SEFAKO MAKGATHO HEALTH SCIENCES UNIVERSITY

Social accountability and responsiveness

for

Mutual benefit and impact

through

Inter-professional education, scholarship and practice

COMMUNITY ENGAGEMENT STRATEGY

Version 3: September 2017

1. RATIONALE

Along with teaching and learning, and research, community engagement is cast as one of the pillars of the South African Higher Education system. One of the strategic goals of Sefako Makgatho Health Sciences University (SMU) is to establish the academic project underpinned by academic excellence, producing graduates with transformative capabilities and leadership that will support the health needs of the population. Embedded in this ambition SMU hopes to increase the number of sustainable community engagement projects (Strategic Plan: 2018 - 2022). SMU views the community needs and those of the population as central to its core business as an academic enterprise. The vision and mission of the university impress on producing professionals who displays transformative leadership qualities supportive of a holistic health care service. Therefore, SMU is committed to embrace community engagement as a key to its social responsibility role as required by the Council on Higher Education (HEQC 2004: Criteria7).

This strategy has taken into account the intentions, stipulations and recommendations contained in the following:

- Education White Paper 3: A Programme for the Transformation of Higher Education, Department of Education, 1997;
- White Paper for Post School Education and Training, January 2014;
- Higher Education Act, No. 101 of 1997, as amended;
- Criteria for Institutional Audits, Higher Education Quality Committee, Council on Higher Education, 2004;
- Council on Higher Education Conference Proceedings on Community Engagement in Higher Education, September 2006
- Council on Higher Education Community engagement in South African Higher Education, January 2010
- Higher Education Qualifications Sub-Framework, Government Gazette, 5 October 2013;
- SMU Strategic Plan, 2018 - 2022

2. AIMS

The SMU strategy for community engagement aims to create an enabling institutional environment and direction for community engagement; promoting activities and initiatives undertaken by staff and students related to community engagement, put in place mechanisms to elevate the status of community engagement and enhance practices associated with community engagement. The SMU Strategy focuses on providing guidance in the implementation of community engagement practices and has the intention to recognise those that contribute to the development of the surrounding community.

SMU strives to integrate community-related matters as part of teaching, learning and research, aimed at ensuring:

- Optimal use of SMU resources to support and sustain community development programs
- Community engagement activities within teaching, learning and research that are relevant to the SMU context as the only health sciences university in South Africa
- Knowledge production and provision of education enriched by scholarship of societal engagement and the values of academic citizenship
- Skills training relevant to the needs of the identified community

3. PHILOSOPHY

In support of national goals, SMU has adopted a motto that strives to "*Impart knowledge for Quality Health Services*"and a **vision** "*for the individual, family, community and the population*" embracing the concept of community centeredness. Apart from intending to be a "*benchmark institution providing holistic health sciences education*", SMU also has embraced in its mission the commitment to:

> "*Provide high quality primary health care oriented health sciences research, education and services*"

as a primary foundation for community engagement ventures.

The SMU philosophy for community engagement is crafted around its motto "*Quality Health Services*" and is stated as follows:

''Social accountability and responsiveness for mutual benefit and impact through inter-professional education, scholarship and practice''.

4. COMMUNITY ENGAGEMENT DEFINITIONS FOR SMU

The University has the following understanding of the terminologies associated with practices and procedures relating to community engagements:

4.1 Community engagement refers to the initiatives and processes through which the expertise of the institution in the areas of teaching, learning and research are applied to address issues relevant to its community. For SMU, community engagement is a process of integrating inter-professional education and practice with mutual benefit to both the institution and receiving community.

4.2 The communities for SMU gives recognition to various categories and partners from regional; national to international levels with whom it will discharge its social responsive mandate/role as follows:

4.2.1 Internal community:

The staff and students formally affiliated with the institution comprises the SMU internal community.

4.2.2 External community:

Civic organisations, schools, townships, the government departments relevant to the function of the university as a higher education institution, professional bodies, industries, local government and the people in general constitute the external SMU community for social responsiveness purpose.

4.2.3 SMU Partners for community engagement:

The regional, national and international community engagement partners are as follows:

4.2.3.1 Regional - Service providers, clinics, health care facilities/hospitals, industries, universities and schools, nursing colleges, municipalities and non-governmental organisations.

4.2.3.2 National - Funding agencies, statutory bodies, research institutions, alumni, professional associations, state-owned enterprises and sport organisations.

4.2.3.3 International - Funding agencies, the World Health Organisation (WHO) and universities within the SADC as well as other continents.

4.3 Community engagement activities range from informal and relatively unstructured activities to formal and structured academic programmes involving teaching, learning and research activities performed by academics as well as students that address particular community needs. Involvement of communities and their active participation in activities to identify and resolve their needs will be the point of departure for informal unstructured programmes. Formal structured programmes will be planned and curriculated within formal academic programmes in an integrated manner of the academic project. A variety of activities embracing social responsiveness may include but are not limited to:

4.3.1 Teaching and Learning:
- Clinical training and services linked to a specific health profession
- Outreach activities to schools; a Science bus; "establishing a culture of reading"
- Short courses (to be incorporated into future commercialisation/innovation strategy)
- Life-long learning, skills training, capacity development initiatives
- Continuous Professional Development (CPD)
- Work Based Learning (WBL) which includes Work Integrated Learning (WIL)
- Service learning as part of the academic programme
- Community service with a focus on capacity development initiatives as for example computer literacy (internal)
- Health and Sciences awareness - open days (nationally)
- Open learning and blended learning initiatives for specific communities (to link with e-Learning strategy)
- Inter-Professional Education (IPE) and Practice
- SMU radio station (SMUFM)

4.3.2 Research:
- Intervention research and or applied research
- Contract research within specific disciplines for a specific community / client which can include industry funded research
- Commercialised research with the view of publishing result for the common good of the community

- Multi- Inter- and Trans-Disciplinary Research
- Action research towards the benefit of the surrounding community

4.3.3 Professional / Discipline based Services:

- Student lead activities and services
- Student related activities in Community which can be Student Representative Council (SRC) or coordinated by student affairs
- Staff serving on National bodies or of Professional Councils / Boards and Associations
- Staff being recognised as part of an Expert Data Base
- Clinical services

5. DOMAINS AND TYPES OF COMMUNITY ENGAGEMENT

The SMU strategy recognises that community engagement should lead to academic development, civic development and provision of practical services and has set as domains the following:

- Teaching and learning
- Research and
- Professional/discipline services,

and where they integrate and interact will give rise to different types of community engagement activities at SMU.

Figure 1: The types of engagements, interactions and integration

Professional/discipline service

Short courses, Science Bus,
Inter-professional education, WIL
staff expertise and student led projects

Multi/ inter/trans-
Disciplinary research

Internships

Vol u n t e e r i s m

Community based research
Community placed research
Research
Public /private partnership research

Outreach activities   clinical training

Teaching
&
Learning

Community service learning

Action, applied research

Community Engagement

5.1 Types of Community Engagement

5.1.1 Teaching and learning engagements

The activities of community engagements through teaching and learning will be to the benefit of both students and the receiving community. Multidisciplinary approaches are encouraged together with participation in national health and sciences awareness campaigns. Although the community shall benefit, the emphasis is on the holistic development of the student and exposure to work place environments of which clinical training processes are typifying the engagements. Programmes shall also include utilisation of an academic's expertise to service the community as well as develop skills and capacity of the student.

5.1.2 Outreach activities

Programmes and activities that include an outreach component involving students and staff which combine academic training/learning and service delivery. These are non-curricular in nature and provide opportunities for staff, student societies/clubs and academic staff to contribute to community development through a wide range of activities. This type of engagement should prepare students for good citizenship by raising awareness of the need for social responsibility and commitment to building South Africa's future economically, politically and socially. The primary beneficiary shall be the community and the primary goal to provide service. The activity may result into a publication and a student may be awarded for outstanding work and the staff given an award / merit / recognition towards performance management.

5.1.3 Research engagement

The activities in this type of community engagement will be typically be identified by research undertaken within a community that will address the community needs with the intention to find sustainable interventions for social development and should be done to create a change in that community. Therefor this typically community engaged research can have three main drivers namely: 1) community-placed, 2) community partnership and 3) community based participatory research.

In addition, research engagement should not exclude research that are requested through a private partnership to the benefit of a certain need within our country. There are usually a monetary value attached to this for the benefit and recognition of the University

5.1.4 Community service learning

Learning takes place within a construct of knowledge content and community service that is course based, credit bearing wherein students participate in an organised service activity meeting identified community goals. This contributes to the educational experiences within the learning programme. This type of community engagement will entail student involvement in activities where both the community and students are primary beneficiaries. The primary goal should be to provide service to the community and to enhance student learning through rendering a service. Mutual benefit shall be a central characteristic. The primary focus shall be integration of academic activities as part of a service to the community. Through this services shall be enriched through academic activity and student learning by delivering a service to the community. This means that students are provided with a learning synergy that enables them to value academic learning along with community-based experiential learning. Their sense of

social responsibility and commitment to the greater good is advanced. Students are provided with opportunities for active learning and problem-solving through participation in the community. Service learning is currently the main entry point to community engagement. Service learning shall occur across teaching and learning, research and provide opportunities for the community to build links with the institution (SMU) and attain increased access to institutional resources. The quality and efficiency of services offered to the community increases as the community receive an infusion of service and enthusiasm from students and staff. The current health problems are given comprehensive coverage in the curriculum and the use of problem based approaches in addressing community related challenges are used broadly. Type of research is mainly engaged research with intentional public purpose and direct/indirect benefit to the community and promotes multidisciplinary student's research.

5.1.5 Professional/discipline services

This type of engagement entails staff and student activities and programmes where the professional knowledge is applied to provide service to the benefit of the receiving community with monetary benefits. This can be viewed as third stream generation and is usually focused on short courses.

5.1.6 Volunteer programmes

Volunteer activities provided by professionals comprised of engagement of students/staff in activities where the primary beneficiary is the community and the primary goal is to provide service for free to the benefit of the good. Volunteer programmes are altruistic by nature and not related to any field of study. They comprise mainly of extra-curricular activities and are undertaken during holidays and outside the normal tuition period.

5.1.7 Internships

Structured course based, educational experiences required to complete a professional programme, students participate in an organised activity. This type of community engagement centres mainly on students' engagement in activities where the primary beneficiary is the student and the primary goal is student learning usually within the world of work. The student entering into the employment gains hands-on practical and vocational experience. The activities are community based and fully integrated with the student's curriculum (clinical practice) as used in Medicine

6. APPROACH

To give effect to SMU's motto, vision, mission, goals and objectives in respect of community engagements the Community Engagement Strategy approaches its social responsiveness and social accountability roles through three domains namely: teaching and learning, research and professional services. The integration of the three domains will ensure that the knowledge generated and disseminated is to the benefit of the community and all stakeholders. Interaction with the community through teaching and learning, professional services and research will enable SMU to contribute to skills and capacity development as well as community upliftment. In this way partnerships are formed with the communities ensuring sustainable social responsiveness and accountability. A process in which the available multidisciplinary expertise and clinical services within SMU are utilised to the optimum to meet the identified needs will also be enabled.

The trademark of CE at SMU shall be an engaged university identified by integrated, multidisciplinary approach, partnerships and management in all programmes encompassing entrepreneurship, capacity and skills development, mutual benefit exchange of knowledge highlighting its social responsiveness and accountability role.

6.1 DOMAINS OF COMMUNITY ENGAGEMENTS (CE)

Table 1 portrays the domains of community engagement by clarifying the purpose, nature, funding, management, examples and recognition.

Table 1: Domains of community engagements (CE)

	Domain	Teaching and learning	Research	Professional/discipline services
1	**Purpose**	To generate new knowledge, promote knowledge integration, the application of knowledge, or the dissemination of knowledge	To enhance community development through staff and student involvement in research to find solutions to problems identified by both the researchers and the community.	To contribute towards pressing social, educational and health challenges facing the communities
2	**Nature**	Typical academic activity related to the discipline/profession or the field of expertise	Research, which is intervention, based, applied in nature typified by inclusive participation of the community.	Entails volunteering activities or projects and are altruistic by nature. Typically undertaken outside the formal academic period by academic staff and students. On the other hand it can be incentive driven with the focus of generating third stream income.
3	**Funding**	DHET subsidy funded Clinical Training Grant	External funding / Research grants and Fund raising ventures	Use of university resources may be permitted and should be recorded as well as monitored. External funding may be sourced - a SLP policy to be developed.
4	**Management**	1) Deans and HODs, in their areas of competence, to ensure that an enabling environment is created for promoting community engagement 2) Academic support in Service-Learning by the centre for University Teaching and learning (CUTL). Studies in consultation with JET/CHESP Service-Learning Capacity Development Programme.	Research activities to comply with the research policy.	Formation of a community engagement committee to oversee and support CE ventures
5	**Examples of engagements**	Examples provided within the SMU database as compiled	Examples provided within the SMU database as compiled	Examples provided within the SMU database as compiled
6	**Recognition**	Criteria similar to T&L Award to be established and used to recognise staff for CE excellence. CE to be one aspect of evaluation for staff promotion	Awards for research to the value of the measurable impact at the community level	Projects to be recognised and participants be incentivise

6.2 CRITERIA TYPIFYING CATEGORIES OF COMMUNITY ENGAGEMENT

Identified engagements with the relevant communities are not a random process. It needs to planned, coordinated and managed within an effective and efficient manner. At SMU the following is relevant regarding Community Engagements in general.

- CE should be in compliance with and supportive of relevant Government policies and development goals; e.g. Provision of health care services, skills development, empowerment and capacity building.
- Where possible and needed a multi/inter/trans-disciplinary approach should prevail where various schools contribute to the development of one community in various ways.
- CE has to be linked to, and built on the core function of SMU that is human resource development within an institution of higher learning with a specific focus in health and sciences, utilising the relevant competencies of staff and the initiating department as well as expertise available from various other departments/schools in the course of a multidisciplinary approach.
- Involvement of different role players within and across departments/schools should prevail in order to render or deliver a multi-facet community engagement programme that will contribute to learning of the student as a citizen of our country.
- CE should be in compliance with SMU policies, goals and objectives.
- Generally speaking engagements should:
  - involve a specific community
  - be beneficial to the particular community
  - promote active participation with the community
  - ensure that communities are developed holistically
    - adhere to quality management principles (as prescribed in criterion 18 for institutional audits)
    - involve staff members from (various) departments/schools
    - be monitored and supported
    - be in compliance with Statutory Body requirements for community service as part of professional training

The purpose and management of the various community engagement activities will vary and therefore it is necessary to attach typifying criteria to the various categories of engagement as is shown hereunder.

6.2.1 Criteria for teaching and learning engagement

The main intention with this category of community engagements is the holistic development of the student and exposure to work place environments and community challenges. It is part of the curriculum, credited, managed by departments and is funded through state subsidy. Criteria that govern this category of activities

are the following:

- Integrated with teaching and learning, as well as research and innovation.
- Integrally part of the curriculum & managed by departments/schools
- Intent primarily on the holistic development of the student
- Course based and credit bearing
- An organized activity that preferably meets an identified community goal
- Assess outcomes achieved
- Leads students to analyse and reflect on community engagement experiences

6.2.2 Criteria for research engagement

The aim is to address community challenges through research hence the type of research conducted shall be applied and intervention based. Criteria that are applicable here are the following:

- Should comply with the SMU research policy
- Should be structured
- Should reflect community participation
- Should be placed within the community
- Should be based at community level
- Primarily focus is on finding solution to the problem
- Findings should be applicable to the participating community

6.2.3 Criteria for professional/discipline service

These types of community interactions have a primary focus the improvement of conditions and circumstances in the community. They usually have an altruistic motive and are not meant for financial gain but are voluntary implemented. These type of activities are aimed at developing, in the community, the necessary skills and capacities.

6.2.3 Community outreach activities

- Are not offered for financial gain (be performed without payment)
- Are expressly for the benefit of the profession/community
- Are not linked to the curriculum
- Should involve members of the community in the needs analysis, design & assessment of the project
- Are not performed or provided during academic period and are mainly extramural activities
- Should address a specific identified need
- Should strive for sustainability

- Should aim to empower participants and communities
- Mostly have altruistic motives

7. MONITORING AND EVALUATION

A database of all the CE activities and projects have been compiled and provide a list of projects as delivered by the departments as well as the Schools. The Library shall keep the repository of all CE activities and projects. Effective monitoring and evaluation of community engagement initiatives, alongside teaching and learning and research shall be assigned to the quality assurance division of SMU. The safety and security of staff, students and communities must be important considerations in the undertaking of community engagement and SMU shall establish a policy to that effect. Evaluation of impact shall be done through various research projects and spear headed by the Institutional Planning directorate. Audits of CE research activities shall be conducted on an annual and midterm basis at department and school level. Projects to be evaluated and approved by the department, school board.

As a strategy implementation will need to done through the support of rules and regulations. The most critical enabling mechanisms for implementation include: intense involvement at executive level; establishing institution-wide and school based awareness for community engagement; include community engagement in staff promotion and recognition systems; recognise CE projects that add value to the community; keep a record and report on all CE projects as a standing senate report; and add community engagement as a key performance area to all managers.

8. KEY PERFORMANCE INDICATORS

The following Key Performance Indicators (KPIs) have been identified and are aligned to the CE strategy to facilitate the implementation process

Table 2: Key Performance Indicators (KPI)

KPI	Time frames	Responsibility
1. Constitute CE committee	March 2018	DVC T,L & CE
2. Finalise database of CE activities	November 2017	Deans
3. Communicate CE activities to all	January 2018	Marketing department
4. Develop school specific CE manual	December 2017	Deans and HODs
5. Establish QA mechanism and process	February 2017	IPD

6. Develop partnership strategy	March 2018	DVC
7. Compile projects/activity repository	April 2018	Library
8. Develop a Safety and Security policy for CE	June 2018	Transport department
9. Determine the funding regime	July 2018	DVC T,L & CE

9. CONCLUSION

It is the objective of SMU that every school and department will contribute optimally to community engagement activities. The main focus of projects will be aligned to addressing the health care needs for better health amongst community members by implementing community service project or development programmes that are sustainable and lead to capacity building, not only within the communities but contribute to the learning of our students

10. APPENDICES

A. The current SMU footprint in the surrounding community and beyond.

B. The list of SMU partners (to be done)

Appendices A: The current SMU footprint in the surrounding community and beyond.

SCHOOL	DISCIPLINE	YEAR GROUP	SITES (GAUTENG)
School of Health Care Sciences	Occupational Therapy	FIRST YEAR The first year Occupational Therapy students are exposed to different areas where Occupational Therapists as orientation to the profession.	•Dr George Mukhari Academic Hospital (Paediatrics and Adult Physical rehabilitation, and Acute Psychiatry) •Weskoppies Hospital (Chronic Psychiatric) •Itereleng Centre for the visually impaired •Odi Self Help Association for the disabled (OSHAD) •Noma Old Age Home •Ntuthuko CP Centre •Medicos School for Learners with Special Educational Needs •Filadelfia School for the Visually Impaired •Prinshoff School for the Visually Impaired •Ashanti Gold Mine

	•Pretoria CP School
YEAR GROUP	**SITES (GAUTENG)**
SECOND YEAR In the second year of the course, the students are taught how to assess patients with different conditions/ disabilities. This is where they start having contact with the patients at various areas.	•Dr George Mukhari Academic Hospital (Adult Physical Rehabilitation and Acute Psychiatry) •Mmatsela Pre-School and YMCA Pre-School in Garankuwa (School Readiness and Learning Difficulties)
YEAR GROUP	**SITES (GAUTENG)**
THIRD YEAR In the third year the focus is on teaching them the various treatment approaches and models and they also apply them in the clinical setting.	•Dr George Mukhari Academic Hospital (Adult Physical rehabilitation and Acute Psychiatry) •Steve Biko Academic Hospital (Physical Rehabilitation) •Tshwane Rahab Hospital (Physical Rehabilitation) •Medicos School for Learners with Special Educational Needs (Child Psychiatry and Learning Difficulties)
YEAR GROUP	**SITES (GAUTENG/ N/WEST)**
FOURTH YEAR In final year the students have to integrate all they have learnt through the course and apply it in the clinical blocks. The focus in this year is having them being able to implement the Occupational Therapy Process" starting with	•Tembisa Regional Hospital (Physical Rehabilitation) •Job Shimankana Tabane Hospital (Physical Rehabilitation), Rustenburg •Moses Kotane Hospital (Physical Rehabilitation), Sun City •Weskoppies Hospital (Chronic Psychiatry)

		screening of these patients, assessing them, planning and implementing treatment until the patient is discharged from	•Various NGO's in the Winterveldt, Ga-Rankuwa and Soshanguve areas for Community work. In these NGO's the students get exposure to patients with Cerebral Palsy, Geriatric patients, Mental Illness, and Learning Difficulties

SCHOOL	DISCIPLINE	COURSE	SITES (GAUTENG/ N/WEST)
School of Health Care Sciences	Nutrition	THERAPEUTIC NUTRITION	•Dr George Mukhari Academic Hospital •Jubilee District Hospital •Brits Hospital •Tambo Memorial Hospital •Tembisa Hospital •Sebokeng Hospital •Thelle Mogoerane Hospital •Moses Kotane Hospital •1 Military Hospital •Job Shimankana Tabane Hospital •Tembisa Regional Hospital (Physical Rehabilitation)
		COURSE	SITES (GAUTENG/ N/WEST)
		FOOD SERVICE MANAGEMENT	•Dr George Mukhari Academic Hospital •Helen Joseph Hospital •Thelle Mogoerane Hospital •Tambo Memorial Hospital •Tembisa Hospital •Brits Hospital •Sebokeng Hospital
		COURSE	SITES (GAUTENG/ N/WEST)
		COMMUNITY NUTRITION	•Mathibestad Clinic •Hebron Clinic •Soshanguve Clinic 3

			•Maubane Clinic •Ikhutseng Clinic •Mogogelo Clinic •Bafokeng CHC (N/West) •Themba Clinic •Boekenhout Clinic •Kgabo Clinic •Phedisong Clinic 4 •Block TT Clinic •Maria Rantho Clinic
SCHOOL	**DISCIPLINE**	**YEAR**	**SITES**
School of Health Care Sciences	SLPA	FIRST YEAR	•Independently arrange to go to hospitals and early learning centers close to home to do observations.
		YEAR	**SITES**
		SECOND YEAR	•YMCA •Ikageng •Bachana Mokwena •Kiddies Ark
		YEAR	**SITES (GAUTENG)**
		THIRD YEAR	•Pop-Up •Jubilee •KT Mutubatse •Burger Right Primary •Akasia Primary School •Dominican School
		YEAR	**SITES (GAUTENG, N/WEST, LIMPOPO, MPUMALANGA)**
		FOURTH YEAR	•KT Mutubatse Tshwane Rehab •Masekhane / YMCA; Fillidelfia School(Fil) •PTA CP School; Pathways •Sonnitus Hospital Block Sites: •Tshilidzini (Limpopo) •JST hospital •Mangkweng hospital (Limpopo) •Steve Biko hospital

- Klerksdorp hospital (N/West)
- Philadelphia hospital (Mpumalanga)
- Thembisa hospital
- Jubilee hoispital

SCHOOL	DISCIPLINE	Year level	Hospital	Block	Number
School of Health Care Sciences	Physiotherapy	IV	Chris Hani Barangwaneth Academic Hospital	Neuro	3
		IV	Charlotte Maxeke Johannesburg Academic Hospital	ICU	4
		IV	Thembisa Hospital	Neuro	3
		III		Ortho	4
		IV	Tshwane Rehab Hospital	Neuro	3
		IV	Kalafong Hospital	OPD	2
		IV	Job Shimankane Tabane Hospital	OPD	2
		III		Ortho	3
				Pulmonology	3
		Year level	**Hospital**	**Block**	**Number**
		IV	Brits Hospital (N/West)	Community Health II	2
		III	Jubilee Hospital	Paeds	3
		IV	Soshanguve Clinics	Community Health II	3
		III		Community Health I	6
		IV	Winterveldt Clinics	Community Health II	2
		III		Community Health I	5
		II	Dr George Mukhari Academic Hospital	Neuro, Pulm and Ortho	All
		III		Pulmonology	7
				Orthopaedics	2
				Paeds	9
				OPD	6
		IV		ICU	6
		IV	Brits Hospital	Community Health II	2

SCHOOL	DISCIPLINE	Year level	HOSPITALS	PHC INSTITUTIONS/ CLINICS	Number	SPECIAL SCHOOLS	REHABILITATION CENTRES	Old Age Homes
School of Health Care Sciences	Nursing Sciences		Weskoppies	Soshanguve II			Cullinan	Mothwa Haven
			Tara Moross Centre	Soshanguve III				Sonheim
			Jubilee District Hospital	Jack Hindon				Sonheim (Children home)
			Dr George Mukhari Academic Hospital	Phedisong IV				Ruimte Woonstelle
				Maria Rantho		Medicos		
				Phedisong VI		Zodwa		
		Year level	HOSPITALS	PHC INSTITUTIONS/ CLINICS	Number	SPECIAL SCHOOLS	REHABILITATION CENTRES	Old Age Homes
			Dr George Mukhari Academic Hospital	Gateway			Bethesda	Motoa,
				Kgabo			Reinotswe	Korwe Multipurpose
				Block TT Sosh				
				Tlamelong clinic				
				Winterveldt				
				Karenpark clinic				
				Themba				
				Karen Park				
				Rossyln				
				Skinner				
		Year level	HOSPITALS	PHC INSTITUTIONS/ CLINICS	Number	SPECIAL SCHOOLS	REHABILITATION CENTRES	Old Age Homes
			Dr George Mukhari Academic Hospital	Danville		Charles Mamogale Primary School	Rustenburg Platinum mine	
				Phomolong				
				Lethlabile				
				KT Motubatse				
				Hercules				
				Motubatse				
				Odi Hospital				
				Jubilee Hosp Gateway				

SCHOOL	DISCIPLINE	Last accreditation	Hospital	Activity	Number of students at specific level	Total number of students at a given time
School of Health Care Sciences	Diagnostic Radiography	2017 Gauteng	DGMAH Mr T Pitso Mr A Ilali Ms N Mogai Ms MI Choma	Work Integrated Learning	Year 1: 15 Year 2: 15 Year 3: 15	15 or 30
		2017 N/West	KLERKSDORP / TSHEPONG Ms T Senyatsi Mr G Kabambi	Work Integrated Learning	Year 1: 03 Year 2: 03 Year 3: 06	6
		2014 N/West	JOB SHIMANKANA TABANE Ms Tshegofatso Mahlatsi Mr S Mpande Ms E Tau Ms K Moletsane	Work Integrated Learning	Year 1: 03 Year 2: 03 Year 3: 06	6
		2017 Limpopo	PIETERSBURG Mrs R Shika Mr P Seanego	Work Integrated Learning	Year 1: 05 Year 2: 10 Year 3: 10	10 or 15
		2017 Limpopo	MANKWENG Ms Festina Monama S Monyembe	Work Integrated Learning	Year 1: 05 Year 2: 10 Year 3: 10	10 or 15

2014 Limpo po	ELIM Mr S Mulaudzi Ms E Maguena	Work Integrated Learning	Year 1: 02	2
2009 Limpo po	LETABA Ms A Lekete Mr M Tengu Ms V Masingi Mr M Ramaphakela	Work Integrated Learning	Year 1: 02	2
2009 Limpo po	TSHILIDZINI Ms A Selane Ms R Sekwaila Mr N Shibambo	Work Integrated Learning	Year 1: 02	2
2009 Limpo po	MOKOPANE Ms C Nkuna	Work Integrated Learning	Year 1: 02	2
2009 Limpo po	LETABA Ms A Lekete Mr M Tengu Ms V Masingi Mr M Ramaphakela	Work Integrated Learning	Year 1: 02	2

SCHOOL	DISCIPLINE/PROGRAMME	Unit Type	Area	Location		
School of Medicine	POME 1-4	PHC Clinics (NGO/CBO & DoH):	TSHWANE DISTRICT, GAUTENG PROVINCE	Maria Rantho (DoH) Hebron (DoH) Tlamelong (DoH) KT Mothubatsi (DoH) Phedisong 4, (DoH) Kgabo (DoH) Soshanguve – Block TT Hoekfontein (DoH) Boekenhout (DoH)		
		Unit Type	Area	Location		
		Hospices		Leratong (Atteridgeville) Ekukhuselene (Wintervelt) Thola Ulwazi (Wintervelt) Holy Cross (Zandfontein) previously Khagiso (Wintervelt) & Lethlabile (Maboloka).		
		Unit Type	Area	Location		
		Private GP practices		In Brits, Garankuwa and Centurion		
		Unit Type	Area	Location		
		Casualty Departments of District hospitals		Jubilee Hospital Odi Hospital BB Soshanguve Health Care Centre		
		Unit Type	Area	Location		
		Dr George Mukthari Academic Hospital		Various wards & outpatient clinics		

SCHOOL	DISCIPLINE/ PROGRAMME	Unit Type	Area	Location		
School of Medicine	MBChB 5 & 6	Dr George Mukthari Academic Hospital	Various wards & outpatient clinics			
		Unit Type	Area	Location		
		Provincial / District hospitals		Jubilee Hospital (Fam Med)		
				Odi Hospital (Fam Med & O&G)		
				JST hospital (Fam Med, O&G, Gen Surg)		
				Moses Kotane (Fam Med)		
				Brits (Fam Med & Ortho)		
		Unit Type	Area	Location		
		Clinic & CHCs	Gauteng & North West Provinces			