H-5R-46F-8G-8A-13W-16C)

Prerequisite Modules: All first year modules

Corequisite: None

Aim: To provide students with the theory, principles and practice of assessment in relation to specific symptomatology as applied to the psychosocial field of OT practice. It provides students with assessment skills that are required in the clinical field when one has to treat individuals or groups of patients. The practical component of the module gives students an opportunity to assess patients in hospital/institutional settings and thus exposes them to a variety of patients with psychiatric conditions

Content: Introduction to psychiatry. Introduction to psychosocial assessment Psychiatric interview, Mini-Mental and Mental Status Examination Theory: Introduction to formal and informal assessment methods 3 selected formal assessments, Informal assessment areas of work, personal maintenance, leisure and socialisation using activity Psychosocial symptoms in Occupational Therapy: Psychomotor activity, Thought process Perception, Attention and concentration, Memory, Problem solving, decision making and judgment, Insight, Self-esteem, Depression, Anxiety, Mania, Frustration, Reality orientation, Psychodynamic formulation, Genograms, Handling of difficult client behaviours Fieldwork: 8 weeks, 1 day per week, maximum 7 hours per day Guided assessment practical in which they work under guidance of an academic supervisor with clients in a hospital/clinical/institutional setting in KZN.

Practicals: 8 weeks, 1 day per week, maximum 7 hours per day Guided assessment practical in which they work under guidance of an academic supervisor with clients in a hospital/clinical/institutional setting in KZN.

Assessment: FINAL MARK: CAM:EXAM 60:40. Formative Theory: Tests and/or assignments (20%) Fieldwork: Assessment Demonstrations and Evaluations (10%) Fieldwork: Oral Presentation (10%) Case study (15%) Fieldwork: Clinical Performance (40%) Fieldwork: Project (5%) Summative Theory Examination 1 x 3 hour written paper (100%)

DP Requirement: Attendance of 56 hours of fieldwork (in accordance with HPCSA standards) Formative assessment of $\geq 40\%$

OT Physical Theory and Fieldwork 2

OCTH246 W1

(40L-10T-10P-0S-35H-5R-42F-10G-8A-15W-16C)

Prerequisite Modules: All first year modules

Corequisite: None

Aim: To provide students with the theory, principles and practice of assessment in relation to specific symptomatology as applied to the physical field of OT practice. It provides students with assessment skills that are required in the clinical field when one has to treat individuals or groups of patients. The practical component of the module gives students an opportunity to assess patients in hospital settings and thus exposes them to a variety of patients with physical conditions.

Content: Review of Module and Introduction to Physical Assessment. Psychosocial problems associated with physical disability. Assessment of: Muscle strength, Muscle Tone and Postural reflexes, Joint Range of Motion, Sensation and Pain, Oedema, Balance and Equilibrium, Endurance, Co-ordination, Posture, Consciousness, Gait, Hand Function, Adult Perception, Special Senses. Introduction to intervention strategies for performance components: Muscle strength, Muscle Tone and Postural reflexes, Joint Range of Motion, Sensation and Pain, Oedema, Balance and Equilibrium, Endurance, Co-ordination, Posture, Consciousness, Gait, Hand Function, Adult Perception, Special Senses Fieldwork: 8 weeks, 1 day per week, maximum 7 hours per day Guided assessment practical in which they work under guidance of an academic supervisor with clients in a hospital/clinical/institutional setting in KZN.

Practicals: 8 weeks, 1 day per week, maximum 7 hours per day Guided assessment practical in which they work under guidance of an academic supervisor with clients in a hospital/clinical/ /institutional setting in KZN.

Assessment: FINAL MARK: CAM:EXAM 60:40 Formative Theory: Tests and/or assignments (20%) Fieldwork: Assessment Demonstrations and Evaluations (10%) Fieldwork: Oral Presentation (5%) Case study (10%) Fieldwork: Clinical Performance (50%) Fieldwork: Project (5%) Summative Theory Examination 1 x 3 hour written paper (100%)

DP Requirement: Attendance of 56 hours of fieldwork (in accordance with HPCSA standards) Formative assessment of $\geq 40\%$

OT Fundamentals 3

OCTH341 W1

(80L-5T-5P-8S-16H-10R-0F-29G-7A-15W-16C)

Prerequisite Modules: All second year modules

Corequisite: OCTH342WY

Aim: To develop an in depth knowledge and understanding of ethical theory and principles and application of intervention programmes for different performance areas. To enable students to understand and integrate theoretical constructs and models of OT into everyday practice. To develop appropriate professional ethical behaviour and attitudes including professional practice management; supervision of auxiliary staff; service development; departmental management, Quality Assurance and to equip students to appropriately apply relevant legislation/policy in practice

Content: The content of this module includes: •Conceptual framework for treatment planning by means of application of Theoretical frameworks and models in Occupational Therapy and Occupational Science; •Ethics and etiquette i.e. application of policies, laws and regulations as these apply to health education and welfare and labour, and their implications for occupational therapy •Knowledge about the rules and regulations governing ethics and professional behaviour and of the goals, roles and functions of the therapeutic helping relationship at all ages and levels of care, •Information related to common occurrences, behaviours and critical incidents which may occur when treating a client/group of clients), Knowledge related to Caregiver training. Knowledge related to Support Staff, Caregiver Training, Home visits and home programmes •Vocational assessment and intervention •Theoretical knowledge and application related to policy and procedures that influence occupational therapy practice within the health care system; training, principles and supervision and legal requirements relating to support staff •Theoretical knowledge related to policy and procedures that influence occupational therapy practice within the health care system; training, principles and supervision and legal requirements relating to support staff •Theoretical knowledge related to management of events, areas, departmental service development and programme planning and be able to apply this knowledge to situation that occur within the context of occupational therapy practice, theory and principles in the use of Telehealth within the practice of occupational therapy.

Practicals: Possibility of field trip to be arranged as when required

Assessment: FINAL MARK: CAM:EXAM 60:40. Formative: 3 written and/or practical tests / assignments (group or individual) (all averaged together). Summative: 1 x 3 hour written paper (100%)

DP Requirement: Formative assessment $\geq 40\%$

OT Therapeutic Media 3

OCTH342 WY

(35L-0T-10P-0S-2H-5R-100F-0G-8A-15W-16C)

Prerequisite Modules: All second year modules

Aim: To develop comprehensive knowledge and skill in planning and implementing appropriate OT intervention using a variety of techniques such as splinting, pressure therapy, therapeutic apparatus, and assistive technology, neurodevelopmental techniques, groups and psychosocial techniques

Content: Lectures: •General theory and clinical reasoning for the construction and evaluation of various splints and pressure garments •General theory and clinical reasoning for the use of assistive technology like therapeutic apparatus. •Introduction to neurodevelopmental techniques (NDT) •Introduction to groups in OT practice and psychosocial techniques

Practicals: Splinting Practicals, Pressure garments Practicals NDT practicals Psychosocial techniques practical, Assistive Technology and Therapeutic Apparatus Practical

Assessment: Formative Assessment 100%. Splints (25%), Pressure garments (25%), 2 NDT Practical (25%), 2 Tests and/or Assignments (25%).

DP Requirement: CAM based module

Psychosocial Theory and Fieldwork 3

OCTH343 W2

(35L-0T-10P-0S-2H-5R-100F-0G-8A-15W-16C)

Prerequisite Modules: All second year modules

Corequisite: None

Aim: To provide students with the theory and application of relevant approaches to intervention, applicable principles and methods as these relate to different age groups, stages of recovery, and or phases of intervention as applied to psychosocial conditions

Content: Lectures The OT specific assessment and treatment of a variety of psychiatric conditions, as well as psychosocial techniques will include as follows(but not limited to): childhood and adolescent disorders, group intervention, institutionalisation, intellectual disability, schizophrenia spectrum and other psychotic disorders, anxiety disorders, anxiety management and relaxation, bipolar affective disorders, major depression, substance related and addictive disorders, social skills, assertiveness and conflict management, eating disorders, post-traumatic stress disorder, and personality disorders, transcultural psychiatry, relapse prevention, crisis management, acute intervention and dual diagnosis disorders.

Practicals: : 11 weeks, 1½ day per week, maximum 11 hours per week where possible. Guided fieldwork in which the students work under guidance of an academic supervisor with clients in a hospital/clinical/institutional/ NGO setting in greater KZN. Students can alternate between online fieldwork and on-site fieldwork.

Assessment: FINAL MARK: CAM:EXAM 60:40. Formative Theory: Tests and assignments (20%) Fieldwork: Assessment Demonstrations and Evaluations (10%) Fieldwork: Oral Presentation (5%) and Case study (10%), Fieldwork: Clinical Performance (50%) Fieldwork: Project (5%) Summative Theory Examination 1 x 3 hour written paper (100%)

DP Requirement: Must complete a minimum of 110 hours fieldwork placement (in accordance with HPCSA standards) Formative assessment ≥ 40 %

OT Physical Theory & Fieldwork 3

OCTH344 W1

(35L-0T-10P-0S-2H-5R-100F-0G-8A-15W-16C)

Prerequisite Modules: All second year modules

Corequisite: None

Aim: To provide students with the theory and application of relevant approaches to intervention, applicable principles and methods as these relate to different age groups, stages of recovery, and or phases of intervention as applied to physical conditions.

Content: Introduction to the module. OT intervention with respect to: Neurological Conditions (CVA, TBI, SCI, Degenerative Conditions, Seating of the Neurologically impaired Individual), Musculo-skeletal Conditions (Arthritic Conditions, Bone/Joint pathologies, Back Pathologies, Ergonomics related to physical disability), Surgical Conditions (Burns, Amputations, Arthroplasties), Medical Conditions (HIV, Oncology, Role of OT in Palliative Care), Introduction to Hand Condition. Understanding the concepts of primary healthcare approach, social determinants of health, social justice and human rights and the different levels of care within the healthcare system in OT practice to equip students with the knowledge base, insight and theoretical approaches necessary for client assessment and intervention in Occupational Therapy.

Practicals: 12 weeks, 3 days per week, maximum 12 hours per week. Guided assessment practical in which they work under guidance of a lecturer with clients in a hospital/clinical/ /institutional setting in KZN. Students can alternate between online fieldwork and on-site fieldwork.

Assessment: FINAL MARK: CAM:EXAM 60:40. Formative Theory: 2 Test and/or assignments (15%) Fieldwork: Assessment Demonstrations and Evaluations (10%) Fieldwork: Oral Presentation (5%) and Case study (10%) Fieldwork: Clinical Performance (50%) Fieldwork: Project (5%) Fieldwork blog (5%) Summative Theory Examination 1 x 3 hour written paper (100%)

DP Requirement: Attend a minimum of 100 hours of fieldwork placement (in accordance with HPCSA standards) Formative assessment ≥ 40%

Community Theory and Fieldwork

OCTH413 WY

(15L-8T-0P-4S-18H-10R-180F-0G-5A-26W-24C)

Prerequisite Modules: All first, second and third year modules

Aim: To enable students to attain the necessary advanced assessment, intervention planning and implementation, knowledge and skills to practice effectively in Communities.

Content: Lectures: This content varies according to the community practice and development trends and needs at the time. This may include Community Based Rehabilitation, policy/ies, Taking the university to the streets, adult education principles, analysis of community settings, Social determinants of health, Sustainable Development Goals, reflective practice and critical thinking, models of practice in community practice. Seminars: Students to prepare and present seminars of application of community theory and practice. Other students will debate the sessions to enhance their critical reasoning and ability on contentious issues at the time. Tutorials: Students discuss their progress on the fieldwork and bring specific cases to be debated and group work to be interrogated. Fieldtrip: Students may have the opportunity to visit a particular community site and learn about occupations and different influences on the context of the people.

Practicals: Fieldwork: 5-7 week practical block, 4.5 days per week in an identified community placement. Tutorial and research days are half days. Sometimes weekends are worked with double time awarded in lieu.

Assessment: FINAL MARK: CAM:EXAM 50:50. Formative Theory: Assignment/blogs (20%) Fieldwork: Handover Presentation including handover file (20%) Oral Presentation (10%) Clinical Performance (including journal / blog) (50%) Summative 1 x 3 hour written paper (60%) Portfolio (40%)

DP Requirement: Attendance of 180-210 hours of fieldwork (in accordance with HPCSA standards) Formative assessment $\geq 40\%$

Paediatric Theory and Fieldwork

OCTH414 WY

(68L-0T-16P-0S-16H-10R-120F-0G-10A-13W-24C)

Prerequisite Modules: All first, second and third year modules

Corequisite: None

Aim: To enable students to attain the necessary knowledge and skills for advanced assessment, intervention planning and implementation of therapy within different paediatric settings.

Content: Teamwork and working with families; Seating; Sensory integration; Learning disabilities and visual perception; Postural control, gross and fine motor development; Assistive technology and augmented communication; Handwriting development and assessment; Paediatric OT activities workshop, including activity analysis review; interpreting results and Treatment Programme Planning; Report Writing; Palliative care in paediatrics Fieldwork: 5 to 7 weeks, 3 days per week at a hospital 1 ½ days per week at the University clinic or school/NGO. Supervision and on-site clinical training provided by a academic supervisor for a period of 1 ½ hours per student per week. supervision and clinical training in the university clinic provided by an academic supervisor one and ½ days a week

Practicals: Fieldwork : 5 to 7 weeks, 3 days per week at a hospital 1 ½ days per week at the University clinic or telehealth ,1 day per week at a school/NGO. Supervision and on- site clinical training provided by a academic supervisor for a period of 1 ½ hours per student per week. supervision and clinical training in the university clinic provided by an academic supervisor one and ½ days a week

Assessment: FINAL MARK: CAM:EXAM 50:50. Formative Theory: Tests (10%), Assignments (10%) Clinical Performance (50%), Fieldwork: Case Presentation (10%), Fieldwork: Intervention Demonstrations (10%) and Case study (10%) Summative 1 x 3 hour written paper (50%) Exam Presentation (25%) and Exam Intervention Session (25%)

DP Requirement: Attendance of 180 -210 hours of fieldwork (in accordance with HPCSA norms/standards) Formative assessment $\geq 40\%$

OT Research Project

OCTH441 WY

(5L-0T-0P-10S-195H-0R-0F-0G-30A-26W-24C)

Prerequisite Modules: All first, second and third year modules

Corequisite: None

Aim: To provide students with knowledge to conduct research with specific reference to research process; application of various research methods; use of various techniques to gather, analyse and present data and application of relevant research principles during research

Content: Review discussion on work covered in Applied Research Methods for Health Sciences, introduction to Research Methods in OT, +/-3 hour workshop on proposal writing and preparation of proposal for submission to ethics committee , practical application of ethics in research, practical application of research methods, qualitative and quantitative data analysis, development of relate technical skills in scientific writing, endnote, podium presentation/digital posters and use of selected data analysis packages.

Assessment: 100% Formative Assessment Mark (CAM) Module that will be assessed as follows Project Report (External Examiner's Mark) :35% Project Report (Internal Examiner's Mark) :35% Podium Presentation (Research Adjudication Panel Mark) :30% A research project that is assessed as unsatisfactory may be referred back once for revision and resubmission before the last day of examinations in that semester

DP Requirement: CAM-based Module.

OT Psychosocial Theory and Fieldwork 4

OCTH443 WY (15L-0T-10P-0S-17H-3R-180F-6G-9A-30W-24C)

Prerequisite Modules: All first, second and third year modules

Corequisite: None

Aim: To enable students to attain the necessary advanced assessment, intervention planning and implementation, knowledge and skills to practice effectively in Mental Health Care settings and with persons with mental illness, or those at risk of developing such illness

Content: Review of psychiatric disorders with emphasis on the OT role and contribution. Includes: •Programmes for different settings including: psycho-geriatrics, forensic, long term units, crises intervention, substance abuse, day care centres, abused/abandoned children, elderly, displaced and the poor •Issues/trends in mental health and psychiatry •HIV and psychiatry

Practicals: Fieldwork: 5 to 7 weeks for 4.5 days a week at the site providing mental health services, NGO or conducting telehealth. Sites can be located across KwaZulu- Natal on the Decentralised training platform at a site providing mental health services or requiring occupational therapy mental health services. Each student is expected to do both individual and group treatment and to carry a reasonable load of general tasks as required within an occupational therapy department. Supervision is provided by onsite clinician and by academic supervisor via long distance supervision

Assessment: FINAL MARK: CAM:EXAM 50:50. Formative Theory: Tests and/or assignments (20%) Fieldwork: Assessment Demonstrations and Evaluations (10%) Fieldwork: Oral Presentation (10%) and Case study (10%) Fieldwork: Clinical Performance (50%) Summative 1 x 3 hour written paper (50%) Case Presentation (25%) Treatment Demonstration (25%)

DP Requirement: Attendance of 180- 210 hours of fieldwork (in accordance with HPCSA standards) Formative assessment \geq 40 %

OT Physical Theory and Fieldwork 4

OCTH444 WY (15L-0T-10P-0S-17H-3R-180F-6G-9A-30W-24C)

Prerequisite Modules: All first, second and third year modules

Corequisite: None

Aim: To consolidate students' ability to implement principles and practice of the integrated programme management of individuals and/or groups in different settings catering for persons with physical disease, trauma, disability or at risk of these. (i.e. Institutional and Community-Based). To develop the ability to critically evaluate their intervention, use evidence based strategies and be able to justify their clinical reason using current literature and models and approaches within OT.

Content: This content varies according to the health trends and needs at the time. Review of physical disorders with emphasis on the OT role and contribution across the health care system, understanding the role of social determinants of health, SDGs and primary healthcare approach in assessment and intervention planning and implementation and programme Planning for individuals and groups. Hand Rehabilitation and the various treatment modalities. Dynamic Splinting. Seating Assessment and Prescription. Refresher Workshop on application of intervention for Neurological and physical conditions. Workshop on application of vocational assessment and rehabilitation.

Practicals: Fieldwork: 5 to 7 weeks for 4.5 days a week at the department of health or NGO site providing in-patient, out-patients or primary healthcare services. Sites can be located across KwaZulu- Natal on the Decentralised training platform at a site providing intervention for adults or paediatric clients or at an NGO site requiring occupational therapy services. Each student is expected to do both individual and group treatment and carry a reasonable load of general tasks as required within an OT department. Supervision is provided by onsite clinician and by academic supervisor using long distance supervision.

Assessment: FINAL MARK: CAM:EXAM 50:50. Formative Theory: Tests and/or assignments (20%) Fieldwork: Assessment Demonstrations and Evaluations (10%) Fieldwork: Oral Presentation (10%) and Case study (10%) Fieldwork: Clinical Performance (50%) Summative 1 x 3 hour written paper (50%) Case Presentation (25%) Treatment Demonstration (25%)

DP Requirement: Attendance of a minimum of 180- 210 fieldwork (in accordance with HPCSA standards) Formative assessment \geq 40 %

Otorhinolaryngology

Otorhinolaryngology Clinical & Prof Prac 1

OHLY8A5 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-0W-270C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: The main aim of this module is: To develop competence in sciences which underpin clinical practice in the discipline. To allow the student to attain an intermediate level of competency in the knowledge, skills and behaviours appropriate to effective clinical practice as a specialist, which will be developed further in Clinical and Professional Practice 2.

Content: Anatomy, physiology, pathology and pharmacology relevant to the practice of operative surgical care; Principles of surgical care common to all surgical disciplines, and of orthopaedic, neurosurgical, urological, plastic and general and cardiothoracic surgical care.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 1 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Three 3-hour written paper; Oral examination. Candidates to pass all 3 papers and the oral examination individually.

DP Requirement: 70% attendance at designated learning activities. Satisfactory completion of a portfolio and/or logbook.

Otorhinolaryngology Clinical & Prof Prac 2

OHLY8A6 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: OHLY8A5

Corequisite: None

Aim: The main aim of this module is: To allow the student to attain competency in the knowledge, skills and behaviours necessary for effective clinical practice as a specialist and thus render the student eligible for registration with the HPCSA in the specialist category.

Content: The theory and practice of otorhinolaryngology includes operative surgery and the applied sciences, anatomy, physiology and pathology.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 2 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Written examination – 50%, Three 3 hour papers; Oral examination – 50%; Clinical cases; OSCE; Viva Voce. Each component needs to be passed individually.

DP Requirement: 70% attendance at designated learning activities; Satisfactory completion of a portfolio and/or logbook.

Ophthalmology

Ophthalmology Clinical & Prof Prac 1

OPTH8A5 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: The main aim of this module is: To develop competence in sciences which underpin clinical practice in the discipline. To allow the student to attain an intermediate level of competency in the knowledge, skills and behaviours appropriate to effective clinical practice as a specialist, which will be developed further in Clinical and Professional Practice 2.

Content: Anatomy, physiology, pathology and optics.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 1A and Part 1B examination of the College of Ophthalmologists of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Part 1A: Written examination: Two 3-hour papers on anatomy and physiology. Part 1B: Written examination: Two 3 hour papers on pathology and optics Clinical examination on optics and pathology. A sub-minimum of 50% for each paper is required to pass.

DP Requirement: 70% attendance at designated learning activities; Satisfactory completion of a portfolio and/or logbook.

Ophthalmology Clinical & Prof Prac 2

OPTH8A6 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: OPTH8A5

Corequisite: None

Aim: The main aim of this module is: To allow the student to attain competency in the knowledge, skills and behaviours necessary for effective clinical practice as a specialist and thus render the student eligible for registration with the HPCSA in the specialist category.

Content: Clinical Ophthalmology (medical and surgical).

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 2 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Written examination – Two 3-hour papers covering ophthalmic medicine and ophthalmic surgery. Clinical examination – One long case and a series of short cases/OSCE; Oral examination. The weighting of the components are as follows: Written Paper 1 – 20%; Written Paper 2 – 20%; Clinical long cases – 20%; Short cases/OSCE – 30%; Oral examination – 10%. A subminimum of 50% for each component is required.

DP Requirement: 70% attendance at designated learning activities; Satisfactory completion of a portfolio and/or logbook.

Optometry**Introduction to Optometry and Optics**

OPTM141 W2

(68L-10T-20P-0S-26H-30R-0F-0G-6A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: This module serves as a foundational module to the visual science and clinical optometry modules in the higher levels. It provides students with a brief overview of the profession of optometry, optometric concepts and optical principles involved in the behavior of light and lens systems

Content: Introduction to Optometry introduces students to optometry as a profession, as well as other eye health professions and competencies for health professionals. It further covers optometric terminology and concepts, basic ocular anatomy, common visual problems and ocular pathologies, case history taking, preliminary testing, introduction

to colour vision and stereopsis, optometric instrumentation and vision screening. Introduction to Optics includes physical and geometric optics, lens systems, prisms.

Practicals: 1 x 3 hour practical per week

Assessment: Formative Assessment: Two theory tests per section and two practical tests for Introduction to Optometry. Summative Assessment: Two-hour theory papers (1 per section). A subminimum of 40% in each component will apply. DP Requirement: A CAM of at least 40%. Attendance at 100% of practical sessions.

DP Requirement: A CAM of at least 40%. Attendance at 100% of practical sessions

Community Optometry

OPTM142 W2

(52L-0T-0P-0S-52H-46R-0F-4G-6A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To equip optometry students with the necessary knowledge and understanding to interact with communities and other stakeholders in health promotion and health care delivery within national and professional frameworks. To highlight the impact of social, economic and environmental issues on the physical, mental and ocular health of patients and communities.

Content: This module broadly encompasses the South African health care system, determinants of health, health education and promotion, healthcare ethics, primary care optometry, social responsibility and health advocacy, biophysical and psychophysical model of illness and visual impairment, clinical communication and interaction with patients in enhancing the clinical relationship.

Practicals: None

Assessment: Formative (50%): 2 Theory tests per section and 1 Assignment / Presentation. Summative (50%): 2 x 2 hour written papers.

DP Requirement: A CAM of at least 40%.

Clinical Techniques I

OPTM231 W1

(40.5L-0T-63P-3S-24H-24R-0F-0G-5.5A-14W-16C)

Prerequisite Modules: OPTM142W2 OPTM141W2, ANAT112, ANAT114

Aim: To be able to conduct various refractive techniques for the assessment of the visual system and diagnosis of visual anomalies

Content: Retinoscopy Subjective refraction techniques. The determination of spherical and astigmatic ametropia. Accommodative function. Presbyopia. Heterophoria and Heterotropias, Ophthalmoscopy. The integrated clinical routine. While the lectures will provide the student with a theoretical understanding and background of the topics, the practical component of this module will equip the student with the appropriate clinical skills, associated with these topics, which are required to perform many of the techniques. The above-mentioned topics are required for the performance of a comprehensive eye examination.

Practicals: One 3 hours per week with clinical supervision.

Assessment: There will be two theory tests written during the semester, in addition to two practical assessments. Random spot tests will also be given. The CAM will be an average of Theory test 1 and 2, Practical assessments 1 & 2, and the average OF the spot test marks. The CAM will contribute 50% of the final mark for this module. The final exam will comprise a three hour theory paper and a clinical assessment. A subminimum of 40% will apply to each component in the final exam. Final mark = 50% of CAM + 50% of exam mark.

DP Requirement: A CAM of at least 40%. Attendance at 100% of practical sessions.

Clinical Techniques II

OPTM232 W2

(42L-0T-63P-3S-24H-24R-0F-0G-4A-14W-16C)

Prerequisite Requirement: DP of 50% in OPTM231W1

Aim: To advance the clinical skills of the student obtained in OPTM231W1, to the level at which he/she may completely carry out all procedures available to the clinician and make an appropriate diagnosis and management decision.

Content: The accommodation-convergence relationship in clinical terms. Clinical facets of visual acuity. Binocular refraction and balancing techniques. Analytical optometry. Patient management: the grief case, special problems. Clinical aspects of the visual fields. Case studies. Tonometry, Fixation Disparity, Clinical implications of heterophorias. Anisometropia.

Practicals: One 3 hour practical per week.

Assessment: Formative Assessment: Two theory tests and two practical assessments. Random spot tests will also be given. The CAM will be an average of Theory test 1 and 2, Practical assessments 1 & 2, and the average of the spot test

mark. The CAM will contribute 50% of the final mark for this module. Students will be informed of any deviation from this formula in the calculation of the CAM. The mark obtained in the examination will contribute 50% to the final mark for this module. Final mark = 50% of CAM + 50% of exam mark. The sub-minimum for each of these components i.e. the theory paper and the clinical assessment, will be 40%.

DP Requirement: A CAM of at least 40%. Attendance at 100% of practical sessions.

Ophthalmic Optics I

OPTM242 W1

(39L-20T-26P-0S-24H-30R-0F-0G-21A-13W-16C)

Prerequisite Modules: OPTM141

Aim: To optimize the adaptation of the science of optics to human vision problems, and to foster the recognition of ophthalmic optics as a primary core science within optometry.

Content: The content of this module will include knowledge and understanding of: spectacle lens designs, power, and thickness; various methods of determining the power of a spectacle lens and prism; compounding and resolving of prisms.

Practicals: 2 Hour practical per week where each student is expected to obtain the power of lenses using hand neutralization and vertometry, and determine prism power using a tangent scale. The practical sessions will be conducted on site in the Discipline of Optometry Ophthalmic Optics labs under the guidance of a supervisor.

Assessment: Formative Assessment (50%): Formative Assessment will comprise of theory tests, practical tests and spot tests. Summative Assessment (50%): One 2 hour written paper and One 1 hour practical examination The subminimum for each of these components will be 40%.

DP Requirement: A CAM of at least 40%. Attendance at 100% of practical sessions.

Clinical Science for Optometry

OPTM243 W2

(39L-4T-0P-10S-52H-33R-0F-8G-14A-13W-16C)

Prerequisite Modules: OPTM141, ANAT122 and ANAT114

Corequisite:

Aim: This module provides a detailed description of the anatomy and function of the eye and its adnexa, general pathology and the causation of disease, as well as the etiology, differential diagnoses, treatment and management of systemic diseases.

Content: Gross and detailed anatomy of the eye from the anterior to the posterior segment, blood supply to the eye, basic anatomy and neural functioning of the extra ocular muscles and the visual pathway. Introduction to Pathology and Disease of the human body including the neurological system, musculo-skeletal system, hematopoietic system, immunologic system, cardiovascular system, endocrine / metabolic systems, infectious disease, congenital / hereditary condition, HIV/AIDS. Teaching methods will follow a problem and case-based learning approach.

Practicals: None

Assessment: Formative (40%): Formative Assessment: 2 Theory Tests per component, 1 Presentation, 1 Assignment
Summative (50%): 2 x 2 hour written papers

DP Requirement: A CAM of at least 40%.

Ophthalmic Optics II

OPTM244 W2

(39L-20T-26P-0S-24H-30R-0F-0G-21A-13W-16C)

Prerequisite Modules: OPTM141

Corequisite: None

Aim: To further optimize the adaptation of the science of optics to human vision problems, and to foster the recognition of ophthalmic optics as a primary core science within optometry.

Content: The content of this module will include knowledge and understanding of bifocal lens characteristics and coatings; prisms; high powered lenses miscellaneous lenses and aberrations. Lens identification, power determination and lens thickness measurements will be performed practically.

Practicals: A 2 Hour practical per week where each student is expected to obtain the power of lenses using hand neutralization and vertometry; determine prism power using a tangent scale; identify different lens materials, tints, and lens designs; measure the power of a lens using a lens clock and lens thickness using calipers. Practical sessions will be conducted on site in the Discipline of Optometry Ophthalmic Optics labs under the guidance of a supervisor.

Assessment: Formative (50%) and Summative (50%) Formative Assessment will comprise of theory tests, practical tests and spot tests. Summative Assessment: One 2 hour written paper, One 1 hour practical examination. The subminimum for each of these components is 40%.

DP Requirement: A CAM of at least 40%. Attendance at 100% of practical sessions

Optical Dispensing

OPTM341 W1

(21L-0T-42P-0S-50H-30R-0F-0G-17A-13W-16C)

Prerequisite Modules: OPTM231W1, OPTM232W2, OPTM242W1, OPTM244W2, HPHS222W2

Aim: To develop optical dispensing knowledge and skills for efficient optical management to various human visual problems and demonstrate professional and clinical responsibilities.

Content: The content of this module will include knowledge and understanding of spectacles frames, lenses and coatings for the correction of visual problems considering occupational and environmental needs and the standards that apply to spectacle frames and lenses. Students must understand refractive prescribing and management decisions. Dispensing of spectacles, which includes ordering & verification, manufacturing, adjusting and alignment of spectacles and the ability to problem-solve issues relating to dispensing and issues related to prescribing. Professional and clinical responsibilities include having working knowledge of professional guidance relating to the ability to keep clear, accurate and contemporaneous patient records which record all relevant findings and decisions made, including invoicing

Practicals: 1 x 3 hour practical session per week. A field trip to a commercial optical laboratory for a minimum of 3 hours. Cutting and fitting of two pairs of spectacles.

Assessment: Two theory tests and two practical tests. If a student misses any of the tests they will be eligible for a make-up test on receipt of a valid medical certificate to the discretion of the module co-ordinator. This make-up test will be scheduled for the last day of semester and will include all sections for the module Summative (50%): One 2 hour written paper and one practical assessment. The subminimum for each of these components will be 40%.

DP Requirement: CAM of least 40%. Attendance at 100% of practical sessions

Visual Science I

OPTM342 W1

(78L-26T-0P-0S-15H-27R-0F-3G-11A-13W-16C)

Prerequisite Modules: OPTM231, OPTM232, OPTM242 and OPTM244

Corequisite: None

Aim: To develop a higher and more intensive level of understanding the effects of optical correction on the human eye, its clinical, physiological and optical ramifications. To broaden the understanding of the optical and visuo-psychological entities comprising the hierarchy of visual information processing.

Content: The content of this module considers the eye as an optical system to understand the optical implications of spectacle and contact lens corrections. The content also includes knowledge and understanding of the accommodative and vergence functions and of the eye with emphasis of tests used for evaluations of these functions and the management of dysfunctions. The neurophysiology of visual processing and electrodiagnostic testing is included in the neurophysiology section of the module.

Assessment: Formative Assessment (50%): Two theory tests, Tutorial tests and Spot tests will be given. If a student misses any of the tests they will be eligible for a make-up test on receipt of a valid medical certificate to the discretion of the module co-ordinator. This make-up test will be scheduled for the last day of semester and will include all sections for the module Summative Assessment (50%): One 3 hour written paper. The subminimum for the summative assessment is 40%.

DP Requirement: A CAM of at least 40%. Attendance at 100% of tutorial sessions

Visual Science II

OPTM343 W2

(60L-0T-33P-6S-15H-37R-0F-0G-9A-13W-16C)

Prerequisite Requirement: 50% DP/CAM in OPTM342

Aim: To further develop a broader understanding of the optical and visuo-psychological entities (spatial awareness, colour vision, stereopsis and fixation disparity) comprising the hierarchy of visual information processing and to provide the student with the understanding of ocular myology and eye movements from a neurophysiological basis.

Content: The content of this module will include knowledge and understanding of the visual space sense taking into account both monocular and binocular spatial localisation. The content also includes associated visual functions such as stereopsis, fixation disparity colour vision. Optical-induced spatial distortions and the different types of aberrations and entoptic phenomena of the human eye will also be covered. Ocular myology, contrast sensitivity and modulation transfer function.

Practicals: 1 x 3 hour practical per week be conducted under the guidance of a supervisor.

Assessment: Formative Assessment (50%): Two theory tests, Seminar write-up/ practical tests, Random spot tests. If a student misses any of the tests they will be eligible for a make-up test on receipt of a valid medical certificate to the

discretion of the module co-ordinator. This make-up test will be scheduled for the last day of semester and will include all sections for the module Summative Assessment (50%): One 3 hour written paper (50%). The subminimum for each of these components will be 40%.

DP Requirement: A CAM of at least 40%. Attendance at 100% of tutorial sessions

Ocular Disease

OPTM346 WY (85L-0T-90P-0S-25H-10R-0F-0G-25A-30W-24C)

Prerequisite Modules: OPTM232,OPTM243,HPHS221,HPHS222,ANAT122,BIMI200

Corequisite: None

Aim: To present a detailed description of the aetiology, pathogenesis, diagnosis, differential diagnosis, treatment and management of anterior and posterior ocular disease. Furthermore, this module introduces students to diagnostics tests which may be used to examine the ocular health status of a patient. Thus, this module provides fundamental theoretical and practical concepts for future optometric modules and patient care

Content: The content of this module includes knowledge and understanding of abnormal conditions of the anatomical structures of the eye including the lids, cornea, conjunctiva, lacrimal apparatus, crystalline lens, uveal tract, sclera, extra-ocular muscles, vitreous, retina and optic nerve head, ocular manifestations of systemic disease and glaucoma. The practical diagnostic skills include Goldmann appplanation tonometry, gonioscopy, binocular indirect ophthalmoscopy and fundus biomicroscopy (90D).

Practicals: 1 x 3 Hour practical per week. Each student is expected to accurately and efficiently obtain the pressure of the eye using Goldmann appplanation tonometry, examine and diagram the retina and optic nerve head using an indirect ophthalmoscopy and 90D lens, and examine and grade the anterior chamber angle using a gonio lens. The practical sessions will be conducted on site in the Discipline of Optometry clinic under the guidance of a supervisor

Assessment: a. Theory Component (60%) • Theory test 1 (15%) • Theory test 2 (20%) • Theory test 3 (30%) • Theory test 4 (35%) b. Practical Component (40%) • Diagnostic Skills test 1 (10%) • Diagnostic Skills test 2 (10%) • Diagnostics Skills test 3 (20%) • Diagnostics Skills test 4 (20%) • Slide test 1 (5%) • Slide test 2 (5%) • Slide test 3 (10%) • Slide test 4 (15%) • Case presentation (5%)

DP Requirement: Not applicable as this is a continuous assessment module

General Clinic 1/ Grand Rounds

OPTM351 WY (0L-0T-112P-7S-20H-17R-0F-0G-4A-28W-16C)

Prerequisite Modules: OPTM231W1,OPTM232W2,OPTM243W2,OPTM242W1,OPTM244W2,HPHS221,HPHS222

Aim: The student will understand and acquire clinical expertise in ocular assessments and would be able to examine patients more effectively. The student would be able to perform a complete ocular examination with supervision.

Content: Full ocular assessments on volunteer patients - complete refraction, assessment of internal and external ocular health. Record keeping. Supplementary tests used in clinical examinations. Problem oriented examination. Differential diagnosis. Prescribing. Counselling. Tentative diagnosis. Full ocular assessments on volunteer patients - complete refraction, assessment of internal and external ocular health.

Practicals: Two 3-hour per week. Clinical supervision: Yes 1 x 45 minute seminar per week

Assessment: This is a continuous assessment module. Formative assessments will comprise of four clinical assessments during the year (which includes one competency assessment) and one case presentation.

DP Requirement: Students must obtain a final average mark of 50% in the continuous assessment tasks in order to obtain credit for this module.

Contact Lenses 1

OPTM362 W0 (53L-10T-84P-10S-40H-38R-0F-0G-5A-28W-16FC-8DC)

Prerequisite Modules: BIMI200, OPTM231, OPTM232, OPTM243, OPTM242, OPTM244, HPHS221, HPHS222

Aim: To teach all aspects of modern contact lens practice with particular emphasis on dealing with spherical lens fits and uncomplicated contact lens specifications. Also to provide the students with clinical experience in assessing the patients suitability for contact lens wear, fitting spherical soft and rigid lenses and managing patients wearing these lenses.

Content: The module covers the following: The anatomy and physiology of the anterior segment of the eye. Corneal topography measurement and significance. Contact lens history, materials and manufacturing methods, optics, design, instrumentation, fitting-routine procedures, lens dispensing, patient education, aftercare and contact lens solutions. Verification and modification of lenses, slit lamp biomicroscopy, hydrogel and rigid contact lens fitting, care and maintenance and contact lens related complications.

Practicals: One 3 hour practical per week

Assessment: Final mark = 50% of CAM + 50% of examination mark. One 3 hour written paper and one 3 hour practical assessment. The subminimum for each of these components will be 40%.

DP Requirement: A CAM of at least 40%. Attendance at 100% of practical sessions.

Research Methods and Publication for Optometry

OPTM460 WY (0L-0T-0P-0S-93H-65R-0F-0G-2A-30W-16C)

Prerequisite Modules: OPTM341,OPTM342,OPTM343W,PHRM348,OPTM351,OPTM346,OPTM362

Corequisite: None

Aim: This module will introduce the student to research designs, methodology, statistical analysis, scientific report writing and research presentations. The students will acquire the basic skills to conduct a research study. This module will also develop skills for team work

Content: Selection of a research topic • literature searches and review • elements of a research protocol • research ethics • basic statistical analysis • report writing • referencing • dissemination of research fin

Practicals: None

Assessment: Continuous Assessment (100%) Poster presentation (25%) Oral presentations (25%) Research report (30%) Student's contribution (20%): • Punctuality % contribution to fieldwork (2%) • Timeous completion of tasks (2%) • Interaction with the group (2%) • Initiative (2%) • Contribution to protocol (4%) • Contribution to research presentation (4%) • Contribution to research report (4%)

DP Requirement: None

Contact Lenses 2

OPTM461 WY (42L-0T-0P-26S-20H-10R-120F-0G-22A-30W-24C)

Prerequisite Modules: OPTM362

Corequisite: None

Aim: At the end of the course the learner should have a thorough knowledge of advanced contact lenses, their indications and fitting strategies. They will also have acquired the necessary clinical skills for advanced contact lenses fitting

Content: • lenses and solutions available in the SA market • the fitting and management of keratoconic patients • the ageing eye and selection and fitting of presbyopic patients with contact lenses • astigmatism and the fitting of all types of toric lenses • orthokeratology • fitting patients with disposable lenses • extended wear modalities and the management of EW patients • the complications that arise with contact lenses and the management thereof. • refractive surgery • RGP lens modifications • fitting of contact lenses in special circumstances eg. Industry or sport • fitting the aphakic and paediatric patient with contact lenses

Practicals: The clinical module component of this module will comprise of: • 1 x 4 hour clinical session per week x 29

Assessment: FORMATIVE ASSESSMENT (60%) Theory component (60%) • Theory test 1 (30%) S1 • Theory test 2 (30%) S1 • Theory test 3 (30%) S2 • Random spot tests/assignments (10%) S1 / S2 Clinical component (40%) • Practical Test 1 (30%) -S1 • Practical Test 2 (30%) -S2 • Seminar presentation (25%) S1 or S2 • Case report (15%) -S1 or S2 SUMMATIVE ASSESSMENT (40%) • Theory Paper (Paper 1) (40%) • Clinical Assessment (Paper 2) 60%

DP Requirement: An average year mark of at least 40% and attendance at 100% of clinical sessions.

Strabismic and Non Strabismic Anomalies

OPTM462 WY (42L-0T-52P-26S-26H-16R-52F-0G-26A-14W-24C)

Prerequisite Requirement: OPTM342W1,OPTM343W2,OPTM351WY,OPTM344WY, OPTM362WY

Corequisite: None

Aim: To equip the learner with a thorough knowledge of the binocular vision system and it's various nonstrabismic and strabismic anomalies, and the ability to use the relevant clinical equipment competently and efficiently to arrive at the diagnosis and perform therapy on patients.

Content: Review of heterophorias, Review of Fixation Disparity and neurological pathway for binocular vision Convergence Insufficiency, Grades of Binocular Vision, Aetiology of Strabismus, Diagnosis of strabismus, ARC, EF, Suppression, Amblyopia, Microtropia, Incomitancy, Nystagmus, cyclophorias, Principles of strabismus surgery, BV manifestations of systemic diseases, Muscle Palsies, Treatment & Management of SOP/T & XOP/T and Case analysis, Case Reports and Case presentations of examined patients seen during clinics

Practicals: As this module is clinical module it will comprise of: • 1 x 3 hour practical session per week x15 • 1 x 3 hour clinical session per week x15 • 2 (min) x 2 week Decentralized Clinical Training (DCT) rotation (number of rotations dependant on size of class)

Assessment: FORMATIVE ASSESSMENT (60%) Theory component (60%) • Theory test 1 (20%) • Theory test 2 (20%) • Theory test 3 (50%) • Random spot tests/assignments (10%) Clinical component (40%) • Practical Test 1 (30%) • Clinical Assessment Mark (30%) • Seminar presentation (25%) • Case report (15%) SUMMATIVE ASSESSMENT (40%) • Theory (case study) Paper (Paper 1) (40%) • Clinical Assessment (Paper 2) 60%

DP Requirement: A continuous assessment mark of at least 50% and attendance at 100% of practical and clinical sessions.

Paediatric Vision

OPTM463 WY

(42L-0T-52P-26S-22H-20R-52F-0G-26A-14W-24C)

Prerequisite Requirement: PTM351WY,OPTM342W1, OPTM343W2,OPTM346WY

Corequisite: None

Aim: To provide the students with the theoretical and clinical knowledge and skills to promote good vision, screen, assess, diagnose and manage the ocular and vision health of children and make appropriate referrals.

Content: The content of this module will include, developmental milestones of gross and fine motor function, cognition, speech and communication and vision development; vision screening; vision and school performance; delayed development; examination, diagnosis and management of ocular and visual related problems of the infant, toddler, pre-schooler and school aged child and vision therapy

Practicals: • 1 x 4 hour clinical session per week • Students must be registered with the HPCSA and follow all relevant ethical rules when seeing patients in the paediatric vision clinic. • The clinical session will be conducted on site at the Discipline of Optometry, at external sites and may include Decentralized Clinical Training (DCT) rotations as well

Assessment: FORMATIVE ASSESSMENT (60%) Theory component (60%) • Theory test 1 (20%) • Theory test 2 (20%) • Theory test 3 (50%) • Random spot tests and assignments (10%) Clinical component (40%) • Practical test (30%) • Clinical assessment (30%) • Seminar presentation (25%) • Case report (15%) SUMMATIVE ASSESSMENT (40%) • Theory (Paper 1) (40%) • Clinical assessment (Paper 2) (60%)

DP Requirement: A continuous assessment mark of at least 50% and attendance at 100% of practical and clinical sessions

Low Vision and Rehabilitation

OPTM464 WY

(39L-0T-52P-26S-25H-16R-52F-0G-30A-30W-24C)

Prerequisite Requirement: OPTM334,OPTM351

Corequisite: None

Aim: To provide the student with theoretical knowledge and clinical exposure to enable them to investigate, assess, diagnosis and co-manage low vision patients

Content: The content of this module will include definitions and epidemiology of low vision and blindness; causes and symptoms of low vision; psychological and sociological factors; the low vision examination; principles and calculation of magnification; optics of low vision devices; optical and non-optical devices, trial and fitting/prescribing assistive devices; lighting and glare; environmental modification and building designs; orientation and mobility; training in the use of low vision devices and referrals and service organizations; clinical assessment, diagnosis and management of low vision patients

Practicals: • 1 x 4 hour low vision clinic per week • 2 (min) x 2 week Decentralized Clinical Training (DCT) rotation (number of rotations dependant on size of class) • Students must be registered with the HPCSA and follow all relevant ethical rules when examining patients in the low vision clinic

Assessment: FORMATIVE ASSESSMENT (60%) Theory component (60%) • Theory test 1 (20%) • Theory test 2 (20%) • Theory test 3 (50%) • Random spot tests and assignments (10%) Clinical component (40%) • Practical test (30%) • Clinical assessment (30%) • Seminar presentation (25%) • Case report (15%) SUMMATIVE ASSESSMENT (40%) • Theory (Paper 1) (40%) • Clinical assessment (Paper 2) (60%)

DP Requirement: A continuous assessment mark of at least 50% and attendance at 100% of practical and clinical sessions

General Clinic and Optometric Practice

OPTM465 WY

(39L-0T-0P-26S-2H-2R-236F-0G-15A-30W-32C)

Prerequisite Requirement: OPTM351WY,OPTM344WY

Corequisite: None

Aim: To equip the student with the clinical knowledge, skills and clinical experience in the assessment, diagnosis and management of the general ocular and visual health of a patient. It also provides the student with knowledge on ethical practice and practice management towards ensuring the implementation of these in the clinical environment as a qualified optometrist as well as to prepare the students to play a meaningful role in the proper management of optometric services.

Content: Clinical assessment, diagnosis and management of a patient. Ethical practice as an optometrist in South Africa. Optometric Practice management.

Practicals: As this module is clinical module it will comprise of: • 1 x 3 hour clinical session per week • 1 x 2 week clinical rotation aboard Phelophepa (as required based on number of rotations available) • 2 (min) x 2 week Decentralized Clinical Training (DCT) rotation (number of rotations dependant on size of class)

Assessment: FORMATIVE ASSESSMENT (60%) Theory component (60%) • Theory test 1 (20%) • Theory test 2 (20%) • Theory test 3 (50%) • Random spot tests and assignments (10%) Clinical component (40%) • Clinical Assessment 1 (30%) • Clinical Assessment 2 (30%) • Seminar presentation (25%) • Case report (15%) SUMMATIVE ASSESSMENT (40%) • Theory (Paper 1) (40%) • Clinical assessment (Paper 2) (60%)

DP Requirement: A continuous assessment mark of at least 50% and attendance at 100% of clinical sessions.

Orthopaedics Surgery

Orthopaedic Surg Clinical & Prof Prac 1

ORPS8A5 MC

(30L-96T-0P-48S-288H-80R-1900F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: The main aim of this module is: To develop competence in sciences which underpin clinical practice in the discipline. To allow the student to attain an intermediate level of competency in the knowledge, skills and behaviours appropriate to effective clinical practice as a specialist, which will be developed further in Clinical and Professional Practice 2.

Content: Clinically relevant Embryology, Anatomy and Physiology, Pharmacology, Physics, Clinical measurement; Clinical Chemistry; Pathology.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 1 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Written examination: Two 3-hour papers of MCQ and/or short written questions on basic sciences. Two 3-hour papers consisting of essay and/or short questions, one paper focusing on the principles of surgery in general and the other on orthopaedic surgery. Two oral examinations – one on the principle of surgery in general and the other on orthopaedic surgery. A subminimum of 50% is required for all written papers and both oral examinations.

DP Requirement: 70% attendance at designated learning activities. Satisfactory completion of a portfolio and/or logbook.

Paediatrics and Child Health

Paediatrics Clinical & Prof Prac 1

PAED8A5 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: The main aim of this module is: To develop competence in sciences which underpin clinical practice in the discipline. To allow the student to attain an intermediate level of competency in the knowledge, skills and behaviours appropriate to effective clinical practice as a specialist, which will be developed further in Clinical and Professional Practice 2.

Content: Embryology, anatomy, genetics, physiology, pathology, epidemiology, pharmacology and principles of therapeutics; Laboratory investigations which are relevant to conditions encountered in the practice of paediatrics and child health in South Africa.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 1 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: A written examination comprising of three 3-hour papers as follows: Paper 1 – MCQ questions; Paper 2 – Scenario based questions; Paper 3 – Short note type questions. Each paper needs to be passed separately.

DP Requirement: 70% attendance at designated learning activities; Satisfactory completion of a portfolio and/or logbook.

Paediatrics Clinical & Prof Prac 2

PAED8A6 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: PAED8A5

Corequisite: None

Aim: The main aim of this module is: To allow the student to attain competency in the knowledge, skills and behaviours necessary for effective clinical practice as a specialist and thus render the student eligible for registration with the HPCSA in the specialist category.

Content: Diagnosis and management of a wide range of paediatric conditions – both common and uncommon; Health promotions and illness prevention in children; Medical and surgical radiology.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 2 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: A written examination comprising of Three 3-hour papers (50%); Paper 1 and Paper 2 (16.6% each); Paper 3 – An OSCE (theme based questions) (16.6%); A clinical examination of cases (50%). All components need to be passed separately.

DP Requirement: 70% attendance at designated learning activities; Satisfactory completion of a portfolio and/or logbook.

Public Health

Basics of Health Measurements

PBHL6BH H1

(25L-0T-0P-0S-40H-5R-0F-12G-78A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To provide learners with an introduction to the principles of descriptive epidemiology, and biostatistics; and to demonstrate how these are applied in approaches to the planning and evaluation of public health interventions

Content: The student will be exposed to the key concepts of epidemiology, and its application to public health, and how to summarize, present and interpret raw data, Principles of demography and population health and trends in mortality and fertility, impact of HIV and AIDS, population policies, migration and urbanization

Practicals: None

Assessment: Written Assignments (40%); Group Assignment (10%); 3-hour written examination (50%) 3 individual assignments; 1 group assignment. Exam=1

DP Requirement: None

Introduction to Child and Adolescent Health

PBHL6CA H1 H2

(18L-2T-8P-5S-60H-20R-0F-7G-40A-0W-16C)

Prerequisite Modules: Introduction to Health Measurement Descriptive

Aim: Introduce postgraduate diploma in public health students to the public health issues pertaining to child and adolescent health at the national and local level; to evaluate child and adolescent health programmes and services; to plan child and adolescent health programmes and services in line with identified best practice models

Content: Child and Adolescent Health as public health and human rights issues Policies and frameworks underpinning child and adolescent health initiatives The state of the South Africa's children, adolescents and youth Key public health issues in child and adolescent health Evaluating child and adolescent health at the local level Planning public health child and adolescent health programmes at the local level

Practicals: None

Assessment: Written Assignments (30%); Group Assignment (20%); 3-hour written examination (50%) 2 individual assignments; 1 group assignment Exam=1

DP Requirement: None

HR Mngt for Health

PBHL6CM

(0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)

Aim: : To develop skills in the management of people in the workplace and in the context of the health care system

Content: Macro - context of human resources management in the South African health system; Employee empowerment; Training and development in the health sector; workforce planning; job analysis; organizational design and job design. Recruiting, selecting and orienting employees within the health system; appraising and managing work performance; employee motivation; conflict resolution; communication; Legislative framework in the health context; Human resources for health in Rural areas.

Assessment: 2 major assignments (40%); 1 group assignment (10%) and 3-hour written examination (50%) 2 individual assignments; 1 group assignment Exam=1

DP Requirement: As per college rules

Dental Public Health

PBHL6DP H2

(25L-0T-12P-0S-28H-5R-0F-12G-78A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To provide students with knowledge in population-based oral health care, oral health surveillance, introduction to oral health planning, community-based oral disease prevention, oral health systems and health and oral health promotion and equip them with the ability to apply this knowledge in their practice.

Content: This module is made up of a theory component comprising of Dental Epidemiology, Primary Oral Health Care, Oral Health Promotion and Oral Health Systems Development and Oral Health Planning.

Practicals: 1hourx12 weeks = 12hrs

Assessment: Both formative (50%) and summative (50%) assessments are used, as indicated below: 2 x Online quiz @ 5% each 10% Group assignments 10% Individual assignments 30% Summative 3 hour theory exam 50% Total 100%

DP Requirement: None

Maternal Health and Newborn Health

PBHL6M1

(0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)

Aim: This is an elective module in the Master of Public Health Programme and has been designed to enable public health practitioners to analyse the status of maternal and newborn health, and service delivery, and to develop and implement strategies at various levels in the health system to improve the quality of care provided to women and their babies.

Content: ♣ Maternal health as a public health issue ♣ A conceptual framework for analysing the Public Health aspects of maternal health, Measuring maternal health, Measuring the health status of mothers and babies, Measuring the availability of maternal and neonatal services, Measuring service utilisation, Measuring the quality of care, Major causes of maternal and perinatal mortality, National programmes and policies for improving maternal health status and reducing maternal and perinatal mortality, Local strategies to improve the quality of maternal and perinatal care

Assessment: Assignments (50%); 3-hour written examination (50%) 2 assignments (1 group work & 1 individual assignment) Exam=1

DP Requirement: As per faculty rules.

Intro to Maternal and Reproductive Health

PBHL6MR H1 H2

(18L-2T-8P-5S-60H-20R-0F-7G-40A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: Introduce postgraduate diploma in public health students to the public health issues pertaining to maternal and reproductive health at the national and local level; to evaluate maternal and reproductive health programmes and services; to plan and redesign maternal and reproductive health programmes and services in line with identified best practice models.

Content: Maternal and reproductive health as public health issues Policies and conceptual frameworks underpinning maternal and reproductive health programmes National and local burden of morbidity and mortality associated with maternal and reproductive health Evaluation of maternal and reproductive health programmes and services Planning public health maternal and reproductive health programmes at the local level

Practicals: None

Assessment: Individual Written Assignments (40%); Group Assignment (10%); 3 hour written examination (50%) 2 assignments (1 group work & 1 individual assignment) Exam=1

DP Requirement: None

Health Systems

PBHL6N1

(0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)

Aim: This module is designed to enable learners to critically analyze the current South African health system, to broadly compare it with other health systems and to identify factors driving health system reform. A specific emphasis will be placed upon the district health system and primary health care as the cornerstones of the transformation of the health system. The module is intended to serve as a foundation for the further study of health systems (i.e. Health Policy and Legislation, Health Economics and Financing). Successful graduates functioning as health managers will be able to analyze problems related to the functioning of the health system and initiate appropriate responses at their level.

Content: Introduction to health systems. Broad review of the types of health systems. National health care systems – trends, changes and reforms. Major themes in health system trends, changes and reforms: Primary Health Care Decentralisation of Community Participation in health systems o Equity. Measuring the performance of health systems Selecting and organising health services for improved performance of health systems. Generating resources for the improved performance of health systems. Financing health systems for improved performance. Improving the performance of health systems through stewardship

Assessment: 3 assignments and 1 practical task (group work) (50%); one 3-hour written examination (50%) 2 assignments (1 group work & 1 individual assignment) Quizes=2 Exam=1

DP Requirement: As per college rules.

Total Quality Mgmt and Corporate Governance

PBHL6QM H2

(25L-0T-5P-7S-40H-30R-0F-0G-53A-13W-16C)

Prerequisite Requirement: None**Corequisite:** None

Aim: To equip students with both the theoretical and practical skills to appreciate and implement quality management strategies that are most appropriate and cost effective for a particular institution in a specific situation and to develop skills of students in the design and implementation of guidelines and mechanisms to ensure good behaviour and protection of and promote accountability, transparency and good quality of care

Content: Definition and dimensions of Quality of healthcare, Quality assurance, Lean thinking principles, Monitoring quality, Business planning and managerial accountability, Equity legislation and diversity management; Models of corporate governance; Corporate governance principles; Performance monitoring, decision-making and control mechanisms; Key role-players in corporate governance; Corporate social responsibility.

Practicals: None

Assessment: Written Assignments (40%); Group Assignment (10%); 3-hour written examination (50%) 2 individual assignments; 1 group assignment Discussion forum=1 Exam=1

DP Requirement: None**Operations, Risk and Supply Chain Mgmt**

PBHL6RM H2

(25L-0T-5P-7S-40H-30R-0F-0G-53A-13W-16C)

Aim: Learners equipped with the skills and theory to be able to ensure that operations in their organizations are run effectively and efficiently and produce expected outcomes

Content: Operations strategy; Strategic role of operations; facility management; what categories of assets are to be maintained; how and on what basis are they maintained; range of skills required; strategic objectives of pharmaceutical procurement; procurement; transport management; quality assurance; managing effective referral systems, Risk and auditing and supply chain management

Assessment: Written Assignments (40%); Group Assignments (10%); 3-hour written examination (50%) 2 assignments (1 group work & 1 individual assignment) Exam=1

DP Requirement: None**Public Health Service Learning**

PBHL6SL

(0L-0T-0P-0S-320H-0R-0F-0G-0A-0W-32C)

Prerequisite Requirement: Core modules of the Postgraduate Diploma in Public Health**Aim:** Expose students to practical research

Assessment: 2 assessments: Assessment of a Mini Protocol; Assessment of a submitted Mini Research Project Report. No examination or tests.

DP Requirement: None**Operations Management**

PBHL6TM

(0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)

Aim: The learners will be equipped with the skills and theory to be able to ensure that operations in their organizations are run effectively and efficiently and produce expected outcomes. Operations management is a practical process and therefore learning will be based on various case studies

Content: Operations strategy; Strategic role of operations; facility management; what categories of assets are to be maintained; how and on what basis are they maintained; range of skills required; strategic objectives of pharmaceutical procurement; procurement; transport management; quality assurance; managing effective referral systems

Assessment: Group presentations (10%); Individual Assignments (40%); 3-hour written examination (50%) 2 individual assignments; 1 group assignment Exam=1

DP Requirement: As per college rules**P H M Professional Practice II**

PBHL834 HC

(30L-60T-16P-30S-800H-100R-1620F-27G-20A-45W-270C)

Prerequisite Requirement: Public Service Learning attachment, Health Measurement Descriptive, Health Measurement Analytic, Qualitative Research, Research Methods and Bio-ethics and Research Dissertation for Public Health Medicine

Corequisite: None

Aim: The main aim of this module is to ensure that registrars have acquired the necessary theoretical knowledge in which allows them to practice public health medicine at a specialist level

Content: This module consists of completion of the examination of the College of Medicine of South Africa in public health medicine.

Practicals: None

Assessment: Passing of the college of medicine examination (100%) The different parts of the examination are weighted in the final average mark as follows (there are no sub-minima for any of the parts): Short report 1/6 Long report 1/3 Multiple choice paper 1/9 Short answers paper 1/9 Essay paper 1/9 Oral discourse 1/6

DP Requirement: The candidate must have successfully completed and passed the Research Project module at the time of sitting for the examination Completed the requirements for the Public Service learning module

Qualitative Research Methods

PBHL841 MC

(24L-2T-8P-5S-62H-32R-24F-0G-3A-13W-16C)

Prerequisite Requirement: None

Aim: To enable public health practitioners to select public health problems that would benefit from qualitative inquiry and effectively apply the principles, processes and methods of qualitative research to the investigation of these problems.

Content: Introduction to research paradigms; Role of qualitative research in public health; the process of qualitative research; identifying a research problem and the overall research question; conceptual frameworks; formulating specific research questions and research statements; choosing and developing qualitative research designs; trustworthiness of qualitative research; planning, negotiating and entering a study site; sampling strategies in qualitative research; qualitative data collection; recording qualitative data and thick description; qualitative data management; data analysis; presenting qualitative data.

Assessment: Individual and group assignment (50%), 3-hour exam (50%).

DP Requirement: None

Research Project in Public Health

PBHL899

(0L-0T-0P-0S-960H-0R-0F-0G-0A-0W-96C)

Prerequisite Modules: Health Measurement Descriptive, Health Measurement Analytic, Research Methods and Bio-ethics, Qualitative Research Methods

Aim: The purpose of this module is for the student or to fulfil the research requirement of the Master of Public Health. Students will engage in public health research in a field that interests them and maybe from a specialist area in public health.

Content: The content is specific to the research project topic

Assessment: A 50% dissertation or published journal article to be examined by internal examiner and two external examiners appointed by the Postgraduate Education Committee of the School

DP Requirement: As per faculty rules.

Child and Adolescent Health

PBHL8CA H1 H2

(18L-2T-8P-5S-60H-20R-0F-7G-40A-13W-16C)

Prerequisite Requirement: Health Measurement Descriptive

Corequisite: None

Aim: Enable master level students to analyse the national and global status of child and adolescent health; to identify public health strategies, programmes and policies to address key issues in protecting, promoting and ensuring child and adolescent health; and to identify priorities for further public health research

Content: Child and Adolescent Health as public health and human rights issues Frameworks for analysing the public health aspects of child and adolescent health The state of the world's children, adolescents and youth Challenges in the measurement of child and adolescent health Key public health issues in child and adolescent health Public health strategies for protecting, promoting and ensuring child and adolescent health at the global, national and local level Priorities for public health research in child and adolescent health

Practicals: None

Assessment: Individual written assessments – 30% Group Assignments – 20% 3-Hour written examination – 50%

DP Requirement: None

Epidemiology (Intermediate)

PBHL8E1 MC

(25L-52T-0P-30S-30H-20R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Research Methods and BioEthics)

Aim: To provide learners with an in-depth understanding and fuller appreciation of the strengths and weaknesses of current epidemiological methods, and the skills to collect, analyse and use health information. The course will build on the basic principles and methods of epidemiology and biostatistics but will also focus on the application of these approaches to research and the planning and evaluation of public health interventions.

Content: Cause and causal inference; effect modification, interaction and confounding; study design; research proposals.

Assessment: Three assignments (45%), class participation (5%), report (50%).

DP Requirement: None

P H M Professional Practice 1

PBHL8GP HC

(96L-34T-0P-40S-400H-100R-1230F-0G-0A-45W-190C)

Prerequisite Requirement: None**Corequisite:** None

Aim: To demonstrate core theoretical learning in practise and to practise the integration of core knowledge from clinical skills in public health medicine which allows them to practice at a specialist level

Content: This module consists of theoretical learning and work based learning (Hospital management, and Programmes in the field of Communicable and non-communicable Diseases, Quality Assurance, Clinical Governance, Maternal and child health, Primary Healthcare, Epidemiology and surveillance) and the practical application of the theoretical knowledge from core modules.

Practicals: None

Assessment: A formative assessment is conducted by a panel of public health medicine specialist and the student to determine if the student meets the objectives as stipulated at the commencement of the attachment. The student is expected to complete practical and paper based tasks, assignments and assessments relating to any two of the following modules- health systems and policy, health service management, health economics and financing and maternal and reproductive health, occupational medicine, occupational medicine legislation and environmental health (30 %). In addition, the student is expected to produce 6 formative assessments of work based learning and a composite short research report (70%)

DP Requirement: None

Research Dissertation Public Health Medicine

PBHL8GR HC

(0L-120T-0P-0S-1400H-0R-0F-0G-120A-41W-164C)

Prerequisite Modules: Health Measurement (Descriptive: PBHL8J1); Health Measurement (Analytical: PBHL8H1); Intermediate Epidemiology (PBHL8E1), Research Methods and Bio-ethics

Aim: The purpose of this module is to ensure students are able to practically apply the theoretical knowledge of public health medicine and epidemiology that they acquire during their training in a specific area of research. They must display an integration of epidemiological principles and concepts with public health medicine in the conduct of their research

Content: The module consists of the completion and submission of a research dissertation. The content of the research project must be public health medicine related

Practicals: None

Assessment: Submission of the dissertation that is marked by two external examiners with the candidate obtaining greater than 50%

DP Requirement: None

Health Measurement (Analytic)

PBHL8H1 MC

(12L-32T-6P-6S-60H-41R-0F-0G-3A-0W-16C)

Prerequisite Requirement: Health Measurement (descriptive)

Aim: To introduce learners to the principles and methods of analytical epidemiology and biostatistics. The module will focus on the applications of these approaches to the planning and evaluation of public health interventions.

Content: Causality in epidemiology. Planning and conducting epidemiological studies. Analysing epidemiological studies: probability distributions, confidence intervals and "p" values, hypothesis testing, comparison of two means, contingency tables, Pearson correlation, regression, non parametric statistics, standardisation, evidence based health care, bias, confounding.

Assessment: Two group exercises (5%), two group assignments (5%), two individual assignments (40%), one 3-hour written examination (50%).

DP Requirement: None

Health Economics and Financing

PBHL8HF H1

(0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: The course aims at enhancing the knowledge of the participants in economic concepts and principles, by strengthening the theoretical base and introducing practical applications of economic concepts and techniques that are useful to those involved in policy making and planning health care services. The course aims at aiding health policy decision-makers by injecting analytical information into the policy process.

Content: Concepts and principles in health economics. South Africa's macro-economic policy. The role of the state and private sector in providing health care. Health care financing mechanisms and systems of budgeting. Cost management, Health economic evaluation, Application of economic evaluations to health policy and financing and Concepts in Costing, Cost Containment.

Practicals: None

Assessment: Written assignments (40%) Group assignments (10%) 3-hour written examination (50%).

DP Requirement: None

Health Service Management

PBHL8HM H1

(25L-0T-0P-0S-40H-5R-0F-12G-78A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: This module is aimed at equipping learners with the theoretical and practical knowledge as well as the skills to formulate, implement monitor and evaluate strategies to ensure the most effective running of different health care settings, with especial emphasis on Strategic Planning, Operational Planning, Corporate and Clinical Governance, Human Resource Management, Total Quality Management and Operations and Risk Management.

Content: Strategic planning and management, Results based management, human resource management, Introduction to TQM, Concepts, definitions & principles of Quality in health care, Overview of TQM in Health Care Management, Corporate Governance, Clinical Governance, Fraud and Corporate Risk and Operations & supply strategy, Demand management & forecasting, Strategic capacity management, Service processes, Logistics and Inventory control

Practicals: None

Assessment: Written assignments (40%) Group assignments (10%) 3-hour written examination (50%)

DP Requirement: None

Health Systems and Policy

PBHL8HP H1

(20L-0T-0P-20S-120H-0R-0F-0G-0A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To provide learners with the skills to critically analyse health systems (in terms of the six building blocks of health systems - service delivery, health workforce, information, medicines, financing and governance), public health policies and health legislation (in terms of the processes of policy-making and implementation, including legislative processes).

Content: Health systems - definition, key concepts and application;; health systems research methods Public health policy and legislation – definition, key concepts and application; approaches to prospective and retrospective analysis; policy research; policy-making and implementation, including legislative processes

Practicals: None

Assessment: Written assignments (40%) Group assignments (10%) 3-hour written examination (50%)

DP Requirement: None

Maternal and Reproductive Health

PBHL8HR H1 H2

(18L-2T-8P-5S-60H-20R-0F-7G-40A-13W-16C)

Prerequisite Modules: Health Measurement Descriptive

Corequisite: None

Aim: Enable master level students to analyse the national and global status of maternal and reproductive health; to identify public health strategies, programmes and policies to address key issues in protecting, promoting and ensuring maternal and reproductive health; and to identify priorities for further public health research

Content: Maternal and Reproductive Health as public health and human rights issues Frameworks for analysing the public health aspects of maternal and reproductive health Global, national and local burden of morbidity and mortality associated with maternal and reproductive health Challenges in the measurement of maternal and reproductive health Key public health issues in maternal and reproductive health Public health strategies for protecting, promoting and ensuring maternal and reproductive health at the global, national and local level Priorities for public health research in maternal and reproductive health

Practicals: None

Assessment: Individual written assessments – 30% Group Assignments – 20% 3-Hour written examination – 50%

DP Requirement: As per faculty rules.

Health Measurement (Descriptive)

PBHL8J1 MC

(12L-32T-6P-6S-60H-41R-0F-0G-3A-0W-16C)

Prerequisite Requirement: None

Aim: To provide learners with skills to collect, analyse and use health information; to provide them with an understanding of the basic principles and methods of descriptive epidemiology, descriptive biostatistics and demography; and to demonstrate how these are applied in approaches to the planning and evaluation of public health interventions.

Content: Sources and uses of health information. Key concepts in epidemiology. Principles of developing, managing and evaluating health information systems. Presenting and summarising data. Health systems research and rapid epidemiological assessment methods. Surveillance and screening.

Assessment: Two group exercises (5%), two group assignments (5%), two individual assignments (40%), one 3-hour written examination (50%).

DP Requirement: None

Public Health Principles and Practice

PBHL8PP H1

(20L-0T-0P-20S-120H-0R-0F-0G-0A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To provide learners with an understanding of public health and its practices and to understand health behaviour in order to scientifically promote positive health outcomes at an individual, organizational and population level and its application to research

Content: Definitions and history of public health, Health and disease; Social determinants of health, Essential public health functions, Academic literacy, models of explaining health behaviour and its determinants, models of health promotion, the development and role of health policy and legislation, practice frameworks of health promotion. .

Practicals: None

Assessment: Individual exercises (5%), Discussion forums (5%) Written assignments (30%) Group assignments (10%) 3-hour written examination (50%)

DP Requirement: None

Research Methods and Bioethics

PBHL8X1 MC

(16L-12T-10P-10S-64H-45R-0F-0G-3A-13W-16C)

Prerequisite Modules: PBHL8J1

Aim: To provide learners with core epidemiological research, knowledge and skills that will enable them to perform, report on and evaluate research. To provide learners with basic principles and methods of research ethics and the application of the approaches to a masters-level research project. .

Content: How to write an epidemiological research protocol. Quantitative Research methodology: Research problem statement, study design, literature review, sampling & sample size consideration, plan of analysis, questionnaire development, implementation of research, data capture and analysis, qualitative research methods, manuscript writing, research funding

Assessment: Two group assignments (10%), two individual assignments (20%), one three-hour written examination (50%).

DP Requirement: None

Pharmacy

Introduction to Pharmacy

PHRM112 W2 (42L-0T-0P-0S-70H-28R-16F-0G-4A-13W-16C)

Aim: The aim of the module is to provide first year Pharmacy students with an overview of the profession within the South African health care system, and to create a framework to integrate the various core areas of the profession.

Content: Content will cover the South African Health Care system, within a legal framework, as well as medicine development and use.

Practicals: 6 hr experiential learning at designated sites.

Assessment: Quizzes = 40% Reflective journal = 10% Final exam = 50%

DP Requirement: 100% Externship attendance 40% CAM

Pharmaceutical Chemistry 1

PHRM141 W1 (39L-9T-18P-0S-42H-36R-0F-0G-16A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To provide students with a foundational background to Quantitative Chemistry, chemical reactions, electronic configuration and bonding, physical chemistry, and thermochemistry

Content: Content will cover Quantitative Chemistry, chemical reactions, electronic configuration and bonding, physical chemistry, and thermochemistry.

Practicals: This module will have 6 x 3 hours laboratory practical sessions

Assessment: Formative: 60% of the tests + 40% of average of the Practical Reports. Summative: 1 x 2-hour paper. Final Exam = 50% Exam mark+50% of CAM. A 40% subminimum rule will apply.

DP Requirement: A student must obtain a CAM of $\geq 40\%$; 100% attendance and submission of 100% of all practical reports.

Pharmaceutical Chemistry 2

PHRM142 W2 (40L-8T-18P-0S-42H-36R-0F-0G-16A-15W-16C)

Prerequisite Requirement: PHRM141

Prerequisite Modules: PHRM141

Corequisite: None

Aim: To introduce students to concepts in drug design, stereochemistry of drugs and drug targets, physicochemical properties of drugs, chemistry of functional classes and heterocyclic compounds that are important in medicinal compounds and pharmaceutically relevant biomolecules

Content: The over all content of this module are: Review of historical and modern medicinal chemistry, Introduction to concepts of drug design, quantitative structure activity relationships (QSAR) and the three dimensional structure of drugs and drug targets, The physico-chemical properties of the functional classes and heterocyclic compounds that are important in medicinal compounds with respect to their biological activities as well as to their in vitro and in vivo stabilities. Properties and functions of pharmaceutically relevant biomolecules

Practicals: Four Tutorials, Six Lab based practical's (identification of functional groups, synthesis of pharmaceutical intermediates)

Assessment: Formative: 70% of the two test marks + 30% of the average of the practical marks. Summative: 1 x 2-hour paper. Final Exam = 50% Exam mark + 50% of CAM. A 40% subminimum rule will apply.

DP Requirement: A student must obtain a CAM of $\geq 40\%$; 100% attendance and submission of 100% of all practical reports.

Design and Manufacturing of Medicines

PHRM242 W2 (45L-0T-30P-0S-51H-30R-0F-0G-4A-15W-16C)

Prerequisite Requirement: PHRM 245 Physicochemical Principles for Medicines with a 40% DP.

Corequisite: None

Aim: To provide students with knowledge and skills essential for the design, manufacture/compounding and evaluation of pharmaceutical dosage forms by integrating essential physicochemical and mathematical principles.

Content: Content will cover dosage form design principles, selection of formulation excipients, manufacturing techniques for and assessment of various pharmaceutical dosage forms.

Practicals: This module will have 10 x 3 hours laboratory practical sessions that involve small scale manufacturing and assessment of various dosage forms.

Assessment: Formative : 50% of the tests + 50% of average of practical reports and products. Summative : 1 x 2-hour paper. Final Mark = 60% Exam mark + 40% of CAM. A 40% subminimum rule will apply.

DP Requirement: A student must obtain a CAM of > 40%; 100% attendance and 100% submission of all practical reports.

Physico-Chemical Principles for Medicines

PHRM245 W1 (45L-0T-24P-0S-53H-34R-0F-0G-4A-15W-16C)

Prerequisite Modules: PHYS131, MATH150, PHRM141, PHRM142

Corequisite: None

Aim: To provide a physicochemical background (theoretical, quantitative and practical) to the formulation, manufacture/compounding and evaluation of pharmaceutical dosage forms/medicines.

Content: Content will cover mathematical, chemical and physical principles required for the compounding of and manufacture of medicines that are safe, stable of high quality and efficacious

Practicals: This module will have 8 x 3 hours laboratory practical sessions.

Assessment: Formative: 50% of the tests + 50% of average of practical reports. Summative: 1 x 2-hour paper. Final Mark = 60% Exam Mark + 40% of CAM. A 40% subminimum rule will apply.

DP Requirement: Formative assessment mark of $\geq 40\%$; 100% attendance and 100% submission of all practical reports.

Introduction to Biochemistry and Pharmacology

PHRM246 W2 (36L-20T-0P-0S-58H-42R-0F-0G-4A-15W-16C)

Prerequisite Requirement: Biol103, PHRM141, PHRM102, DP in ANAT101, DP in HPHS221

Prerequisite Modules: BIO1103, PHRM141, PHRM102

Corequisite: None

Aim: The aim of this module is to provide students with an overview of normal biochemistry, as well as an understanding of the basic terms and principles of pharmacology with special reference to pharmacokinetics, pharmacokinetics, and the autonomic nervous system

Content: This module provides students with an overview of biochemistry, relevant to pharmacists, covering aspects of chemistry and metabolism of carbohydrates, lipids, amino acids and proteins; porphyrins, vitamins and co-factors; protein synthesis, nucleic acid; metabolic disorders and inborn errors of metabolism; selected clinical correlations; pharmacodynamics; pharmacokinetics; basic concepts of sympathetic and parasympathetic systems.

Practicals: None

Assessment: Formative assessment consisting of tests (40%) and online tutorials (60%). Summative: 1 x 2-hour paper. Final Mark = 50% Exam mark + 50% of CAM. A 40% subminimum rule will apply.

DP Requirement: Formative assessment mark of $\geq 40\%$

Pharmaceutical Chemistry 3

PHRM251 W2 (40L-9T-18P-0S-42H-35R-0F-0G-16A-15W-16C)

Prerequisite Requirement: PHRM141 AND PHRM142

Corequisite: None

Aim: To introduce students to concepts of drug design, stereochemistry of drugs and drug targets, physicochemical properties of drugs, chemistry of functional classes, and heterocyclic compounds that are important in medicinal compounds and pharmaceutically relevant biomolecules.

Content: Review of historical and modern medicinal chemistry, Introduction to concepts of drug design, quantitative structure activity relationships (QSAR) and the three dimensional structure of drugs and drug targets, The physico-chemical properties of the functional classes and heterocyclic compounds that are important in medicinal compounds with respect to their biological activities as well as to their in vitro and in vivo stabilities. Properties and functions of pharmaceutically relevant biomolecules

Practicals: Six Lab based practical's (18 hrs, identification of functional groups, synthesis of pharmaceutical intermediates)

Assessment: Formative: 60% of the two test marks + 10% of the Tutorial marks + 30% of the average of the practical marks. Summative: 1 x 3-hour paper. Final Mark = 60% Exam mark + 40% of CAM. A 40% subminimum rule will apply.

DP Requirement: Formative assessment mark of $\geq 40\%$ and submission of 100% of all practical reports.

Introduction to Pathology

PHRM252 W2

(52L-0T-6P-0S-26H-26R-40F-0G-10A-13W-16C)

Prerequisite Requirement: BIOL103, DP in ANAT101, DP in HPHS221**Prerequisite Modules:** BIOL103**Corequisite:** None**Aim:** To introduce students to understanding of pathophysiological principles and integrated knowledge incorporating microbiology, biochemistry and public health so as to be able to understand diagnoses, laboratory results and other clinical jargon in order to apply the initiation and/or modification of therapy and provision of pharmaceutical care.**Content:** Application of the process of history taking, examination of a patient, major pathological processes in man: inflammation, degeneration; neoplasia; inherited pathologies; pathological basis and symptomatology of common conditions in the major systems: cardiovascular, renal, respiratory, gastro-intestinal and liver, central nervous system, musculo-skeletal and connective tissue, and endocrine.**Practicals:** This module will have 3 x 2-hour practical sessions in the clinical skills, and 8 x 5-hour clinical based learning in hospital wards environment**Assessment:** Formative: 70% of the 2 test marks + 30% of the average of the practical sessions and ward rounds/visits. Summative: 1 x 2-hour paper. Final Mark = 60% Exam mark + 40% of CAM. A 40% subminimum rule will apply.**DP Requirement:** Formative assessment mark of $\geq 40\%$. 100% attendance of externship/field trip and a reflective journal of the experiential learning required.**Pharmacology for Nurses**

PHRM2IN H1

(88L-0T-0P-0S-42H-0R-0F-0G-28A-15W-16C)

Prerequisite Requirement: None**Corequisite:** None**Aim:** The course introduces students to the main concepts in clinical pharmacology which would aid in the diagnosis, initiation of therapy and management of various diseases.**Content:** • General Pharmacology Principles • Dosage Calculations • Drugs and Autonomic Nervous System • Drugs, Central Nervous System and Mental Disorders • Antimicrobial, Antiretroviral and TB Drugs • Drugs and the Gastrointestinal Tract • Pregnancy & Hormonal Contraception • Glucocorticosteroids • Non-steroidal Anti-inflammatory Drugs • Opioid Analgesics • Local Anaesthetics • Anti-diabetic Drugs • Cardiovascular Diseases • Malaria, Worm Infestations and Common Tropical Diseases • Asthma and Antihistamines • Cancer Chemotherapy • Poisoning and Drugs Used in Emergency Situations • Drug Legislations • Drug Supply Management**Practicals:** None**Assessment:** Formative: Average of Test 1/Assignment and Test 2 Summative: 1 x 2-hour paper Final mark = 50% of the CAM and 50% of the examination mark**DP Requirement:** Formative assessment mark of $\geq 40\%$ and candidates must attend at least 75% of all classes.**Pharmacology II**

PHRM301 W1

(48L-36T-0P-0S-44H-30R-0F-0G-2A-13W-16C)

Prerequisite Requirement: PHRM246**Prerequisite Modules:** PHRM246**Aim:** To provide learners with a basic understanding on the pharmacology of drugs affecting mediators of inflammation and pain; clinical pharmacological concepts used in the diagnosis, prevention, rational treatment and management of certain Central Nervous System (CNS) disorders**Content:** Central Nervous System (CNS) pharmacology with specific reference to neurodegenerative disorders (Parkinson's and Alzheimer's diseases), antipsychotic drug therapy, affective disorders, management of epilepsy, and treatment of headache and migraine. Autocoid pharmacology, with special reference to histamine, serotonin, prostaglandins, leukotrienes, thromboxanes, kinins and vasoactive peptides. Treatment of pain, gout and other inflammatory conditions with specific reference to non-steroidal anti-inflammatory drugs (NSAIDs), opioids, alcohols, general and local anaesthetics. Immunopharmacology.**Assessment:** Formative: 70% of the average of 2 tests + 30% of Moodle assignments. Summative: 1x 2-hour paper. Final Mark = 60% of Examination Mark + 40% of CAM. A 40% subminimum rule will apply.**DP Requirement:** Formative assessment mark of $\geq 40\%$ **Medicinal Chemistry 3**

PHRM311 W1

(35L-5T-30P-0S-57H-30R-0F-0G-3A-13W-16C)

Prerequisite Requirement: PHRM245W1, PHRM251W2

Prerequisite Modules: PHRM245, PHRM251

Aim: To provide an understanding of the design and development of drugs.

Content: Development of enzyme inhibitors as drugs, antiviral drugs, biotechnology, principles of drug design and discovery, drug development and clinical trials

Practicals: 10x approximately 3hour practicals The practical will take the format of mini-projects entailing literature studies and computational chemistry. All students are required to submit individual practical reports though they work in groups in the laboratory.

Assessment: Formative: 70% of the average of 2 tests + 30% of the practical mark. Summative: 1 x 2-hour paper. Final mark = 60% of exam mark + 40% of CAM. A 40% subminimum rule will apply

DP Requirement: A student must obtain a CAM of $\geq 40\%$ and 100% attendance and submission of all required practical reports.

Pharmacology and Therapeutics

PHRM348 W2

(42L-0T-0P-18S-45H-30R-0F-20G-5A-14W-16C)

Prerequisite Requirement: OPTM232, OPTM243, HPHS221, HPHS222, ANAT122, BIM1200

Corequisite: None

Aim: To provide learners with the relevant pharmacological knowledge which would aid in the diagnosis and management of ocular and various conditions.

Content: (i) Introduction: agonists, antagonists, receptors; up- and down-regulation, doseresponse; therapeutic ratio. (ii) Peripheral nervous system: chemical mediators and the autonomic nervous system, historical aspects, general principles of chemical transmission, sites of drug action, adrenergic transmission - agonists & antagonists; adrenergic receptors - types & distribution; Cholinergic transmission - agonists; cholinergic receptors - types & distribution; acetylcholine action at muscarinic & nicotinic receptors; direct & indirect-acting cholinergic agents (drugs - mechanism of action uses, etc.); parasympathomimetics & ocular medicines. (iii) Pharmacokinetics: absorption, distribution; metabolism; phase I and phase II reactions; hepatic and other metabolism; genetic polymorphism and excretion; half-life; volume of distribution; lipid solubility; dosage forms; renal elimination. (iv) Drug interactions; types and mechanisms; sources of information; Adverse effects; type A and type B; systemic effects of selected ocular medicines; effects of selected systemic medicines in the eye; medicines use in pregnancy; pharmacovigilance and the role of optometrists and other health professionals. (v) Nitric oxide - biosynthesis and physiological effects; therapeutic agents. (vi) Management of glaucoma - mechanisms of action, clinical uses, side effects, contraindications, rationale for using various options; standard treatment guidelines and safe therapeutics; management of emergencies. (vii) Antibacterials, antivirals, antifungals - mechanisms of action, clinical uses, side effects, contraindications; ocular, topical and systemic administration. (viii) Antihistamines and mast cell stabilisers - mechanisms of action, clinical uses, side effects, contraindications. (ix) Corticosteroids - mechanisms of action, clinical uses, side effects, contraindications; potencies and penetration (topical vs intraocular effects). (x) Non-steroidal anti-inflammatory agents, opioid and non-opioid analgesics - mechanisms of action, clinical uses, side effects, contraindications. (xi) Local anaesthetics - mechanisms of action, clinical uses, side effects, contraindications. (xii) Agents used in diagnosis (fluorescein, Rose Bengal; lissamine green); management of the dry eye (point-of-care diagnostics; osmolarity tests; matrix metalloproteinase 9 (MMP-9) gene polymorphism; artificial tears. (xiii) Vascular endothelial growth factor A, antiangiogenesis agents and age-related macular degeneration; mechanisms of action, clinical uses, side effects, contraindications. (xiv) Administration of ocular medicines and patient counselling; Prescribing by optometrists. (xv) drug legislations, legal and ethical issues. (xvi) Other pharmacology and ocular therapeutics topics as they become relevant to the profession.

Practicals: None

Assessment: Formative: Theory test one (50%) Theory test two (50%) Summative: Theory exam (1 x 3 -hour paper) Final mark = 50% of the formative assessment mark + 50% of the summative assessment mark For those achieving more than 40% but less than 50%, a supplementary examination will be offered in the examination period.

DP Requirement: A formative assessment mark of $\geq 40\%$.

Pharmaceutical Care

PHRM351 W2

(42L-2T-4P-0S-31H-36R-40F-0G-5A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To provide students with relevant knowledge and skills to ensure optimal pharmaceutical care for the patient, apply a pharmaceutical care management approach to ensure rational medicine use; and to initiate and/or modify therapy,

where appropriate in patients with selected body systems for pharmacotherapeutic management (non-drug and drug related).

Content: Pharmaceutical care and its application for all conditions; professional and patient communication; Pharmacist Initiated Therapy and referral on conditions affecting specific body systems in terms of Good Pharmacy Practice and within the Pharmacy Act and Regulations.

Practicals: 2 x 2hr practical counselling sessions

Assessment: Formative assessment consists of 2 x 1 hr tests (50%), tutorials (10%), externship assessment (20%) and practicals (20%). Summative: 1 X 2 hour paper. Final mark = 60% of the exam mark + 40% of CAM. A 40% subminimum rule will apply.

DP Requirement: A student must obtain a CAM of $\geq 40\%$; 100% attendance for the full duration of all externships, practicals and tutorial classes.

Pharmaceutical Logistics, Economics and Mgmt

PHRM352 W2

(52L-0T-4P-0S-26H-28R-40F-0G-10A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To provide the student with basic principles of drug supply management, as well as knowledge of financial, operational, pharmacoeconomic principles, human resources and quality management in the pharmacy environment.

Content: Health and health care systems, national drug policy, essential drug policy, drug management cycle, estimating drug requirements, pricing, procurement and storage, rational drug use, marketing environment, demand and supply, human resources, financial concepts, pharmacoeconomic principles, and roles of the pharmacist.

Practicals: : This module will have 2 x 2-hour practical sessions in the clinical skills laboratory and 8 x 5-hour fieldwork based experiential learning in to both community pharmacies and public institutional pharmacies (hospitals, medicines supply depots).

Assessment: Formative: 70 % of 2 tests+ 30 % of externship assessment. Summative: 1 x 3-hour paper. Final mark = 60% of the exam mark + 40% of CAM. A subminimum of 40% will apply to each component of the exam.

DP Requirement: A student must obtain a CAM of $\geq 40\%$. 100% attendance of externship/field trip.

Pharmaceutical Analysis

PHRM353 W1

(45L-0T-24P-0S-36H-35R-0F-0G-20A-15W-16C)

Prerequisite Modules: PHRM141, PHRM142

Corequisite: None

Aim: To provide knowledge and skills required by a pharmacist in a pharmaceutical industrial and regulatory environment; This module relates basic theory to techniques that determine the control of quality of analytical methods used in the manufacturing of various dosage forms in accordance with standards and requirements of the official compendia.

Content: This module covers details that determine the control of quality of analytical methods, various analytical techniques and instrumentation used in the manufacturing of various dosage forms in accordance with standards and requirements of the official compendia, using prescribed analytical methods. Analyses include volumetry, polarimetry, refractometry, spectroscopy and chromatography. The quality assurance will include quality control of the basic principles behind GMP and GLP.

Practicals: This module will have 8 x 3 hour laboratory practical sessions that involve assays of dosage forms, using traditional as well as advanced techniques/instrumentation.

Assessment: Formative: 70 % of tests + 30 % of practical marks. Summative: 1 x 2 hour paper. Final mark = 60 % of exam mark + 40 % of CAM. A 40% subminimum rule will apply.

DP Requirement: A student must obtain a CAM of $\geq 40\%$ and submission of 100% of all required practical reports.

Health Law and Ethics

PHRM355 W1

(42L-12T-12P-5S-50H-32R-0F-0G-7A-15W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To introduce students to biomedical ethics and the laws governing the practice of Pharmacy, including but not limited to the Pharmacy , Medicines Substances and National Health Act, including other acts such as the Labour Relations Act , the Basic Conditions of Employment Act , Hazardous Substances, Act, the Liquor Act, the Medical Schemes, Foodstuff and Cosmetics Act, the Nursing and Health Professions Act.

Content: Ethical principles and its application to practice. Pharmacy Act and its regulations including Good Pharmacy Practice. Medicines Act and its regulations-including Pricing regulations. Other Acts that impact on the practice of pharmacy.

Practicals: 3 x 4 hour Fieldtrip visits to Pharmacies

Assessment: Formative: 60% of tests, 20% of tutorial assessments and 20% of assignments on fieldtrips. Summative: 1 x 3 hour paper. Final mark = 60 % of exam mark + 40 % of CAM. A 40% subminimum rule will apply.

DP Requirement: CAM of >40%. 100% Attendance at all fieldtrips and seminar.

Pharmaceutical Microbiology

PHRM361 W1

(45L-0T-36P-0S-40H-35R-0F-0G-4A-13W-16C)

Prerequisite Modules: PHRM246

Aim: To train students in pharmaceutical aspects pertinent to institutional/hospital Pharmacy practice with special emphasis on sterilization, disinfection & infection control, and an understanding of basic principles of chemotherapy, i.e., the mechanisms by which anti-infective drugs act in the management and treatment of infectious diseases.

Content: Microbial structure, nutritional requirements, and, microbial growth, metabolism & death relevant to sterilization (heat, filtration, radiation, gaseous), disinfection & infection control in hospital/institutional pharmacy practice, the preservation of pharmaceutical products, antimicrobial chemotherapy. The pharmacology of antimicrobial agents, with specific reference to antibacterial drugs. Antimicrobial stewardship and the role of the pharmacist.

Practicals: 12 (Practical reports form part of the formative assessment)

Assessment: Formative: 70% of the average of 2 tests + 30% of the practical mark. Summative: 1 x 2-hour paper. Final mark = 60% of exam mark + 40% of CAM. A 40% subminimum rule will apply

DP Requirement: Formative assessment mark \geq 40%

Pharmacology III

PHRM362 W2

(36L-20T-0P-0S-53H-42R-5F-0G-4A-13W-16C)

Prerequisite Modules: PHRM246

Aim: To provide learners with an understanding of basic principles of chemotherapy, i.e., the mechanisms by which anti-infective drugs act in the management and treatment of infectious diseases including antifungals, antivirals, anthelmintics and antiprotozoals. Therapeutic Drug Monitoring (TDM) will enable learners to understand the concepts of pharmacogenomics and pharmacokinetics of various drug classes, thus enabling them to easily interpret drug-blood levels which are valuable during the implementation of dosage adjustments. Toxicology will enable learners to understand and address toxic chemicals and basic drug overdosage scenarios. Clinical biochemistry will provide learners with a basic background to interpret and understand pathological laboratory results. Provide learners with an understanding of blood disorders (thrombosis, haemophilia and anaemia) and the role of pharmacotherapy.

Content: The content include 1) pharmacological treatment of infections with antifungals, antivirals, anthelmintics and antiprotozoals, 2) principles of TDM, 3) toxicology, 4) clinical biochemistry and 5) pharmacological management of blood disorders.

Practicals: 1 x 5hr visit to an ARV clinic

Assessment: Formative assessment consisting of tests (60%) and online tutorials (40%). Summative assessment consisting of 1 x 2hr written examination paper. A subminimum of 40% will apply to each component of the exam.

DP Requirement: Formative assessment mark \geq 40%

Pharmacy Research Project

PHRM440 WY

(0L-0T-0P-52S-132H-45R-0F-0G-91A-27W-32C)

Prerequisite Requirement: All level 1 – 3 modules in the BPharm programme

Corequisite: All level 4 modules

Aim: To provide knowledge and skills relevant to conducting research, especially for entry to higher degree courses; to develop an advanced level of knowledge in the area of specialisation; to further develop verbal and written skills relevant to advanced studies.

Content: The guided / supervised research process involves the formulation of a research question (related to one of the majors in the Pharmacy programme), literature review, the development of a research proposal, application for ethical clearance, application for funding, the research process using approved methodologies, the analysis of results and the culmination of the process in the form of a protocol and paper which includes an appropriate and relevant literature review, description of methodologies employed, analyses and discussion of results, conclusion and recommendations (where applicable).

Practicals: Depending on the research methodology employed, students may have to do laboratory research, or fieldtrips for data collection.

Assessment: Continuous assessment: Protocol (10%) + Article (30%) + Research day presentation (10%) + Oral exam (25%) + Continuous assessment (25%). A research project that is assessed as unsatisfactory may be referred back once for revision and resubmission before the last day of examinations in that semester

DP Requirement: None as this is continuous assessment.

Pharmacology IV

PHRM451 W1

(48L-0T-0P-39S-16H-11R-44F-0G-2A-13W-16C)

Prerequisite Modules: PHRM246

Aim: To provide learners with clinical pharmacological concepts used in the diagnosis, prevention, rational treatment and management of certain systemic diseases.

Content: The content include 1) GIT: Peptic ulcer disease, Gastro- Oesophageal Reflux Disease (GORD), Inflammatory Bowel Disease (IBD), Irritable Bowel Syndrome (IBS), diarrhoea, constipation, hepato- biliary diseases, nausea and vomiting; 2) Respiratory System: Bronchial asthma, Chronic Obstructive Pulmonary Disease (COPD) and other respiratory disorders, including cough, pneumonia, congestion, rhinitis; 3) Endocrine System: Growth hormone, anti-diuretic hormone, osteoporosis, infertility (gonadal hormones, contraception, erectile dysfunction, hormone replacement therapy), hormones of the thyroid gland (hypothyroidism and hyperthyroidism), adrenocorticosteroid hormones (glucocorticoids and mineralocorticoids); 4) Endocrine System: Hormones of the pituitary and thyroid glands (growth hormones, gonadotropins and osteoporosis, hypothyroidism).

Practicals: Attendance of all clinical hospital visits. 100% submission of SOAPE notes.

Assessment: Formative assessments (or CAM): - Test 1 mark, weighs 30%; - Test 2 mark, weighs 30%; - Ward-round Presentations, weighs 30%; - Portfolio of SOAPE notes, weighs 10% Summative assessment: 1 X 3 hr examination paper. Final Mark: 40% of the CAM + 60% of the examination Mark A 40% subminimum rule will apply.

DP Requirement: Formative assessment mark \geq 40%. Attendance of all clinical hospital visits. 100% submission of SOAPE notes. 100% Attendance of ward-round presentations.

Advanced Pharmaceutics

PHRM452 W2

(35L-24T-12P-6S-45H-26R-0F-0G-12A-15W-16C)

Prerequisite Requirement: PHRM102, PHRM245, PHRM242, PHRM321

Prerequisite Modules: PHRM102, PHRM245, PHRM242, PHRM321

Aim: To train students in the formulation and preparation of sterile pharmaceutical dosage forms, and provide a background to the formulation and design of modified release dosage forms and novel drug delivery systems.

Content: Aseptic technique, sterility testing, intravenous therapy, formulation of injections, ophthalmic products, radiopharmaceuticals, cytotoxics, immunological products and blood products, polymers and polymer science, modified release dosage forms including oral, transdermal, female specific, parenteral and ophthalmic controlled release dosage forms, relevant advances in drug delivery systems including drug targeting, nano-formulations, protein/ tissue engineering and gene delivery.

Practicals: 4 x 3 hours of practical sessions (Practical reports form part of the formative assessment) Seminars: 6 Hours of Seminar presentations (Seminar reports form part of the formative assessment) Tutorials: 8 x 3 Hours of tutorials, including tutorial spot tests

Assessment: Formative: 70% of the average of two tests + 30% of average of practical and seminar reports Summative: 1 x 3-hour paper. Final Mark = 60% Exam Mark + 40% of CAM. A 40% subminimum rule will apply.

DP Requirement: A student must obtain a CAM of $>$ 40% + 100% attendance + submission of 100% of all required practical reports and seminar reports.

Biopharmaceutics

PHRM459 W1

(35L-30T-0P-15S-48H-28R-0F-0G-4A-13W-16C)

Prerequisite Modules: PHRM245, PHRM251, PHRM252, PHRM242, PHRM246, PHRM355, PHRM353, PHRM361, PHRM301, PHRM311, PHRM351, PHRM352, PHRM362

Aim: To provide an understanding of principles involved in drug discovery and drug research and the influence of formulation on the availability of drugs. To further provide students with the understanding of the principles of biopharmaceutics that are relevant in the selection of pharmaceutical ingredients, generic medicines and ensuring optimal pharmaceutical care for the patient, and to initiate and/or modify therapy, where appropriate.

Content: Drug absorption, distribution, metabolism, elimination, relevant pharmacokinetic calculations, dissolution, bioavailability/bioequivalence, generic medicines, products of biotechnology, biosimilars, pharmaceutical statistics, factorial designs.

Assessment: Formative assessment consisting of Assignments/Seminars+ Tutorial spot test (30%) + two one -hour term tests (70%) will make formative assessment mark of $\geq 40\%$ Summative assessment consisting of a two- hour examination paper.

DP Requirement: A student must obtain a CAM of $> 40\%$ + submission of all required assignments, tutorials, tests to make the formative assessment mark of $\geq 40\%$

Research Project

PHRM460 WY

(0L-0T-0P-4S-93H-60R-0F-0G-3A-27W-16C)

Prerequisite Requirement: SHSC1RM

Corequisite: None

Aim: To provide knowledge and skills relevant to conducting research, especially for entry to higher degree courses; to develop an advanced level of knowledge in the area of pharmaceutical science specialisation; to further develop verbal and written skills relevant to advanced studies. This module will also develop skills for teamwork, collaboration, ethical practice and communication.

Content: The guided / supervised research process involves the formulation of a research question (related to one of the majors in the Pharmacy programme), literature review, the development of a research proposal, application for ethical clearance, funding application, the research process using approved methodologies, the analysis of results and the culmination of the process in the form of a traditional dissertation or dissertation by paper(s)/publication(s) which includes an appropriate and relevant literature review, description of methodologies employed, analyses and discussion of results (or synthesis of paper(s) in line with other chapters of dissertation by publications), conclusion and recommendations (where applicable).

Practicals: Depending on the research methodology employed, students may have to do laboratory research or field trips for data collection

Assessment: Continuous assessment with the following components and weighing (%): Proposal / protocol (group mark) – 10%; peer assessment – 10%; supervisor's assessment – 10%; podium/poster/e-poster presentations (group mark) – 10%; dissertation/dissertation by publications (group mark) – 30% and an oral examination – 30%. A dissertation or oral assessment deemed unsatisfactory may be referred back for revision / resubmission / reassessment before the last day of examinations in that semester

DP Requirement: None, as this is a continuous assessment.

Pharmacology V

PHRM462 W2

(48L-0T-0P-39S-16H-11R-44F-0G-2A-13W-16C)

Prerequisite Modules: PHRM246

Aim: To provide learners with clinical pharmacological concepts used in the diagnosis, prevention, rational treatment and management of certain systemic diseases.

Content: The content include 1) Cardiovascular system: Myocardial infarction (MI), congestive heart failure (CHF), renin-angiotensin system and hypertension, cardiac arrhythmias, angina pectoris, blood disorders (thrombosis, haemophilia and anaemia); 2) Vitamins and vitamin supplements; 3)Diabetes mellitus: Hyperlipidemia, diuresis, insulin and regulation of blood glucose, obesity; 4) Principles of cancer chemotherapy, cancer cell cycle kinetics, anti-metabolites, alkylating agents, antibiotics, microtubule inhibitors, steroid hormone antagonists, monoclonal antibodies.

Practicals: Attendance of all clinical hospital visits. 100% submission of SOAPE notes.

Assessment: Formative assessments (or CAM): Test 1 mark, weighs 30%; Test 2 mark, weighs 30%; Ward-round Presentations (WRPs), weighs 30%; Portfolio of SOAPE notes, weighs 10%.

Summative assessments: 3 hr written examination paper, weighs 80%; oral examination, weighs 20%.

Final mark: 40% of the CAM (formative assessment component) + 60% of the summative assessment component.

A 40% subminimum rule will apply.

DP Requirement: Formative assessment mark $\geq 40\%$. Attendance of all clinical hospital visits. 100% submission of SOAPE notes. 100% Attendance of WRPs.

Applied Pharmaceutical Care

PHRM463 W1

(42L-8T-10P-0S-10H-20R-55F-0G-15A-15W-16C)

Prerequisite Modules: PHRM351

Aim: To equip students to be able to provide responsible drug therapy in order to obtain optimal therapeutic outcomes by assessing drug related problems and managing patients accordingly. To train students in calculations pertinent to clinical pharmacy practice. To allow for application of evidence-based medicine in clinical outcomes.

Content: Pharmaceutical care and its application for conditions, related to Dermatology, Wound care, Bones, Reproductive Health, Child Health, First Aid workshop. Categorisation of drug related problems and its management. Calculation of doses for different drugs and situations, reconstitution of drugs and parenteral nutrition calculations as per case presentations. Evidence-based medicine

Practicals: 7 x 8hrs field placement in hospital wards environment (externships).

Assessment: Formative assessment: 50% of tests, 10% of tutorials, 20% of practicals and 20% externship reports. Summative: 1 x 3-hour paper. Final Mark = 60% Exam Mark + 40% of CAM. A 40% subminimum rule will apply.

DP Requirement: A student must obtain a CAM of $\geq 40\%$. A student must obtain 100% attendance for the full duration of all externships (fieldwork), practicals and tutorial classes.

Natural Products

PHRM464 W2

(42L-0T-18P-0S-10H-10R-65F-0G-15A-0W-16C)

Prerequisite Modules: PHRM311

Aim: To provide an understanding of the structure-activity relationship and drug design in drugs developed for specific biological targets with a main focus on drugs from natural sources. To provide students with background and skills in industrial pharmacy. Registration of medicine.

Content: The role of natural products chemistry in the development of new drugs, structure-activity relationship, Classes of drugs from natural source: anti-inflammatory, antibacterial and antifungal drugs, narcotic analgesics, and anti HIV. Management of disease with traditional, complementary and alternative medicines Industrial pharmacy and medicine registration

Practicals: 6x approximately 3hour practical. The practical will take the form of mini-projects entailing literature studies and computational QSAR and experimental reports. All students will be required to submit lab reports. 13 x 5 hour field trips to industry, traditional healers and sites related to the content covered.

Assessment: Formative: 70% of the average 2 tests +30% of the practical (lab report) mark and reflective journal of experiential learning. Summative: 1 x 3 -hour paper. Final mark =60% of exam mark +40% formative assessment.

DP Requirement: A student must obtain a CAM of $\geq 40\%$. 100% attendance to externship and field trip activities, and practicals

Pharmaceutical Logistics Economics Management

PHRM466 W2

(42L-0T-12P-0S-16H-5R-80F-0G-5A-13W-16C)

Prerequisite Requirement: None

Corequisite: None

Aim: To provide the student with basic principles of drug supply management, as well as knowledge of financial, operational, entrepreneurship, pharmacoeconomic principles, human resources and quality management in the pharmacy environment.

Content: Health and health care systems, health systems strengthening, national drug policy, essential drug policy, drug management cycle, estimating drug requirements, pricing, procurement and storage, rational drug use, marketing environment, demand and supply, human resources, financial concepts, pharmacoeconomic principles, essential principles of entrepreneurship, roles of a pharmacist in the healthcare systems.

Practicals: There are two x 3-hour practical sessions in the clinical skills laboratory There are two x 40 hours work-based learning at community and public institutional pharmacies (hospitals, medicines supply depots)

Assessment: Formative: (40% contribution towards final mark) a. 60% of 2 x 1-hour tests b. 20% of 2 x practicals (quiz, assignments) – practicals are repeated to accommodate the entire class c. 20 % externship assessment (portfolio) 100% attendance of the internship/field-trip/work-based learning activities and a reflective journal of the experiential learning required, except where a valid medical certificate is produced or the Head of School/Discipline has excused or given permission to such a student. Summative: (60% contribution towards final mark) d. 1 x 3-hour paper

DP Requirement: 40% CAM mark and 100% attendance for all practicals and externships/field-trips

Research Project

PHRM811 WB

(0L-0T-80P-150S-400H-0R-200F-0G-130A-26W-96C)

Prerequisite Requirement: All module work must have been successfully completed.

Aim: Researching and writing a dissertation will enable the student to consolidate and apply the skills and knowledge gained in earlier postgraduate study. The student will undertake a substantial piece of independent research on a topic chosen in consultation with his/her supervisor. The project gives students the opportunity to obtain, develop and demonstrate research skills in Health Sciences.

Content: This is compulsory module in the postgraduate Health Sciences Masters programmes. It builds on the research training the student will have gained in the earlier Masters modules. In this module the student needs to undertake a substantial piece of independent research on a chosen topic, which will require him/her to collect and analyse data (understood in a wide sense, including text as data), using a primary methodology

Assessment: Assessment will be conducted in such a way as to adhere to adult learning principles. This means that content and learning demonstrate relevance, problem solving, learning by doing, a strong element of self-direction and ownership, are based on the learner's experience, and have clear goals. This module will have a summative assessment using project reports, and a final submission as a scientific journal article

DP Requirement: A scientifically acceptable and ethically approved research proposal.

Application of Pharmacoeconomic Concepts

PHRM8PC

(0L-0T-32P-0S-40H-40R-0F-0G-48A-13W-16C)

Corequisite: PHRM8PP

Aim: This module provides students with practical experience in the preparation of economic evaluation of pharmaceuticals. It allows students to gain practical experience in the development of economic evaluations of pharmaceuticals. Topics covered include assessment of effectiveness data, costs, quality of life assessment and the development of economic models of cost effectiveness.

Content: The module content includes an evaluation of the humanistic impact of drug therapy on quality-of-life outcomes, and use of sensitivity analyses in increasing the external validity of PE studies. Students will read and evaluate different types of PE studies published in the scientific literature. Student teams will be responsible for reading and analyzing selected PE literature and writing a comprehensive evaluation of each article using their knowledge of research methods, biostatistics and pharmacoeconomics.

Assessment: Module grades are based on multiple response questions, examinations, case study answers, assignments, and contributions to small learning groups in the weighting indicated below. Participation: 10%; 2 Quiz: 20%; Problem Set 1: 10%; Problem Set 2: 10%; Final Assignment: 20%; Final Exam: 30%

DP Requirement: Continuous assessment

Intro to Pharmacoeconomic Principles

PHRM8PP

(0L-0T-32P-0S-40H-40R-0F-0G-48A-13W-16C)

Aim: This module provides students with practical experience in the preparation of economic evaluation of medicines. It allows students to gain practical experience in the development of economic evaluations of medicines. Topics covered include assessment of effectiveness data, costs, quality of life assessment and the development of economic models of cost effectiveness.

Content: Examines methods and uses of pharmacoeconomic analyses (and other economic evaluations of medical technologies) in health care. Pharmacoeconomics is the application of economic evaluation (i.e., cost analysis, cost-effectiveness, cost-benefit analysis, etc.) to pharmaceutical therapies. The module focuses on case studies in different disease areas, which serve to highlight key methodological and strategic issues in the field. The module also features lectures on the pharmaceutical industry; MCC approval and the regulatory process; and coverage, reimbursement and pricing issues in the South Africa and abroad.

Assessment: Module grades are based on multiple response questions, examinations, case study answers, assignments, and contributions to small learning groups in the weighting indicated below: Participation: 10%; 2 Quiz: 20%; Problem Set 1: 10%; Problem Set 2: 10%; Final Assignment: 20%; Final Exam: 30%

DP Requirement: Continuous assessment

Clinical Service Development & Evaluation

PHRM8PR

(0L-0T-32P-0S-40H-40R-0F-0G-48A-13W-16C)

Aim: The module aims to enable students to acquire the cognitive, interpersonal, psychomotor and analytical skills necessary for competent, reflective practice and life long professional development for their working life. The study of Clinical Service Development and Evaluation will provide subject specific knowledge and skills as well as key transferable skills to enable pharmacists to make an effective contribution to patient care and to enhance their career. The rationale behind this strategy is to develop and foster independence in analysis and problem solving, providing students with the

confidence to seek practical solutions to problems set. In addition students will have the opportunity to develop research skills.

Content: Application of public health related topics to service development including health needs assessment, clinical governance and evidence based practice in a chosen specialist area. Content is directed toward strategies for evaluating and improving the quality of patient care on the basis of the development, implementation and evaluation of innovative instructional methodologies to enhance pharmacists' abilities to provide pharmaceutical care.

Assessment: Module grades are based on multiple response questions, examinations, case study answers, assignments, and contributions to small learning groups in the weighting indicated below: Participation: 10%; 3 Quiz: 10%; 6 Case studies 30%; Final Assignment: 50%

DP Requirement: Continuous assessment

Rational Drug Use

PHRM8PT

(0L-0T-32P-0S-40H-40R-0F-0G-48A-13W-16C)

Aim: This module provides a general understanding of the factors involved in the safe, effective and economic use of medicines for therapeutic purposes. It concentrates on aspects of importance for pharmacists undertaking clinical duties in community and hospital settings, so that they are competent to analyse and critically evaluate drug therapies in order to recommend appropriate action for the therapeutic management of a patient.

Content: This module examines aspects of clinical laboratory data, monitoring patient signs and symptoms and issues in rational drug use monitoring. Topics in general medicine are covered as part of cases/examples Assessment: Module grades are based on multiple response questions, examinations, case study answers, assignments, and contributions to small learning groups in the weighting indicated below: Participation in 5 case studies: 20%; 3 Quiz: 30%; Final Assignment: 50%

Assessment: Module grades are based on multiple response questions, examinations, case study answers, assignments, and contributions to small learning groups in the weighting indicated below: Participation in 5 case studies: 20%; 3 Quiz: 30%; Final Assignment: 50%

DP Requirement: Continuous assessment

Physiotherapy

Introduction to Physiotherapy Science

PHTH145 W2

(70L-0T-40P-0S-10H-20R-0F-10G-10A-15W-16C)

Prerequisite Modules: None

Corequisite: None

Aim: To introduce students to International Classification of Function, Disability and Health (ICF) framework. To revise basic anatomical structures and their specific relation to function and human movement. To provide students with basic knowledge and skills in first aid and nursing, as well as treating patients living with HIV and disability. To teach students how to assess joint range of motion. The module also introduces students to ethics for physiotherapy practice and research as well as information related to health advocacy

Content: The International Classification of Function, Disability and Health (ICF) framework. Introduction to the musculoskeletal system (muscles/bones/joints). Surface anatomy. Method of measurement of joint range, physical principles of movement. Sociocultural issues, pathology and rehabilitation related to people living with HIV. Nursing - first aid, nursing skills, CPR, infection control, bandaging and splinting. Ethics and health advocacy in physiotherapy.

Practicals: 40 hours of practicals using skills taught in classroom with case scenarios

Assessment: Formative 50% + Summative 50% = Final mark Formative: 1 Theory test (40%) 1 practical assessments (OSPE) (30%) 1 Group assessment (30%) Summative: 1 Theory examination (70%) 1 Practical examination (OSPE) (30%)

DP Requirement: Formative Assessment mark of 40%

Kinesiology for Physiotherapy

PHTH241 W1

(70L-6T-30P-6S-12H-18R-0F-12G-6A-15W-16C)

Prerequisite Modules: ANAT122, ANAT109, PHYS131, PHYS132, BIOL103

Corequisite: None

Aim: Kinesiology is the study of the principles of mechanics and anatomy in relation to human movement. To introduce students to joint mobilization, strengthening techniques and exercise therapy.

Content: Posture: causes of postural problems, assessment & re-education. Balance and co-ordination: causes and re-education. Wheelchair specifications and transfers. Normal and abnormal gait patterns, gait analysis. Assistive devices.

Joint motion: methods of maintaining and increasing joint range applied to contractile and non-contractile structures. Muscle strength: methods of strengthening. Assessment of the hand; upper and lower limb, matwork. Physiology of exercise

Practicals: 30 Hours of practicals within classroom teaching using case scenarios

Assessment: Formative 40% + Summative 60% = Final mark Formative: 1 Theory test (40%) 1 Practical Assessment (OSPE) (30%) 1 Group Assessment (30%) Summative: 1 Theory Examination (50%) 1 Practical examination (OSPE) (50%)

DP Requirement: Formative Assessment mark of 40%

Neurology and Community Rehabilitation

PHTH243 W1 (70L-8T-18P-4S-12H-18R-14F-8G-8A-15W-16C)

Prerequisite Modules: ANAT122, ANAT109, PHYS131, PHYS132, BIOL103

Corequisite: None

Aim: To introduce students to the principles of neuroscience, neuropathology and neurorehabilitation (assessment and treatment) as well as community based rehabilitation.

Content: Introduction to child development, motor development, normal postural mechanism & practical facilitation. Introduction to terminology in community health such as community, development, impairment, disability & rehabilitation, handicap. Principles of neurorehabilitation: models, consumers of rehabilitation services and policies. Process of Rehabilitation: disability prevention, identification and management Physiotherapy as part of community-based rehabilitation: levels of service provision, indications for intervention, intervention strategies, skills transfer, administrative and ethical issues.

Practicals: 14 hours of fieldwork will be incorporated into this module at various sites in KZN. Fieldwork-venues: William Clark Garden orphanage home: Normal development and HIV infected Babies, Sparks Estate Cheshire Home: Reflexes and deviation from normal. Reunion School: Importance of early intervention and introduction to Cerebral Palsy. 18 hours of practicals will from part of the classroom teaching using case scenarios.

Assessment: Formative 40% + Summative 60% = Final mark Formative: 1 Theory test (40%) 2 Practical Assessments 2 (OSPEs) (30%) 1 community project Assessment (30%) Summative: 1 Theory Examination (70%) 1 Practical examination (OSPE) (30%)

DP Requirement: Formative Assessment mark of 40%

Principles of Physiotherapy Practice II

PHTH252 W2 (70L-8T-40P-8S-8H-12R-0F-8G-6A-15W-16C)

Prerequisite Modules: PHTH145

Aim: To introduce students to massage techniques and general sequences of massage to the upper & lower limbs, back & neck. The student is introduced to relaxed passive movements & techniques of relaxation. Students will be introduced to a sequence of massage to specific neuromuscular conditions, specific manipulations used in chest physiotherapy, respiratory conditions & breathing exercises.

Content: Definition of massage, classification & indications. Application of a general sequence of massage to the upper limbs, lower limbs and back. Theory of passive movements. The general sequence of passive movements to the upper limbs and lower limbs. Local and general relaxation techniques. A specific sequence of massage for the following conditions: Bell's palsy, bowel incompetence, stress/insomnia, adherent scar, haematoma, indolent ulcer, chronic oedema of the upper and lower limb and to introduce students to specific manipulations used in chest physiotherapy, respiratory conditions & breathing exercises.

Practicals: 40 Hours of practicals within classroom teaching using case scenarios

Assessment: Formative 40% + Summative 60% = Final mark Formative: 1 Theory test (50%) 1 Practical assessment (OSPE) (50%) Summative: 1 Theory examination (50%) 1 Practical examination (OSPE) (50%)

DP Requirement: Formative Assessment mark of 40%

Electrotherapy for Physiotherapy

PHTH262 W2 (70L-0T-42P-0S-10H-20R-0F-10G-8A-132W-16C)

Prerequisite Requirement: PHTH 145, ANAT122, ANAT109, ANAT104, PHYS131, PHYS132, BIO103

Corequisite: None

Aim: To develop students' electrotherapy skills in the application of low, medium and high frequency currents. Student should be able to apply these skills in their physiotherapy clinical practice

Content: Theory of application, therapeutic effects, indications and contra-indications of Ultrasound, Faradic current, Interrupted direct current, Direct current, UVR, TENS, Interferential, Laser and Shortwave diathermy.

Practicals: 42 hours of practical teaching using equipment and case scenarios within the classroom teaching. The laboratory will be used as the practical environment for learning

Assessment: Formative 40% + Summative 60% = Final mark Formative: 1 Theory test (50%) 1 Objective Structures Practical Examination (OSPE) (50%) Summative 1 Theory examination (50%) 1 Objective Structures Practical Examination (OSPE) (50%)

DP Requirement: 40%

Principles of Physiotherapy Practice - L3

PHTH341 W1

(72L-8T-20P-0S-12H-20R-8F-10G-10A-15W-16C)

Prerequisite Modules: PHTH145, PHTH241, PHTH242, PHTH243, PHTH142

Corequisite: None

Aim: To provide students with a theoretical and practical framework in the specific conditions/fields as described below. The student will be equipped with the key knowledge and skills pertaining to physiotherapy management of a variety of adult neurological conditions as well as limited adult general surgical and specialised conditions at all rehabilitation outcome levels.

Content: Physiotherapy assessment and management approach to general surgery eg. Abdominal surgery, thoracic surgery; Obstetrics and Gynaecology (Ante-natal, perinatal and post-natal and gynaecological conditions) and the principles of assessment and management of specific conditions in the geriatric care. Application of the principles of Physiotherapy assessment, treatment and rehabilitation associated with these conditions will be emphasized. Neurology: Principles of physiotherapy assessments, treatment and rehabilitation for patients with disorders of the peripheral and central nervous systems, both medical and surgical in, adults and children.

Practicals: 20 hours of practicals will form part of the module as classroom teaching using case scenarios.

Assessment: Formative 60% + Summative 40% = Final mark. Formative: 2 Theory tests (80%) 2 group assignments (20%) Summative: 1 Theory examination (100%)

DP Requirement: Formative Assessment mark of 40%

Neuromusculoskeletal Physiotherapy

PHTH342 WY

(70L-10T-34P-0S-15H-15R-0F-10G-6A-15W-16C)

Prerequisite Modules: PHTH145, PHTH241, PHTH242

Corequisite:

Aim: The module provides students with a theoretical and practical framework of neuromusculoskeletal conditions. It covers the pathology, assessment and treatment of neuromusculoskeletal dysfunction of the upper and lower limbs using assessment and treatment techniques based on Maitland, Butler, Cyriax and McConnell.

Content: Aetiology and grading of neuromusculoskeletal injuries. Principles of treatment of neuromusculoskeletal injuries. Principles of physiotherapy management of fractures, dislocations, arthroplasties, and common soft tissue injuries. Introduction to vertebral and peripheral syndromes. Introduction to the Maitland and Mulligan concepts. Subjective and objective examination of the glenohumeral, elbow, wrist, hip, knee and ankle joints and introduction to neuropathic pain and clinical reasoning. Accessory and passive physiological movements for the glenohumeral, elbow, wrist, hip, knee and ankle joints (Maitland and other techniques) and. Selection and principles of application of selected passive accessory movements.

Practicals: 60 hours of practical teaching using clinical scenarios and case studies within the classroom

Assessment: Formative 60% + 40% summative = Total mark Formative: 2 Theory tests (70%) 1 Practical assessment (OSPE) (30%) Summative: 1 Theory examination (70%) 1 Practical examination (OSPE) (30%).

DP Requirement: Formative Assessment mark of 40%

Physiotherapy Clinical Practice, (Cardiopulm

PHTH343 WY

(0L-40T-40P-0S-0H-10R-135F-0G-15A-24W-24C)

Prerequisite Modules: PHTH142, PHTH145, PHTH241, PHTH252

Aim: To promote Physiotherapy clinical problem solving and organizational skills in Cardiopulmonary, Surgery, Paediatrics, Orthopaedics, Obstetrics and Gynaecological conditions. Students should be able to apply these skills in their Physiotherapy clinical practice.

Content: Pathology and Clinical practice in patients with Cardio-pulmonary, Surgery, Paediatrics, Orthopaedics, Obstetrics and Gynaecological conditions.

Assessment: Continuous assessment comprising of two direct clinical assessments (35% each) and two clinical competency marks of 15% each.

DP Requirement: Completion of mandatory clinical hours. Formative assessment mark of $\geq 40\%$

Physiotherapy Clinical Practice (Neurological)

PHTH345 WY

(0L-40T-40P-0S-0H-10R-135F-0G-15A-24W-24C)

Prerequisite Modules: PHTH145, PHTH241, PHTH252, PHTH243

Aim: To promote Physiotherapy problem solving clinical and organizational skills in Neurological conditions and Community Physiotherapy. Students must be able to apply these skills in their Physiotherapy clinical practice.

Content: Clinical practice in Neurology and Community Physiotherapy

Assessment: Continuous assessment comprising of two direct clinical assessments (35% each) and two clinical competency marks of 15% each.

DP Requirement: Completion of mandatory clinical hours. Formative assessment mark of $\geq 40\%$

Physiotherapy Clinical Practice A

PHTH400 WY

(0L-40T-40P-0S-0H-5R-200F-20G-15A-27W-32C)

Prerequisite Modules: PHTH343, PHTH345

Aim: This module develops students' skills in evaluating individuals, situations or a community in the context of the health system and their application of appropriate intervention skills in a curative, rehabilitative, preventative and promotive manner

Content: Supervised clinical practice with emphasis on cardiopulmonary and orthopaedic conditions

Assessment: Final Mark: Formative assessment (50%) + Summative assessment (50%). Formative: Two clinical examination marks of 35% each and two clinical competency marks of 15% each. Summative: One clinical examination (100%) – externally moderated A subminimum of 40% will apply to each component in the final exam

DP Requirement: Completion of mandatory clinical hours. Formative assessment mark of $\geq 40\%$

Physiotherapy Clinical Practice B

PHTH410 WY

(0L-40T-40P-0S-0H-5R-200F-20G-15A-27W-32C)

Prerequisite Modules: PHTH343, PHTH345

Aim: This module develops students' skills in evaluating individuals, situations or a community in the context of the health system and their application of appropriate intervention skills in a curative, rehabilitative, preventative and promotive manner

Content: Supervised clinical practice with emphasis on neurology and community development and rehabilitation

Assessment: Final Mark: Formative assessment (60%) + Summative assessment (40%). Formative: Two clinical examination marks of 35% each and two clinical competency marks of 15% each Summative: One clinical examination (100%) – externally moderated

DP Requirement: Completion of mandatory clinical hours. Formative assessment mark of $\geq 40\%$

Physiotherapy Research

PHTH445 WY

(50L-30T-0P-0S-57H-0R-180F-0G-3A-27W-32C)

Prerequisite Modules: HLSC340

Aim: At the end of this module students should be able to undertake a research project and communicate the findings in an oral and written form

Content: Choice of topic after feasibility tests. Preparation of proposal following guidelines. Collect and analyse data. Prepare final written manuscript for publication according to SAPSE journal guidelines. Oral presentation of findings.

Practicals: 180 hours of individual and group field trips in preparation for and during the data collection process

Assessment: Individual contribution and participation in the research process. Standardised assessment criteria are division-specific. Assessment of learners is based on individual contribution and participation in the research process.

The final year honours research projects will take the form of manuscript articles written for SAPSE journals. Formative Research proposal presentation marked by the external examiners will constitute the CAM. This will constitute 40% of the final mark. Summative Presentation of the research project will constitute 20% of the final mark. The oral presentation will be externally examined. Examination of the final write-up of a scientific paper will constitute 40% of the final mark. The final write-up will be examined by an external examiner. Final Mark = 40% proposal presentation (CAM) + 20% (oral presentation of research project) + 40% (marked written scientific paper). A research project that is assessed as unsatisfactory may be referred back once for revision and resubmission before the last day of examinations in that semester

DP Requirement: As per faculty rules.

POP Practice, Ethics & Practice Management 4

PHTH451 WY

(220L-0T-25P-0S-20H-23R-0F-18G-14A-30W-32C)

Prerequisite Modules: PHT341, PHTH342, HLSC311, HLSC332

Corequisite: None

Aim: This module develops the students' understanding of the different approaches to the physiotherapy management of: patients who are critically ill in ICU & high care; patients with neurological conditions as well as manual therapy in spinal conditions. This module covers key issues related to ethical professional practice and community and public health. Students will be introduced to clinical sciences within the field of orthopaedics, trauma and pharmacology.

Content: Orthopaedics, rheumatology, pharmacology, cardiopulmonary. Subjective examination, objective examination of the cervical, thoracic and lumbar spine. Physiotherapy management principles for vertebral and peripheral conditions. Physiotherapy for post-surgical spines. Neurodynamics and introduction to mobilization of the nervous system. Soft tissue concepts. Physiotherapy for paediatric and adult intensive care. Neurosurgical, cardiothoracic & trauma ICU. Adult and paediatric neurological rehab. The principles of practice management processes at institutional, public and private; community and other health care delivery sites. Professional Ethics and professional conduct as stipulated by the professional Board of Physiotherapy and HPCSA. The role of the Health Professions Council of South Africa and the Board of Physiotherapy. Human rights issues and related patient rights to professional practice. Community, public and occupational health.

Practicals: 77 hours of practical teaching within the classroom using clinical case scenarios and case studies

Assessment: Formative 50% + Summative 50% = Final mark Formative: 2 Theory tests (35% each) 1 Practical assessments (OSPE) (30%) Summative: 1 Theory examination (70%) 1 Practical examination (OSPE) (30%)

DP Requirement: Formative Assessment Course Mark of 40%

Plastic and Reconstructive Surgery

Plastic & Rec Surg Clinical & Prof. Prac 1

PLRS8A5 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: The main aim of this module is: To develop competence in sciences which underpin clinical practice in the discipline. To allow the student to attain an intermediate level of competency in the knowledge, skills and behaviours appropriate to effective clinical practice as a specialist, which will be developed further in Clinical and Professional Practice 2.

Content: Anatomy, physiology, pathology and pharmacology relevant to the practice of operative surgical care; Principles of surgical care common to all surgical disciplines, and of orthopaedic, neurosurgical, urological, plastic and general and cardiothoracic surgical care.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjected to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 1 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Primary Examination: Two 3-hour papers of MCQ and/or short written questions on basic sciences. Examination: One 3-hour consisting of essay and/or short questions on the principles of surgery in general and the principles of surgical speciality disciplines. A viva voce examination on each of the principles of surgery in general and the principles of surgical speciality disciplines. All components must be passed separately.

DP Requirement: 70% attendance at designated learning activities. Satisfactory completion of a portfolio and/or logbook.

Plastic & Rec Surg Clinical & Prof. Prac 2

PLRS8A6 MC

(20L-96T-0P-48S-288H-80R-36F-1910G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: PLRS8A5**Corequisite:** None**Aim:** The main aim of this module is: To allow the student to attain competency in the knowledge, skills and behaviours necessary for effective clinical practice as a specialist and thus render the student eligible for registration with the HPCSA in the specialist category.**Content:** The theory and practice of Plastic & Reconstructive Surgery including general surgery and the applied basic sciences, anatomy, physiology and pathology.**Practicals:** Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.**Assessment:** Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 2 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Two 3-hour papers. An oral examination on the theory and practise of plastic and reconstructive surgery. A clinical examination of short and long cases. The weighting of the examination as follows: Paper 1 – 15%; Paper 2 – 15 %; Oral – 20%; Long case – 20%; Short case – 30%. All components must be passed separately.**DP Requirement:** 70% attendance at designated learning activities; Satisfactory completion of a portfolio and/or logbook.**Research Methodology**

PMED801 MA HA WA

(0L-8T-0P-0S-96H-0R-0F-1G-55A-0W-16C)

Prerequisite Requirement: None**Prerequisite Modules:** None**Corequisite:** None**Aim:** Introduction to the process of research in order to equip students to draft their own research proposals, implement the proposal and write the research report.**Content:** Research process and research designs, populations and sampling, instrument selection and development, ethics of research, validity and reliability, data analysis, report writing.**Practicals:** None**Assessment:** Students have to produce a research proposal which is approved by the Leader of Research: School of Clinical Medicine and by the Biomedical Research Ethics committee. This is the only assessment done in the module.**DP Requirement:** None**Research Project**

PMED802 M0 H0 W0

(0L-0T-0P-10S-1565H-0R-0F-20G-45A-0W-164C)

Prerequisite Requirement: None**Prerequisite Modules:** PMED801**Corequisite:** None**Aim:** The module aims to facilitate independent completion of a research project under the guidance of a research supervisor on a relevant, current and contextual medical topics; and production of a research report in the form of a dissertation or a peer reviewed journal article for publishing in a SAPSE recognized journal.**Content:** Theoretical knowledge of research including (i) the scientific selection of an appropriate research topic, (ii) conducting a relevant literature review aligned to the research paradigm of choice; (iii) data collection (iv) data analysis and (v) write up of results and dissemination of research findings.**Practicals:** None**Assessment:** Research Project 100%.**DP Requirement:** A scientifically acceptable research proposal, which must be approved by Academic Leader Research and the relevant ethics committee of UKZN.

Paediatric Surgery

Paediatric Surgery C & P Practice 1

PSGY8A5 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Modules: None

Corequisite: None

Aim: The main aim of this module is: To develop competence in sciences which underpin clinical practice in the discipline; To allow the student to attain an intermediate level of competency in the knowledge, skills and behaviours appropriate to effective clinical practice as a specialist, which will be developed further in Clinical and Professional Practice 2.

Content: Anatomy, physiology, pathology and pharmacology relevant to the practice of operative surgical care; Principles of surgical care common to all surgical disciplines, and of orthopaedic, neurosurgical, urological, plastic, paediatric, general and cardiothoracic surgical care.

Practicals: None

Assessment: Formative: Students are subjected to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 1 and Intermediate examinations of the College of Paediatric Surgeons of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Part 1: Two 3-hour MCQ papers. Intermediate: Two 3-hour MCQ papers; Two viva voce examinations. Candidates to pass each component separately with a pass mark of 50%.

DP Requirement: 70% attendance at designated learning activities; Satisfactory completion of a portfolio and/or logbook.

Paediatric Surgery C & P Practice 2

PSGY8A6 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Modules: PSGY8A5

Corequisite: None

Aim: To allow the student to attain competency in the knowledge, skills and behaviours necessary for effective clinical practice as a specialist paediatric surgeon and thus render the student eligible for registration with the HPCSA in the specialist category.

Content: Anatomy, embryology, physiology, biochemistry, pathology and surgery of the newborn, infant and child; Prenatal and perinatal management of paediatric surgical diseases; Investigation and surgical management of congenital malformations and related surgical pathology; Management of benign and malignant tumours in children. Management of the infant or child subject to trauma: General principles of Orthopaedic, Thoracic, Maxillofacial, Neuro- and Plastic surgery as applied to the paediatric population; Gastro intestinal, hepatobiliary, pancreatic, splenic and abdominal wall conditions; Genito-urinary tract conditions; Inguino-scrotal region and intersex anomalies The principles of management and the role of surgery in malignant diseases; Pertinent gynaecologic, skin and subcutaneous, endocrine anomalies and conditions; Solid organ transplantation. Communication - Ethics and Consent, interpretation and evaluation of surgically relevant medical literature. Differing patterns of surgical disease, their natural histories and responses to treatment; Transportation of patients Trauma.

DP Requirement: As per faculty rules.

Psychiatry

Psychiatry Clinical & Prof Prac 1

PSYT8A5 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: To develop competence in the foundation sciences which underpin clinical practice in the discipline. To allow the student to attain an intermediate level of competency in the knowledge, skills and behaviours appropriate to effective clinical practice as a specialist, which will be developed further in Clinical and Professional Practice 2.

Content: Selected topics from the neuro-sciences (neuro-anatomy, neurophysiology, psychopharmacology), Behavioural sciences (psychology, social anthropology, sociology), Biostatistics and genetics, Service in an approved registrar's post under the guidance of staff from the Department of Psychiatry, Basic aspects of psychiatry.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 2 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Two 3-hour written paper including a written viva voce for each paper Paper 1 – general surgical and surgical pathology theoretical + viva voce Paper 2 – anatomy and operative surgery theoretical + viva voce Clinical cases, OSCE The weighting of the examination is: Paper 1 (including viva voce) – 25% Paper 2 (including viva voce) – 25%, Clinical cases – 30%, OSCE – 20%

DP Requirement: 70% attendance at designated learning activities. Satisfactory completion of a portfolio and/or logbook.

Psychiatry Clinical & Prof Prac 2

PSYT8A6 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: PSYT8A5

Corequisite: None

Aim: The main aim of this module is: To allow the student to attain competency in the knowledge, skills and behaviours necessary for effective clinical practice as a specialist and thus render the student eligible for registration with the HPCSA in the specialist category.

Content: General and special areas of psychiatry, psychopharmacology, psychotherapy, research methodology; Ethics in psychiatry; Clinical neurology with emphasis on neuropsychiatry.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 2 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Three 3-hour written papers; A clinical examination and OSCE; An oral examination. The weighting of the examination is: Written papers – 30% (10% each); Neuropsychiatry OSCE – 20%; Psychiatry long case – 30%; Psychiatry Oral – 20% Each component must be passed separately.

DP Requirement: 70% attendance at designated learning activities; Satisfactory completion of a portfolio and/or logbook.

Pulmonology and HIV

Paed Track : HIV/AIDS Rel Dis in Children

PULM801 MC

(56L-0T-14P-0S-90H-0R-0F-0G-0A-13W-16C)

Aim: To establish in the learner a sound knowledge of the clinical management of HIV disease in children with specific regard to its natural history, clinical manifestations, prevention and treatment. This module deals with the diagnosis and management of the total spectrum of HIV related diseases encountered in children

Content: • Diagnosis of HIV-related illnesses in children : a brief overview • Conditions of the respiratory system • Tuberculosis : HIV-TB interaction in children • Conditions of the neurological system • Conditions of the gastrointestinal system • Conditions of the lymph system • Conditions of the ear, nose and throat • Conditions of the mouth • Conditions of the skin • Fever • Prophylaxis and prevention of opportunistic infections • Diagnosis and management of HIV-related cancers • Clinical case studies

Assessment: EXAMINATION 100%

DP Requirement: As per College rule

Adult Track:HIV/AIDS Related Diseases

PULM8A1 MC

(0L-0T-0P-0S-160H-0R-0F-0G-0A-0W-16C)

Aim: This module will build on introductory module on clinical aspects of HIV in adults and give learners a sound knowledge of the clinical management of HIV disease in adults with specific regard to its natural history, clinical manifestations, prevention and treatment. It will also deal with the diagnosis and management of the total spectrum of HIV related diseases encountered in adults. Special attention will be given to all aspects of the diagnosis and management of TB.

Content: •Diagnosis of HIV-related illnesses in adults : a brief overview-Conditions of the respiratory system •Tuberculosis : HIV-TB interaction in adults-Conditions of the neurological system •Conditions of the gastrointestinal system-Conditions of the lymph system •Conditions of the ear, nose and throat-Conditions of the mouth-Conditions of the skin-Fever •Prophylaxis and prevention of opportunistic infections-Diagnosis and management of HIV-related cancers-Diagnosis of TB-Pathogenesis and natural history of TB-Management of TB •National TB control program-Management of HIV-TB co-infected patients-Clinical case studies

Assessment: Written examination 100%

DP Requirement: As per College rule

Antiretroviral Therapy in Adults**PULM8B1 MC**

(28L-10T-7P-0S-20H-0R-0F-0G-15A-13W-8C)

Prerequisite Requirement: None

Aim: This module will introduce to the learner the principles of antiretroviral drug usage in adults. It will build on the learners' knowledge and experience of HIV care and teach them the theoretical and practical application of antiretroviral drugs in adults.

Content: Models and core components of antiretroviral programmes for adults. Introduction to antiretroviral therapy in adults. Critical issues in antiretroviral therapy in adults. Drug side effects in adults.

Assessment: Written examination 100%

DP Requirement: Attendance of at least two-thirds of all lectures; passing all tests, and passing all assignments.

Antiretroviral Therapy in Children**PULM8C1 MC**

(56L-0T-4P-0S-60H-30R-10F-0G-3A-13W-16C)

Prerequisite Requirement: None

Aim: This module will build on the introductory module and give learners a sound knowledge of the principles of antiretroviral therapy in children. Further, it will equip the learner to manage children on antiretroviral therapy in an appropriate and rational manner.

Content: Targets and basic principles of HAART in children. Antiretroviral choices for children. Pharmacology of ARVs. Drug interactions and adverse drug reactions: side effects and toxicities. Pharmacovigilance - when to start ARV therapy in children. Changing regimens. Patient follow-up and monitoring of ARV therapy. Managing patients with multiple clinical problems. Drug adherence and strategies for compliance. Resistance. Clinical case studies.

Assessment: Case presentations (50%), written examination (50%).

DP Requirement: Attendance of at least two-thirds of all lectures and satisfactory case presentations.

Diag & Mgt of Sexually Transmitted Diseases**PULM8D1 MC**

(28L-10T-7P-0S-20H-15R-0F-0G-0A-13W-8C)

Prerequisite Requirement: None

Aim: This module will give learners a sound knowledge of the principles of management of sexually transmitted diseases (STDs) in adults, including diagnosis and treatment.

Content: Characteristics of microbes (bacteria, protozoa and viruses) that cause STIs. Principles and indications for point-of-care and classic laboratory tests in the diagnosis of STDs. Mode of activity, pharmacokinetics/pharmacodynamics and mechanisms of resistance of antimicrobial agents used for treatment of STDs. Treatment failure analysis. Non-drug components of syndromic management. Non-STI causes of STD symptomatology and their management or referral.

Assessment: WRITTEN EXAMINATION 100%

DP Requirement: Attend at least two-thirds of all lectures and deliver acceptable case presentations.

Intro to the Antiretroviral Thrpy in Children**PULM8E1 MC**

(28L-15T-7P-0S-15H-15R-0F-0G-0A-13W-8C)

Prerequisite Requirement: None

Aim: This module will introduce to the learner the principles of antiretroviral drug usage in children. It will build on the learners' knowledge and experience of HIV care and teach them the theoretical and practical application of antiretroviral drugs in children.

Content: Models and core components of antiretroviral programmes for children. Introduction to antiretroviral therapy in children. Critical issues in antiretroviral therapy in children. Drug side effects in children.

Assessment: Written examination 100%

DP Requirement: Attendance of at least two-thirds of all lectures; passing all tests, and passing all assignments.

Intro to Antiretroviral Therapy in Adults

PULM8F1 MC

(28L-15T-7P-0S-15H-15R-0F-0G-0A-13W-8C)

Prerequisite Requirement: None

Aim: This module will introduce to the learner the principles of antiretroviral drug usage in adults. It will build on the learners' knowledge and experience of HIV care and teach them the theoretical and practical application of antiretroviral drugs in adults.

Content: Models and core components of antiretroviral programmes for adults. Introduction to antiretroviral therapy in adults. Critical issues in antiretroviral therapy in adults. ARV Drug side effects in adults.

Assessment: Written examination 100%

DP Requirement: Attend at least two-thirds of lectures, do acceptable case presentations.

Intro to Diagnosis of HIV/AIDS

PULM8G1 MC

(28L-10T-7P-0S-20H-15R-0F-0G-0A-13W-8C)

Prerequisite Requirement: None

Aim: This module will give learners a sound knowledge of those aspects of Virology of HIV/AIDS which are necessary for an understanding of the origins, pathogenesis and diagnosis of HIV/AIDS. It will also seek to establish in the learner a sound knowledge of human immunological response to HIV/AIDS.

Content: Origins of HIV/AIDS: Virological perspectives. Origins of HIV/AIDS: Immunological perspectives. Virology of HIV. HIV pathogenesis. Immune response to HIV. Clinical and laboratory diagnosis of HIV. HIV vaccine development.

Assessment: Assignments (50%), written examination (50%)

DP Requirement: Attendance of at least two-thirds of all lectures; passing all tests, and passing all assignments.

Intro to Epidem,HIV/AIDS Programming

PULM8H1 MC

(28L-15T-5P-0S-15H-15R-0F-0G-2A-13W-8C)

Prerequisite Requirement: None

Aim: This module will teach an understanding of those aspects of epidemiology of HIV/AIDS which are necessary for an understanding of the clinical management of HIV/AIDS. It will also provide students with a sound knowledge of control of HIV/AIDS by providing an understanding of transmission of the disease and strategies to promote prevention and control

Content: Global Epidemiology of HIV/AIDS, HIV/AIDS surveillance, sexual transmission of HIV infection, prevention of HIV transmission, mother-to-child transmission, Aids control programme planning, the continuum of care – prevention, treatment and care. Access to testing, prevention, treatment and care. Models of HIV service delivery, including HAART. Models for prevention. Social and political context of HIV/AIDS. Health management related to HIV/AIDS.

Assessment: Assignments (50%), written examination (50%).

DP Requirement: Attendance of at least two-thirds of all lectures; passing all tests, and passing all assignments.

Intro to the Clin Aspects of Adult HIV/AIDS

PULM8I1 MC

(20L-20T-15P-0S-15H-10R-0F-0G-0A-13W-8C)

Prerequisite Requirement: None

Aim: To establish in the learner a sound knowledge of the clinical management of HIV disease with specific regard to its natural history, clinical manifestations, prevention and treatment.

Content: Natural history of HIV disease and AIDS case definitions. Clinical manifestations of HIV disease. Treatment of opportunistic infections. Prevention of opportunistic infections. Anti-retroviral therapy. Tumours in HIV. HIV in children.

Assessment: WRITTEN EXAMINATION 100%

DP Requirement: Attend at least two-thirds of all lectures, make acceptable case presentations.

Intro to the Clin Aspects of Paed HIV/AIDS

PULM8J1 MC

(28L-0T-7P-0S-15H-15R-0F-0G-15A-13W-8C)

Prerequisite Requirement: None**Aim:** This module will teach an understanding of the clinical management of HIV disease in children with specific regard to its natural history, clinical manifestations, prevention and treatment.**Content:** Natural History of HIV Disease and AIDS Case Definitions in Children. Clinical manifestations of HIV disease in children. Treatment of opportunistic infections in children. Prevention of opportunistic infections in children. Anti-retroviral therapy in children. Childhood tumours in HIV**Assessment:** Written examination 100%**DP Requirement:** Attendance of at least two-thirds of all lectures; passing all tests, and passing all assignments.**Introduction to Medical Bioethics**

PULM8K1 MC

(35L-10T-0P-0S-20H-0R-0F-0G-15A-13W-8C)

Prerequisite Requirement: None**Aim:** This module will introduce to the learner the history and principles of Bio-ethics in the field of HIV/AIDS. Practical issues related to rationalisation of care and ethics issues related to research on HIV/AIDS in sub-Saharan Africa will be covered.**Content:** History and background to ethics. History of medical bio-ethics and human rights. Practical issues in HIV management: Death certificates, disclosure, consent. The doctor-patient relationship. Managing risk. Autonomy vs beneficence. Ethics, the law, and research. Legal issues in HIV/AIDS management and health programming. Decision-making using an ethical framework. Making bio-ethics relevant to one's practice.**Assessment:** Written examination 100%**DP Requirement:** Attend at least two-thirds of lectures and do acceptable case presentations.**Managing HIV/AIDS Infection in Women**

PULM8L1 MC

(28L-10T-7P-0S-10H-10R-0F-0G-15A-13W-8C)

Prerequisite Requirement: None**Aim:** This module will provide students with in depth knowledge of HIV infection with regards to women's health issues, in particular, the care during pregnancy and puerperium. It will also provide students with clinical exposure to HIV/AIDS problems related to women**Content:** Epidemiology and natural history of HIV infection in women. HIV in pregnancy - risk factors for and prevention of mother to child transmission, use of ARV for maternal health benefit, obstetric care. HIV and reproductive health - sexually transmitted infections, contraception, cancers. The prevention of mother to child transmission**Assessment:** Written examination 100%**DP Requirement:** Attendance of at least two-thirds of all lectures; passing all tests, and passing all assignments.**Special Issues of HIV/AIDS**

PULM8M1 MC

(56L-0T-4P-0S-60H-30R-10F-0G-3A-13W-16C)

Prerequisite Requirement: None**Aim:** This module will teach an understanding of the natural history, diagnosis and management of pathological processes peculiar to HIV, including TB and STDs. It will also introduce students to the management of HIV in pregnancy, including MTCT prevention. The module will further teach an understanding of post-exposure prophylaxis with special reference to health workers, and introduce learners to complementary and alternative treatment options.**Content:** Tuberculosis. Sexually transmitted infections. Pregnancy, MTCT and HIV in women. Occupational exposure. Post-exposure prophylaxis. Caring for carers. Nutrition. Traditional, complementary and alternative medicine.**Assessment:** Case presentations (50%), examination (50%).**DP Requirement:** Attend at least two-thirds of all lectures, make acceptable case presentations.**Palliative Care**

PULM8N1 MC

(30L-5T-0P-0S-15H-15R-0F-0G-15A-13W-8C)

Prerequisite Requirement: None**Aim:** To provide increased knowledge of correct clinical management of end-of-life care for patients with HIV/AIDS, and to encourage health professionals to play a role in providing comprehensive end-of-life care through improving their

understanding of nutritional, psychological, social, ethical and legal issues. By discussing models of community-based palliative care, to emphasise the principles of: the clinical criteria for commencement of palliative care; referral for community based care; team work; and holistic approaches.

Content: Palliative Care, nutrition, community Based Care.

Assessment: WRITTEN EXAMINATION 100%

DP Requirement: Attendance of all scheduled meetings unless excused, completion of all assignments.

Paed Track: HIV/AIDS Rel Dis in Children

PULM801

(15L-15T-0P-15S-110H-0R-0F-0G-5A-15W-16C)

Prerequisite Requirement: None

Aim: This module will build on the introductory module and give learners a sound knowledge of the clinical management of HIV disease in children with specific regard to its natural history, clinical manifestations, prevention and treatment. It will also deal with the diagnosis and management of the total spectrum of HIV-related diseases encountered in children.

Content: Diagnosis of HIV-related illnesses in children: a brief overview. Conditions of the respiratory system in children. Tuberculosis: HIV-TB interaction in children. Conditions of the neurological system in children. Conditions of the gastrointestinal system in children. Conditions of the lymph system in children. Conditions of the ear, nose and throat in children. Conditions of the mouth in children. Conditions of the skin in children. Fever in children. Prophylaxis and prevention of opportunistic infections in children. Diagnosis and management of HIV-related cancers in children. Clinical case studies in children.

Assessment: Case presentations (50%), written examination (50%).

DP Requirement: Attendance of at least two-thirds of all lectures; satisfactory case presentations.

Radiology

Radiology Clinical & Prof Prac 1

RADI8A5 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: The main aim of this module is: To develop competence in sciences which underpin clinical practice in the discipline. To allow the student to attain an intermediate level of competency in the knowledge, skills and behaviours appropriate to effective clinical practice as a specialist, which will be developed further in Clinical and Professional Practice 2.

Content: Basic sciences underpinning radiology, medical physics, radiation physics, radiation anatomy; Medical imaging Radiological and imaging techniques.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 1 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: One 3-hour written paper for radiation physics (50%) Two or Three spot tests for Imaging Anatomy (50%) Each component must be passed separately.

DP Requirement: 70% attendance at designated learning activities. Satisfactory completion of a portfolio and/or logbook.

Radiology Clinical & Prof Prac 2

RADI8A6 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: RADI8A5

Corequisite: None

Aim: The main aim of this module is: To allow the student to attain competency in the knowledge, skills and behaviours necessary for effective clinical practice as a specialist and thus render the student eligible for registration with the HPCSA in the specialist category.

Content: Theoretical and practical diagnostic radiology, nuclear medicine and emerging technologies in the field; Clinical medical practice and pathology as applied to diagnostic radiology.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 2 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Three 3-hour written papers; Case reporting examination; Oral examination (2 sessions). The weighting of the examination is: Written – 25%; Reporting – 25%; Oral A – 25%; Oral B – 25% Each component must be passed separately.

DP Requirement: 70% attendance at designated learning activities. Satisfactory completion of a portfolio and/or logbook.

Radiotherapy and Oncology

Radiotherapy & Oncol Clinical & Prof Prac 1

RTPY8A6 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: The main aim of this module is: To develop competence in the foundation sciences which underpin clinical practice in the discipline. To allow the student to attain an intermediate level of competency in the knowledge, skills and behaviours appropriate to effective clinical practice as a specialist, which will be developed further in Clinical and Professional Practice 2.

Content: The theory and practice of radiotherapy and chemotherapy, and related medicine, surgery and gynaecology.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 1 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Three written papers as follows: Paper 1 – Physics (3hours); Paper 2 – Radiobiology and cancer biology (3hours); Paper 3 – Applied anatomy (2hours). Each paper must be passed separately.

DP Requirement: 70% attendance at designated learning activities. Satisfactory completion of a portfolio and/or logbook.

Radiotherapy & Oncol Clinical & Prof Prac 2

RTPY8A7 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: RTPY8A6

Corequisite: None

Aim: The main aim of this module is: To allow the student to attain competency in the knowledge, skills and behaviours necessary for effective clinical practice as a specialist and thus render the student eligible for registration with the HPCSA in the specialist category.

Content: The theory and practice of radiotherapy and chemotherapy, and related medicine, surgery and gynaecology.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 2 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Three 3-hour written papers; Viva voce examination; Practical examination (OSCE). Each component needs to be passed separately.

DP Requirement: 70% attendance at designated learning activities. Satisfactory completion of a portfolio and/or logbook.

Sport Science

Elements of Human Anatomy

SSBR112 W2

(30L-10T-9P-0S-46H-54R-0F-9G-2A-13W-16C)

Aim: To introduce students to the basic concepts of human anatomy. This module is critical to the (1) understanding of how the structures of the body are designed to work in an integrated manner in sport and exercise (2) understanding of sport injuries and the rehabilitation thereof. (3) designing of exercise programmes.

Content: A general introduction to the structure of tissues and the different types of connective tissue. The skeletal system: bone types, functions, structure of joints and the classification thereof. Muscular systems: structure and organization of skeletal muscles tissue and the description of major muscles in the body. The above content covers aspects related to the sport science student specifically, as a huge focus is on the musculoskeletal system and its functioning. There is integration between theoretical and practical aspects during study on the muscular system. To have a clearer understanding of the muscles origins, insertions and actions, exercises that engage the muscles asprime movers are presented by learners.

Assessment: Formative Assessment Tasks 2 x one hour tests (each test contributes 40% to CAM) multiple-choice, short questions and diagrams. Sections to be covered in the test will be given in class 1 x powerpoint presentation on a designated muscle from the muscular system or an exercise relating to the muscles (20% to CAM) Information to be presented on the powerpoint and a including video clips of the exercises engaging that muscles. Topics, details and aspects to be covered on the powerpoint will be explained in class. All other details pertaining to assessments will be explained in class. Summative Assessment 1 x 2 hour examination paper. A portion of the examination paper will comprise of multiple-choice questions. The other portion will comprise of short questions and diagrams. Calculation of marks. Test 1 and Test 2 =40% each towards CAM. Powerpoint presentation = 20% towards CAM. The CAM contributes 40% to the final mark for the module (Formative Assessment). The exam contributes 60% to the final mark (Summative Assessment). A subminimum of 40% will apply to all components of the exam.

DP Requirement: A 75% attendance of lectures and practical classes and a continuous mark (CAM) of at least 40% is required for a student to qualify for a DP. Biology as a matriculation subject provides a good foundation for this module.

Principles of Coaching & Conditioning

SSBR113 W1

(54L-17T-26P-10S-28H-13R-10F-0G-2A-13W-16C)

Aim: This module is designed to equip students with the theoretical and practical principles that underpin conditioning practices. During this module, students will develop the necessary knowledge and skills relating to basic conditioning principles, as well as a range of training and exercise testing modalities. Also, students will learn theoretical and practical principles relating to physical performance enhancement in sport and exercise.

Content: Theoretical sports conditioning principles; Practical application of sport conditioning in real-time; Basic conditioning practices relating to Sports participation and performance; and Application of Sports conditioning and measurement principles

Practicals: 20 hours of Strength and Conditioning Demonstrations and Experience in the Discipline of Sport Science Health and Fitness Facility.

Assessment: Formative Assessment Tasks used in the computation of CAM mark: Theory or online tests/ quizzes (30%) + Group POE (30%) + Oral Presentations + Practical test (20%) = 100%. Summative assessment: 1 x 2-hour exam paper 100 marks. Short questions, the definition of terms, calculations, and Essay questions. The CAM contributes 40% to the final mark for the module (Formative Assessment). The exam contributes 60% to the final mark (Summative Assessment). A final mark of 50% is required to gain credit for the module.

DP Requirement: A 75% attendance of lectures and practical classes and a continuous mark (CAM) of at least 40% is required for a student to qualify for a DP

Kinesiology & Health Education

SSBR114 2

(54L-17T-26P-10S-28H-13R-10F-0G-2A-13W-16C)

Aim: : Kinesiology: To introduce students to the basic concepts of kinesiology. This module is critical to 1) Understanding the scientific movement of the body 2) Understanding sports injuries and the rehabilitation thereof 3) Designing exercise programs. This module further aims to demonstrate the link to the above aspects related to human performance as well as health and wellness. Health Education: To provide opportunities to develop competency in the subject areas of Health.

Health Education orientates health risks and hazards beyond the sports field but includes general scenarios empowering them with preventative solutions.

Content: Kinesiology focuses on the movement patterns, the different joints of the human body, the possible effects of abnormal movement, as well as methods of body movement in the relation to the prevention of injury. Health Education focuses on current global health concerns & accurate methods to assess these concerns; Preventative health strategies and solutions

Assessment: Formative assessment: Theory tests (50%) (Kinesiology will contribute 25% and Health Education 25%), Assignments (30%) (Each will contribute 15%), and Practical test (20%). Summative assessments: 1 x 2-hour exam paper 100 marks. Short questions and Essay questions. The CAM contributes 40% to the final mark for the module (Formative Assessment) • The exam contributes 60% to the final mark (Summative Assessment) • A final mark of 50% is required to gain credit for the module.

DP Requirement: A 75% attendance of lectures and practical classes and a continuous mark (CAM) of at least 40% is required for a student to qualify for a DP..

Practical Component

SSBR115 W1

(0L-10T-30P-0S-16H-8R-0F-0G-16A-15W-8C)

Aim: Aquatics Learners will be introduced to different swimming styles and aquatics exercise techniques. Conditioning To introduce the students to the basic tenets of scientific conditioning techniques for sport and the general population groups in a practical scenario Softball Learning and playing aspects of softball with training regimes added in extending knowledge towards the game.

Content: Aquatics Freestyle, Treading, Backstroke and Breast stroke and correct breathing techniques, and basic aqua-exercise. Advanced swimmers will work on conditioning and distance swimming. Conditioning Important principles for exercise prescription, fitness testing, science of warm-up & cool-down, fundamental movements, aerobic training, anaerobic training, speed (introductory level) and agility (introductory level). Practical application of all the above mentioned principles, periodization, hazardous exercise. This is carried over from the theory lectures of principles of coaching and conditioning and progression is a key. Softball Prescription, testing and exercise training with the different positions of the game.

Assessment: Continuous assessment with attendance of 100% at all lessons. A 40% subminimum for each formative assessment component shall apply. All other information pertaining to assessments will be explained in class.

DP Requirement: None

Practical Component

SSBR116 W2

(6L-10T-30P-0S-13H-5R-0F-0G-16A-15W-8C)

Aim: Netball: To teach students basic skills and coaching techniques of netball Soccer: Students will be introduced to the rules of the game, as well as concepts of tactical play, and principles of conditioning and skills acquisition Conditioning: To introduce the students to the basic tenets of scientific conditioning techniques for sport and the general population groups in a practical scenario

Content: Netball • Theoretical and practical knowledge of sport codes. • Basic skills and techniques of sport codes. • Coaching and conditioning for various sports. Soccer • The rules of the game • Basic tactics including formations • Comprehensive conditioning protocols • Biomechanics of the kicking action Conditioning: Important principles for exercise prescription, fitness testing, flexibility aerobic training progressions, anaerobic training progressions, speed progressions (basic level), agility progressions (basic level). Practical application of all the above mentioned principles, periodization, hazardous exercise. This is carried over from the theory lectures of principles of coaching and conditioning and progression is a key.

Assessment: Assessment: Continuous Assessment: 6 x Formative assessments: Netball (20%) + Soccer (20%) + Conditioning (40%) + Portfolio of Evidence (20%) =100%

Continuous assessment with attendance of 100% at all lessons. A 40% subminimum for each formative assessment component shall apply. All other information pertaining to assessments will be explained in class.

DP Requirement: None

Evaluation, Statistics & Measurement of Sport

SSBR211 W1

(39L-4T-9P-0S-47H-50R-0F-0G-2A-13W-16C)

Aim: : To provide students with a basic comprehension of selected testing protocols, equipment usage, related norms, and basic statistical concepts. To equip the student with the necessary statistical tools to analyse fitness assessments. This module affords the student insight into the profession of Sports Science.

Content: Measurements & Evaluation: Evaluation of physical performance & individual physiological characteristics; Fitness components; Fitness tests; and Relevant fitness norms. Statistics: Measurement, statistics, and research; Percentiles; Normal curve; Z scores; Standard scores; and Organising and displaying data

Assessment: Formative Assessment Tasks used in the computation of CAM mark: : Theory or online tests/ quizzes (40%) + Journal presentation (20%) + Group POE (20%) + Practical test/ video calling (20%) = 100% Summative Assessment: 1 x 2½ hour exam paper 100 marks. Calculation of marks • The CAM contributes 40% to the final mark for the module (Formative Assessment) • The exam contributes 60% to the final mark (Summative Assessment) • A final mark of 50% is required to gain credit for the module.

DP Requirement: A 75% attendance of lectures and practical classes and a continuous mark (CAM) of at least 40% is required for a student to qualify for a DP.

Biomechanical Principles of Sport Science

SSBR213 W1

(36L-3T-14P-3S-57H-40R-0F-5G-2A-13W-16C)

Aim: Introduce the student to the analysis of sporting activities. Along with Kinesiology & Anatomy it forms the foundation to sport performance and injuries. It is vitally important for the learner to analyze human movement.

Content: Basic introductory concepts and forms of human motion. Linear and angular kinematics. Linear and angular kinetics. The application of Newton's Laws of Motion. Fluid Mechanics. Analysis of selected physical activities and sport skills. Concepts are applied in practical case-study contexts, including problem-solving through mathematical equations and calculations.

Assessment: Formative Assessment Tasks Orthopaedic rehabilitation 2 x tests and/or electronic on-line quizzes (each counting 70% towards CAM) 1 x Poster (sport specific- counting for the remaining 40% of CAM) All other information pertaining to assessments will be explained in class. Summative Assessment. 1 x 2 hour exam paper 100 marks The questions will be in the form of short questions, defining terms and an in depth analysis of certain movements. Calculation of marks • The CAM contributes 40% to the final mark for the module (Formative Assessment) • The exam contributes 60% to the final mark (Summative Assessment) • A final mark of 50% is required to gain credit for the module. A 40% subminimum for the exam or component of the exam shall apply.

DP Requirement: A 75% attendance of lectures and practical classes and a continuous assessment mark (CAM) of at least 40% is required for a student to qualify for a DP.

Practical Component level 2A

SSBR215 W1

(0L-10T-30P-0S-16H-8R-0F-0G-16A-15W-8C)

Aim: To introduce the students to the basic principles of scientific conditioning techniques for sport and the general population groups in a practical scenarios. Acquisition of sport skills and fitness coaching techniques for selected codes of sport.

Content: Aquatics: Learners will use and create drills to improve technique as well as for conditioning for sprint or endurance swimmers. An element of water games/activities will be introduced with regards to conditioning of athletes or recreational activities for the different populations. Conditioning: Important principles for exercise prescription, fitness testing, science of strength training, power training, speed power, endurance, agility and flexibility. Practical application of all the above mentioned principles, periodisation, hazardous exercise. This is carried over from the 1st year of studies and progression is key. . Volleyball: The acquisition of sports skills and fitness coaching techniques for volleyball.

Assessment: Continuous assessment with attendance of 100% at all lessons. A 40% subminimum for each formative assessment component shall apply. All other information pertaining to assessments will be explained in class.

DP Requirement: None

Practical Component level 2B

SSBR216 W2

(0L-10T-30P-0S-16H-8R-0F-0G-16A-15W-8C)

Aim: Conditioning: To introduce the students to the basic tenets of scientific conditioning techniques for sport and the general population groups in a practical scenario Rugby: Acquisition of sports skills and fitness coaching techniques for rugby.

Content: Conditioning: Important principles for exercise prescription, fitness testing, science of strength training, power training, speed power, endurance agility and flexibility. Practical application of all the above mentioned principles, periodisation, hazardous exercise. This is carried over from the 1st year of studies and progression is a key. Rugby: Theoretical knowledge and a practical "hands-on" experience of rugby. Coaching and conditioning of rugby will be included

Assessment :Continuous assessment with attendance of 100% at all lessons. A 40% subminimum for each formative assessment component shall apply. All other information pertaining to assessments will be explained in class.

DP Requirement: None

Ethics in Sport and Recreation

SSBR218 W2

(39L-10T-0P-3S-65H-19R-0F-10G-14A-13W-16C)

Prerequisite Requirement: None

Aim: The purpose of this module is to provide the students with an understanding of moral and ethical issues confronting sport and recreation professionals in contemporary society by providing them with a philosophical background to deal with a changing environment within the legal framework of South Africa.

Content: Students will be introduced to the philosophical perspectives of moral and ethical reasoning and its application to promoting Sport and Recreation in a professional manner within the legal framework of South Africa.

Assessment: CAM 40% is made up of the following assessments: 2 Tests; test 1 (25%), test 2 (25%) these will be written tests of 40 minute duration, 1 Assignment (25%) this will be a group assignment; 4 case studies (25%) – students will be given different topics based on covered lecture topics and they will be required to prepare short 5 minutes presentations in groups or individually and write mini-tests in class. Final Exam mark 60% based on one 2 hour written examination A 40% subminimum for the exam or component of the exam shall apply.

DP Requirement: A duly performed certificate will be issued based on a CAM of 40% which is constituted from the assessments completed during the semester and 75% Attendance of lectures attended

Intro to Recreation and Leisure Studies

SSBR221 W1

(39L-10T-0P-3S-65H-19R-0F-10G-14A-13W-16C)

Aim: The purpose of this module is to provide a conceptual foundation in recreation and leisure services with the focus on the promotion of healthy lifestyles in the community. This module provides the student with the knowledge and skills to understand the diverse benefits of recreation programs and the need to provide leisure time opportunities for all communities and across the lifespan for individuals. Recreation and leisure are recognised as an important intervention in providing primary health care alternatives to improve the health and wellbeing

Content: The significance of play, recreation, and leisure in contemporary society and throughout the lifespan of an individual. Recreation programming and the benefits of recreation. The interrelationship between leisure behavior and the natural environment. Sustainable development of leisure and tourism. History and development of the profession and professional associations, current issues and trends in the profession.

Assessment: Formative assessment : 2x 45 minute tests (50 %), 1 Assignment presentation (20%) and 1 project (30%). All other details pertaining to assessments will be explained in class. Summative assessment : 1x2 hour Exam paper. The CAM contributes 40% and the final examination mark is 60%. To qualify for supplementary examination a student must achieve a minimum of 40% in the final examination.

DP Requirement: 75% of attendance of lectures (10%), tests (50), Assignment (10%) and project (30%)

Applied Exercise Physiology

SSBR233 W2

(39L-26T-21P-0S-40H-10R-0F-14G-10A-13W-16C)

Prerequisite Requirement: HPHS111,HPHS112

Prerequisite Modules: HPHS111,HPHS112

Aim: To provide the learner with sound scientific knowledge regarding exercise physiology and its application to sport performance and health promotion.

Content: Cardio-respiratory, vascular and skeletal muscle physiology. Adaptations in these systems to acute and chronic aerobic, anaerobic and resistance training. Effect of exercise on the endocrine system. Effect of the environment (altitude, hot and cold) on exercising individuals, including adaptation to these environments. Understanding physiological responses to exercise in children, gender differences and with ageing. Understanding the use of exercise and physical activity for the prevention and treatment of cardiovascular disease, chronic obstructive pulmonary disease, obesity, diabetes and the metabolic syndrome.

Practicals: Students will participate in 4 laboratory practicals where they will be trained in basic exercise physiology techniques and in the use of basic exercise physiology analysis equipment.

Assessment: Formative Assessment: 2 x 60 minute tests (50 marks each), 4 laboratory reports (50 marks each), Summative assessment: 1 x 2 hour paper. Calculation of marks: 2 tests adding 60% towards cumulative assessment mark (CAM), 4 x laboratory reports adding 40% towards CAM will be used to calculate the DP (formative assessment). Final mark: 40 % DP and 60 % exam. A 40% subminimum for the exam or component of the exam shall apply.

DP Requirement: 75% attendance of lectures and practical classes 40% of CAM.

Kinanthropometry & Nutr. for Sport & Health

SSBR234 W2

(44L-6T-18P-0S-47H-10R-0F-21G-14A-13W-16C)

Prerequisite Requirement: DP in SSBR112

Aim: This module aims to provide opportunities to develop competency in the subject areas of kinanthropometry and nutrition for sport and health. These two subject areas are grouped as they are closely linked in the practice of sport and exercise science. Kinanthropometry is the study of human body size, shape and form and how these characteristics relate to human movement and sporting performance. Nutrition orientates sports nutrition and equips students with knowledge and skills relating to basic nutritional guidelines for training and performance.

Content: Kinanthropometry focuses on human body composition, somatotyping and physical growth and performance. Nutrition focuses on nutrition for fitness and sport, energy systems, and nutrient timing.

Practicals: Practical laboratory work will be performed in the Human Performance Laboratory and Biokinetics Clinic using the appropriate kinanthropometry testing equipment as well as nutritional/dietary analysis.

Assessment: Formative Assessment Tasks used in the computation of CAM mark: Theory or online tests/ quizzes (30%) + Group POE (30%) + Oral Presentations (20%) + Practical test (20%) = 100%. Summative Assessment. 1 x 2-hour exam paper 100 marks. Calculation of marks • The CAM contributes 40% to the final mark for the module (Formative Assessment) • The exam contributes 60% to the final mark (Summative Assessment) • A final mark of 50% is required to gain credit for the module.

DP Requirement: A 75% attendance of lectures and practical classes and a continuous assessment mark (CAM) of at least 40% is required for a student to qualify for a DP.

Exercise Biochemistry

SSBR304 W2

(39L-30T-26P-10S-29H-14R-10F-0G-2A-15W-16C)

Prerequisite Requirement: SSBR233

Prerequisite Modules: SSBR233

Aim: The aims of this module are for the student to: 1) understand the biochemical pathways involved in metabolism of carbohydrate, fat and protein; 2) understand how exercise affects metabolism from a whole body level to a tissue, cellular and molecular level

Content: This module will examine the ways in which energy metabolism is regulated during different types of physical activity and the factors limiting energy provision. The module is concerned with the hormonal and metabolic responses to exercise, and how these are influenced by factors such as exercise intensity, training and diet. It provides a biochemical basis for the understanding of the causes of fatigue, the regulation of energy metabolism during exercise, the influence of nutrition, drugs, dietary supplementation and ergogenic aids on exercise performance, adaptation to training and the potential health benefits associated with a more active lifestyle. It also covers the cytokine responses to exercise and the applications of molecular biology techniques that have improved our understanding of the mechanisms of adaptation to training.

Assessment: Formative Assessment: 2 tests, 1 assignment and 1 presentation, Summative assessment: 1 x 3 hour paper. Calculation of marks: 2 tests adding 50% towards cumulative assessment mark (CAM), 1 assignment 25% and 1 presentation 25% towards CAM will be used to calculate the DP (formative assessment). Final mark: 40 % DP and 60 % exam. A 40% subminimum for the exam or component of the exam shall apply.

DP Requirement: A 75% attendance of lectures and practical classes and a continuous assessment mark (CAM) of at least 40% is required for a student to qualify for a DP.

Sport Psychology

SSBR311 W1

(40L-11T-30P-0S-27H-30R-0F-20G-2A-13W-16C)

Aim: Sport Psychology is an important aspect of the programme. It helps the student in understanding mental skill training, helps with performance enhancement techniques, helps in overcoming psychological problems and gives and understanding of motor learning and variables that may affect motor learning.

Content: A study of the theoretical basis for Sport Psychology. Mental Skill Training. Performance enhancement techniques. Psychological problems. Nature of Motor Learning. Learning variables which may affect Motor Learning. Learning situations and their effect on Motor Skill Acquisition.

Assessment: Formative Assessment Tasks used in the computation of CAM mark: 2 x theory tests (70%), assignment (20%), and Practical tasks (10%). Guidelines: Summative Assessment. 1 x 3 hour exam paper 100 marks. Calculation of marks • The CAM contributes 40% to the final mark for the module (Formative Assessment) • The exam contributes 60% to the final mark (Summative Assessment) • A final mark of 50% is required to gain credit for the module.

DP Requirement: A 75% attendance of lectures and practical classes and a continuous assessment mark (CAM) of at least 40% is required for a student to qualify for a DP.

Recreation

SSBR312 W1

(39L-10T-10P-0S-10H-29R-40F-20G-2A-13W-16C)

Aim: To provide the student with a sound fundamental knowledge of Recreation, Play and Leisure and the management of leisure services for community development, health and wellbeing. Health benefits and physical activity are aligned with sustainable development and environmental stewardship for the preservation of open space

Content: The historical and philosophical perspectives of Recreation, Play and Leisure. Management of Community Recreation programs and services on community development, improved and healthy lifestyles in Modern Society. This module will highlight the importance of a sustainable environment to ensure healthy living.

Assessment: Formative Assessment Tasks • Tests(50%) + Assignment(25%) + Case Study (25%) • All details pertaining to assessments will be explained in class. Summative Assessment. 1 x 3 hour Exam Paper Application and Essay type questions Calculation of marks • The CAM contributes 40% to the final mark for the module (Formative Assessment) • The exam contributes 60% to the final mark (Summative Assessment.) A subminimum of 40% will apply to each component of the exam. Two tests : Test 1=25% and Test 2 =25% . Assignments =15% and Seminar Presentation =10%. Five case studies=25%

DP Requirement: A 75% attendance of lectures and practical classes and a continuous assessment mark (CAM) of at least 40% is required for a student to qualify for a DP

Rehabilitation Science

SSBR314 W2

(39L-30T-26P-8S-27H-10R-10F-7G-3A-13W-16C)

Aim: To introduce the student to the basic tenets of rehabilitation. It is extremely important for the learner as it provides him/her with a holistic approach to rehabilitation. The rehabilitation of injuries forms a focal point for biokinetics.

Content: Phases of healing, aqua therapy, isokinetic evaluation, flexibility, plyometrics, muscular strength and endurance, principles of diagnosis, supplementary modalities and functional rehabilitation. The content is continually updated and there is an emphasis on applying the theory in a practical manner. This forms a solid foundation for post-graduate work in the biokinetic field.

Assessment: Formative Assessment Tasks Test 1 (35% of CAM) Test 2 (35% of CAM) Assignment/ Practical (30% of CAM) Summative Assessment. 1 x 3 hour exam paper Case studies and short questions • The CAM contributes 40% to the final mark for the module (Formative Assessment) • The exam contributes 60% to the final mark (Summative Assessment) A 40% subminimum for the exam, or component of the exam shall apply. All other information pertaining to assessments will be explained in class

DP Requirement: A 75% attendance of lectures and practical classes and a continuous assessment mark (CAM) of at least 40% is required for a student to qualify for a DP.

Practical Component

SSBR315 W1

(0L-20T-60P-0S-32H-16R-0F-0G-32A-15W-16C)

Aim: Acquisition of sports skills and fitness coaching techniques for selected codes of sport. Introduce the learner to basic and more advanced scientific conditioning techniques for aquatics and cricket. Conditioning The student will be facilitated in researching techniques for conditioning athletes involved in specific sporting codes, and will be required to apply previously learnt principles of conditioning to specific sporting codes. The student will be exposed to the gym environment and learn the correct usage of equipment and to set functional programs for various athletes.

Content: Theoretical knowledge of sports codes. Practical, "hands-on" experience of various sporting codes. Coaching and conditioning for various sports.

Assessment: Continuous assessment with attendance of 100% at all lessons. A 40% subminimum for each formative assessment component shall apply. All other information pertaining to assessments will be explained in class.

DP Requirement: None

Practical Component

SSBR316 W2

(0L-20T-60P-0S-32H-16R-0F-0G-32A-15W-16C)

Aim: Theoretical knowledge and practical experience of group fitness activities. Practical, 'hands-on' experience of various activities like kettle bell, pilates and yoga. Principles of strength and conditioning previously learnt will be applied to specific sporting activities. The student will be able to design advanced strength-training programs including plyometrics, full-season conditioning and training for special population groups, eg children and the elderly

Content: Group Exercise Fitness: Acquisition of basic movement skills and advanced strength and conditioning techniques for group exercise classes. Conditioning: Acquisition of sports skills and coaching techniques for selected codes of sport. The student will be exposed to the gym environment and learn the correct usage of equipment and to set functional programs for various athletes.

Assessment: Continuous assessment with attendance of 100% at all lessons. A 40% subminimum for each formative assessment component shall apply. All other information pertaining to assessments will be explained in class.

DP Requirement: None

Recreation Services and Disabilities

SSBR317 W1

(44L-5T-39P-0S-45H-10R-0F-0G-17A-13W-16C)

Prerequisite Requirement: None

Aim: The aim of the module is to develop an understanding of people with disabilities and how recreation and leisure services contribute to the overall improvement in functioning and quality of life of the individual.

Content: The module includes a philosophical and historical background into disabilities and focuses on recreation service delivery issues and trends. It gives the learner an introduction to the field of therapeutic recreation.

Practicals: Practical work in a facility working with people with disabilities (13 weeks x 3 hours)

Assessment: Formative assessment: 2 theoretical tests of 1 hour each, 6 practical reports that include a practical /skills mark. Summative assessment: Theory - 1 x 3 hour paper. Calculation of marks: DP (cumulative assessment mark (CAM): Theory tests (60%) and practical reports (40%), together counting towards CAM. Final mark: 40 % DP and 60 % exam. A 40% subminimum for the exam or component of the exam shall apply.

DP Requirement: A 75% attendance of lectures and practical classes and a continuous assessment mark (CAM) of at least 40% is required for a student to qualify for a DP.

Functional Anatomy and Sport Injuries

SSBR319 W1

(44L-5T-18P-0S-47H-10R-0F-21G-15A-13W-16C)

Prerequisite Requirement: SSBR112,SSBR114

Prerequisite Modules: SSBR112,SSBR114

Aim: The aim of the module is to develop an understanding of functional anatomy and how this can be applied to the prevention, diagnosis and management of musculoskeletal injuries or disorders associated with physical activity, sport and exercise. The module will provide a clear conception of how the components of the musculoskeletal system coordinate to produce movement and adapt to the strain of everyday physical activity, sport and exercise.

Content: •Basic composition and function of the musculoskeletal system; •Mechanical concepts and principles that underlie human movement; •Functional anatomy of the skeletal, connective tissue, articular, and neuromuscular systems; •Structural adaptations of musculoskeletal components; •The effect of aging on muscle function; and •The etiology of musculoskeletal disorders and injuries.

Practicals: Practical laboratory work (6 x 3 hour labs) will be performed in the Human Performance Laboratory and Biokinetics Clinic using biomechanical video analysis (Dartfish), electromyography (EMG), gait cycle and foot pressure analysis equipment (Tekscan) as well as Tendo Weightlifting Equipment.

Assessment: Formative assessment: 2 theoretical tests of 60 min (2 hours) each, 6 laboratory reports that include a practical /skills mark. Summative assessment: Theory - 1 x 3 hour paper. Calculation of marks: DP (cumulative assessment mark (CAM): Theory (50%) and laboratory reports (50%) tests, together counting towards CAM. Final mark: 40 % DP and 60 % exam. A 40% subminimum for the exam or component of the exam shall apply.

DP Requirement: A 75% attendance of lectures and practical classes and a continuous assessment mark (CAM) of at least 40% is required for a student to qualify for a DP

Prerequisite Requirement: None

General Surgery

General Surg Clinical & Prof Prac 1

SURG8A5 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: The main aim of this module is: To develop competence in sciences which underpin clinical practice in the discipline. To allow the student to attain an intermediate level of competency in the knowledge, skills and behaviours

appropriate to effective clinical practice as a specialist, which will be developed further in Clinical and Professional Practice 2.

Content: Anatomy, physiology, pathology and pharmacology relevant to the practice of operative surgical care; Principles of surgical care common to all surgical disciplines, and of orthopaedic, neurosurgical, urological, plastic and general and cardiothoracic surgical care.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 1 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Four 3-hour written papers, Two viva voce examinations. Each component needs to be passed separately.

DP Requirement: 70% attendance at designated learning activities. Satisfactory completion of a portfolio and/or logbook.

General Surg Clinical & Prof Prac 2

SURG8A6 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: SURG8A5MC

Corequisite: None

Aim: The main aim of this module is: To allow the student to attain competency in the knowledge, skills and behaviours necessary for effective clinical practice as a specialist and thus render the student eligible for registration with the HPCSA in the specialist category.

Content: The theory and practice of general and paediatric surgery including the relevant applied basic sciences, anatomy, physiology and pathology.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 2 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Two 3-hour written paper including a written viva voce for each paper; Paper 1 – general surgical and surgical pathology theoretical + viva voce; Paper 2 – anatomy and operative surgery theoretical + viva voce; Clinical cases; OSCE The weighting of the examination is: Paper 1 (including viva voce) – 25%; Paper 2 (including viva voce) – 25%; Clinical cases – 30%; OSCE – 20%

DP Requirement: 70% attendance at designated learning activities; Satisfactory completion of a portfolio and/or logbook.

Therapeutics and Medicine Management

Pharmacology

TAMM21N MY

(29L-10T-39P-0S-76H-0R-0F-0G-6A-0W-16C)

Aim: The course introduces students to the main concepts in clinical pharmacology. Although the course is offered by the pharmacists and physicians (with post graduate training in clinical pharmacology), focus is on practical and clinical pharmacology relevant to nurses.

Content: Topics covered include; general pharmacology principles (pharmacokinetics and pharmacodynamics), dosage calculations, drugs used for management of diseases affecting main systems (cardiovascular, respiratory, gastrointestinal tract, central and peripheral nervous, reproductive, etc.), antimicrobials, anthelmintics, cytotoxics, antidiabetic agents, steroids and drug legislations relevant to nurses.

Practicals: None

Assessment: Assessment is in a form of; (1) Formative assessments (tutorials); Lecturers provide tutorials from time to time for students. These tutorials are not compulsory and do not contribute towards DP or Exam. (2) Two class tests; The first test is written in May and the second one in August/September. Test 1 contributes 10% towards final exam mark. Test 2 contributes 20% towards final exam mark and it is cumulative; meaning, the work covered in test 1 is also

assessed in test 2. (3) Project (assignment). An assignment is aimed mainly at helping students with more practical work; dosage calculations and/or handling of injectable antibiotics in the wards. This project contributes 10% towards final mark, if the mark obtained is higher than that obtained in test 1. (4) Examinations; Examination, which contributes 70% towards the final mark, is written at the end of the year (November) and covers all topics done during the year. (5) Supplementary Examination; This is written by students who qualify to write supplementary examinations in accordance with rule R18(1)(a)(2): 2003

DP Requirement: Rule NURS4 (b) shall apply - candidates must attend at least 75% of all classes, 100% in the clinical setting, save those from which they have been officially excused.

Economic Analysis in Medicines Selection

TAMM8A1 MC

(0L-25T-0P-2S-40H-10R-0F-0G-2A-13W-8C)

Prerequisite Requirement: Health measurement (analytic)

Aim: To provide an introduction to basic methodologies of pharmaco-economic analysis, as applied to the process of medicines selection analyses.

Content: Computer skills (basic, as well as the use of the Internet, search engines, literature searches and relevant software), cost-minimization analyses, cost-effectiveness analyses, cost-benefit analyses, cost-utility analyses, choice of method in different selection scenarios, critical appraisal of pharmaco-economic studies

Assessment: Presentation of a report on a topic allocated by the Course Co-ordinator (20%) and a final 2-hour written exam (80%).

DP Requirement: None

Measuring Medicines Utilisation

TAMM8B1 MC

(0L-25T-0P-3S-40H-10R-0F-0G-2A-13W-8C)

Prerequisite Requirement: Health Measurement (analytic)

Aim: To provide an introduction to basic methodologies of pharmacoepidemiology and drug utilisation studies, including the use of defined daily dose methodologies.

Content: Computer skills (basic, as well as the use of the Internet, search engines, literature searches and relevant software), types of drug utilisation information, levels of aggregation and methods of retrieval, drug use evaluations, drug classification systems and defined daily dose methodologies, critical appraisal of drug utilisation studies

Assessment: Group presentations (20%); individual assignments (30%); and a summative 2-hour written examination (50%).

DP Requirement: None

P-drug Basic Concepts

TAMM8C1 MC

(0L-22T-0P-3S-40H-10R-0F-0G-5A-13W-8C)

Prerequisite Requirement: Public Health Policy and Legislation, Economic Analysis in medicines selection; Measuring medicines utilisation; Pharmacokinetic principles and application; Principles of evidence-based medicine; Promoting quality use of medicine

Aim: To provide an introduction to basic methodologies of P-drug methodology as outlined in the WHO publication "A Guide to Good Prescribing", by addressing clinical scenarios and areas of rational pharmacotherapy.

Content: P-drug methodology - assessing the suitability of different medicines for a particular condition, in the individual patient using the P-drug methodology. Application in two selected conditions

Assessment: Group presentations (20%); individual assignments (30%); and a summative 5 hours, open book, written paper, with access to Internet resources (50%).

DP Requirement: None

P-drug Clinical Experience O1

TAMM8D1 MC

(0L-22T-0P-3S-40H-10R-0F-0G-5A-13W-8C)

Prerequisite Requirement: P-drug concepts

Aim: To extend candidates' mastery of the P-drug methodology as outlined in the WHO publication "A Guide to Good Prescribing", by addressing clinical scenarios and areas of rational pharmacotherapy of a more complicated nature.

Content: P-drug methodology. Application in two selected conditions.

Assessment: Group presentations (20%); individual assignments (30%); and a summative 5 hours, open book, written paper, with access to Internet resources (50%).

DP Requirement: None

P-drug Clinical Experience O2

TAMM8E1 MC

(0L-22T-0P-3S-40H-10R-0F-0G-5A-13W-8C)

Prerequisite Requirement: P-drug Concepts

Aim: To revise and update on issues related to medicines policy and law. To consider ethical issues related to clinical research and the provision of pharmacotherapy. To extend the candidate's mastery of the P-drug methodology as outlined in the WHO publication "A Guide to Good Prescribing", by addressing clinical scenarios and areas of rational pharmacotherapy of a more complicated nature.

Content: Medicines policy, legislation and ethics. P-drug methodology - Assessing the suitability of different medicines for a particular condition, in the individual patient and at a population level, using the P-drug methodology. Application in two selected conditions.

Assessment: Group presentations (20%); individual assignments (30%); and a summative 5 hours, open book, written paper, with access to Internet resources (50%).

DP Requirement: None

Pharmacokinetic Principles & Application

TAMM8F1 MC

(0L-25T-0P-3S-40H-10R-0F-0G-2A-13W-8C)

Prerequisite Requirement: Health measurement (Analytic)

Aim: To provide the necessary skills to apply pharmacokinetic and pharmacodynamic principles in the clinical management of pharmacotherapy for adult and paediatric patients, and in particular to the following groups of special cases: pregnant and lactating patients, neonates and the elderly, patients with renal and/or hepatic impairment, immunocompromised patients.

Content: Basic pharmacokinetic principles and application. Drug use in: pregnant and lactating patients, neonates and the elderly, patients with renal and/or hepatic impairment, immunocompromised patients

Assessment: Group presentations (20%); individual assignments (30%); and a summative 2-hour written examination (50%).

DP Requirement: None

Principles of Evidence-based Medicine

TAMM8G1 MC

(0L-25T-0P-3S-40H-10R-0F-0G-2A-13W-8C)

Prerequisite Requirement: Health Measurement (Analytic)

Aim: To introduce basic methodologies of evidence-based medicine, including computer skills (basic, as well as the use of the Internet, search engines, literature searches and relevant software), research trial design and ethics, evidence-based medicine concepts.

Content: Research trial design and ethics, evidence-based medicine techniques, critical appraisal of research studies

Assessment: Group presentations (20%); individual assignments (30%); and a summative 2-hour written examination (50%).

DP Requirement: None

Promoting Quality use of Medicine

TAMM8H1 MC

(0L-25T-0P-3S-40H-10R-0F-0G-2A-13W-8C)

Prerequisite Requirement: Health Measurement (Analytic)

Aim: To introduce basic methodologies of promoting the rational or quality use of medicines, including determinants of prescribing and dispensing behaviour, medicines use in the community and methods of addressing identified problems

Content: Computer skills (basic, as well as the use of the Internet, search engines, literature searches and relevant software), assessment of determinants of prescribing and dispensing behaviour and medicines use in the community, methods of promoting the rational or quality use of medicines, including the development and use of standard treatment guidelines

Assessment: Group presentations (20%); individual assignments (30%); and a summative 2-hour written examination (50%).

DP Requirement: None

Urology

Urology Clinical & Prof Prac 1

UROL8A5 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: The main aim of this module is: To allow the student to attain competency in the knowledge, skills and behaviours necessary for effective clinical practice as a specialist and thus render the student eligible for registration with the HPCSA in the specialist category.

Content: Urological pathology Theory and practice of urology.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 2 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Written examination: One 3-hour paper in pathology, Two 3-hour paper in urology, Oral examination in pathology and urology, Practical and Clinical examination in urology. Each component has to be passed separately.

DP Requirement: 70% attendance at designated learning activities. Satisfactory completion of a portfolio and/or logbook

Urology Clinical & Prof Prac 2

UROL8A6 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: UROL8A5

Corequisite: None

Aim: The main aim of this module is: To develop competence in sciences which underpin clinical practice in the discipline. To allow the student to attain an intermediate level of competency in the knowledge, skills and behaviours appropriate to effective clinical practice as a specialist, which will be developed further in Clinical and Professional Practice 2.

Content: Anatomy, physiology, pathology as well as the principles of surgery in general.

Practicals: Students must be in an approved registrar's post or be recognised as a supernumerary registrar on a full time basis. Students are permanently based in health care facilities for the duration of the module.

Assessment: Formative: Students are subjective to continuous assessment by their clinical and academic supervisors. They are interviewed at the end of each clinical rotation and are interviewed twice-yearly by the Head of Discipline or designated senior academic staff. All assessments are recorded in a portfolio of learning. Summative: The Part 1 examination of the relevant constituent College of the College of Medicine of South Africa (CMSA) constitutes the summative assessment for this module. The assessment is constituted as follows: Three 3-hour written papers on the following subjects anatomy, physiology and pathology, Oral examination on each of the 3 basic sciences i.e. anatomy, physiology and pathology, Each component needs to be passed separately.

DP Requirement: 70% attendance at designated learning activities. Satisfactory completion of a portfolio and/or logbook.

Virology

Virology Clinical and Professional Practice 1

VIGY8B2 MC

(0L-480T-100P-0S-320H-80R-1570F-0G-150A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: None

Corequisite: None

Aim: To provide registrars with a sound grounding in basic sciences underlying the theory and practice of Virology, to introduce them to the theory and practice of this specialty and strengthen their grasp of professional ethics and professional behaviour.

Content: Basic Science in Virology, Epidemiology, Immunology, Vaccinology, Pharmacology, Laboratory Methods and Practice, Clinical Virology with a focus on specific viruses.

Practicals: None

Assessment: Formative: All continuous assessments are formative only. A professional portfolio is assessed at the end of each year, and forms the basis of the progression decision. Summative: At the end of the module, students do 2 three-hour written paper, one practical examination and one oral examination. (100%)

DP Requirement: Satisfactory assessment and completion of the Professional Portfolio annually. The Professional Portfolio addresses the full spectrum of competence – academic, clinical and professional.

Virology Clinical and Professional Practice 2

VIGY8B3 MC

(20L-96T-0P-48S-288H-80R-1910F-36G-222A-90W-270C)

Prerequisite Requirement: None

Prerequisite Modules: VIGY8B2

Corequisite: None

Aim: The aim of the module is to prepare the student to attain competency in the knowledge, skills and behaviours to function effectively in the area of clinical virology at a specialist level without supervision.

Content: The structure and replication of viruses. The diseases which they produce, including epidemiology, immunology of virus diseases. Laboratory diagnosis and practice of clinical virology.

Practicals: None

Assessment: Formative: All continuous assessments are formative only. A professional portfolio is assessed at the end of each year, and forms the basis of the progression decision. Summative: At the end of the module, students do two three-hour written papers, 3 day practical exam and 1 oral exam (100%).

DP Requirement: Satisfactory assessment of the Professional Portfolio annually. The Professional Portfolio addresses the full spectrum of competence – academic, clinical and professional.

MODULES FROM OTHER COLLEGES

In the College of Agriculture, Engineering and Science

Geography

Offered in the SCHOOL OF AGRI, EARTH & ENV SC

Human Environments

GEOG110 H1 P1 W1

(39L-8T-30P-0S-67H-10R-0F-0G-6A-13W-16C)

Aim: To introduce students to basic concepts in human geography.

Content: The central themes in this module are society-space and nature-society linkages. These are grounded in the African social, economic and political context and further explored in relation to processes of globalisation and uneven development. Fundamental concepts are: global/local interactions at different scales; spatial variation and spatial interaction; individual agency in the face of larger economic and social structures; human-environment interactions at different scales. Practicals form an integral part of the theory and utilise map skills.

Assessment: Class essay (15%), theory test (15%), practical test (20%); 3 h theory exam (50%).

DP Requirement: 80% attendance at practicals and tutorials; 40% Class mark

Geographies of Urban and Rural Change

GEOG220 H2 P2 W2

(39L-5T-28P-0S-61H-20R-0F-0G-7A-13W-16C)

Prerequisite Modules: GEOG110.

Aim: To introduce students to spatial transformations in urban and rural contexts in southern Africa.

Content: Spatial transformations in urban and rural contexts are explored in light of appropriate theory drawn from urban, economic, cultural and political geography. Regional change is interpreted in the context of post-apartheid planning and development practice, as well as in the global economy. Particular attention is paid to contested urban landscapes and new urban forms; the impact of land reform initiatives & the spatial impacts of development theory and planning.

Assessment: Practicals/Assignments (20%), Tests (30%); 3 h exam (50%).

DP Requirement: 80% attendance at practicals and tutorials; 40% Class mark.

Only for students majoring in GEOG/ENVS or an appropriate programme with the module as core subject to the approval of the Academic Leader

Tourism Studies

GEOG301 H2 P2

(27L-0T-48P-0S-63H-17R-0F-0G-5A-13W-16C)

Prerequisite Modules: GEOG220

Aim: To introduce students to conceptual and theoretical aspects of leisure, recreation and tourism in the context of planning for sustainable tourism development.

Content: Conceptual and theoretical issues in leisure. Recreation and tourism. Historical development of tourism. The economics of tourism development. Principles of sustainable tourism development, forms of tourism development. The sustainability of ecotourism. Environmental policies and impact control measures. Policy management and planning for tourism development in South Africa.

Practicals: Collection and analysis of data, report presentation and field excursion.

Assessment: Tests (25%), assignments (5%), practicals (20%); 3 h exam (50%).

DP Requirement: 80% attendance at all academic contact activities; 40% class mark.

Students may be required to contribute to the costs of field trips.

Advanced Tourism Studies

GEOG744 HC PC

(0L-0T-38P-30S-62H-27R-0F-0G-3A-13W-16C)

Prerequisite Requirement: Entry into an appropriate Honours programme.

Aim: To develop critical expertise in the analysis of tourism issues in the developing world.

Content: Concepts and theoretical aspects of tourism, the production of tourism spaces, places and forms, globalization and tourism, trends in tourism development, tourism impacts, tourism and sustainable development and tourism in Southern Africa.

Practicals: Workshops, projects, and field excursions.

Assessment: Term paper (20%), assignments (20%), seminar presentations (10%); 3 h exam (50%).

DP Requirement: 80% attendance at all academic contact activities; 40% class mark.

Offered in either Semester 1 or 2. Students may be required to contribute to costs of field trips.

Chemistry

Offered in the SCHOOL of CHEMISTRY & PHYSICS

Special Science

CHEM100 H1

(38L-15T-0P-0S-71H-30R-0F-0G-6A-13W-16C)

Aim: To introduce nursing students to basic chemistry and physics relevant to their discipline.

Content: Chemistry: Units of measurement, properties of matter, radioactivity, chemical bonding and chemical reactions, the gaseous state, solutions, suspensions, colloids and emulsions, acids, bases and salts, organic chemistry, carbohydrates, lipids and proteins. Physics: Mechanics, statics, torque, equilibrium, work, energy, power, elastic and thermal properties of matter, mechanics of fluids, pressure, density, viscosity, cohesion, waves, sound light, nerve conduction, ionizing radiation, ultrasound, x-ray and radionuclide imaging.

Assessment: Tests, quizzes or assignments (33%); 3 h exam (67%).

DP Requirement: Class mark 40%, 100% attendance at tests.

For students in the School of Nursing only.

General Principles of Chemistry

CHEM110 PB WB

(36L-9T-36P-0S-44H-30R-0F-0G-5A-13W-16C)

Aim: To introduce the principles and practice of chemistry.

Content: Introduction to: quantitative chemistry, types of reaction, atomic spectroscopy, electronic configuration, bonding, gases, chemistry of main group elements.

Practicals: Volumetric analysis, shapes of molecules, qualitative analysis.

Assessment: Tests (9%), quizzes (5%), practical reports (19%); 3 h exam (67%).

DP Requirement: Class mark 40%, 80% attendance at practicals, 100% attendance at tests.

Credit may not be obtained for both CHEM110 and either of CHEM161 or CHEM195.

Chemical Reactivity

CHEM120 P2 W2

(36L-9T-36P-0S-44H-30R-0F-0G-5A-13W-16C)

Prerequisite Requirement: At least 40% in CHEM110.

Aim: To present the physical and descriptive inorganic and organic aspects of introductory chemistry.

Content: Phase equilibria and colligative properties, buffers, electrochemistry, nomenclature, thermochemistry, kinetics, and gas and solution equilibria. Introduction to organic chemistry, formation of different organic functionalities and reactions thereof, stereochemistry, reaction mechanisms.

Practicals: Physical measurements, organic techniques.

Assessment: Tests (9%), quizzes (5%), practical reports (19%); 3 h exam (67%).

DP Requirement: Class mark 40%, 80% attendance at practicals, 100% attendance at tests.

Credit may not be obtained for both CHEM120 and either of CHEM171 or CHEM196.

Physics

Offered in the SCHOOL OF CHEMISTRY & PHYSICS

Intro Physics for Life Sciences & Agriculture

PHYS131 P1 W1

(36L-9T-36P-0S-57H-16R-0F-0G-6A-13W-16C)

Aim: To introduce basic concepts in mechanics, geometrical optics, and thermal physics.**Content:** Mechanics: fundamental units, vectors, scalars, kinematics, particle dynamics, gravitation, work, energy, momentum, simple harmonic motion, equilibrium of rigid bodies, wave fundamentals, rotational motion, angular momentum, hydrostatics, elastic properties of materials, surface tension. Geometrical Optics: reflection, refraction, thin lenses, mirrors, prisms, optical instruments, the eye. Thermal Physics: temperature, heat, calorimetry, thermal expansion, conduction, radiation, ideal gases, thermodynamics.**Assessment:** Tests (24%), practicals (6%); 3 h exam (70%).**DP Requirement:** Class mark 40%, 100% attendance at tests, 80% attendance at lectures, tutorials and practicals.**Note:** For the purposes of serving as prerequisite for other modules, a result of 60% or more will be regarded as equivalent to PHYS110.**Electromagnetism & Modern Phys for Life Sc**

PHYS132 W2

(36L-9T-36P-0S-57H-16R-0F-0G-6A-13W-16C)

Prerequisite Requirement: 40% in PHYS131 or PHYS110.**Aim:** To introduce the basic concepts of electricity, magnetism, physical optics and modern physics.**Content:** Electricity and Magnetism: electric charge, Coulomb's law, electric field, electric potential, capacitance, resistance, Ohm's law, DC circuits, Kirchhoff's rules, ammeters, voltmeters, magnetic field, magnetic force, Faraday's law, Lenz's law, inductance. Waves: transverse, longitudinal, travelling, standing, beats, Doppler effect. Physical Optics: interference, diffraction, polarisation. Modern physics: photoelectric effect, Bohr model of hydrogen atom, nucleus, radiation.**Assessment:** Tests (24%), practicals (6%); 3 h exam (70%).**DP Requirement:** Class mark 40%, 100% attendance at tests, 80% attendance at lectures, tutorials and practicals.**Note:** For the purposes of serving as prerequisite for other modules, a result of 60% or more will be regarded as equivalent to PHYS120.**Physics for Optometry**

PHYS139 W1

(36L-9T-36P-0S-57H-16R-0F-0G-6A-13W-16C)

Aim: To introduce basic concepts in mechanics, geometrical optics, and physical optics.**Content:** Mechanics: Scalars and vectors, 1-D kinematics, equilibrium and dynamics, 2-D kinematics, rotational motion, work, energy, power, momentum, simple harmonic motion, spring systems. Optics: Reflection and refraction of light, image production, lens maker's equation, defects of the eye, myopia, hypermetropia, wave optics, polarization, interference, diffraction, thin lenses, optical instruments.**Assessment:** Tests (24%), practicals (6%); 3 h exam (70%).**DP Requirement:** Class mark 40%. Attendance at all tests; at least 80% attendance at lectures, tutorials and practicals.**Offered to students in the College of Health Sciences only.****Biochemistry***Offered in the SCHOOL OF LIFE SCIENCES***Biochemistry and Microbiology for Optometry**

IMI200 W1

(30L-9T-36P-0S-46H-24R-0F-0G-15A-13W-16C)

rerequisite Modules: BIOL101 or 103, CHEM110.**Aim:** To provide an overview of Biochemistry & Microbiology for Optometry students.**Content:** Carbohydrates, lipids, amino acids & proteins. Vitamins, cofactors, enzymes & nucleic acids. Selected clinical correlations. Bacterial cell structure & function. Physical and chemical control of bacterial growth. Infection, epidemiology and prevention of infection. Microbial infections of the eye. Immunology and immunological disorders of the eye.**Practicals:** Carbohydrates, proteins and lipids. Aseptic technique, ubiquity of microbes, equipment contamination, microscopic observation of microorganisms, microbial control: antibiotic sensitivity, sterilization and disinfection.**Assessment:** Practical reports (5%), theory tests (35%), 2 theory of practical tests (10%), 3 h exam (50%).

DP Requirement: Attendance at 80% of tutorials and 100% of tests.
For students in the College of Health Sciences only.

Biochemistry for Optometry
BIOC200 W1

(39L-10T-0P-0S-21H-7R-0F-0G-3A-13W-8C)

Prerequisite Modules: CHEM110, 120, BIOL101.

Aim: To provide an overview of Biochemistry to Optometry students.

Content: Chemistry and metabolism of carbohydrates, lipids, amino acids and proteins. Porphyrins, vitamins and cofactors. Introductory enzymology and kinetics. Protein synthesis, nucleic acids and introduction to genetic engineering. Selected clinical correlations.

Assessment: Class Tests (50%); 2 h exam (50%).

DP Requirement: Attendance at 100% of tests and 80% of tutorials.

For students in the College of Health Sciences only.

Biological Sciences

Offered in the SCHOOL OF LIFE SCIENCES

Introductory Biology for Health Sciences
BIOL103 W1

(39L-10T-39P-0S-60H-5R-0F-0G-7A-13W-16C)

Aim: To introduce students to a range of biological topics pertinent to the health sciences.

Content: This module comprises three themes: history and diversity of life, basic toxicology, cellular biology, cytology and genetics. Where possible, students are shown how these topics apply to real-life situations.

Practicals: Viruses, Archaea, Bacteria, Eukaryotes, Protista, Fungi, Rhodae, Stromenopilae, spore-producing and seed-producing Plantae, biomolecules, mitosis and meiosis, membrane structure and function, structure of plant and animal cells, Hardy-Weinberg principle.

Assessment: Theory tests (20%), practical tests (15%); practical reports (15%); 3 h theory exam (50%).

DP Requirement: Attendance at 80% of practicals and 100% of tests.

Service module for College of Health Sciences, not available in the College of Agriculture, Engineering and Science. Subminimum to pass: 40% in exam.

Microbiology

Offered in the SCHOOL OF LIFE SCIENCES

Microbiology
MICR182 W2

(39L-6T-6P-0S-23H-0R-0F-0G-6A-13W-8C)

Prerequisite Modules: CHEM110, BIOL101.

Corequisite: CHEM120.

Aim: To provide an overview of the basic concepts of microbiology and the role of microbes in ocular disease.

Content: History of microbiology. Infection and prevention of infection. Basic characteristics of bacteria, fungi, viruses and protozoa. Bacterial cell structure and function. Bacterial growth, nutrition and control. Bacterial, viral, fungal, protozoan and helminth infections of the eye. Basic immunology and immunological disorders of the eye.

Practicals: Ubiquity of Microbes. Microscopic observation of bacteria and fungi. Aseptic Technique. Skin disinfection. Antibiotic sensitivity. Sterilisation and disinfection.

Assessment: Theory test (50%); 2 h exam (50%).

DP Requirement: Attendance at 80% of practicals and 100% of tests.

Mathematics

Offered in the SCHOOL OF MATHS, STATS & COMP SC

Mathematics & Statistics for Natural Sciences

MATH133 P1 W1

(49L-39T-0P-0S-51H-15R-0F-0G-6A-13W-16C)

Prerequisite Requirement: Higher Grade E or Standard Grade B for Matric or NSC Level 4 Maths.

Aim: To equip students with mathematical tools needed in the life and physical sciences, and to study practical applications of mathematics to these fields.

Content: Basic algebra, solving equations and inequalities, functions and translations. Curve sketching. Binomial theorem. Limits and continuity. Definition and techniques of differentiation (including exponential, log and trigonometric functions); the first derivative test; concavity; the second derivative test; absolute extrema; applications. Basic antiderivatives, Fundamental theorem of Calculus. Matrices, inverse of a matrix, solving systems of linear equations.

Assessment: Class tests and/or assignments (33%); 3 h exam (67%).

DP Requirement: 35% Class mark, 80% attendance at lectures & tutorials.

Credit may not be obtained for MATH133 and any of MATH105, 130, 131, 134, 195 or 197.

Mathematics for Natural Sciences

MATH150 P1 W1

(49L-39T-0P-0S-51H-15R-0F-0G-6A-13W-16C)

Prerequisite Requirement: Higher Grade E or Standard Grade B for Matric or NSC Level 4 Maths.

Aim: To equip students with mathematical tools needed in the life and physical sciences, and to study practical applications of mathematics to these fields.

Content: Basic algebra, solving equations and inequalities, functions and translations. Curve sketching. Binomial theorem. Limits and continuity. Definition and techniques of differentiation (including exponential, log and trigonometric functions). The first derivative test; concavity; the second derivative test; absolute extrema; applications. Basic antiderivatives, Fundamental theorem of Calculus. Matrices, inverse of a matrix, solving systems of linear equations.

Assessment: Class tests and/or assignments (33%); 3 h exam (67%).

DP Requirement: 40% Class mark, 80% attendance at lectures and 80% completion of tutorial requirements.

Credit may not be obtained for MATH150 and any of MATH105, 130, 131, 134, 151 or 195.

In the College of Humanities

Psychology

Offered in the SCHOOL OF APPLIED HUMAN SC

Introduction to Psychology A

PSYC101 H1 P1 W1

(30L-10T-0P-0S-60H-56R-0F-0G-4A-13W-16C)

Aim: A general introduction to the discipline: Part One

Content: A selection of topics from: Schools of Thought in Psychology; Biological Bases of Behaviour; Cognition inter alia: perception; learning and memory; thinking and language; intelligence; Psychological Research; Organisational Psychology.

Assessment: Cumulative assessment (40%); Examination (60%)

DP Requirement: Class mark minimum of 40%.

Introduction to Psychology B

PSYC102 H2 P2 W2

(30L-10T-0P-0S-60H-56R-0F-0G-4A-13W-16C)

Aim: A general introduction to the discipline: Part Two

Content: A selection of topics from: Human development; Personality theories; Social Psychology; Community Mental Health; Health, Risk and Coping; Psychopathology; African Psychology

Assessment: Cumulative assessment (40%); Examination (60%)

DP Requirement: Class mark minimum of 40%.

Developmental Psychology

PSYC203 H2

(20L-6T-0P-0S-30H-20R-0F-0G-4A-6W-8C)

Aim: To introduce learners to child and adult psychosocial development with the objective of acquiring a critical and informed knowledge base from which to apply child development themes, theories and methodologies within the South African context.

Content: An understanding of the processes of psychosocial changes over the life span especially during childhood and adolescence will be the major focus, enabling the learner to contextualise other studies of human behaviour within a developmental time frame. It draws on several theories of development to introduce learners to some of the conceptual and research issues within developmental psychology.

Assessment: Cumulative assessment (40%); Examination (60%)

DP Requirement: Class mark minimum of 40%.

Managing Health Behaviour

PSYC332 W2

(20L-6T-0P-0S-30H-20R-0F-0G-4A-6W-8C)

Aim: To provide students with an understanding of the psychosocial determinants of health and illness, adjustment to health problems and treatment adherence as well as to develop communication skills to enhance the clinical relationship.

Content: The module covers the biopsychosocial model of illness; understanding social and cultural influences on health; models of health behaviour; dynamics of health behaviour (i.e. issues of adherence/non-adherence); understanding the fundamentals of clinical communication; as well as developing skills to enhance the clinical relationship.

Assessment: Cumulative assessment (40%); Examination (60%)

DP Requirement: Class mark minimum of 40%.

Service course for the Faculty of Health Sciences

May not be offered in 2012.

Linguistics

Offered in the SCHOOL OF ARTS

Academic Learning in English

ACLE102 H1 H2

(13L-13T-26P-0S-87H-18R-0F-0G-4A-13W-16C)

Aim: To help students to use writing as a means to become effective learners in the University environment

Content: The module introduces learners in an explicit way to the process of academic essay writing, developing their capacity to produce coherent, cohesive and well-polished texts within the context of an intellectually challenging examination of themes, which are of contemporary academic interest across disciplines.

Assessment: Class Mark (2 tests 30% and 2 Essays 35%) Class average mark 65% and Exam 35%

DP Requirement: 80% attendance and submission of all written work.

ALE is not available as an elective to students who have 128 or more credits.

Isizulu Studies

Offered in the SCHOOL OF ARTS

Academic Writing

ZULM105 H1 P1

(39L-10T-0P-0S-102H-5R-0F-0G-4A-13W-16C)

Prerequisite Requirement: IsiZulu as one of Grade 12 subjects or comparable proficiency.

Aim: To help students develop academic writing and speaking skills by actively engaging them in class presentation and essay writing skills.

Content: By the end of the semester, students should display the following: necessary essay writing skills; the ability to develop an argument; the ability to construct coherent texts; demonstrate their referencing and bibliographic skills; engage in group discussions; skills necessary for note-taking in lectures; simple research and reading skills through exposure to library information.

Assessment: Class work: 40% Examination: 60%

DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for the School of IsiZulu Studies.

ZULM105 is offered in the first semester on HC ,PMB & Westville Campus . In the second semester , ZULM105 is offered on the Westville Campus only.

Basic IsiZulu Language Studies A

ZULN101 H1P1 H2P2 W1W2

(39L-10T-19P-0S-74H-5R-10F-0G-7A-13W-16C)

Prerequisite Requirement: Open to students who have not written an Nguni mother tongue Grade 12 examination.

Aim: To achieve elementary fluency in both the oral and the written language.

Content: This module introduces basic grammar, history and culture of the amaZulu. Lectures combine an academic study of IsiZulu with the use of a communicative method of language learning.

Assessment: Class work: 40% Examination: 60%

DP Requirement: Students must submit of all written work on time and must comply with the attendance requirements for the School of IsiZulu Studies.

Core module for the major in IsiZulu Studies

Sociology

Offered in the SCHOOL OF SOCIAL SCIENCES

Introduction to Sociology

SOCY101 H1 P1

(39L-5T-0P-0S-91H-20R-0F-0G-5A-13W-16C)

Prerequisite Requirement: Introduction to Sociology or The making of modern world (HIST104), or at the discretion of the Academic Leader.

Aim: An understanding of the relevance of Sociology to understanding South African society.

Content: Explore South Africa in social make up and key social issues.

Assessment: Coursework (50%), examination (50%).

DP Requirement: Minimum 40% in coursework; submission of all required tasks.

In the College of Law and Management

Information Systems & Technology

Offered in the SCHOOL OF MAN, INFO TECH & GOV

End User Computing

ISTN100 W1,W2,P1,P2

(29L-8T-20P-0S-26H-72R-0F-0G-5A-15W-16C)

Prerequisite Requirement: None

Aim: To emphasise the use of computers as integrated productivity tools and introduce end-user computing definitions and concepts.

Content: Basic end-user computing concepts. Computer hardware (input, processing, output and storage). Theory and application of systems software (operating systems) and applications software (word processing, spreadsheets, presentation graphics, database, internet and email). Information networks and data communications. Databases and database management systems.

Practicals: Computer-based exercises on the above topics.

Assessment: 2 h exam (50%), tests / assignments (50%).

DP Requirement: Students must obtain a class record of at least 40%.

Management

Offered in the SCHOOL OF MAN, INFO TECH & GOV

Management 120

MGNT102 P1 P2 W1 H2

(39L-12T-0P-0S-90H-12R-0F-0G-7A-15W-16C)

Content: The aim of this module is to provide learners with an introduction to the development of management theory, the management process, different levels of management and the business environment.

Assessment: 2 Tests(33%); 3hr Examination (67%)

DP Requirement: Students must obtain a class mark of at least 40%.