



**SEFAKO MAKGATHO
HEALTH SCIENCES UNIVERSITY**

SCHOOL Calendar 2025

**SCHOOL OF HEALTH
CARE SCIENCES**

**Undergraduate
Students**

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MESSAGE FROM THE DEAN

The School of Health Care Sciences is the third largest of the five schools within the University comprising of seven departments namely; Audiology, Human Nutrition & Dietetics, Occupational Therapy, Physiotherapy, Nursing Science, Public Health and Speech Language Pathology. We offer a variety of educational, training and academic career options within the context of health care and research – ranging from clinical and public health to rehabilitation sciences. The academic and administrative staff in the school are suitably and well qualified. We pride ourselves as a school of choice for those seeking world-class training - owing to our strong reputation for having trained some of the best health practitioners.

Students obtain clinical experience at various facilities including hospitals, clinics and community-based programmes in Gauteng and North-West Provinces. The School's community engagement includes outreach programmes and projects with the vision of producing health care practitioners of high academic, moral, ethical and professional standard as well as playing a vital role in responding to South African problems in the context of African and global health challenges through supporting training and research. The overwhelming support from students in outreach programmes is heartening and makes the school very proud.

There is a variety of postgraduate studies offered within the school. The academic programmes offer a range of qualifications from Postgraduate Diploma to Doctorate with the mission of improving the health of all citizens of our country through education, research and strategic interventions in public health.

Our students enjoy a very healthy relationship with departments within which they are registered and the fellow students within the school.

The programmes within the school are peer-evaluated by external examiners from other universities and on a five-year cycle by the Health Professions Council of South Africa and South African Nursing Council.

The School of Health Care Sciences is committed to excellence in education, research and community engagement contributing towards the development of a South African and internationally acclaimed University of Health Sciences, through diversity, transformation and innovation.

.....
PROFESSOR D MALEKA
DEAN

SCHOOL VISION AND MISSION STATEMENTS

Vision

Excellence in health care sciences education through innovation, transformation and diversity

Mission

A School dedicated and driven by evidence-based educational approaches rooted in best practice principles and interprofessional research in a supportive and innovative environment.

Values

- **Accountability-** we account for our decision and actions, and we accept the consequences of our behaviour.
 - **Effective leadership-** we are results driven and focus achieving strategic objectives and positive outcomes.
 - **Efficiency-** we are efficient stewards of the resources entrusted to our care to ensure maximum benefit for the University.
 - **Excellence-** we deliver excellence and a positive impact in all areas of our work.
 - **Integrity-** we act with integrity in accordance with the highest academic, professional and ethical standards.
 - **Respect-** we respect and honour the dignity of each person, embrace the civil discourse, and foster a diverse, inclusive and safe community.
 - **Student and staff centred-** we promote student and staff-centredness as the heart of academic enterprise.
 - **Ubuntu-** Ubuntu encompasses respect, dignity, value, acceptance, sharing, co-responsibility, humaneness, social justice, fairness, personhood, morality, group solidarity, with compassion and conciliation.

Fields of Study (Departments)

The School of Health Care Sciences consists of seven separate Departments, which have nine units regulated by professional boards except Public Health.

1. Audiology
2. Human Nutrition & Dietetics
3. Nursing Science
4. Occupational Therapy
5. Physiotherapy
6. Public Health
7. Speech-Language Pathology

Careers

Career opportunities exist in public health, research establishments, hospitals, laboratories, industry, private practice, colleges and universities. Further details are available from the specific disciplines and programmes.

Medium of Instruction

The medium of instruction at Sefako Makgatho Health Sciences University is English.

Validity

This Calendar is valid for the 2025 academic and financial year. The University reserves the right to amend any date, time, rule, policy or provision in this Calendar at any time without prior notice. No responsibility is accepted for possible inaccuracies.

Please note:

The Senate-approved recess dates are subject to clinical rotation dates that are supported by the relevant Schools in line with the School timetable for each programme. Where there is a contradiction between the Senate-approved dates and School dates for recess for clinical students, the School dates will take precedence.

Correspondence

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2025 ACADEMIC CALENDAR AND SESSIONAL DATES
University Semesters: 2025

FIRST SEMESTER	:	06 January 2025	-	25 July 2025
AUTUMN RECESS (for students)	:	31 March 2025	-	4 April 2025 **
WINTER RECESS (for students)	:	09 July 2025	-	18 July 2025 **
SECOND SEMESTER	:	28 July 2025	-	15 December 2025
SUMMER RECESS (University Vacation)	:	15 December 2025	-	05 January 2026

SESSIONAL/IMPORTANT DATES: 2025 ACADEMIC YEAR (Please note that dates may change should the need arise)				
JANUARY 2025				Time
Wednesday	1		NEW YEAR'S DAY	
Thursday	2			
Friday	3			
Saturday	4			
Sunday	5			
Monday	6		<ul style="list-style-type: none"> • University re-opens: academic and support staff report for duty • Registration commences for all returning (undergraduate & Postgraduate) students. 	
Tuesday	7		<ul style="list-style-type: none"> • Commencement of the 2025 academic year for returning students: Lectures, clinical sessions, practicum sessions commence for registered returning students, excluding BSC II/ECPIII, BSC III/ECP IV students 	
Wednesday	8		<ul style="list-style-type: none"> • Submission of academic exclusion appeals by 2024 registered students commences 	
Thursday	9			
Friday	10			
Saturday	11			
Sunday	12			
Monday	13		Closing Date: Academic Exclusions Appeals for 2024 academic year	
Tuesday	14			
Wednesday	15		<ul style="list-style-type: none"> • School Selection Committee Meeting for FTEN students: School of Health Care Sciences • School Selection Committee Meeting for FTEN and transfer students: School of Pharmacy 	09h00 14h00
Thursday	16		<ul style="list-style-type: none"> • School Selection Committee Meeting for FTEN and transfer students: School of Medicine 	09h00
Friday	17		<ul style="list-style-type: none"> • School Selection Committee Meeting for FTEN students: School of Dentistry 	09h00

		<ul style="list-style-type: none"> School Selection Committee Meeting for FTEN students: School of Science and Technology Last Day: Registration ends for all returning (undergraduate & Postgraduate) students. 	14h00
Saturday	18		
Sunday	19		
Monday	20	Meeting: Executive Management Committee	08h30
Tuesday	21	<ul style="list-style-type: none"> Lectures and practicum sessions commence for BSc II, III, BSC ECP II, III & IV students UGRC Meeting	10h00
Wednesday	22	Registration commences for 2025 FTEN students Meeting: School Academic Exclusions Committee: Medicine Meeting: School Academic Exclusions Committee: Dentistry Closing date for SMUREC	08h30 14h00
Thursday	23	Meeting: School Academic Exclusions Committee: Health Care Sciences Meeting: School Academic Exclusions Committee: Pharmacy	08h30 14h00
Friday	24	Meeting: School Academic Exclusions Committee: Science and Technology	08h30
Saturday	25	Closing date for protocols for SHCSRC	16h00
Sunday	26		
Monday	27		
Tuesday	28		
Wednesday	29	Meeting: Capacity Development	
Thursday	30	Orientation for all First Time Entering students commences Meeting: Honorary Degrees Committee Meeting: SMUREC	09h00 09h00 09h00
Friday	31	Registration closes for 2025 FTEN students Orientation for all First Time Entering students ends Meeting: Postgraduate Committee of the Senate	09h00
FEBRUARY 2025			Time
Saturday	1		
Sunday	2		
Monday	3	Meeting: Executive Management Committee Meeting: Senate Academic Exclusions Appeals Committee <ul style="list-style-type: none"> Commencement of 2025 academic year for First Time Entering students 	08h30 13h00
Tuesday	4	Meeting: Senate Information and Communication Technology Committee	09h00
Wednesday	5	Meeting: Senate Library Committee Meeting: SHCS Executive Committee Meeting Meeting: SHCSRC	09h00 09h00 13h00
Thursday	6	Meeting: Institutional Forum Meeting: SMUREC	09h00
Friday	7	Meeting: Senate Academic Exclusions Appeals Committee	09h00
Saturday	8		
Sunday	9		
Monday	10	Meeting: Senior Management Committee <ul style="list-style-type: none"> Special Summative Assessment (For undergraduate, honours and post graduate diploma) commence 	09h00

Tuesday	11		Meeting: Senate Community Engagement Committee	09h00
Wednesday	12		Meeting: Senate Academic Exclusions Appeals Committee • Special Summative Assessment (For undergraduate, honours and post graduate diploma) ends	09h00
Thursday	13		Meeting: Senate Academic Rules Committee Meeting: CE	09h00 10h00
Friday	14		Meeting: Senate Research, Ethics and Postgraduate studies Committee • Closing date: ➢ Late registration for all undergraduate and postgraduate students ➢ Changing of courses and/or modules ➢ Submission of applications for exemption from courses or modules	09h00
Saturday	15			
Sunday	16			
Monday	17		Meeting: Executive Management Committee Closing date for submission of documents: SHCSRC	08h30 16h00
Tuesday	18		Meeting: Senate Committee on Student Life and Wellness	09h00
Wednesday	19		Meeting: Senate Teaching and Learning Committee Closing date for submission of documents: SMUREC	09h00 16h00
Thursday	20		Meeting: Remuneration Committee of the Council	09h00
Friday	21		Meeting: Meeting: Senate Academic Planning Committee	09h00
Saturday	22			
Sunday	23			
Monday	24		• Supervisors Workshop	09h00
Tuesday	25			
Wednesday	26		Meeting: Capacity Development	13h00
Thursday	27		Meeting: Human Resources Committee of the Council Meeting: Membership Committee of the Council • Postgraduate Induction	09h00 14h00 09h00
Friday	28		Meeting: Executive Committee of Senate	09h00

MARCH 2025				Time
Saturday	1			
Sunday	2			
Monday	3		Meeting: Executive Management Committee • Research Methodology (REME) course commences	08h30 09h00
Tuesday	4		Meeting: Postgraduate Committee of the Senate	09h00
Wednesday	5		Meeting: Senate Library Committee Meeting: SHCS Executive Committee Meeting Meeting: SHCSRC	09h00 09h00 13h00
Thursday	6		Meeting: SMUREC Meeting: Institutional Forum Meeting: Finance and Investment Committee of Council	09h00 09h00 09h00
Friday	7		Meeting: Audit and Risk Committee of Council	09h00
Saturday	8			
Sunday	9			
Monday	10		Meeting: Student Affairs Committee of the Council	09h00
Tuesday	11			

Wednesday	12		Meeting: Planning and Resources Committee of the Council	09h00
Thursday	13		Closing date: SMUREC Meeting: CE	09h00 10h00
Friday	14		Meeting: Executive Committee of the Senate <ul style="list-style-type: none"> • Closing date: <ul style="list-style-type: none"> ➤ Submission of all assessment reports by external assessors to the Postgraduate Office Submission of all combined reports from internal supervisors for students eligible for the May 2025 graduation ceremonies to the Postgraduate Office. Meeting: IT Governance Committee of the Council	09h00 12h00
Saturday	15			
Sunday	16			
Monday	17		Meeting: Executive Management Committee Meeting: Board - School of Medicine	08h30 09h00
Tuesday	18		Meeting: Board - School of Science and Technology Meeting: Executive Committee of the Council	09h00 09h00
Wednesday	19		Meeting: Board: - School of Dentistry Meeting: Board: School of Pharmacy	09h00 14h00
Thursday	20		Meeting: Board - School of Health Care Sciences	09h00
Friday	21		HUMAN RIGHTS DAY	
Saturday	22			
Sunday	23			
Monday	24		Meeting: Senate Committee on Student Life and Wellness Closing date submission of documents: SHCSRC	09h00 16h00
Tuesday	25			
Wednesday	26			
Thursday	27		Meeting: Senate Academic Planning Committee	09h00
Friday	28		Meeting: Senate	09h00
Saturday	29			
Sunday	30			
Monday	31		Meeting: Executive Management Committee AUTUMN Recess for students starts **NB - The Senate approved recess dates are subject to clinical rotation dates as approved by the relevant Schools, in line with the School approved timetable for each of the programme. Where there is a contradiction between the Senate approved dates and School dates for recess for clinical students, the School dates will take precedence. <ul style="list-style-type: none"> • Last day for submission of name lists for Graduation Ceremonies • Last day for submission of mini-dissertation, dissertation and thesis reports to the Examination Department by supervisors for consideration and endorsement by Postgraduate Committee and approval of eligible candidates by Executive Committee of Senate for May Graduation Ceremonies. 	08h30
APRIL 2025				Time
Tuesday	1		Applications for admission for the 2026 academic year open Meeting: Postgraduate Committee of the Senate	09h00
Wednesday	2		Meeting: SHCS Executive Committee Meeting Meeting: Capacity Development	09h00 13h00

Thursday	3		Meeting: SMUREC Meeting: Council	09h00 09h00
Friday	4		AUTUMN Recess for students ends	
Saturday	5			
Sunday	6			
Monday	7		Meeting: Executive Management Committee	09h00
Tuesday	8		Meeting: Senate Information and Communication Technology Committee	09h00
Wednesday	9		Meeting: SHCSRC	13h00
Thursday	10		Meeting: CE	
Friday	11		Meeting: Senate Community Engagement Committee	09h00
Saturday	12			
Sunday	13			
Monday	14		Meeting: Senior Management Committee	08h30
Tuesday	15		Closing date for submission: SMUREC	
Wednesday	16		Meeting: Postgraduate Committee of the Senate	09h00
Thursday	17			
Friday	18		PUBLIC HOLIDAY: GOOD FRIDAY	
Saturday	19			
Sunday	20			
Monday	21		PUBLIC HOLIDAY: FAMILY DAY	
Tuesday	22		Meeting: Executive Management Committee	08h30
Wednesday	23			
Thursday	24			
Friday	25			
Saturday	26			
Sunday	27			
Monday	28		PUBLIC HOLIDAY: FREEDOM DAY	
Tuesday	29		Closing date for document submission: SHCSRC	
Wednesday	30		Meeting: Capacity Development	13h00
MAY 2025				Time
Thursday	1		PUBLIC HOLIDAY: WORKERS' DAY	
Friday	2		UNIVERSITY HOLIDAY	
Saturday	3			
Sunday	4			
Monday	5		Meeting: SMUREC Meeting: Executive Committee of Senate	09h00 09h00
Tuesday	6		Meeting: Senate Academic Rules Committee	09h00
Wednesday	7		Meeting: Senate Research, Ethics and Postgraduate Studies Committee Meeting: SHCS Executive Committee Meeting Meeting: SHCSRC	09h00 09h00 13h00
Thursday	8		• Open Day Meeting: Institutional Forum	09h00
Friday	9			
Saturday	10			
Sunday	11			

Monday	12		Meeting: Executive Management Committee	08h30
Tuesday	13		Meeting: Planning and Resources Committee of the Council	09h00
Wednesday	14			
Thursday	15		Meeting: ICT Governance Committee of the Council Meeting: CE	09h00 10h00
Friday	16		<ul style="list-style-type: none"> • Closing date: <ul style="list-style-type: none"> ➢ Cancellation of courses and/or modules ➢ Exemption from attending a course or module ➢ Interruption of studies for 2025 academic year ➢ Africa Day Celebration 	
Saturday	17			
Sunday	18			
Monday	19		<ul style="list-style-type: none"> • Closing date: <ul style="list-style-type: none"> ➢ Confirmation to write the June/July examinations by postgraduate students Meeting: Student Affairs Committee of the Council	09h00
Tuesday	20		Meeting: Finance and Investment Committee of the Council SMUREC: Closing date for submission of documents	09h00
Wednesday	21		• Graduation Ceremony	
Thursday	22		• Graduation Ceremony	
Friday	23		• Graduation Ceremony	
Saturday	24			
Sunday	25		• Observation of International Africa Day	
Monday	26		Meeting: Executive Management Committee Closing date: SHCSRC submission of documents <ul style="list-style-type: none"> • Closing date: <ul style="list-style-type: none"> ➢ Submission of standard, supplementary and special assessment question papers Revision week commences	08h30
Tuesday	27			09h00
Wednesday	28		Meeting: Board - School of Pharmacy Meeting: Board - School of Science and Technology	09h00 14h00
Thursday	29		Meeting: Board - School of Medicine	09h00
Friday	30		Meeting: Board - School of Health Care Sciences Meeting: Board - School of Dentistry Revision week ends.	09h00 14h00
Saturday	31			

JUNE 2025				Time
Sunday	1			
Monday	2		<ul style="list-style-type: none"> • Mid-year examinations commence <u>**NB – The dates of the mid-year examinations notwithstanding, Schools are allowed to exercise their right to arrange clinical examinations prior to the commencement of examinations as contemplated in the Calendar.</u>	
Tuesday	3		Meeting: Remuneration Committee of the Council Meeting: Membership Committee of the Council	09h00 09h00
Wednesday	4		Meeting: SHCS Executive Committee Meeting Meeting: Capacity Development	09h00 13h00

Thursday	5		Meeting: SMUREC	09h00
Friday	6		Meeting: Senate	09h00
Saturday	7			
Sunday	8			
Monday	9		Meeting: Executive Management Committee	
Tuesday	10		Meeting: Postgraduate Committee of Senate	09h00
Wednesday	11		Meeting: Audit and Risk Committee of Council Meeting: SHCSRC	09h00 13h00
Thursday	12		Meeting: Executive Committee of the Council Meeting: CE	09h00 10h00
Friday	13		Meeting: Human Resources Committee of Council	09h00
Saturday	14			
Sunday	15			
Monday	16		PUBLIC HOLIDAY	
Tuesday	17		Meeting: Senior Management Committee	
Wednesday	18		Meeting: Senate Committee on Student Life and Wellness	09h00
Thursday	19		SMUREC: Documents closing date	
Friday	20		<ul style="list-style-type: none"> Mid-year examinations end Research Methodology (REME) course ends	
Saturday	21			
Sunday	22			
Monday	23		Meeting: Executive Management Committee	08h30
Tuesday	24		Meeting: Senate Teaching and Learning Committee	09h00
Wednesday	25		Meeting: Senate Academic Planning Committee	09h00
Thursday	26		Meeting: Council	09h00
Friday	27		Research Methodology (REME) examination	09h00
Saturday	28			
Sunday	29			
Monday	30		Meeting: Executive Committee of the Convocation SHCSRC: Closing date for documents	09h00 16h00

JULY 2025				Time
Tuesday	1		Meeting: Senate Information and Communication Technology Committee <ul style="list-style-type: none"> Mid-year supplementary examinations commence 	09h00
Wednesday	2		Meeting: SHCS Executive Committee Meeting	09h00
Thursday	3		Meeting: Senate Library Committee Meeting: SMUREC	09h00 14h00
Friday	4		Meeting: Honorary Degrees Committee	09h00
Saturday	5			
Sunday	6			
Monday	7		Meeting: Executive Management Committee	08h30
Tuesday	8		Meeting: Senate Community Engagement Committee <ul style="list-style-type: none"> Mid-year supplementary examinations end 	09h00
Wednesday	9		<ul style="list-style-type: none"> Winter recess for students starts **NB - The Senate approved recess dates are subject to clinical rotation dates as approved by the relevant Schools, in line with the School approved	

		timetable for each of the programme. Where there is a contradiction between the Senate approved dates and School dates for recess for clinical students, the School dates will take precedence. Meeting: Capacity Development	13h00
Thursday	10		
Friday	11	Meeting: CE	10h00
Saturday	12		
Sunday	13		
Monday	14		
Tuesday	15		
Wednesday	16	Meeting: SHCSRC	13h00
Thursday	17	Meeting: School Examinations Commissions (Standard Examinations): a. Dentistry b. Health Care Sciences c. Medicine d. Pharmacy e. Science and Technology	09h00 09h00 09h00 09h00 09h00
Friday	18	Meeting: Executive Committee of Senate <ul style="list-style-type: none"> • Closing date for the VC's Research Excellence Awards • Closing date for the VC's Teaching Excellence Awards • Winter recess for students ends • Release of mid-year examination results END OF FIRST SEMESTER	09h00
Saturday	19		
Sunday	20		
Monday	21	SECOND SEMESTER COMMENCES Meeting: Executive Management Committee	08h30
Tuesday	22	Meeting: Senate Rules Committee	09h00
Wednesday	23	Meeting: Senate Research, Ethics and Postgraduate Studies Committee SMUREC: Closing date for documentation	09h00
Thursday	24		
Friday	25		
Saturday	26		
Sunday	27		
Monday	28	Meeting: Board - School of Health Care Sciences Meeting: Board - School of Dentistry Closing date of documents: SHCSRC	09h00 13h00
Tuesday	29	Meeting: Board - School of Pharmacy Meeting: Board - School of Science and Technology	09h00 13h00
Wednesday	30	Meeting: Board – School of Medicine	09h00
Thursday	31	Closing date for the submission of the 2026 applications for all undergraduate qualifications including MSc Clinical Psychology only. Meeting: SMUREC	09h00

AUGUST 2025			Time
Friday	1	Meeting: Postgraduate Committee of Senate	09h00

Saturday	2		
Sunday	3		
Monday	4	Meeting: Executive Management Committee <ul style="list-style-type: none"> Special Summative Assessment (For undergraduate, honours and post graduate diploma) commence 	08h30
Tuesday	5	Meeting: ICT Governance Committee of the Council	09h00
Wednesday	6	Meeting: Membership Committee of the Council <ul style="list-style-type: none"> Special Summative Assessment (For undergraduate, honours and post graduate diploma) end Meeting: SHCS Executive Committee Meeting Meeting: Capacity Development	09h00 13h00
Thursday	7		
Friday	8	Meeting: Remuneration Committee of the Council	09h00
Saturday	9	NATIONAL HOLIDAY: WOMEN'S DAY	
Sunday	10		
Monday	11	Meeting: Senior Management Committee	09h00
Tuesday	12	Meeting: Institutional Forum	09h00
Wednesday	13	Meeting: SHCSRC	13h00
Thursday	14	Meeting: Human Resources Committee of Council Meeting: CE	09h00 10h00
Friday	15		
Saturday	16		
Sunday	17		
Monday	18	Meeting: Executive Management Committee SMUREC: Closing date for documentation	08h30
Tuesday	19	Meeting: Executive Committee of Senate	09h00
Wednesday	20	<ul style="list-style-type: none"> SMU Research Day Meeting: Student Affairs Committee of the Council	09h00 09h00
Thursday	21	<ul style="list-style-type: none"> SMU Research Day Meeting: Finance and Investment Committee of the Council	09h00 09h00
Friday	22	<ul style="list-style-type: none"> SMU Research Day 	09h00
Saturday	23		
Sunday	24		
Monday	25	Meeting: Planning and Resources Committee of the Council SHCSRC: Closing date for documentation	09h00
Tuesday	26		
Wednesday	27	Meeting: Senate	09h00
Thursday	28		
Friday	29	<ul style="list-style-type: none"> Closing date for confirmation to write the October/November examinations by postgraduate students Closing date for submission of first time Postgraduate applications for 2025 (Excluding Masters by Research and Doctorates registering for the first time) 	
Saturday	30		
Sunday	31		
SEPTEMBER 2025			Time

Monday	1	Meeting: Executive Management Committee	08h30
Tuesday	2	Meeting: Executive Committee of the Council	09h00
Wednesday	3	Meeting: Senate Committee on Student Life and Wellness Meeting: Audit and Risk Committee of the Council Meeting: SHCS Executive Committee Meeting Meeting: Capacity Development	09h00 09h00 09h00 13h00
Thursday	4	Meeting: SMUREC Council Strategic Planning Session	09h00 09h00
Friday	5	Council Strategic Planning Session	09h00
Saturday	6		
Sunday	7		
Monday	8	Meeting: Postgraduate Committee of Senate	09h00
Tuesday	9		
Wednesday	10	Meeting: SHCSRC	13h00
Thursday	11		
Friday	12	• Graduation Ceremony	
Saturday	13		
Sunday	14		
Monday	15	Meeting: Executive Management Committee	08h30
Tuesday	16	Meeting: Senate Teaching and Learning Committee	09h00
Wednesday	17	Meeting: Senate Research, Ethics and Postgraduate Studies Committee SMUREC: Closing date for documentation	09h00
Thursday	18	Meeting: Senate Academic Planning Committee	09h00
Friday	19	Meeting: Student Affairs Committee of the Council	10h00
Saturday	20		
Sunday	21		
Monday	22	Meeting: Senate Information and Communication Technology Committee	09h00
Tuesday	23	• Closing date: ➤ Submission of standard, supplementary and special assessment question papers Meeting: Senate Academic Rules Committee	09h00
Wednesday	24	NATIONAL HOLIDAY: HERITAGE DAY	
Thursday	25	Meeting: Senate Library Committee	09h00
Friday	26		
Saturday	27		
Sunday	28		
Monday	29	Meeting: Executive Management Committee SHCSRC: Closing date for documentation	08h30 16h00
Tuesday	30	Meeting: Council	09h00
OCTOBER 2025			Time
Wednesday	1	Meeting: Senate Community Engagement Committee Publication of year-marks for end-of-year examinations Meeting: SHCS Executive Committee Meeting	09h00 09h00
Thursday	2	Meeting: SMUREC	09h00
Friday	3	Meeting: Executive Committee of Senate	09h00
Saturday	4		

Sunday	5			
Monday	6	5	Meeting: Senior Management Committee Revision Week Commences	09h00
Tuesday	7			
Wednesday	8		Meeting: Capacity Development	13h00
Thursday	9			
Friday	10		Revision Week ends.	
Saturday	11		Meeting: CE	
Sunday	12			
Monday	13		Meeting: Executive Management Committee • End-of-year standard examinations commence **NB – The dates of the mid-year and end of year examinations notwithstanding, Schools are allowed to exercise their right to arrange clinical examinations prior to the commencement of examinations as contemplated in the Calendar.	08h30
Tuesday	14		Meeting: Postgraduate Committee of Senate	09h00
Wednesday	15		Meeting: SHCSRC	13h00
Thursday	16			
Friday	17		SMUREC: Closing date for documentation	
Saturday	18			
Sunday	19			
Monday	20		Meeting: Human Resources Committee of the Council	09h00
Tuesday	21			
Wednesday	22		Meeting: Senate Rules Committee	09h00
Thursday	23		Meeting: Audit and Risk Committee of the Council	09h00
Friday	24			
Saturday	25			
Sunday	26			
Monday	27		Meeting: Executive Management Committee SHCSRC: Closing date for documentation	08h30 16h00
Tuesday	28		Meeting: ICT Governance Committee of the Council	09h00
Wednesday	29			
Thursday	30			
Friday	31		Meeting: Finance and Investment Committee of the Council	09h00
NOVEMBER 2025				Time
Saturday	1		Meeting: Convocation	
Sunday	2			
Monday	3		Meeting: Executive Committee of Senate	09h00
Tuesday	4			
Wednesday	5		Meeting: Institutional Forum Meeting: SHCS Executive Committee Meeting Meeting: Capacity Development	09h00 09h00 13h00
Thursday	6		Meeting: SMUREC	09h00
Friday	7		End-of-year standard examinations end Meeting: Planning and Resources Committee of the Council	09h00
Saturday	8			
Sunday	9			

Monday	10	Meeting: Executive Management Committee	08h30
Tuesday	11		
Wednesday	12	Meeting: SHCSRC	13h00
Thursday	13		
Friday	14	Meeting: Senate	09h00
Saturday	15		
Sunday	16		
Monday	17	Meeting: Executive Committee of the Council Supplementary / deferred examinations commence	09h00
Tuesday	18	Meeting: School Examinations Commissions (Standard Examinations): a. Dentistry b. Medicine c. Health Care Sciences d. Pharmacy e. Science and Technology	09h00 09h00 09h00 09h00 09h00
Wednesday	19		
Thursday	20		
Friday	21		
Saturday	22		
Sunday	23		
Monday	24	Meeting: Executive Management Committee	08h30
Tuesday	25	Supplementary / deferred examinations end	
Wednesday	26		
Thursday	27	Closing date for Masters by Research and Doctoral registration (first time students) Meeting: Council	09h00
Friday	28	• Vice-Chancellor's Awards Ceremony (Teaching and Learning, Research; Support and Administrative Staff)	09h00 18h00
Saturday	29		
Sunday	30		
DECEMBER			Time
Monday	1	Meeting: Senior Management Committee	09h00
Tuesday	2		
Wednesday	3		
Thursday	4		
Friday	5	Vice-Chancellor's Students Excellence Awards	18h00
Saturday	6		
Sunday	7		
Monday	8	Meeting: Executive Committee of the Senate (Approval of Standard Examination Results)	09h00
Tuesday	9		
Wednesday	10	• Oath-taking Ceremony: School of Pharmacy • Oath-taking Ceremony: School of Health Care Sciences	09h00 09h00
Thursday	11	• Oath-taking Ceremony: School of Dentistry	09h00
Friday	12	• Oath-taking Ceremony: School of Medicine	09h00

Saturday	13		
Sunday	14		
Monday	15	Release of year-end examination results End of Semester 2 & End of all academic activities of the University	
Tuesday	16	PUBLIC HOLIDAY: DAY OF RECONCILIATION	
Wednesday	17		
Thursday	18		
Friday	19		
Saturday	20		
Sunday	21		
Monday	22		
Tuesday	23		
Wednesday	24		
Thursday	25	PUBLIC HOLIDAY: CHRISTMAS DAY	
Friday	26	PUBLIC HOLIDAY: DAY OF GOODWILL	
Saturday	27		
Sunday	28		
Monday	29		
Tuesday	30		
Wednesday	31		
		JANUARY 2026	
Thursday	1	NEW YEAR'S DAY	
Friday	2		
Saturday	3		
Sunday	4		
Monday	5	<ul style="list-style-type: none"> • UNIVERSITY RE-OPENS FOR THE 2026 ACADEMIC YEAR: SUPPORT AND ACADEMIC STAFF REPORT FOR DUTY 	

SCHOOL COMMITTEES

SHCS Board

1. Dean (Chairperson)
2. Members
 - Heads of Departments
 - Professors and Associate Professors
 - Permanently appointed Senior Lecturers
 - Permanently appointed Lecturers
 - The representative of the respective School student council
3. Ex-officio members
 - VC & Principal
 - Registrar
 - Deputy Registrar
 - Assistant Registrar
 - Director: Research
 - Director: Student Affairs
 - Director: Finance

- Director: Human Resources
- Director: CUTL
- Director: Library and Information Service

SHCS Executive Committee

1. Dean (Chairperson)
2. Heads of Departments
 - Human Nutrition & Dietetics
 - Nursing Science
 - Occupational Therapy
 - Physiotherapy
 - Public Health
 - Speech Language Pathology & Audiology
3. Ex-officio members
 - Deputy Registrar
 - Director: CUTL
 - CTG Grant Officer- Department of Finance
 - Quality Assurance Officer
 - Director: Library
 - School committees chairpersons

SHCS Research and PG studies Committee

1. Chairperson
2. Deputy Chairperson
3. Departmental representatives
 - Human Nutrition & Dietetics
 - Nursing Science
 - Occupational Therapy
 - Physiotherapy
 - Public Health
 - Speech-Language Pathology & Audiology
4. Ex-officio members
 - Dean: SHCS
 - Director: Research

SHCS Selection Committee

- | | |
|---------------------------------------|---------------------------|
| Dean (Chairperson) | |
| Deputy Registrar | |
| SMU HOD: Enrolment or representative | |
| SHCS SRC Chairperson | |
| Human Nutrition & Dietetics | HoD plus 1 representative |
| Nursing Science | HoD plus 1 representative |
| Occupational Therapy | HoD plus 1 representative |
| Physiotherapy | HoD plus 1 representative |
| Public Health | HoD plus 1 representative |
| Speech Language Pathology & Audiology | HoD plus 1 representative |

SHCS Examination Committee

Dean (Chairperson)	
Deputy Registrar	
SMU HOD examination and graduation or representatives	
Human Nutrition & Dietetics	HoD plus 1 representative
Nursing Science	HoD plus 1 representative
Occupational Therapy	HoD plus 1 representative
Physiotherapy	HoD plus 1 representative
Public Health	HoD plus 1 representative
Speech Language Pathology & Audiology	HoD plus 1 representative

SHCS Teaching and Learning, Curriculum & Quality Assurance Committee

1. Chairperson
2. Deputy Chairperson
3. Members: A minimum of one representative except Nursing Science
 - Human Nutrition & Dietetics
 - Nursing Science (minimum of three members)
 - Occupational Therapy
 - Physiotherapy
 - Public Health
 - Speech-Language Pathology & Audiology
4. Ex- Officio members
 - Dean: SHCS
 - Director: Quality Assurance

SHCS Community Engagement Committee
--

1. Chairperson
2. Deputy Chairperson
3. Members: Ideally two staff members are nominated by their respective departments to serve on the committee for a period of one year
 - Human Nutrition & Dietetics
 - Nursing Science
 - Occupational Therapy
 - Physiotherapy
 - Speech Language Pathology & Audiology

SHCS Academic and Student Support Committee (Academic Gurdian)

1. Chairperson
2. Deputy Chairperson
3. Members: A minimum of one representative from each department
 - Human Nutrition & Dietetics
 - Nursing Science
 - Occupational Therapy
 - Physiotherapy
 - Public Health
 - Speech-Language Pathology & Audiology
4. Ex-Officio members
 - Dean: SHCS
 - Director: Quality Assurance

SHCS Oath Taking and Gala Dinner Committee

1. Chairperson
2. Deputy Chairperson
3. Members: A maximum of two representatives from each department
 - Human Nutrition & Dietetics
 - Nursing Science
 - Occupational Therapy
 - Physiotherapy
 - Speech-Language Pathology & Audiology
4. A representative from the Office the Dean

SHCS Internationalisation Committee
--

1. Chairperson
2. Deputy Chairperson
3. Members: A minimum of one representative from each department
 - Human Nutrition & Dietetics
 - Nursing Science
 - Occupational Therapy
 - Physiotherapy
 - Public Health
 - Speech-Language Pathology & Audiology
4. Ex-Officio members
 - Dean: SHCS
 - Director: Internationalisation

SHCS Marketing Committee

1. Chairperson
2. Deputy Chairperson
3. Members: A minimum of one representative from each department
 - Human Nutrition & Dietetics
 - Nursing Science
 - Occupational Therapy
 - Physiotherapy
 - Public Health
 - Speech-Language Pathology & Audiology
4. Ex-Officio members
 - Dean: SHCS
 - Director: Marketing and communication or representative

SHCS Risk Management Committee

1. Chairperson
2. Deputy Chairperson
3. Members: A minimum of one representative from each department
 - Human Nutrition & Dietetics
 - Nursing Science
 - Occupational Therapy

- Physiotherapy
- Public Health
- Speech-Language Pathology & Audiology
- 4. Ex-Officio members
 - Dean: SHCS
 - Director: Internal Audit and Risk management or representative

SCHOOL DEPARTMENTS

HUMAN NUTRITION AND DIETETICS

Tel: 012 521 4187

Acting HOD	Manafe M: BSc Dietetics (MEDUNSA); MPH (SMU); Dr.PH (SMU)
Senior Lecturer	Legodi MH: BSc Dietetics (MEDUNSA), MSc Nutrition (Alabama A& M University, USA)
Lecturer	Mokone SM: B Nutrition (UNIN); MSc Dietetics (SMU); PHD (SMU)
Lecturer	Phetla MC: BSc Dietetics (SMU), MPH (UL, Medunsa Campus), PHD (UL)
Lecturer	Gordon R: BSc (Human Nutrition); MSc Nutrition (UKZN); PHD (NWU)
	MacDougall GC: B Diet (UP); Masters in Nutrition (US)
Lecturer	Viljoen E: B Diet (UP), M Nutrition (US)
Lecturer	Mehlape MR: BSc Dietetics (UL); MSc Diet (UP)
Lecturer	Mathunjwa S: BSc Dietetics (UL); MSc Diet (UP)
Junior Lecturer	Mbola AZ: Nat. Dipl & BTech in Food Service Mngmnt (TUT)
Clinical Coordinator	Sepamla L: BNutr Hons (UNIN)
Clinical Supervisors	Manganye G: B.Nutrition (UNIN)
	Pronk M: BSc Diet (Potchefstroom University), PGDip Diabetes (USW)
	Mulaudzi N: BSc Dietetics (UL)
	Ngxakeni A: BSc Dietetics (SU)
	Ntimane NA: BSc Dietetics (UL)

NURSING SCIENCES

Tel: 012 521 4305/4166

HOD	Prof Dr Phetlhu PHD NWU, MHS (NWU), B.A Diploma In Advanced Nursing Science (RAU), Diploma In General Nursing And Midwifery. Western Transvaal Nursing College
Senior Lecturer	Dr Y.Uys: MCur (UP), PhD (UP)
Senior lecturer	Dr Vink PhD (Nursing) (UWC), M CUR (Nursing), (UWC) (BPAHons)(US), , Diploma in Nursing Education University of Stellenbosch, (US), Diploma in Nursing (General, Psychiatry, Community and Midwifery) Nico Malan Nursing College
Senior Lecturer	Dr AG Mokoena-de Beer: BCur (UL-Medunsa Campus); MCur (UJ); DNSc (UJ), Health Science Education (NWU); Health Service Management (NWU)
Senior Lecturer	Dr SM Moloko: Diploma in Nursing (General, Psychiatry, Community) & Midwife (SAMHS), Diploma in Clinical Nursing

	Science Health Assessment, Treatment & Care (SAMHS), Bcur Ed et Admin (UJ), MPH (UNISA), PhD in Public Health (UNISA)
Senior Lecturer	Dr L.K Motswasele BA Cur (UNISA), MCur (UL) PhD (SMU)
Lecturer	Dr E.M Makhavhu: B-Tech: Nursing (TUT), Diploma: Nursing Education (UP), M-Tech: Nursing (TUT)
Lecturer	Dr T. Ramalepa: Btech (TUT) Mtech (TUT) Di[oma in Public Health (UNISA) PhD (TUT)
Lecturer	Dr R.F Mathevula: MCur (UNI. VEN.), PhD (Univen)
Lecturer	Dr NF Mabunda Bcurns in Nursing & Midwifery (UNIVEN); M Cur (UNIVEN); B Cur (Ed et Admin) (NWU,2018); PhD (UNIVEN); Mnur: Advanced Psychiatric Nursing Cum Laude (UP).
Lecturer	Dr LL Molefe: PhD (NWU), MCur (UNISA), Honours (UNISA), BCur (UNISA), Diploma(MMACON)
Lecturer	Mr. K.P Tukisi Diploma in Nursing & Midwifery (Mmacon); B Cur ed et Admin(NWU); MNsc (UJ)
Lecturer	Ms S.K.M Mabasa BACur (UNISA), MCur (NWU)
Lecturer	Ms LO Letswalo: (Mcur) Master of Nursing Science in Nursing Management; Bcur Ed et Admin (Education and Administration, Diploma in Clinical Nursing Science Health Assessment Treatment, and care (Primary Health Care), Diploma in Midwifery, Diploma in general Nursing
Lecturer	Mr G Malape: Bcur (UJ); Bcur ed et Admin (UJ); MNsc (UJ)
Lecturer	Mr S Ngema: Maseter Nursing Science(TUT), PGDiploma Nursing Education (UJ), PGDiploma Nephrology Nursing (NMU), B-Tech Nursing Sciene (TUT).
Lecturer	Ms M Tulelo: Masters in Nursing Science: Nursing Education (UP), BCur (Ed et Admin) (UJ), Diploma in Nursing & Midwifery (SG Lourens)
Lecturer	Ms NM Tshabalala: Diploma in Nursing (Free State School of Nursing), BCur in Nursing Administration and Education (UNISA), Master in Advanced Midwifery and Neonetology (UP)
Junior Lecturer	Ms TP Mogotlane: BCur (UNISA), Diploma in Clinical Nursing Science Health Assessment, Treatment & Care (S.G. Laurens Nursing College), Diploma in Nursing (General, Psychiatry, Community) & Midwifery (Ann-Latsky Nursing College).

Junior Lecturer	Ms ED Maphake: Masters in Advanced Psychiatric Nursing Science; Honours in Advanced Psychiatric Nursing Science , Advanced Diploma in Health Service Management; Advanced Diploma in Health Science Education; Diploma in Nursing (General , Midwifery , Community and Psychiatry).
Junior Lecturer	Ms M Kgoele: Bachelor of Nursing (WITS), Post Basic Diploma in Midwifery and Neonatal Nursing (GaRankuwa Nursing College), MPH (SMU), Postgraduate Diploma in Nursing Education (UJ)
DOE Skills Facilitators	
Clinical Coordinator	Ms L Manyeneng: Master of Nursing (TUT); BTech occupational Health Nursing (TUT); Diploma in Health Science Education (NWU) ; Diploma in nursing administration; Diploma in General Nursing.
Skills Facilitator	Ms N.O. Segoale: M.Cur (UL)
Skills Facilitator	Ms T. Mokwele: Diploma in Nursing (General, Psychiatry, Community) and Midwifery (Limpopo College of Nursing), BCur I et A (University of Pretoria), Mcur (University of Pretoria)
Skills Facilitator	Ms M.Y. Rambuwani: Masters in Nursing management (U.P) Bcur I et A (education and administration) U.P, BCur (UNIVEN)

PART-TIME SKILLS FACILITATORS

Clinical Accompanist	Ms M.B Selaledi
Clinical Accompanist	Ms R.M Rangoako
Clinical Accompanist	Ms A. Maidi
Clinical Accompanist	Mr M.J Legodi
Clinical Accompanist	Ms M.E Mashigo
Clinical Accompanist	Ms M.M.E Ledwaba
Clinical Accompanist	Ms M.R Letlape

Clinical Accompanist	Ms L.P.M Mahlatjie
Clinical Accompanist	Ms S.N Mufamadi
Clinical Accompanist	Ms N Madumo

OCCUPATIONAL THERAPY

Tel: 012 521 4133

Senior Lecturer & Acting HOD	Lesunyane RA: B. Occ Ther (MEDUNSA), B. Occ Ther Hons (MEDUNSA), M. Occ Ther (UL-Medunsa Campus)
Lecturer	Dr Pitout SJS: B. Occ Ther (UP), M. Occ Ther (UL-Medunsa Campus), PhD (WITS)
Lecturer	Dzhugudzha NT: B. Occ Ther (UL-Medunsa Campus) MPH (SMU)
Lecturer	Nemakanga NM: B. Occ Ther (UL- Medunsa Campus) MPH (UL - Medunsa Campus)
Lecturer	Mphohoni MR: B. Occ Ther (MEDUNSA), M Human Rehab Studies (SU)
Lecturer	Makhubela MM: B. Occ Ther (UL- Medunsa Campus), M Occ Ther (SMU)
Lecturer	Ramodike KV: B. Occ Ther (MEDUNSA), B. Occ Ther Hons (MEDUNSA), MHPE (Maastricht)
Lecturer	Mohotlhoane R: BSc OT (WITS), M. Occ Ther (UP)
Lecturer	Diale, G.V: B Occ Ther (UL- Medunsa Campus), MSc OT (WITS)
Junior Lecturer	Phasumane SDJ: B. Occ Ther (MEDUNSA), BA Hons AAC (UP), Dip Management (TSA), PGDip (Public Health) (UP)
Junior Lecturer	Sebela P: BSc OT (UCT)

PHYSIOTHERAPY

Tel: 012 521 5828

Acting HOD	Tshabalala MD: BSc Physio (UCT), MSc Physio (WITS), PhD (UP), Leadership and management certificate (Wits Business School)
Research Fellow	Eksteen CA: BSc Physio (Stellen), Diploma in Tert Educ and MEd (UNISA), PhD Education (UP)
Senior Lecturer	Mtshali BF: BSc Physio (MEDUNSA), Dip.Fin.Management (UNISA), MPhysT Sports Medicine (UP), MPH (SMU), PhD (MEDUNSA)
Senior Lecturer	Dawood MA: BPhysT (UP), MPhysT (UP), PhD (WITS)
Lecturer	Sobantu NA: BSc Physio (MEDUNSA), MSc Physio (SMU)

Lecturer	Kotsokoane FM: BPhysT (UP), MPH (UL)
Lecturer	Raphokwane K: BSc Physio (MEDUNSA), MSc Physio (SMU)
Lecturer	Nkuna RD: BSc Physio (MEDUNSA), MSc Physio (UL), PhD (SMU)
Lecturer	Sibuyi M: BSc Physio (WITS), MSc (WITS), PhD (UP)
Lecturer	Molapisi ME: BPhysT (UP), MPH (UL)
Junior lecturer/CSF	Mabena-Segoe I: BSc Physio (MEDUNSA), MSc Physio (SMU)

SPEECH LANGUAGE PATHOLOGY AND AUDIOLOGY

Tel: 012 521 3842

Acting HOD	Dr Govender SM: B.Comm Path (Audiology) (UKZN), M.Comm Path (Audiology) (UKZN), PhD (Telemedicine) (UKZN)
Senior Lecturer	Dr De Jongh M: BA.Log (UP), M.Phil (US), NDT, PhD (Psychology) (SMU)
Senior Lecturer	Dr Ehlert K: B.Comm Path (UP), M.Comm Path (UP), PhD (Audiology) (UP)
Lecturer	Dr Kyarkanaye T: B.Speech Therapy & Audiology (UDW), M.ECI (UP), PhD (ECI) (UP)
Lecturer	Ms Louw A: B.Comm Path (UP), M.Comm Path (UP), Adv Dipl in Hearing Aid Acoustics (UP), Additional Training in Cochlear Implants (US)
Lecturer	Ms Mohuba M: B.SLP&A (SMU), M.ECI (UP)
Lecturer	Ms Mapisa H: B.Comm Path (UP) M.ACC (UP)
Lecturer	Ms Eslick C: B.Comm Path (Speech-Language Pathology) (UP), Ms MA.Speech-Language Pathology (UP)
Lecturer	Ms Mahakwe G: B.SLP&A (SMU), M.AAC (UP)
Lecturer	Ms Kunene N: B.Comm Path (Audiology) (UP); M.Public Health (UP)
Lecturer (nGap)	Ms Mothapo R: B.SLP&A (SMU), M.AAC (UP)
Junior Lecturer	Ms Ntuli, S: B.Audiology (UCT)

PUBLIC HEALTH

Tel: 012 521 4613/3816

Professor - HOD	Mokgatle MM: BRad (MEDUNSA), BRad (Hons) (UP), MPH (MEDUNSA) PhD (UJ)
Professor Doctoral Programs	Prof. Olanrewaju Oladimeji: MB; BS, MSc, MPA, PhD, Postdoc (Harvard)
Admin Officer	Baloyi WA Hons in Indigenous Knowledge systems (UNIVEN)
Academic Coordinator	Radise T Certificate in Basic Principles of Public Relations Practice (Damelin Management School) Diploma in Public Relations & Business Communication (Damelin Business Campus), LLB (UNISA)

Epidemiology & Biostatistics

Professor	Hoque ME. BSc Hons (University of Durban Westellille), MSc (UKZN), PhD (Antwerp University),
Lecturer	Mogale MN BSc (MEDUNSA), MPH (MEDUNSA), PhD (SMU)
Lecturer	Mathibe MC: MPH (MEDUNSA), MPH Field Epidemiology (UP)
Senior Lecturer	Lowane MP: BA in Nursing Science- Health Science Education and Health Services Management (UNISA); MPH - Health Measurements (UNIVEN); PHD in Public Health (UNIVEN)
Lecturer	Cele, LP: Dip Med Tech (TNT); BSc (UDW); MPH (UP)

Environmental & Occupational Health

Associate Professor	Chadyiwa M BSc honours in Leadership and Human Resources, Honours in Management, MBA, PhD in Public Health,
Associate Professor	Chelule PK: HDip Med Lab Tech, M Med Sc, PhD (UKZN)
Lecturer	Rammopo M: MPH (MEDUNSA)
nGAP Lecturer	Malebatja MF: BSc: (UL), BSc Hons: Environmental Technology (UP), PGDPH (SMU), MPH (UP)

Health Systems Management & Policy

Associate Professor	Matlala SF, Bachelor of Arts (Psychology & Education (UNISA), Honours Bachelor of Arts in Psychology (UNISA, 2002), MPH (UL), PhD (UNISA)
Senior Lecturer	Randa MB: Diploma in Nursing (General, Psychiatry, Community) & Midwifery (GCON- Ga-Campus), Diploma in Medical Surgical-Critical Care Nursing Science (Ga-Rankuwa Campus), B Cur (I et A)- UP B Tech (OHN)- TUT MPH- UL (Medunsa)PhD- SMU
Lecturer	Kleinhans A: BA (UJ), BA (Hons) (UNISA), MSc. Global Health (UM), MA (UNISA)
Lecturer	Simbeni TV: B Occ Ther (MEDUNSA), MPH (UL), PhD (SMU)

Social & Behavioural Health Sciences

Professor	Skaal L. BSc Physiotherapy MEDUNSA , MPH MEDUNSA, DrPH (UL)
Lecturer	Dhlamini TS: Highest qualifications and institutions: ND Journalism (TUT), BSc Dietetics (SMU), MPH (SMU)
Lecturer	Mbelle, MN: B.PAED (University of Fort Hare), MA ELT (Thames Valley University), MAP (Wits Business School) MPH (Medunsa)
nGAP Lecturer	Seretlo R. B Nursing Science (UP), MPH (SMU)

NRF SARChI Chair

Professor

Substance Abuse and Public Health Population
Mental Health

Mokwena KE: MSc. Ed.D. (University of South Carolina)

SCHOOL DEGREE PROGRAMMES

SHC B1 BSc (Dietetics) Degree Programme (BDIA01)

SHC B1.1 Selection and Admission requirements for the Dietetics Programme

SHC B1.1.1 Selection

Applicants must have:

- (i) For practical reasons a limited number of applicants may be admitted to the degree programme. Students are therefore selected on merit by a Selection Committee and notified accordingly by the Office of the Registrar.
- (ii) Students who have been refused re-registration at any other University shall not be admitted to this programme.
- (iii) Students who have been excluded from other courses or programmes at Sefako Makgatho Health Sciences University are not eligible.

SHC B1.1.2 Admission

Applicants must have the following minimum Admission Point Scores (APS)

Subject	APS
Mathematics	4
Physical Science	4
Language of learning & teaching (English)	4
Life Sciences	4
Life orientation	3
Additional subject 1	3
Additional subject 2	3
TOTAL	25

In addition to the University Rules relating to selection and admission, English must be at a minimum of 4 and Life Orientation at a minimum of 3.

SHC B1.2 Registration with Statutory Body and Clinical Requirements

SHC B1.2.1 Registration with HPCSA

- (i) All students admitted to the first year of study must register as a student Dietitian with the Health Professions Council of South Africa for the relevant year. A student shall not be granted permission to write exams at the end of the first academic year without proof of registration with the HPCSA. Students are responsible for the payment of the once-off registration fee.
- (ii) Students who have interrupted their studies must re-register with the HPCSA as a student. Students are responsible for the payment of the once-off re-registration fee.

SHC B1.2.2 Clinical Requirements

A student must attend compulsory practical training at the site(s) allocated to him/her.

In special circumstances the Head of Department may approve an alternative site.

The practical training programme is designed to meet the requirements for registration with the Professional Board for Dietetics of the Health Professions Council of South Africa. This consists of a total of at least 34 weeks, which includes a 27-week continuous internship in North- West and Gauteng Provinces at different accredited health care facilities and community-based nutrition programmes during

the fourth year. The other seven weeks are spread throughout the other years of study levels and serve as a prerequisite for advancing into the fourth year of study.

The practical training will consist of three major components, which will complement their academic counterparts:

- Food Service Administration (to complement Food Service Administration I and II)
- Community Nutrition (complement Community Nutrition I and II)
- Therapeutic Nutrition (to complement Therapeutic Nutrition I and II)

SHC B1.2.3 Leave of Absence and Clinical Hours

A student who takes approved leave of absence from practical training must catch up lost hours.

SHC B1.2.4 Duration

The degree programme extends over a minimum period of four years, followed by the twelve months' compulsory community service.

SHC B1.3 Promotion to the Fourth and Final Year of Study

A student must have obtained credit for at least 100% of the total credits at third year level before being admitted to the fourth-year status.

SHC B1.4 Special Supplementary Assessment

- (i) The General Rule applies.
- (ii) A final year student who fails a module (s) in the final year must register in the following year to complete the requirements for the degree.

SHC B1.5 Sick Continuous Assessments

- (i) Only students with a valid original medical certificate may be granted a sick continuous assessment.
- (ii) A student must submit an original medical certificate to the relevant lecturer within twenty-four (24) hours after returning from the date covered by the certificate.
- (iii) A student who misses a sick continuous assessment may be granted a second assessment opportunity, in oral or written format, at the discretion of the lecturer, if the student provides a valid original medical certificate to the relevant lecturer within twenty-four (24) hours after returning from the date covered by the certificate.
- (iv) All sick tests must be scheduled before the deadline for submission of semester marks.

SHC B1.6 Modules Taken in Advance

Students may not take any modules in advance, except MDEC032 (Research Methodology and Biostatistics) or modules without any pre-requisites, unless such registration is approved by the Dean of School.

SHC B1.7 Carrying of Modules

Students may not carry any modules in all different levels of study, unless the Dean of School approves such registration.

SHC B1.8 Granting of Degree

A student is granted the BSc (Dietetics) degree after having passed all courses of the four years of study, meeting all compulsory practical training requirements, and having successfully completed the undergraduate research project.

SHC B1.9 Degree with Cum Laude

The degree with distinction is awarded to a student who obtains an average of at least 75% for the final

year examination courses, written at the same time, with a sub-minimum of 65% in any one course. Consideration shall also be given to the student's first-, second- and third year performances.

SHC B1.10 Re-Admission after Following the Old Curriculum

In the case where a student registered for the old curriculum has been re-admitted to the programme, he/she must follow the current curriculum.

SHC B1.11 Curriculum Information

CURRICULUM INFORMATION									
School:	HEALTH CARE SCIENCES								
Qualification Name:	BSc Dietetics				Qualification Code:	BDIA01			
Campus:	Sefako Makgatho Health Sciences University				Last Revision date:				
Total SAQA Credits for Qualification:	512				Is this a fixed Curriculum:	Yes			
PERIOD OF STUDY / YEAR LEVEL 1					PERIOD OF STUDY / YEAR LEVEL 1				
1 st Semester					2 nd Semester				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 5 modules are COMPULSORY					The following 5 modules are COMPULSORY				
MSCH011	S1	N	12	0.10	MSCH012	S2	N	12	0.09
MBIO011	S1	N	12	0.10	MANB012	S2	N	12	0.09
MEHS011	S1	N	8	0.10	MEHS012	S2	N	4	0.03
MNTR011	S1	Y	20	0.20	MDIE012	S2	Y	24	0.18
MBEH011	S1	N	12	0.09	MCOM012	S2	N	12	0.09
Total credits for Semester 1 modules			64	0.5	Total credits for Semester 2 modules			64	0.5
TOTAL CREDITS FOR YEAR LEVEL 1: SAQA CREDITS = 128; HEMIS CREDITS = 1									
PERIOD OF STUDY / YEAR LEVEL 2					PERIOD OF STUDY / YEAR LEVEL 2				
1 st Semester					2 nd Semester				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 5 modules are COMPULSORY					The following 6 modules are COMPULSORY				
MDEC021	S1	Y	16	0.125	MDEC022	S2	Y	12	0.094
MDEB021	S1	Y	12	0.094	MDEB022	S2	Y	12	0.094
MDED021	S1	N	8	0.063	MDEA022	S2	N	8	0.063
MPIA021	S1	N	16	0.125	MPIA022	S2	N	16	0.125
MDEA021	S1	Y	12	0.094	MBHA022	S2	N	8	0.063
					MCPA022	S2	N	8	0.063
Total credits for Semester			64	0.5	Total credits for Semester 2			64	0.5

1 modules				modules					
TOTAL CREDITS FOR YEAR LEVEL 2: SAQA CREDITS = 128; HEMIS CREDITS = 1									
PERIOD OF STUDY / YEAR LEVEL 3				PERIOD OF STUDY / YEAR LEVEL 3					
1 st Semester				2 nd Semester					
Module Code	Offerin g Period	Possib le major	SAQ A Credi t	Hemis Credi t ⁴	Module Code	Offerin g Period	Possib le major	SAQ A Credi t	Hemi s Credi t
The following 6 modules are COMPULSORY					The following 5 modules are COMPULSORY				
MDEE031	S1	16	Y	0.125	MDEE032	S2	Y	16	0.125
MDEA031	S1	12	Y	0.092	MDEA032	S2	Y	16	0.125
MDED031	S1	12	Y	0.092	MDED032	S2	Y	12	0.092
MDEC031	S1	8	Y	0.066	MDEB032	S2	N	8	0.063
MPYA031	S1	8	N	0.066	MDEC032	S2	Y	12	0.092
MDEB031	S1	8	Y	0.066					
Total credits for Semester 1 modules			64	0.5	Total credits for Semester 2 modules			64	0.5
TOTAL CREDITS FOR YEAR LEVEL 3: SAQA CREDITS = 128; HEMIS CREDITS = 1									

PERIOD OF STUDY / YEAR LEVEL 4				
Year Subjects				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit ⁴
The following 4 modules are COMPULSORY				
MDEC040	Y	Y	48	0.375
MDEA040	Y	Y	32	0.267
MDEB040	Y	Y	24	0.188
MDER040	Y	Y	24	0.188
Total credits for Semester 1 modules			128	1
TOTAL CREDITS FOR YEAR LEVEL 4: SAQA CREDITS = 128; HEMIS CREDITS = 1				

Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit

Module Code: (4 alphabetic & 3 numeric)		MNTR011
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Module Name:	Basic Nutrition				
Content:	Macronutrients and micronutrients and trace elements - functions, metabolism, food sources, methods of measurement, deficiencies and excesses). Macro/ Micronutrient requirements (formulae, measurement and interpretation of the height and weight of individuals, effective use of appropriate measurement tools). Components of energy expenditure, measurement of energy expenditure and factors influencing energy expenditure.				
Learning Outcomes:	<p>After successful completion of the module, the student should:</p> <ul style="list-style-type: none"> • demonstrate basic knowledge and understanding of nutrients, their Dietary Reference Intakes, metabolism, functions, food sources, and causes and symptoms of nutrient deficiencies and excess; • demonstrate knowledge and informed understanding of components of energy expenditure, factors that influence energy expenditure, and be able to accurately measure energy expenditure; • identify, motivate and accurately measure required quantities of macro- and micronutrients; • demonstrate the correct application and conversion of the imperial, metric and household measurement systems; • select and apply appropriate formulas to calculate macronutrient requirements; • accurately measure height and weight for adults, calculate IBW and BMI, and interpret these according to known standards with a view to offer appropriate nutritional advice in cases where standards are not met. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	20		5		091801
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2nd Sem)
	SMU		Full time		S1
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	4	1			
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment criteria	<ul style="list-style-type: none"> • Identify macro- and micronutrient food sources • Discuss functions of micro- and macronutrients • Identify causes and symptoms of nutrient deficiency and excess • Critically discuss solutions to nutrient deficiency and excess • Critically discuss metabolism and the functions of micro- and 				

			macronutrients <ul style="list-style-type: none">• Differentiate and apply formulas used to calculate macronutrient requirements• List and discuss components of energy expenditure• List and explain factors affecting energy expenditure• Explain how energy expenditure can be measured• Discuss the influence of nutrient intake on energy expenditure• List and rationalise the DRI's required for key nutrients• Accurately measure height and weight for adults• Calculate, record and interpret IBW and BMI according to known standards• Demonstrate effective data collection skills, group work and presentation skills related to work integrated learning.			
Assessment method			Practical assignments; class tests; case scenarios; tests; examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MEHS011
Module Name:	English for Health Sciences
Content:	Reading – basic and advanced Writing – basic and advanced (scientific writing) Oral Communication and Presentation Library Orientation
Learning Outcomes:	On successful completion the learner will be able to: <ul style="list-style-type: none"> • Read faster and with greater understanding • Identify main and supporting arguments

	<ul style="list-style-type: none"> • Condense information into notes • Draw information from graphs and tables • Decode meanings of scientific words using word formation techniques in science • Present information in acceptable formats – spoken and written • Write an academic essay by synthesising information from multiple sources and acknowledging the sources • Discuss in pairs, groups and class • Make formal presentations with the help of PowerPoint slides 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	12		6		110101
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		Y
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	5	1			
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment criteria	<ul style="list-style-type: none"> • The primary purpose of assessment is to ensure that desired and planned learning has taken place. In continuous assessment, if there is a remarkable gap in any area efforts will be made to fill the gaps through proper intervention. • Students are assessed for the learning/competence of the following knowledge and skills items. • Reading: Ability to understand and draw information stated explicitly and implicitly; identify the main ideas in the given text; present information precisely in tables and graphs; paraphrase author's statements; summarise a long text into its essentials. • Writing: Ability to construct acceptable sentences; select, organise and present information coherently in scientific essay writing style; master reasonable grammar, punctuation and spelling. • Oral communication and presentation: Formative assessments include students' participation in group and class discussions, use PowerPoint effectively to present an academic topic • All assessments are not included for CA marks. Some assessments are used for self-reflection and improvement. 				

Assessment method		Tests and examinations; oral presentations; assignments			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory			
	Practical (duration)	2h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MDIE012
Module Name:	Introduction to Dietetics
Content:	Dietetics profession (scope of profession and practice, Dietetics vs. Nutrition professional scope, HPCSA, South African Association of Dietetics). Food choices, fads and fallacies, principles of dietary planning, food exchange lists, food guides, food finder, food composition tables, South African Food based Dietary Guidelines (SAFDG), benefits and challenges, food labelling.
Learning Outcomes:	<p>After successful completion of the module the student must demonstrate:</p> <ul style="list-style-type: none"> • basic knowledge and an informed understanding of the scope of the dietetics and the nutrition professions, their practices, and their regulatory bodies; • an ability to identify and motivate factors that influence food choices • fundamental understanding of the standards for meal planning and their application in the planning and evaluation of appropriate meals for different purposes/clients/groups/communities; • the ability to effectively communicate information to the general public regarding food based dietary guidelines and educating clients about the required portions of different foods according to specific needs.

Module Information:		SAQA Credits		NQF Level		CESM Code (3rd Order)
		24		5		091801
Delivery Information:		Campus		Full/Part Time		Period (Year/1st/2ndSem)
		SMU		Full time		S2
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		4	1			
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
Assessment criteria		<ul style="list-style-type: none"> • Differentiate/compare the professional scope and practice of dietetics and nutrition name their regulatory bodies • Explain the critical role(s) of the HPCSA and the regulatory bodies for dietitians and nutritionists • Analyse, motivate and discuss factors that influence food choices • Discuss SA food based dietary guidelines and explain how a dietitian or a nutritional expert should implement these guidelines in different contexts • Explain the value of food exchange lists and food guides for the work of the dietitian/nutritional expert • Demonstrate the use of appropriate food finder software • Interpret food composition tables • By means of appropriate written and verbal communication strategies, educate the general public/clients about the food based dietary guidelines and required portions of food according to specific need • Plan, analyse and evaluate meals using food exchange lists, food guides, food finder software, food composition tables and South African Food based Dietary Guidelines • Correctly read and interpret food labels • Peer review basic meal plans and provide motivated feedback for remediation • Solve basic contextual case studies... • In groups of three, devise a basic meal plan for a specific target population and illustrate the use of food exchange lists, food guides, food finder software etc. to justify all food choices for the meal plan. 				
Assessment method		Assignments; tests; practical assignments; practical tasks				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%				

		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MCOM012
Module Name:	Communication
Content:	An introduction to theories of communication; listening and reading skills; verbal communication and public speaking; an introduction to interpersonal communication; an introduction to specialisation areas in communication; an introduction to mass communication; applied reading and visual communication; writing style, presentation and process; critical interpretation of messages: introduction to report writing; basic computer literacy
Learning Outcomes:	<p>After successful completion of the module the student should demonstrate:</p> <ul style="list-style-type: none"> • knowledge and informed understanding of the basic theories of communication, the communication process, inclusive of listening, speaking, interpretation and reading skills, and the art and value of non-verbal communication; • demonstrate the ability to communicate effectively with individuals and groups in different health contexts; • demonstrate the ability to communicate effectively using verbal, written and specific electronic media; • demonstrate appropriate basic writing style in academic discourse, including the skill to do basic report writing; • demonstrate the ability to publicly advocate for current nutrition-related issues; • present and communicate information, ideas and opinions in well-structured arguments in the field of health communication; • select and plan a mass communication strategy for a health organisation;

		<ul style="list-style-type: none"> demonstrate the ability to apply basic computer skills such as report writing, electronic literature search, PowerPoint presentations, etc. 			
Module Information:		SAQA Credits	NQF Level		CESM Code (3rd Order)
		12	5		050101
Delivery Information:		Campus	Full/Part Time		Period (Year/1st/2ndSem)
		SMU	Full time		S2
Periods per week:		Classes	Practical	Tutorial	Seminars
		4			
Pre-requisite modules for this module:		None			
Co-requisites modules for module:		None			
Assessment criteria		<ul style="list-style-type: none"> Define and clarify concepts, theory and elements of communication Explain the communication process, including how people listen, talk and interpret messages Demonstrate effective listening, speaking and writing skills in different but specified contexts Motivate the determinants, value and rules of effective interpersonal communication Differentiate between verbal and non-verbal communication and motivate the role of each in the communication process Critically discuss the art and value of non-verbal communication Discuss classification and efficiency of communication channels Demonstrate counselling skills 			
Assessment method		Assignments; tests; practical demonstration; examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative		Paper 1	Paper 2	Paper 3	Paper 4

Assessment	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MDEC021
Module Name:	Nutritional Assessment
Content:	<p>Assessment of nutritional status: Interviewing skills (socioeconomic and medical history); Clinical findings, Anthropometric measurements, Skinfolds, Body Measurements (Height, length, weight, circumferences); Biochemical results, Dietary intake analysis, Systematic Clinical assessment (Palpation and analysis of all relevant body parts), Biochemical information (finger pricking skill, urine testing); Dietary intakes (flash cards, food models, photographic book, scales, stadiometer, calipers, tapes); Nutrition Screening.</p>
<p>Learning Outcomes:</p> <p>Learning Outcomes (continued)</p>	<p>After successful completion of the module the student should demonstrate:</p> <ul style="list-style-type: none"> • detailed knowledge and informed understanding of nutritional assessment concepts and tools, and the ability to select and use these tools appropriately; • the ability to conduct a professional nutritional assessment interview to ascertain the socioeconomic background and medical history of a client; • the ability to conduct accurate clinical assessments, including anthropometric measurements, skinfold measurements, relevant body measurements, and to identify and relate the indices with reference standards; • the ability to analyse, interpret and accurately record the results of all measurements; • detailed knowledge and grounded understanding of advantages and limitations of biochemical assessments and the ability to use the results of biochemical tests to identify disease conditions; • identify different biological specimens used and which nutrients they are applicable to test for; • the ability to conduct finger pricking and urine testing skills and communicate results and the interpretation thereof to patients in an appropriate manner; • detailed knowledge and understanding of, and the ability to use, different tools to determine/plan/assess dietary intake; • the ability to analyse and interpret dietary intake data and to integrate all the appropriate information from nutritional

	assessments to make clinical judgements/diagnosis; • actions in accordance with acceptable ethical and professional behaviour as required from clinical practice.				
Module Information:	SAQA Credits	NQF Level		CESM Code (3 rd Order)	
	16	6		091801	
Delivery Information:	Campus	Full/Part Time		Period (Year/1 st /2 nd Sem)	
	SMU	Full time		S1	
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	4	1			
Pre-requisite modules for this module:	MDIE012; MNTR011				
Co-requisites modules for module:	MDEB021				
Assessment criteria	<ul style="list-style-type: none"> Identify, describe, and effectively use nutritional assessment tools Conduct interviews to ascertain the socioeconomic background and medical history of a patient Peer-assess the conducting of interviews Demonstrate the following: Anthropometric measurements, skinfold measurements, body measurements; Identify and relate indices with reference standards Analyse and accurately interpret the results of systematic clinical measurements Accurately record the results of clinical measurements Identify limitations of various measurements and indices; Critically discuss the advantages and limitations of biochemical assessment Identifying different specimen used and when are they applicable to test for nutrients Interpret the results of biochemical tests Communicate the procedures and results of clinical measurements to clients Use appropriate tools to collect dietary information Develop and/or adapt dietary intake tools where necessary Explain the benefits and limitations of each of those tools Analyse and interpret dietary intake Integrate all relevant other information to make clinical judgements/diagnosis Differentiate between screening and assessment Always act in accordance with professional and ethical requirements. 				

Assessment method			Assignments; case studies; presentations; practicals and examinations			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory	Practicals		
	Practical (duration)		3h	1h		
	% contribution to Summative Assessment Mark		50	50		
	Sub minimum		40	40		

Module Code: (4 alphabetic & 3 numeric)	MDEA021
Module Name:	Dietetics II
Content:	Prevention of chronic diseases due to lifestyle (e.g. Overweight, obesity, cancer, cardiovascular health, hypertension, diabetes mellitus, TB and HIV/AIDS). Dental and bone health. Nutrition promotion strategies.
Learning Outcomes:	<p>After the successful completion of this module the student should demonstrate:</p> <ul style="list-style-type: none"> • detailed knowledge and understanding of lifestyle factors and conditions that cause various chronic diseases; • critical knowledge and understanding of, and the ability to effectively communicate, appropriate strategies for the prevention of chronic diseases due to lifestyle. • understanding of the ethical implications of decisions, actions and practices specifically relevant to lifestyle choices and disease prevention; • accurate and coherent written and verbal communication of advice to clients about lifestyle modifications according to the South African FBDG; • the ability to act as group member and/or a group leader and contribute appropriate information/skills to successfully solve case studies related to lifestyle choices to prevent or alleviate chronic disease/chronic disease symptoms; • detailed knowledge and understanding of nutrition in dental

		and bone health. • detailed knowledge of strategies to promote healthy nutrition within different contexts.				
Module Information:		SAQA Credits		NQF Level		CESM Code (3 rd Order)
		12		6		091801
Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
		SMU		Full time		S1
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		4	0.5			
Pre-requisite modules for this module:		MNTR011; MDIE012				
Co-requisites modules for module:		MDEC021; MDEB021				
Assessment criteria		<ul style="list-style-type: none">Identify and discuss lifestyle factors that causes various chronic diseases of lifestyle.Describe the causes, symptoms and assessments of each of the chronic disease of lifestyle.Apply appropriate strategies for the prevention of chronic diseases of lifestyle.Discuss ethical implications of decisions, actions and practices relevant to lifestyle choices and disease prevention.Develop accurate written and verbal communication to educate clients about lifestyle modification.Apply the SABDG as a lifestyle modification measure.Solve case studies related to lifestyle choices to prevent or alleviated chronic disease symptoms.Apply appropriate nutritional strategies for dental and bone health.Apply and motivate strategies to promote healthy nutrition within different context.				
Assessment criteria (continued)						
Assessment method		Assignments; case studies; presentations ;practical demonstrations; examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to		50%			

	pass (%)				
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MDEB021
Module Name:	Food and Food Science
Content:	<p>Introduction to Food Science. Adherence to safety regulations. Organization of a food service unit. Ergonomic work procedures (Basic recipe interpretation, collect required ingredients, measure accurately). Health acts governing food processing (GRAS, FDA, and SA legislation). Food Intoxication; Food spoilage; Food Additives (key compendium, advantages, disadvantages, uses and abuses). Foods containing carbohydrates (cereals, sugars and starch, fruit and vegetables). Modification of carbohydrates (swelling, gelatinisation, retrogradation, reconstitution). Food processing techniques (preparation, cooking, preservation, freezing, dehydration, PH modification, addition of salt and sugar, ultra-high temperatures packaging). Commercial food processing. Sensory and instrumental analysis,</p>
Learning Outcomes:	<p>After successful completion of the module the student should demonstrate:</p> <ul style="list-style-type: none"> • detailed knowledge and understanding of, and insight into the origin and development of food science as a unique profession; • knowledge and advanced understanding of national and professional regulations that govern the practice of food science, food hygiene and food safety; • critical understanding of the principles of organization within food laboratories; • the ability to operate effectively and efficiently within a food laboratory; • actions in accordance with best practice in hygienic and safe lab protocols; • the ability to identify and critically discuss ergonomic work procedures in respect of food measuring techniques, and to describe and apply appropriate procedures for the measuring of different foods; • detailed knowledge and informed understanding of the

Learning outcomes (continued)	compendium of additives used in food and food labelling; • critical knowledge of the composition and role of carbohydrates as a food ingredient and as a physiological component; • the ability to differentiate and appropriately apply different methods of food processing for different purposes; • the use of different appliances in the preparation of products/food; • the ability to identify and correctly use appropriate techniques of incorporating leavening agents in food; • the ability to modify basic recipes; • advanced knowledge and understanding of the methods used in sensory and instrumental analysis of food products; • the ability to evaluate food products in respect of research and commercial requirements.				
Module Information:	SAQA Credits	NQF Level		CESM Code (3rd Order)	
	12	6		100301	
Delivery Information:	Campus	Full/Part Time		Period (Year/1st/2ndSem)	
	SMU	Full time		S1	
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	4	1			
Pre-requisite modules for this module:	MSCH011; MNTR011				
Co-requisites modules for module:	MDED021				
Assessment criteria	Describe, explain and critically apply in a logical manner the principles of, and analyse and evaluate concepts and facts related to: • Skills required in the laboratory in respect of: safety procedures and best practice lab protocols; • Ergonomic work procedures in respect of measuring techniques, mixing methods, cooking methods and efficiency of work order; • Food processing, contamination and preparation techniques; • Key micro-organisms which may cause contamination; • Causes of food contamination and sources of contaminants; • Basic food processing techniques required to limit and reduce micro-organism activity; • Food processing techniques applied to the different food sources in respect of their nutrient content; • Processing techniques applied to the different food				

			<p>sources in respect of their nutrient content from a food label;</p> <ul style="list-style-type: none">• Food labelling;• Function of additives incorporated in food sources in respect of its advantages, disadvantages, uses and abuses;• Best practices in selection, preparation methods and processing in respect of fruit and vegetables;• Classification of fruit and vegetables;• Colour and flavour pigments in fruit and vegetables and changes during cooking and processing;• Carbohydrates as a food ingredient vs. a physiological component;• The nutrient value of cereal foods• Processing and preparation techniques specific to carbohydrate foods;• Processing and preparation techniques specific to carbohydrate foods;• Modifications to the carbohydrate in sugars and starches when applying moist, dry and combination heat;• Preparation and process basic starch sugar and cereal staple foods heat;• Preparation and process basic starch sugar and cereal staple foods heat;• Reconstitute or modify commercial food products and as appropriate replicate techniques in the lab;• Leavening agents in doughs and batters;• The use of functional ingredients in processing of food;• Evaluate food products in respect of research and commercial requirements;• Basics of food processing.			
Assessment method			POE; Assignments, lab reports, continuous evaluation log; practicals; tests; examinations			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory	Practicals		
	Practical (duration)		3h	1h		

	% contribution to Summative Assessment Mark	50	50		
	Sub minimum	40	40		

Module Code: (4 alphabetic & 3 numeric)	MDEB022
Module Name:	Food and Food Science II
Content:	Fats on labels, Ingredient analysis, preparation of pastries, Maillard reaction and caramelisation, chemistry of fats and oils, emulsification, saponification, hydrogenation, rancidity, classification of fats and oils, plastic fats, margarine, vegetable oils pastries, protein in dairy products, eggs, poultry fish and meat products, denaturation, coagulation, syneresis, curdling, gelation and retro gradation. The protein in dairy products, eggs, poultry, fish and meat products. Denaturation, coagulation, syneresis, curdling, gelation and retrogradation, (cooking methods, foaming techniques, chilling freezing techniques). herbs and spices; alcoholic and non- alcoholic beverages
Learning Outcomes:	<p>After the successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> • the ability to explain the differences between fats and oils as a food ingredient vs. a physiological component; • the ability to classify and select food containing fats and oils for its intended purpose; • the ability to discuss the nutrient value of fat foods relevant to food science; • the ability to discuss the classification of fats and oils and identify cis to trans fatty acid conversions in processing methods; • the ability to identify and discuss the nutrient value of protein in food as relevant to food science; • the ability to classify and discuss protein food sources; • the ability to describe the nutrient value of milk and dairy product; • the ability to identify and describe the nutritive value of cheese and dairy products; • the ability to identify the different types of cheese in respect of maturing, moisture and fat content; • detailed knowledge and understanding of the nutrient value of eggs as relevant to food science; • the ability to analyse the uses of lecithin in food processing; • the ability to describe the nutritive value of poultry, fish and sea food, meat and meat product; • the ability to discuss and apply the processing techniques

	used to prepare protein food sources; • the ability to describe and differentiate between processing techniques of milk and dairy products; • the ability to identify, apply and explain basic processing techniques specific to milk food sources; • the ability to apply basic processing techniques specific to milk food sources; • the ability to apply and discuss basic processing techniques specific to egg food sources; • detailed knowledge and understanding to identify, apply and explain the uses and abuses of herbs and spices in food; • the ability to prepare a variety of alcoholic and non-alcoholic beverages to accompany food.		
Module Information:	SAQA Credits	NQF Level	CESM Code (3rd Order)
	12	6	100301
Delivery Information:	Campus	Full/Part Time	Period (Year/1st/2ndSem)
	SMU	Full time	S2

Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		4	1			
Pre-requisite modules for this module:		MDEB021				
Co-requisites modules for module:						
Assessment criteria		Describe, explain and apply in a logical manner the principles, analyse and evaluate concepts and facts related to: <ul style="list-style-type: none"> • Processing techniques used to prepare protein food in general • Basic processing techniques. specific to milk food sources • The nutrient value of milk and dairy products • The nutritive value of egg products, poultry, fish and sea food, meat food sources • The basic processing techniques specific to egg food, poultry food, meat fish and sea food sources • The uses and abuses of herbs and spices in food • Prepare a variety of alcoholic and non-alcoholic beverages • Appropriate serving techniques for food and beverages 				
Assessment method		POE; assignments; lab reports; continuous evaluation log; practicals; tests; examinations				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%				
	% Formative	60%				

	Assessment Mark				
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory	Practicals		
	Practical (duration)	3h	1h		
	% contribution to Summative Assessment Mark	50	50		
	Sub minimum	40	40		

Module Code: (4 alphabetic & 3 numeric)	MDEA022
Module Name:	Health Promotion
Content:	Nutrition education, theories of learning, Principles of adult education, Theories of health education, health promotion and health advocacy, assessment of educational needs and development of programme goals,
Learning Outcomes:	<p>After the successful completion of the module the student should demonstrate:</p> <ul style="list-style-type: none"> • extensive knowledge and understanding of concepts, theories and developments related to the fields of Health Promotion and Health Education and its sub-disciplines; • detailed knowledge and informed understanding of the South African Health Care System, strategies for disease prevention and health promotion, factors that influence the nature of, access to, and effectiveness of health care services in SA communities, and the role of nutrition in the health care system; • the ability to identify, evaluate and critically discuss health determinants, risk factors, predisposing factors, and enabling factors in health promotion with a view to solve fundamental case studies within defined health contexts; • the ability to identify and effectively implement different intervention strategies and approaches to health promotion; • fundamental knowledge of, and the ability to do individual or group needs assessments as well as community profiling and mapping, with a view to plan and implement necessary health promotion and health education or strategies; • work together in teams to determine health educational

	needs and develop health education programmes for different target groups.				
Module Information:	SAQA Credits	NQF Level		CESM Code (3rd Order)	
	8	6		091305	
Delivery Information:	Campus	Full/Part Time		Period (Year/1st/2ndSem)	
	SMU	Full time		S2	
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	2				
Pre-requisite modules for this module:	MCOM012				
Co-requisites modules for module:	None				
Assessment criteria	<p>By means of written assessments and relevant practical assignments, students should describe, explain and apply in a logical manner the principles, analyse and evaluate concepts and facts related to:</p> <ul style="list-style-type: none"> • Define Health Promotion and Health Education as fields of study or disciplines in Health Sciences; • Critically discuss relevant theories and concepts in the fields of Health Promotion and Health Education; • Explain the necessity of and the strategies for disease prevention and health promotion; • Critically discuss the South African Health Care System and offer advice for its enhancement; • Identify and discuss factors that influence the nature of, access to, and effectiveness of health care services in SA communities and solve case studies in this regard; • Evaluate and then describe the role of nutrition in health care delivery systems; • Differentiate and analyse health determinants, risk factors, predisposing factors, enabling factors in health promotion by solving certain case studies; • Identify, evaluate and explain different intervention strategies and approaches to Health Promotion in different health contexts; • Do individual and group needs assessments and then plan and implement health promotion and health education strategies that will answer in the identified health needs; • Critically discuss the role of community profiles and mapping; • In groups, demonstrate the ability to analyse community nutritional and educational needs and to plan an intervention strategy to address those needs 				
Assessment criteria (continued)					

			<ul style="list-style-type: none">• Differentiate and compare theories of health education;• Identify the characteristics of adults as learners and the principles of adult education, and explain how adults can benefit from education in health context.			
Assessment method			Assignments; tests; class tests; practical assignment; examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
		Theory (duration)	Theory			
		Practical (duration)	3h			
		% contribution to Summative Assessment Mark	100			
		Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MDEB031
Module Name:	Diet Related Disorders
Content:	<p>Diseases of the heart; the vascular system; the gastrointestinal tract; liver; gallbladder; exocrine and endocrine pancreas; renal diseases; infectious diseases and dependence disorders; HIV/AIDS, cancer, physiological stress & trauma, metabolic disorders, diseases of the musculoskeletal system, nervous system and behavioural disorders, paediatric diseases and food allergies & intolerances</p> <p>General surgery (e.g. abdominal surgery, amputations, cancer, cardiac).</p>
Learning Outcomes:	<p>After the successful completion of the module the student should demonstrate:</p> <ul style="list-style-type: none"> Differentiate and classify different disease conditions; Explain the possible causes of the condition (aetiology); Explain the pathophysiology of the disease conditions; Describe the clinical signs and symptoms of the conditions; Explain the appropriate special investigations for the condition;

	<ul style="list-style-type: none"> • Explain the effective medical management of the condition; • Discuss possible complications of the conditions; • Explain the prognosis of the condition. • Give definition of surgical procedures and the indications thereof; • explain the appropriate special investigations for the surgical procedures; • Discuss the effects of anaesthesia, surgical trauma, haemorrhage, shock, and water and electrolyte imbalance; • Discuss the pre-operative and post-operative care (incl. scar management); • Discuss Wound/ulcer/ Burns management and healing process. 		
Module Information:	SAQA Credits	NQF Level	CESM Code (3rd Order)
	8	7	090731
Delivery Information:	Campus	Full/Part Time	Period (Year/1st/2ndSem)
	SMU	Full time	S1

Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	2				
Pre-requisite modules for this module:	MDEC021; MCPA022				
Co-requisites modules for module:	MDEE031				
Assessment criteria	<ul style="list-style-type: none"> • Differentiate and classify different disease conditions; • Explain the possible causes of the condition (aetiology); • Explain the pathophysiology of the disease conditions; • Describe the clinical signs and symptoms of the conditions; • Explain the appropriate special investigations for the condition; • Explain the effective medical management of the condition; • Discuss possible complications of the conditions; • Explain the prognosis of the condition. • Give definition of surgical procedures and the indications thereof; • explain the appropriate special investigations for the surgical procedures; • Discuss the effects of anaesthesia, surgical trauma, haemorrhage, shock, and water and electrolyte imbalance; • Discuss the pre-operative and post-operative care (incl. 				

			scar management); <ul style="list-style-type: none">• Discuss Wound/ulcer/ Burns management and healing process.			
Assessment method			Class presentations; tests; practical tests			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MDEE031
Module Name:	Therapeutic Nutrition
Content:	Nutrition care process, nutritional support; nutritional management of medical conditions that include diseases of the: gastrointestinal system, liver, gallbladder and exocrine pancreas, cardiovascular system, pulmonary system; paediatric nutrition; allergies. 40 hours comprising of nutritional assessment, intervention, case presentations and counselling of medical conditions that were covered in this module.
Learning Outcomes:	<p>After the successful completion of this module the student should demonstrate:</p> <ul style="list-style-type: none"> integrated knowledge and clear understanding of various medical conditions, as well as an ability to correctly evaluate and apply the nutrition care process with a view to manage nutrition related conditions; informed understanding of the nature and rationale of medical nutritional care for disease conditions, the goals of such care, and the ability to analyse, evaluate and apply the principles, strategies and practices of medical nutritional care for disease conditions;

	<ul style="list-style-type: none"> the ability to conduct a nutritional assessment according to standard principles of patient care, and to analyse and accurately interpret the results with a view to alleviate nutrition related disease conditions; the ability to plan and motivate an appropriate diet relevant to a client's medical condition and to communicate the goals and structure of such a plan in a coherent written and verbal format; the ability to select and effectively apply various methods of nutritional support in patient care and to solve contextual case studies in groups or teams while demonstrating actions in accordance with professional and ethical considerations; plan appropriate diet based on the patient's diagnosis and nutritional status results the ability to plan and conduct effective dietary counselling of patients within different context. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	16		7		091801
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		S1
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	4	1	1		1
Pre-requisite modules for this module:	MDEC021; MDEC022; MPIA021; MPIA022; MCPA022				
Co-requisites modules for module:	MDEB031				
Assessment criteria	<ul style="list-style-type: none"> Explain and apply the nutrition care process to manage nutrition related conditions Discuss the principles and practices of medical nutrition care for disease conditions i.e. nature and rational of medical nutrition care; goal/objective of care; dietary goals and strategies Conduct and analyse the different nutrition screening method Conduct a comprehensive nutritional assessment Judge the client's diagnosis based on nutritional assessment Plan appropriate diet relevant to the client's condition Explain and apply various methods of nutritional support Implement the nutritional care plan to manage nutrition related conditions Monitor and evaluate the client 				

Assessment method		Case studies; practical reports; presentations; tests; peer assessment; examinations			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory	Practicals		
	Practical (duration)	3h	1h		
	% contribution to Summative Assessment Mark	50	50		
	Sub minimum	40	40		

Module Code: (4 alphabetic & 3 numeric)	MPYA031
Module Name:	Pharmacology
Content:	<p>Pharmacokinetics, Pharmacodynamics, Solutions and concentrations</p> <p>Medicines and the Peripheral and Central Nervous System</p> <p>Anaesthetics, analgesics and anti-inflammatory medicines</p> <p>Chemotherapeutic drugs</p> <p>Drugs and the respiratory and gastrointestinal systems</p> <p>Drugs and the cardio-vascular system</p> <p>Drugs affecting the Endocrine System</p>
Learning Outcomes:	<p>The student will be able to:</p> <ul style="list-style-type: none"> • Demonstrate critical thinking and understanding regarding solutions and concentrations, Pharmacokinetics, Pharmacodynamics, Medicines and the Peripheral Nervous system, Anaesthetics, analgesics and anti-inflammatory medicines, Chemotherapeutic drugs, Medicines and the Peripheral Autonomic Nervous System, the Respiratory and Gastrointestinal System, the Cardio-vascular system, the Central Nervous System and the Endocrine System • Predict and monitor the side-effects of common drugs and identify adverse effects of drug reactions • Integrate the principles and practice of rational drug use and appreciate the importance of life-long learning regarding drug development and treatment guidelines

Module Information:	SAQA Credits	NQF Level	CESM Code (3rd Order)
	4	7	013901
Delivery Information:	Campus	Full/Part Time	Period (Year/1st/2ndSem)
	SMU	Full time	S1

Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		2				1
Pre-requisite modules for this module:		MCPA022; MPIA022				
Co-requisites modules for module:		None				
Assessment criteria		<ul style="list-style-type: none"> Standardization is criterion-referenced. Standards for excellence are determined by all major and minor outcomes being met. Minimum permissible performance as applied to every particular learning outcome is used as the pass/fail criterion 				
Assessment method		<p>Formative assessment methods include case assignments, logbook and portfolio projects, self-assessment as well as tests. Not all formative assessments are scored, but feedback is provided. Scored formative assessments contribute 60% towards the final mark.</p> <p>Summative assessment method includes an end of year written examination paper. Summative assessment contributes 40% towards the final mark.</p>				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		2h			
	% contribution to Summative Assessment Mark		100			

	Sub minimum	40			
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Module Code: (4 alphabetic & 3 numeric)	MDEE032		
Module Name:	Therapeutic Nutrition		
Content:	<p>Nutritional management of medical conditions that include diseases of the musculo- skeletal system, endocrine pancreas, renal, cancer; neurological disorders and HIV/AIDS, nutrigenomics.</p> <p>40 hours comprising of nutritional assessment, intervention, case presentations and dietary counselling of medical conditions.</p>		
Learning Outcomes:	<p>After the successful completion of the module the student should demonstrate:</p> <ul style="list-style-type: none"> • detailed knowledge in the application of apply the nutrition care process to manage nutrition related conditions; • evaluate the principles and practices of medical nutrition care for disease conditions i.e. nature and rational of medical nutrition care, goal/objective of care, dietary goals and strategies; • Conduct, analyse and interpret the nutritional assessment principles in patient care; • Plan appropriate diet relevant to the client's condition; • Apply various methods of nutritional support in patient care; • Implement the nutritional care plan to manage nutrition related condition; • Comprehensively assess and integrate the nutritional assessment components in determining the nutritional status of patients; • Plan appropriate diet based on the patient's diagnosis and nutritional status results; • Conduct dietary counselling of patients; • Apply the principle of nutrigenomics in patient's care. 		
Module Information:	SAQA Credits	NQF Level	CESM Code (3rd Order)
	16	7	091801

Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		S2
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	4	1			
Pre-requisite modules for this module:	MDEE031				

Co-requisites modules for module:			None			
Assessment criteria			By means of written assessments and relevant practical assignments, students should describe, explain and apply in a logical manner the principles, analyse and evaluate concepts and facts related to: <ul style="list-style-type: none">• Nutrition care process to manage nutrition related conditions;• Discuss the principles and practices of medical nutrition care for disease conditions i.e. nature and rational of medical nutrition care; goal/objective of care; dietary goals and strategies;• Conduct and analyse the different nutrition screening method;• Conduct a comprehensive nutritional assessment;• Judge the client's diagnosis based on nutritional assessment;• Plan appropriate diet relevant to the client's condition;• Explain and apply various methods of nutritional support;• Implement the nutritional care plan to manage nutrition related conditions;• Monitor and evaluate the client.			
Assessment method			Assignments; tests; presentations; examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory	Practicals		
	Practical (duration)		3h	1h		
	% contribution to Summative Assessment Mark		50	50		
	Sub minimum		40	40		
Module Code: (4 alphabetic & 3 numeric)			MDEA031			

		12		7		191801	
Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)	
		SMU		Full time		S1	
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning	
		4	1				
Pre-requisite modules for this module:		MDEA022					
Co-requisites modules for module:		None					
Assessment criteria		By means of written assessments and relevant practical assignments, students should describe, explain and apply in a logical manner the principles, analyse and evaluate concepts and facts related to: <ul style="list-style-type: none">• Recommend appropriate nutrition intervention strategies• Formulate an appropriate nutrition intervention strategy• Apply appropriate selection criteria for nutrition interventions• Apply principles of primary health care, integrated management of childhood diseases and community based therapeutic care approaches• Assess the feasibility for implementing food fortification, micronutrient supplementation, nutrition education, health promotion, dietary diversification, nutrition rehabilitation and other nutrition intervention strategies• Apply the code for marketing breast milk substitute, BFHI and other initiatives• Interpret growth monitoring and promotion indices and adherence to protocols.• Recommend appropriate medium and method for delivering nutrition education.					
Assessment method		Assignments; case studies; presentations; practical assignment; examination					
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%				
		% Formative Assessment Mark	60%				
		% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)		50%				
Summative			Paper 1	Paper 2	Paper 3	Paper 4	

Assessment	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MDEA032
Module Name:	Community Nutrition Programme Management
Content:	<p>The concept of community, community nutrition practice, national nutrition within national health, the National Health Act, Integrated Nutrition Programme, and other Nutrition Policies. Programme development and planning, including targeting and selection of beneficiaries, staffing. Definition of identified nutrition problems. Conduct community nutrition assessment by collecting demographic, socio- economic, health- and nutrition data, analysis and interpretation, nutrition and nutrition related problem identification (i.e.: geographic data, social and political structures, demographic data, health and nutrition statistics, education data, including literacy data, household food consumption and insecurity, housing data, transport and communication, labour (including employment statistics). Causes of malnutrition. The national and global nutrition situation. Determining or setting priorities, formulate problem goals or objectives, select appropriate interventions, identifying resources (human, material and financial), development of an action/implementation plan, including work schedule, responsible personnel and the budget, develop monitoring and evaluation framework. The students are allocated to primary health care facilities, district offices, schools, community projects, and early development centres to conduct a nutrition situation analysis.</p>
Learning Outcomes:	<p>After the successful completion of the module the student should demonstrate:</p> <ul style="list-style-type: none"> • integrated knowledge and clear understanding of the concept, theory and end goals of community nutrition programmes within national and international contexts; • the ability to identify and implement the three types of prevention and levels of intervention in community nutrition programmes; • the ability to reflect on the values, ethical conduct and justifiability of decisions appropriate to the planning and implementation of community nutritional programmes and the management thereof to the benefit of target populations; • the ability to analyse and evaluate policy making and

	<p>regulatory processes, with specific reference to the content and value of the Integrated Nutrition Programme of SA, and to interpret and integrate nutrition and related health policies and conceptual frameworks in management roles;</p> <ul style="list-style-type: none"> • integrated knowledge and understanding of the quadruple burden of diseases in developing countries, and the national and global nutrition situation; the ability to identify and analyse the causes of malnutrition/(under nutrition according to UNICEF conceptual framework and to offer possible solutions within different contexts; • conduct community diagnoses/community assessment/needs analysis/ nutrition situation assessment using both the individual and public health indicators; • facilitate and monitor community or public participation in the selection, planning implementation and evaluation of appropriate nutritional intervention strategies; • management of and/or participation in a team chosen to conceptualise, develop and implement an appropriate nutrition programme for a specific target group, using available human, material, financial and scheduling resources in an effective manner, with the purpose of addressing identified nutritional needs; • collaborate with all stakeholders in the selection, planning, implementation monitoring, evaluation and documentation of appropriate strategies to address nutrition and related health problems in communities. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	16		7		091801
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		S2
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	4	1			
Pre-requisite modules for this module:	MDEA031				
Co-requisites modules for module:	None				
Assessment criteria	<p>By means of written assessments and relevant practical assignments, students should describe, explain and apply in a logical manner the principles, analyse and evaluate concepts and facts related to:</p> <ul style="list-style-type: none"> • Explain of community nutrition as a discipline; • Apply ethics and professional guidelines in community nutrition; 				

			<ul style="list-style-type: none">• Interpret the nutrition situation of communities/nation/world;• Assess the nutritional needs of communities;• Analyse specific indicators to identify community/public nutrition problems;• Analyse the causes of malnutrition at different levels using the UNICEF conceptual framework;• Develop, plan, implement and document nutrition programmes/services;• Evaluate nutrition policies and legislative regulations at different settings.			
Assessment method			Assignments; case studies; presentations; practical assignments; POE and examinations			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory	Practical		
	Practical (duration)		3h	2h		
	% contribution to Summative Assessment Mark		50	50		
	Sub minimum		40	40		

Module Code: (4 alphabetic & 3 numeric)	MDED031
Module Name:	Food Service Administration I
Content:	The development of the food service industry; systems approach to food service administration; food ration scales; menu planning and adaptation for therapeutic conditions; plate waste study; recipe development; food procurement, receiving and storage; food production and distribution.
Learning Outcomes:	<p>After the successful completion of the module the student should demonstrate:</p> <ul style="list-style-type: none"> • integrated knowledge and clear understanding of the development and scope of the SA food industry and its concept/model, as well as an ability to correctly evaluate

Learning Outcomes (continued)	and apply all related principles, procedures, guidelines etc. within the context of food service administration; <ul style="list-style-type: none">• the ability to identify, analyse and interpret the inputs, transformation and outputs of the SA food service systems model;• the ability to differentiate the different food service systems and to select and implement a suitable food service system for different food service facilities;• informed understanding of ration scales with special reference to nutritional requirements of different target groups;• the ability to plan appropriate menus for different target groups according to specified needs, inclusive of menu adaptations for therapeutic dietary requirements, and to analyse and identify the specifications of food items for different types of menus;• analyse, critically reflect on and address complex challenges related to the adaptation and modification of food preparation to suit different therapeutic diets;• informed understanding of the objectives of food preparation and the ability to manage menu planning with a view to attain such objectives;• the ability to plan and manage the production and preparation of food in a large scale, inclusive of adjustment of recipes to account for large scale production;• management of / participation in a team with the task of planning and implementing the menu item production plan in different contexts, monitoring the progress of the team and taking responsibility for task outcomes and application of appropriate resources;• the ability to conduct a plate waste study in an ethically acceptable manner and to communicate the results of the study in a coherent manner.				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	12		7		100303
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		S1
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	4	1			
Pre-requisite modules for this module:	MDED021; MDEB021; MDEB022				
Co-requisites modules for module:	None				

Assessment criteria			<ul style="list-style-type: none">• Critically discuss the food service industry and concept/model• Identify and assess the inputs, transformation and outputs of the food service systems model;• Differentiate the different food service systems and identify suitable food service systems for different food service facilities;• Discuss and motivate the necessity of ration scales with special reference to nutritional requirements of different groups• Discuss menu planning and factors to be considered in the planning process;• Plan, implement and evaluate adequate normal diet menus for different target groups• Adapt normal diet menus to therapeutic diets;• Draw specifications of food items needed on the menu;• Discuss the objectives of food preparation;• Adapt and modify food preparation to suit therapeutic diets;• Plan the production of food in a large scale;• Explain the preparation of different food items in a large scale;• Explain the adjustment of recipes for preparation for production of food in large scale;• Adjust recipes to yield the required amount of portions;• Implement the menu item production plan;• Conduct a plate waste study.			
Assessment method			Peer review; practical assignment; presentations; tests; examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MDED032				
Module Name:	Food Services Administration II				
Content:	<p>Planning and design of food service facilities, equipment selection and utilization, the Food Code safety, sanitation and HACCP Employee safety. Procurement, ordering, deliveries and storage, quality and quantity control.</p> <p>20 hours of clinical training, shadowing both a dietitian and a food service manager in a medical food service unit and documenting their experiences.</p>				
Learning Outcomes:	<p>After the successful completion of the module the student should demonstrate:</p> <ul style="list-style-type: none"> • integrated knowledge and clear understanding of the steps involved in the planning of a food service layout, inclusive of floor plan and food service equipment, as well as an ability to correctly implement and evaluate the effectiveness of the layout; • an ability to analyse, compare and evaluate different types of food service units and systems according to specified standards and unit/system end goals; • an ability to develop a workflow in the food service floor plan and to test its effectiveness measured against certain standards; • the implementation of correct procedures when procuring, selecting, purchasing and using food service equipment as needed by different types of food service facilities; • skill in determining the quality and quantity of needed food products per menu/recipe, ordering from different suppliers, the ability to compile a master order, and to manage delivery and storage of purchases; • clear understanding and an ability to apply appropriate hygiene and safety regulations, and the ability to train others with regard to the implementation thereof. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	12		7		100303
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		S2
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	4	1			
Pre-requisite modules for this module:	MDED031				
Co-requisites modules for module:	None				

Assessment criteria			<ul style="list-style-type: none">• Critically discuss and motivate the steps involved in planning the food service layout;• Assess different type of food service facilities according to standards and facility purpose/end goals;• Plan and draw a schematic food service floor plan;• Develop and explain the workflow in the food service floor plan;• Distinguish and explain the factors affecting the selection of the food service equipment's• Discuss the procedure to be followed when selecting and purchasing food service equipment's;• Critically evaluate, compare and select equipment's according to the needs of the food service facility;• Discuss and implement the hygiene and safety regulations;• Evaluate food service equipment's for prevention of accidents;• Train staff with regard to safety measures;• Discuss the procurement and acquiring of food supplies;• Distinguish and critically discuss the different types of food suppliers;• Estimate the food products required for certain menus at different food service facilities;• Compile a master order;• Differentiate between acceptable and unacceptable food products at the time of delivery;• Explain how to control delivery in terms of quality, quantity and cost records;• Implement the storage principles of different food items in a proper way;• Ability to plan, co-ordinate and supervise quality assured quantity food production in any food service unit/facility.			
Assessment criteria (continued)						
Assessment method			Class group tasks; tests; observation by visiting food service units and writing reports; practical tasks and assignments; presentations			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
		Theory (duration)	Theory			

	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MDEC031
Module Name:	Bioethics
Content:	<p>Health Acts; ethical principles (informed consent, confidentiality), culture, religion and other personal affiliations, Scope of profession and practice; Professional associations, professional registration and restoration; Fitness to practice; inter-professional relations and referral networks; National Health Insurance (NHI).</p> <p>Patient's right Charter; Batho-Pele principles and DOH 10 point plan; codes governing conducts (Data Control ; Good practice with regard to HIV; Naming and Advertising; Diagnostic coding; Billing; Perverse incentives, waste management), Continuous Professional Development (CPD) requirements; Undesirable business practice, how to lodge a complaint.</p>
Learning Outcomes:	<p>After the successful completion of the module the student should demonstrate:</p> <ul style="list-style-type: none"> • integrated knowledge and clear understanding of legal concepts and legislation governing the scope and practice of health professionals, the difference between the scope of the different health professions, scope of practice as determined by professional associations; and the processes of professional registration and restoration; • assess, evaluate and apply the guidelines that determine fitness to practice and critically explain the process of identification and rehabilitation; • the ability to identify, analyse and critically reflect on the awareness and sensitivity to patient's affiliations; • the ability to take appropriate action and act ethically and professionally within all health-related contexts; • critical understanding of, and the ability to apply the Patient's Right Charter and the principles of Batho-Pele and the Department of Health 10-point plan; • detailed knowledge of, and the ability to implement the codes of conduct of health professionals; • critical understanding of the regulation of information on professional stationery, signing of documents, issuing of prescriptions and the determination of appropriate fees and commission; • accurate and coherent written communication via reporting and documenting of information as required by the profession; • Identify limitation of learning and self-development.
Learning Outcomes (continued)	

Module Information:		SAQA Credits		NQF Level		CESM Code (3rd Order)
		8		7		091901
Delivery Information:		Campus		Full/Part Time		Period (Year/1st/2ndSem)
		SMU		Full time		S1
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		2				
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
Assessment criteria		<ul style="list-style-type: none"> • Apply Acts and laws in the context of health professionals; • Differentiate between the scope of the profession and scope of practice and professional associations; • Explain the process professional registrations and restoration; • Evaluate fitness to practice and explain process of identification and rehabilitation; • Compare different oaths and ethical principles governing practice of health professional; • Apply the Patient's Right Charter; and the principles of Batho-Pele; • Explain the codes of conducts and application to different health professionals; • Explain the regulation regarding information on professional stationery, signing of documents and issuing of prescription; • Analyze how the fees and commission is determined; • Explain referral networks of different health professions; • Write a report about the case/scenario and document accurately and clearly; • Identify limitation of learning and self-development 				
Assessment method		Tests; assignments; practical tasks; peer assessment; examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			

	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)		MDEC032		
Module Name:		Research Methodology and Biostatistics		
Content:		Introduction to research methodology; types of research; research tools; research planning; topic identification; introduction and background; purpose of study; research questions; aims and objectives; hypothesis testing; literature review; research methods (sampling and procedure); data collection; data analysis (t-test, confidence interval probability distributions, analysis of variance, simple correlation and linear regression etc.), use of computer software (SPSS, SAS, and excel spread sheet); results presentation; ethical and legal considerations; referencing, dissemination of information (poster, presentation and/or publication).		
Learning Outcomes:		<p>At the end of the module the student will be able to:</p> <ul style="list-style-type: none"> • Explain the concept of research; • Identify a research problem and develop a study; • Determine the research question(s), aims, objectives and the purpose of the study clearly; • Determine the type of research and tools applicable to a specific study; • Demonstrate an ability to develop a hypothesis; • Critically review literature; • Explain different sampling methods; • Determine the sample size for the study; • Explain how to collect data appropriately; • Demonstrate an ability to choose a relevant research statistical methods to analyse data; • Identify applicable statistical software to use in analysing data; • Demonstrate an ability to correctly interpret results; • Compile references accordingly and consistently; • Demonstrate an ability to write a concise research proposal and report; • Ability to write an abstract; • Ability to develop a research presentation verbally or in poster form; • Explain the different avenues for disseminating information; • Demonstrate a knowledge of ethical and legal considerations governing research (ethical clearances, participant consent, confidentiality, anonymity, plagiarism). 		
Module Information:		SAQA Credits	NQF Level	CESM Code (3rd Order)

	12	7	090901
Delivery Information:	Campus	Full/Part Time	Period (Year/1st/2ndSem)
	SMU	Full time	S2

Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		2				
Pre-requisite modules for this module:		MDEC031				
Co-requisites modules for module:		None				
Assessment criteria		<p>Describe, explain and apply in a logical manner the principles, analyse and evaluate concepts and facts related to:</p> <ul style="list-style-type: none"> • The concept of research; • Identification of a research problem and development of a study; • Determination the research question(s), aims, objectives and the purpose of the study clearly; • The type of research and tools applicable to a specific study; • Developing a hypothesis; • Reviewing literature; • Sampling methods and techniques; • Sample size determination; • Data collection; • Selection of relevant research statistical methods to • Analyse data; • Identification of applicable statistical software to use in analysing data; • Interpreting results; • Compiling references accordingly and consistently; • Writing a concise research proposal and report; • Writing an abstract; • Developing a research presentation verbally or in poster form; • The different avenues for disseminating information; • Ethical and legal considerations governing research (ethical clearances, participant consent, confidentiality, anonymity, plagiarism). 				
Assessment method		Tests; assignments; practicals; peer assessments; examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative	40%			

	Assessment Mark				
	Minimum final mark to pass (%)	50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory	Presentation		
	Practical (duration)	3h	30min		
	% contribution to Summative Assessment Mark	75	25		
	Sub minimum	40	40		

Module Code: (4 alphabetic & 3 numeric)		MDEB032	
Module Name:		Health Administration and Management	
Content:		Strategic planning and developing a business plan; marketing; independent practice registration and naming rights; legal terms, processes, contracts and other documents; financial administration and management; Types of private practices; HR processes, structures, administration and management.	
Learning Outcomes:		After the successful completion of the module the student should be able to demonstrate: <ul style="list-style-type: none">• knowledge and understanding of the principles of strategic planning for purposes of developing a sound business plan for the establishment of a private health practice;• the ability to follow correct procedures to register and name a private health practice;• the ability to differentiate types of businesses for private practice and the legal processes and requirements for establishing such practices;• advanced knowledge of the trends and different investments and their limits within the professional acts;• integrated knowledge and practical understanding of effective marketing guidelines and practices as governed by the HPCSA;• the ability to handle suppliers and supplies in an ethical and professional manner and to use supplier networks effectively;• knowledge, logical understanding of and the ability to manage basic financial practices within a private health practice;• the ability to manage relevant HR processes and procedures effectively, with special reference to employments contracts, training and supervision, and registration with relevant bodies.	
Learning (continued)	Outcomes	SAQA Credits	CESM Code (3rd Order)
		8	090501
Module Information:		NQF Level	Period
		7	
Delivery Information:		Campus	Full/Part Time

							(Year/1 st /2 nd Sem)
			SMU		Full time		S2
Periods per week:			Classes	Practical	Tutorial	Seminars	Independent Learning
			2				
Pre-requisite modules for this module:			MDEC031				
Co-requisites modules for module:			None				
Assessment criteria			<ul style="list-style-type: none">• Conduct strategic planning for purpose of development of private practice and business plan• Compile a business plan Explain the regulation, process of registration and limits of naming the practice;• Discuss the different types of business legalities for private practice;• Describe the trends and different investments and their limits within the professional acts;• Discuss marketing guidelines of marketing private practice as governed by the HPCSA;• Explain the importance of diagnostic coding;• Explain the different uses of technology in clinical care and practice management;• Explain the relationship limits with suppliers and supplier networks;• Explain basic financial practices within a private practice• Develop HR professional employments contracts and registration with relevant employment bodies;• Training and supervision of support staff within the practice;• Explain principles of sourcing, storing and maintenance of medicines and medical devices;• Conduct a due diligence when wanting to partner, buy or sell a practice				
Assessment method			Presentations; tests; assignments; group tasks; examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%				
		% Formative Assessment Mark	60%				
		% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)		50%				
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4	
	Theory (duration)		Theory				
	Practical (duration)		3h				

	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MDEC040
Module Name:	Practice of Therapeutic Nutrition
Content:	<p>Clinical training (including general ward work, attendance of ward rounds, attendance of multidisciplinary team meetings, liaison with diet kitchens, completion of nutritional care records and documentation in patient medical files) at an accredited hospital for a period of 12 weeks.</p> <p>Apply theoretical knowledge in practice by planning and implementing nutritional care plans and nutrition education for patients with diet related diseases in the 3 practice areas: Paediatrics, Internal Medicine and Surgery</p> <p>In Paediatrics the following cases will be assessed and managed: PEM, prematurity, infant/child with congenital heart disease, cancer, burns, Diabetes Mellitus, renal, liver, GIT surgery, HIV/AIDS, paediatric enteral and parenteral feed</p> <p>In Internal Medicine the following cases will be assessed and managed:</p> <p>Cardiovascular; Hepatic; Renal; Pulmonary; Diabetes Mellitus, HIV/AIDS; Cancer.</p> <p>Surgery the following cases will be assessed and managed:</p> <ul style="list-style-type: none"> • Neurosurgery; General surgery, Cardiothoracic; Burns, Trauma, ICU
Learning Outcomes:	<p>After the successful completion of this module, the student should demonstrate the ability to:</p> <ul style="list-style-type: none"> • screen and assess the nutritional status of patients, integrating, analyzing and interpreting all components of nutritional assessments and formulating appropriate nutritional diagnoses within various contexts, • select, plan, implement, monitor, evaluate and document appropriate nutrition care and education for individual patients/clients with specific disease conditions or special nutrition needs in hospital settings independently and/or in collaboration with the members of the multidisciplinary team; • promote and monitor patient/client compliance with the nutrition care plan, including counseling of patients; • develop and/or modify normal and therapeutic menus according to patient/client needs; • adapt the nutrition care plan as a result of continuous monitoring and evaluation of the planned nutritional intervention/care provided; • present and communicate academic and discipline-related or

	<p>professional ideas to appropriate audiences, and effectively interpret different scenarios and offer logical solutions for challenges and problems related to the field of therapeutic nutrition;</p> <ul style="list-style-type: none"> demonstrate the ability to work independently and/or as a member of team and take full responsibility for own decisions and actions. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	48		8		091801
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		Y
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
		3		8	12
Pre-requisite modules for this module:	MDEE032				
Co-requisites modules for module:	None				
Assessment criteria	<ul style="list-style-type: none"> Predict the severity of nutrition related cases and interpret nutritional assessment data to effectively implement the nutrition care plan. Summarise the nutritional status of patients/clients in health and disease by integration of all relevant data pertaining to dietary, anthropometric, biochemical, clinical and socio-economic assessments Formulate a nutritional diagnosis based on the integration and interpretation of nutritional assessment data Recommend the appropriate nutrition care, implement, monitor, evaluate and document the nutrition care plan. Plan education for individual patients/clients with specific disease conditions or special nutrition needs in hospital settings independently and/or in collaboration with the members of the multidisciplinary team Critically review the role of specific dietary recommendations /components applied to different disease conditions Develop and modify normal and therapeutic menus according to patient/client needs Modify the nutrition care plan as a result of continuous monitoring and evaluation of the planned nutritional intervention/care provided Apply different and effective methods of communicating and imparting scientific /evidence based knowledge to patients/clients. Apply different ethical principles in the health care system. 				
Assessment method	Prepared case studies and presentations; major case studies and presentations; oral and written assessments; practical tests;				

		practical examination
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%
	% Formative Assessment Mark	60%
	% Summative Assessment Mark	40%
	Minimum final mark to pass (%)	50%

Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory	Practical	Oral	
	Practical (duration)	3h	1h	30min	
	% contribution to Summative Assessment Mark	40	40	20	
	Sub minimum	40	40	40	

Module Code: (4 alphabetic & 3 numeric)	MDEB040
Module Name:	Practice of Medical Foodservice Administration
Content:	<p>Students will spend a total of six weeks at an accredited foodservice unit.</p> <p>Food planning, production and management; plate waste study; modification of therapeutic diets for different medical conditions and management of special diet kitchen; food safety and hygiene, sanitation and health requirements; occupational health and safety guidelines; different safety assessment tools; human resource management - recruitment and hiring of staff, labour disputes, human and organisational conflicts, collective bargaining, job analysis, in-service training of employees, procurement process, inventory management.</p>
Learning Outcomes:	<p>After the successful completion of this module, the student should be able to demonstrate:</p> <ul style="list-style-type: none"> • advanced ability to effectively plan normal diet menus and to then modify such menus to adhere to the requirements of therapeutic diets in various contexts; • progressive and creative skill in developing and standardizing recipes for various purposes and target groups; • the ability to analyse, evaluate and present different food specifications; • advanced skill in drawing up master orders and procuring

	<ul style="list-style-type: none"> relevant food supplies; the ability to develop accurate specifications for different food suppliers; advanced administrative ability to implement the receipt, storing and issuing requirements of the practice of medical food services in an appropriate and efficient manner; supervision of production and distribution of meals to groups/clients/patients; the skill to monitor and improve adherence of hygiene and safety regulations; the ability to conduct a plate waste study and to implement improvements; advanced ability to conduct sensory evaluation of food produced in a health foodservice unit; the ability to effectively monitor patients' satisfaction with service delivery and to implement action plans to improve thereon when necessary; progressive ability to effectively manage resources in food service administration; the ability to plan and implement in-service training of staff based on a thorough needs analysis. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	24		8		091801
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		Y
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
		2		8	8
Pre-requisite modules for this module:	MDED032				
Co-requisites modules for module:	None				
Assessment criteria	<ul style="list-style-type: none"> Plan normal diet menu and modify to therapeutic diet Develop and standardise recipes Draw food specifications Draw up master order and procure relevant food supplies Draw specifications for different food suppliers Plan receiving, storage and issuing of food supplies Supervise production and distribution of meals to groups/clients/patients Monitor adherence of hygiene and safety regulations Conduct the plate waste study Conduct sensory evaluation of food produced in the foodservice unit Monitor patient's satisfaction with service delivery Demonstrate ability to manage resources in the food 				

			service administration, • Conduct in-service training based on the need analysis			
Assessment method			Presentations; POE; seminars; practical examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory (duration)	Theory	Practical			
	Practical (duration)	3h	3h			
	% contribution to Summative Assessment Mark	50	50			
	Sub minimum	40	40			

Module Code: (4 alphabetic & 3 numeric)	MDEA040
Module Name:	Practice of Community Nutrition
Content:	<p>Students spend eight full weeks executing the planned nutrition programmes at primary health care facilities, schools, and other community-based centres (e.g. community –based projects – such as growing your own greenery, personal income generation; establishing support groups) or be involved in district plans.</p> <p>Maternal Services- Prenatal and postnatal care- weight gain/loss, micronutrient supplementation, nutrition counselling and education</p> <p>Child Health Services – breastfeeding; complementary feeding, growth monitoring and promotion; vitamin A supplementation; Integrated Management of Childhood Illnesses-nutritional aspects of diarrhoeal diseases, acute respiratory infection, measles and any nutrition related activities.</p> <p>Nutritional counselling and education to the public.</p> <p>National School Nutrition Programmes.</p> <p>Early Childhood Development.</p>
Learning Outcomes:	<p>After the successful completion of this module the student should be able to:</p> <ul style="list-style-type: none"> • implement, monitor and evaluate community nutrition programmes in various contexts and focused on various community nutrition needs;

		<ul style="list-style-type: none"> organize, procure and mobilize resources (i.e. lesson plans, counselling cards, recipes, teaching aids to be used during the implementation of the planned programme) with a view to educate community groups with regards to good nutrition and the importance of nutrition requirements for healthy living; plan and conduct a simple analysis and evaluation of existing community nutrition programmes and offer structured advice for the improvement thereof; plan, present and keep record of nutrition services to the community through health centres, early childhood development centres, schools and community based project, and monitor its implementation and the success thereof; plan, compile and effectively disseminate an implementation report regarding various community nutrition challenges and/or projects to the relevant stakeholders; present scientific/evidence-based nutrition information to relevant stakeholders with a view to offer solutions to community nutrition challenges. 			
Module Information:		SAQA Credits	NQF Level		CESM Code (3rd Order)
		32	8		091801
Delivery Information:		Campus	Full/Part Time		Period (Year/1st/2ndSem)
		SMU	Full time		Y
Periods per week:		Classes	Practical	Tutorial	Seminars
			2		8
Independent Learning		10			
Pre-requisite modules for this module:		MDEA032			
Co-requisites modules for module:		None			
Assessment criteria		<ul style="list-style-type: none"> Conduct a rapid nutritional assessment of individuals found in the various sites practice in the community Identify and critically analyse and interpret the identified problems /issues in the community Develop and implement interventions based on the objectives/identified problems Compare and contrast the different solutions to the identified problem Recommend appropriate referral and follow up plans Evaluate, document and monitor the effectiveness of the intervention. 			
Assessment method		Presentations; POE; seminars; examination.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment	60%			

		Mark				
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory (duration)	Theory	Oral			
	Practical (duration)	3h	30min			
	% contribution to Summative Assessment Mark	50	50			
	Sub minimum	40	40			

Module Code: (4 alphabetic & 3 numeric)		MDER040				
Module Name:		Undergraduate Research Project				
Content:		Execution of the research proposal, inclusive of data collection, analysis, presentation of results/research and writing a research report according to acceptable academic standards.				
Learning Outcomes:		<p>After the successful completion of this module, the student should demonstrate:</p> <ul style="list-style-type: none"> the ability to conduct supervised research using scientifically proven and appropriate methods that would assist with the realisation of the research purpose; the ability to engage and embark on data collection for research purposes advanced ability to analyse research data using appropriate software and to use the results appropriately; advanced skill to interpret and compare research findings of own study with those of other relevant studies and to draw logical conclusions progressive ability to develop an academically sound integrated research report on the study undertaken; advanced communication and technological skills to present the research report in a coherent manner to a selected audience. 				
Module Information:		SAQA Credits		NQF Level		CESM Code (3rd Order)
		24		8		091801
Delivery Information:		Campus		Full/Part Time		Period (Year/1st/2ndSem)
		SMU		Full time		Y
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
						26

Pre-requisite modules for this module:		MDEC032			
Co-requisites modules for module:		None			
Assessment criteria		<ul style="list-style-type: none"> • Submit the Research protocol for review and approval • Collect Data • Enter data into a software programme for analysis • Critically discuss the findings of the study and compare with other studies • Develop a research report on the study undertaken • Presentation of Report undertaken 			
Assessment method		Presentation of results; research report.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)				
	% Summative Assessment Mark	100%			
	Minimum final mark to pass (%)	50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Research Report	Oral		
	Practical (duration)				
	% contribution to Summative Assessment Mark	75	25		
	Sub minimum	40			

SHC B2 Bachelor Nursing and Midwifery (BNAM)

SHC B2.1 ADMISSION AND SELECTION REQUIREMENTS

SHC B5.1.1 Admissions

For practical reasons a limited number of applicants can be admitted to the degree programme. A Selection Committee therefore selects students on merit.

SHC B2.1.2 Selection

An applicant for the BNM programme must have:

- (a) a National Senior Certificate endorsed for bachelor's degree study (or equivalent school leaving certificate with full Exemption certificate issued by the South Africa matriculation Board);
- (b) an APS of at least 25; or a minimum combined score of 16 on the first four subjects reflected in the table below
- (c) passed in the following subjects at the following, or better levels of achievement

Subject	Points
Life Sciences	4
Mathematics	4
Physical Sciences	4
Language of Learning/English	4
Additional subject 1	3
Additional subject 2	3
Life orientation	3
TOTAL POINTS	25

SHC B2.2 REGISTRATION WITH THE SA NURSING COUNCIL

- (i) Registration with SANC is compulsory for the completion of qualification.
- (ii) On admission to the University, *a student must* register with the South African Nursing Council (SANC) *as a student nurse within the first 30 days of admission and pay the prescribed fee.*
- (iii) A student who interrupts studies must re-register with the SANC within thirty days of renewing his/her registration and pay the prescribed re-registration-fee.
- (iv) A student previously enrolled with SANC as an auxiliary nursing assistant/ enrolled nurse, must resign from being an enrolled nurse, must change his/her status with SANC to that of student nurse, within thirty days of registering for the degree.

SHC B2.3 SELECTION OF INTERNATIONAL APPLICANTS

- (i) International applicants will be admitted on merit if they meet the selection requirements of the university and are prepared to pay the full tuition and residence fee at the rate provided for foreign students in the Fees Brochure.
- (ii) Before registration foreign students must at least 6 months in advance:
 - a) Obtain a matric certificate or equivalent thereof from SAQA;
 - b) Submit their school leaving certificate to the Universities of South Africa for approval;
 - c) Obtain a study permit from the Department of Home Affairs;
 - d) Obtain a provisional letter of acceptance for study at Sefako Makgatho Health Sciences University (SMU) and submit this to SANC
 - e) Follow the guidelines of SANC to apply for registration with SANC.

- f) Evidence of personal medical aid cover.
- g) Valid passport and or any valid form of identity document.

SHC B2.4 DURATION AND CLINICAL REQUIREMENTS

- (i) The duration of the BNM degree programme is four (4) years, and leads to registration with the SA Nursing Council as a Nurse (General and Midwife).
- (ii) Clinical learning is a compulsory part of each year of study, and requires a minimum of 80% of practical attendance, and a minimum of 2120 clinical hours or more is compulsory for the entire programme.
- (iii) All clinical requirements as per SANC regulations, Regulation 174 of 8 March 2013, will apply.

SHC B2.5 ASSESSMENT CRITERIA (THEORY) BNM

A student must sit for formative and summative assessment according to the year programme as applicable.

In order to qualify for the summative assessments of each year level, the student must meet the following:

- (i) Satisfactory evidence of 75% class attendance.
- (ii) A minimum of 40% formative assessment mark in each subject;

SHC B2.6 CALCULATION OF YEAR MARK

When calculating the final mark following a summative assessment, the contributions of the continuous and the summative assessment marks are 60% and 40% respectively.

SHC B2.7 REGISTRATION YEAR/PROMOTION RULE

- (i) Second-year and third years of registration
Subject to (a) the General Rules, (b) having met the prerequisites for the module/subject/course and (c) timetable clashes, a student may take a service module in advance.
- (ii) Fourth-year of registration
Subject to (a) the General Rules, (b) having met the prerequisites for the module/subject/course, and (c) timetable clashes, a student may carry over only one service module.

SHC B2.7.1 REQUIREMENTS TO PASS A THEORY MODULE

in line with rule G14.6 and G15.1 and G15.2, to pass a theory module/s, the following conditions must be met:

- (i) A student must obtain at least 40% in a summative assessment. This also applies to modules with more than one paper.
- (ii) Based on rule SHC B 2.7.1 (i) above, the final calculated mark of 50% and above must be obtained to pass the module.
- (iii) A student who obtains a summative assessment mark of less than 40% for a paper and the calculated final mark is between 45-49% fails the module (see General rule 15.1). However, qualifies for a supplementary examination for the paper where less than 40% is obtained.
- (iv) A student who obtains a summative assessment mark less than 40% for a paper and calculated final mark is greater than 50% fails the module (see General rule 15.2). However, qualifies for a supplementary examination for the paper where less than 40% is obtained.
- (v) Calculation of the final mark for the supplementary examination will be capped at 50% overall, regardless of the marks obtained for both papers.

SHC B2.8 REQUIREMENTS TO QUALIFY FOR CLINICAL SUMMATIVE ASSESMENT (BNM)

To be admitted to summative assessment for a clinical practice module of each year level, a student must meet the following:

- (i) Satisfactory evidence of 80% clinical attendance recorded in the clinical hour book and authenticated in the department.
- (ii) A continuous assessment mark of 50% or more for the clinical module.
- (iii) Evidence of 80% allocated clinical activities in the authenticated workbook in the department

SHC B2.8.1 CLINICAL SUMMATIVE ASSESSMENT

- (i) A student who obtains below <45% on the clinical summative assessment fails the exam irrespective of the final mark.
- (ii) Who obtain 45-49% on the clinical summative assessment of the clinical module shall be granted a supplementary clinical assessment.
- (iii) Notwithstanding point (i), a student who obtains a final mark below 45% fails the module

SHC B2.8.2 SUPPLEMENTARY CLINICAL ASSESSMENT

- (i) A student who obtains a subminimum of 45-49% of the clinical module and or in any of the clinical modules shall be granted supplementary clinical assessment provided that the final mark is 50% and above.
- (ii) A student who obtains a mark below 50% in the clinical module and or in any of the clinical modules during supplementary assessment fails the clinical module.
- (iii) Calculation of the final mark for the supplementary clinical assessment will be capped at 50% overall regardless of the marks obtained in the clinical module where applicable.

SHC B2.9 FAILURE OF FORTH AND FINAL YEAR CLINICAL MODULE

SHC B2.9.1 SPECIAL CLINICAL ASSESSMENT

A student who fails a clinical module in the final year of study may be granted a special clinical assessment and the following conditions shall apply:

- (i) The assessment is done within the approved university special assessment period (see Rule G17.1 (ii) of the General Calendar).
- (ii) It should be the only module the student has failed overall.
- (iii) All clinical requirements, including clinical hours, have been completed.

SHC B2.9.2. UNMET CLINICAL REQUIREMENTS IN FINAL YEAR OF STUDY

The student shall repeat the entire module and will not be allowed to sit for a special clinical assessment in the event that clinical requirements are not met (clinical hours and clinical competencies).

SHC B2.9.3 FAILURE IN YEAR EXAMINATIONS

- (a) A student who fails a major subject, i.e., any nursing subject, MUST repeat the year of study.
- (b) A student, who fails a module(s) in the standard and supplementary examination, is:
 - Allowed to repeat that module/subject once only in the following year; and should the failed module/subject be or form part of a major subject, i.e., Nursing subject, the student repeats the year
- (b) A student who repeats a year of study MUST **HAVE CLINICAL EXPOSURE OF ALL CLINICAL MODULE(S) PASSED**. A student who repeats clinical module(s) passed is exempted from

summative assessments provided there is proof that clinical attendance was 80%. **Should there be no proof of attendance the student will be assessed at the end of the year. Failure to comply with this ruling might result in exclusion or extension of training.**

SHC B2.9.4 FAILURE OF THE FOURTH AND FINAL YEAR OF STUDY

- (a) A student, who fails the fourth and final year of study in the standard examination as well as the re-examination, may be admitted to the mid-year examination period of the following year, provided s/he has not failed more than two courses. Nursing practice appropriate to the courses must also be repeated, as per subject specifications. The examination shall be on the content of the full course. A student who writes and fails the mid-year examination may be admitted to a further examination at the end of the year
- (b) Should a student fail more than two courses in the fourth-year, s/he must repeat the full year.
- (c) If a student fails, the final year twice he /she may be refused readmission.

SHC B2.9.5 CARRYING OF COURSES

A student may not carry a failed course to the next year unless

- (a) the course is not a major subject and can be attended as the timetable allows; and
- (b) approval is granted by the Dean of School

SHC B2.9.6 COURSES TAKEN IN ADVANCE

A student may register one course in advance subject to approval by the Dean of the School provided that:

- (a) the student is repeating not more than one course;
- (b) the pre-requisite(s) for course has been met, and
- (c) the course and tests can be fitted into his/her time schedule.

It is the responsibility of the student to ensure that there are no clashes on the schedule.

Courses that have pre-requisites are as follows:

COURSE	PREREQUISITE
Nursing Science and Art II	Nursing Science and Art I
Nursing Practice II	Nursing Practice I
Nursing Science and Art III	Nursing Science and Art II
Nursing Practice III	Nursing Practice II
Nursing Science and Art IV	Nursing Science and Art III
Nursing Practice IV	Nursing Practice III
Midwifery II	Midwifery I

SHC B2.10 THE AWARD OF THE DEGREE WITH DISTINCTION

The degree is awarded with distinction to a student who achieves an average mark of 75% in the degree.

SHC B2.11 REGISTRATION FOR COMMUNITY SERVICE WITH SANC

After the successful completion of the 4year degree programme, a South African citizen must undertake a compulsory twelve-month period of community health service in a public SA Health Institution (for example a public hospital or public clinic).

The National Department of Health, South Africa (SA) conducts the community service placements.

Please note that students' who are not SA Citizens, after completion of their study period, are not allowed to practice as nurse practitioners in SA, until and unless they have completed this period of community

SHC B2.12 Curriculum Information (NEW PROGRAMME: BACHELOR OF NURSING AND MIDWIFERY)

CURRICULUM INFORMATION				
School:	HEALTH CARE SCIENCES			
Qualification Name:	Bachelor of Nursing and Midwifery		Qualification Code:	BNM
Campus:	Sefako Makgatho Health Sciences University		Last Revision date:	
Total SAQA Credits for Qualification:	512		Is this a fixed Curriculum:	Yes

PERIOD OF STUDY / YEAR LEVEL 1				
Year Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit ⁴
The following 3 modules are COMPULSORY				
SNUA 010	Y	Y	24	0.19
SNUP 010	Y	Y	36	0.28
SENG 010	y	N	8	0.06
SPSY 010	Y	N	12	0.09
SEPP 010	Y	N	8	0.06
SANA 010	Y	N	16	0.14
Total credits for Year modules			104	0.82
TOTAL CREDITS FOR YEAR LEVEL 1: SAQA CREDITS = 128; HEMIS CREDITS = 1				

PERIOD OF STUDY / YEAR LEVEL 1				
Semester Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 11 modules are COMPULSORY				
SBIO 012	S2	N	12	0.09
SCHE 011	S1	N	12	0.09
Total credits for Semester modules			24	0.18

PERIOD OF STUDY / YEAR LEVEL 2				
Year Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit ⁴
The following 3 modules are COMPULSORY				
SPHY 020	Y	N	16	0.13
SNUA 020	Y	Y	24	0.19

PERIOD OF STUDY / YEAR LEVEL 2				
Semester Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 13 modules are COMPULSORY				

SNUP 020	Y	Y	44	0.35
SPHA 020	Y	N	16	0.13
SMIC 020	Y	N	12	0.10
SPSY 020	Y	N	12	0.10
Total credits for Year modules			124	1

TOTAL CREDITS FOR YEAR LEVEL 2: SAQA CREDITS = 124; HEMIS CREDITS = 1

PERIOD OF STUDY / YEAR LEVEL 3				
Year Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 3 modules are COMPULSORY				
Total credits for Year modules				
TOTAL CREDITS FOR YEAR LEVEL 3: SAQA CREDITS = 144; HEMIS CREDITS = 1				

PERIOD OF STUDY / YEAR LEVEL 3				
Semester Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 12 modules are COMPULSORY				
SNUA 030	Y	Y	24	0.17
SNUP 030	Y	Y	20	0.13
SMID 030	Y	Y	24	0.17
SMIP 030	Y	Y	36	0.25
SSCI 030	Y	N	12	0.08
SUML 030	Y	N	20	0.14
SUMP 030	Y	N	8	0.06
Total credits for Semester modules			144	1
TOTAL CREDITS FOR YEAR LEVEL 3: SAQA CREDITS = 144; HEMIS CREDITS = 1				

PERIOD OF STUDY / YEAR LEVEL 4				
Year Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 2 modules are COMPULSORY				
Total credits for Year				

PERIOD OF STUDY / YEAR LEVEL 4				
Semester Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 9 modules are COMPULSORY				
SNUA 040	Y	y	20	0.14
SNUP 040	Y	Y	20	0.14
SMID 040	Y	Y	24	0.17
SMIP 040	Y	Y	36	0.26
SRES 040	Y	N	12	0.09
SREP 040	Y	N	4	0.03
SUML 040	Y	N	16	0.11
SUMP 040	Y	N	8	0.06
Total credits for Semester			140	1

modules			modules		
TOTAL CREDITS FOR YEAR LEVEL 4: SAQA CREDITS = 140; HEMIS CREDITS = 1					

MODULAR INFORMATION					
Department :	Nursing Science			School :	Health Care Sciences
Last Revision date:	N/A		First Year Offered (New):	2021	
Replace this Module existing module(s)?	No		If YES, give the module codes:		
Module linked to Qualification/s:	BNM				
Migration Strategy:	N/A (If YES, Section G must also be completed)				

Module Code: (4 alphabetic & 3 numeric)	SNUA 010
Module Name:	NURSING SCIENCE AND ART 1
Content:	<p>Explain the concept “nursing”; Describe the following: The nature of nursing; The history of nursing; Nursing as a profession; The ethics of nursing; The nursing process, Discuss the multidisciplinary team approach to nursing care and the role/function of the nurse within the team; Describe the concept “nursing team” with regard to: The role players and their scope of practice and The accountability and responsibility of the nurse</p> <p>Explain the health-ill health continuum, nursing management of the basic needs in patients in health and illness; Orientation to nursing: role of nursing in health care system. Basic health care needs, nursing process.</p> <p>Discuss the concept Community oriented nursing care. Briefly outline the following:</p> <p>The history of community nursing in SA; The role of the WHO in health care; The concept Primary Health Care as applies in South Africa; The principles of health promotion and health education, including prevention and management of HIV infection; The application of the Health Act relevant to nursing care; National health plan for SA; A comprehensive health service as well as the functions of the respective services; Identify the authorities responsible for health care in the RSA</p> <p>Distinguish between the concepts mental health and mental illness. Describe the following nursing skills and methods: Self-knowledge; The nurse-patient relationship; Therapeutic communication; Relevant and applicable referral procedures.</p> <p>First aid: Manage a patient (adult, child, infant) with the following health emergencies: absence of pulse and breathing, choking, obstructed airway, Severe nose bleeding; Open and closed fractures; Manage wounds, and bleeding in a simulated situation ,</p>

	rationale for and assessment of each step of CPR according to latest guidelines				
Learning Outcomes:	<p>Apply knowledge of biological and natural sciences, psycho-social sciences and pharmacology in the provision of safe nursing care, throughout the life span, in variety of health care settings and communities in response to population needs.</p> <p>Apply knowledge of theories, methods and techniques in the practice of safe clinical nursing and midwifery that is responsive to the needs of the individual, the family and the community, in accordance with national legislative and policy frameworks.</p> <p>Aware of the overall meaning and purpose of professional nursing.</p> <p>Able to apply professional and ethical knowledge to identify, assess and address the basic needs of individual patients at all stages of development in life.</p> <p>Effectively utilize the basic principles of scientific nursing in rendering care to an individual (including basic principles of health education) relevant to the different stages of development.</p> <p>Competent in the integration of nursing science and related subject content.</p>				
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)	ITS Course Level		CESM Code (3rd Order) (Six Numbers)	
	24	5		090806, 90801, 090805	
Delivery Information:	Campus	Full/Part Time		Period (Year/1st/2ndSem)	
	SMU	Full time		Year	
Periods per week:	Classes	Practicals	Tutorials	Seminars	Independent Learning
	8			2	2
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment criteria	<p>Evidence of knowledge acquisition and competency development in fundamentals of nursing care for level 1 based on outcome knowledge, skill development, value and meaning integration.</p> <p>Recognize environmental (inner and outer) factors that influence health</p> <p>Identify family involvement in the provision of nursing care</p> <p>Demonstrate awareness of the types of healthcare systems and settings and work effectively within a system</p> <p>Awareness of the impact of the implementation of healthcare policies, their implementation and procedures in nursing.</p> <p>Show competence in Basic emergency care.</p> <p>Demonstrate awareness of the creation of a therapeutic environment.</p> <p>Demonstrate awareness in the basic scientific nursing knowledge and processes applied to nursing.</p> <p>Apply principles of learning and teaching in self-development and in teaching individuals. Organize and manage self.</p> <p>Assess educational needs of individuals and give health education.</p>				

		Identify common health problem patterns and trends throughout the life cycle. Demonstrate the awareness of the significance of information in the application of nursing knowledge Cooperate and collaborate with health care team members Demonstrate awareness of principles of verbal, written & culture sensitive communication. Keep accurate records. Demonstrate awareness of professional behavior/etiquette effective supervision of ancillary staff. Take responsibility and show initiative at level of operation and in controlled circumstances. Safe and effective use of appropriate technology in the provision of basic nursing care			
Assessment method		Continuous formative theoretical assessment (E-learning exercises, tests, assignments, projects). Summative assessment: 1 x 3 hour papers			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment Paper:			Paper 1	Paper 2	Paper 3
		Theory/practical	Theory		
		Duration	3 hours		
		% contribution to Summative Assessment Mark	60%		
		Sub minimum	40%		

Module Code: (4 alphabetic & 3 numeric)	SNUP010
Module Name:	NURSING SCIENCE AND ART PRACTICE 1
Content:	Theories of Fundamental nursing care and practice, skill and competencies; basic nursing skills according to the needs approach: creating a safe and conducive environment, hand washing, care accessories, assessment /examination tray, emergency tray, sleep and comfort needs, psychosocial needs, nutritional needs, monitoring vital signs, hygiene and grooming, oxygen needs, elimination needs, mobility and exercise, fluid and

		electrolyte balance, admission of a patient, care of patient's property, last offices. The nursing process and the design of a care-plan Communication: report writing, handing and taking over at the end of a session, answering a telephone call, making a telephone call Record keeping				
Learning Outcomes:		Demonstrate the ability to identify the basic needs of people at all stages of development Progressively demonstrate and utilize knowledge of the nursing process in providing nursing care Demonstrate competence in the performance of psychomotor nursing skills. Utilize appropriate equipment, instruments and processes relevant to nursing care Demonstrate ability to create and maintain a safe and therapeutic environment relevant to the situation Demonstrate the ability to assist individuals in a health-related emergency. Demonstrate basic principles of communication.				
Module Information:		SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		ITS Course Level		CESM Code (3rd Order) (Six Numbers)
		36		5		090806, 90801, 090805
Delivery Information:		Campus		Full/Part Time		Period (Year/1st/2ndSem)
		SMU		Full time		Year
Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		4	14		2	4
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
Assessment criteria		Evidence of knowledge acquisition and competency development in nursing practice. Complete a family study. Give evidence of attendance of all skill development sessions. Acquire an 80% attendance. Demonstrate required competency in practical experiential learning according to programme requirements. Accumulate a total of 360hrs (projects, visits, professional development and simulation)				
Assessment method		Formative individual and group assignments, tests and projects. Practical assessment in simulation and in practice. Clinical workshops. Submit clinical work and Hour book and evidence of prescribed (SANC) clinical experiential learning (360 hrs.)				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%				

		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:			Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical		OSCE			
	Duration		1hour/student			
	% contribution to Summative Assessment Mark		60%			
	Sub minimum		40%			

Module Code: (4 alphabetic & 3 numeric)	SENG 010
Module Name:	ENGLISH LANGUAGE
Content:	<p>Use appropriate vocabulary; in context; visual aids during academic presentation; Show cultural and interpersonal sensitivity; Manage self responsibly and show self-confidence; non-verbal communication; oral discussions within a group; Read faster and with greater understanding, identify main and supporting arguments; Condense information into notes; Define, identify and explain concepts from reading material; Draw an effective mind map from text; Draw information from graphs and tables; Decode meanings of scientific words using word formation techniques in science; Present information in acceptable formats – spoken and written; Write an academic essay from multiple sources and acknowledging the sources; Critically evaluate information, Establish a cause and effect in an argument.</p> <p>Interpret visuals and share in a group.</p> <p>Construct effective sentences using correct grammar and Write a summary on a text.</p> <p>Library Orientation</p>
Learning Outcomes:	<p>Demonstrate ability to orally communicate perspectives from a variety of sources including academic material to display effective interpersonal skills in communications working with diverse individuals and groups in a variety of academic and social context.</p> <p>Demonstrate ability to read and interpret a variety of text, comparing justifying and evaluating ideas and synthesize information by integration of ideas with personal opinions</p>

			stimulating critical and creative thinking. Write coherent sentences, paragraphs essays summaries and scientific reports Effectively master MS Word for use on hard drive floppy disks and other devices. Effectively use word-processing to produce academic tasks and use CALL (computer assisted language learning)				
Module Information:			SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
			8		5		090806, 90801, 090805
Delivery Information:			Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
			SMU		Full time		Year
Periods per week:			Classes	Practicals	Tutorial	Seminars	Independent Learning
			4	1			2
Pre-requisite modules for this module:			None				
Co-requisites modules for module:			None				
Assessment criteria			<i>Reading:</i> Ability to understand and draw information stated explicitly and implicitly; identify the main ideas in the given text; present information precisely in tables and graphs; paraphrase author's statements; <i>summarize</i> a long text into its essentials <i>Writing:</i> Ability to construct acceptable sentences; select, organise and present information coherently in scientific essay writing style; master reasonable grammar, punctuation and spelling. <i>Oral communication and presentation:</i> Participation in group and class discussions, use of PowerPoint effectively to present an academic topic Self-reflection and improvement.				
Assessment method			Tests, comprehension analysis; Discuss in pairs, groups and class; formal presentations (PowerPoint) Essay/paragraph writing; language use; reading and presenting information in graphs and tables and bullet forms				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%				
		% Formative Assessment Mark	60%				
		% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)		50%				
Summative			Paper 1	Paper 2	Paper 3	Paper 4	

Assessment Paper:	Theory/practical	Theory			
	Duration	2 hours			
	% contribution to Summative Assessment Mark	60%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	SPSY 010				
Module Name:	INTRODUCTION TO PSYCHOLOGY 1				
Content:	Foundations of psychology; Learning Theories; Developmental Psychology; Personality, emotions, motivation and stress Psychophysiology; Interpersonal skills, cognitive processes, reception and sensation memory, social psychology and introduction to research.				
Learning Outcomes:	Students must have an understanding of basic principles and processes of psychology, understand and apply knowledge and link it to theories, develop a basic understanding of human development, personality, emotion and stress. Understand the link between mind and body.				
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)	ITS Course Level		CESM Code (3rd Order) (Six Numbers)	
	12	5		090806, 90801, 090805	
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU		Full time		Year
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	5		2		2
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment criteria	<p>Students must be able to name, describe, explain, apply, compare, and differentiate all the knowledge gathered in psychology I and link theories in their specific discipline and their studies. Students must be able to apply a basic understanding of human development; personality; emotion; motivation and stress; and cognitive processes.</p> <p>Students must be able to explain the link between mind and body interaction.</p> <p>Students must be able to explain the role of social interaction and apply it to their specific field. Students must be able to describe and explain the basic principles of interpersonal skills and be able to apply it to their specific field</p>				
Assessment method	Integrated formative assessment (includes group and individual assignments, and tests) and integrated summative (examination)				

		assessment will be used. Practical work seminars, as well as the presentation of specific allocated case studies relevant to the programme will also be used.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark	60%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	SEPP 010				
Module Name:	ETHOS AND PROFESSIONAL PRACTICE				
Content:	History of nursing as a profession, evolution of nursing in Southern Africa, professionalism, nursing education as the foundation of professional practice, introduction to professional practice, professional conduct, the role of the regulatory body, the role of the nursing associations and trade unions, ethics and the law, ethical issues in professional conduct, the ethical framework of professional practice, the scope of Practice for nurses and midwives, the disciplinary function of the Nursing Council, ethical professional challenges				
Learning Outcomes:	Students must identify and address ethical and legal issues based on critical reflections on the suitability of different ethical values (and legal) systems to the nursing and midwifery practice within the legal framework.				
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		ITS Course Level		CESM Code (3rd Order) (Six Numbers)
	8		5		090806, 90801, 090805
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		Year
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	0	0	0	0

Pre-requisite modules for this module:		None			
Co-requisites modules for module:		None			
Assessment criteria		Ethical code, professional accountability and responsibility and standards for the practice of nursing and midwifery are interpreted and applied consistently in line with the spirit and intent Advocacy activities to promote individual, group and community rights with respect to law and health care provision Practice is applied consistently in a manner that reflects a clear understanding and interpretation of the requirements of the South African Nursing Council (SANC) and Health Care legislation, a Primary Health Care approach.			
Assessment method		Integrated assessment where the knowledge of ethos and professional practice is applied. Written tests, role play, case studies, assignments, report writing			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical	Theory			
	Duration	2 hours			
	% contribution to Summative Assessment Mark	60%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	SANA 010
Module Name:	HUMAN ANATOMY
Content:	Macro and microscopic structures of the body: Identify and describe human body structures in relations to normal functions performed. The cell, tissues; body systems: Skeletal system and joints, muscular, Cardiovascular, Lymphatic, Respiratory, Digestive, Urinary, Skin, Reproductive, Endocrine, Nervous, Sense organs.

Learning Outcomes:			Identify and describe human body structures in relations to normal functions performed. Apply the knowledge gained effectively in the provision of care and health education to patients Students will be able to:					
Module Information:			SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		ITS Course Level		CESM Code (3rd Order) (Six Numbers)	
			16		5		090806, 90801, 090805	
Delivery Information:			Campus		Full/Part Time		Period (Year/1st/2ndSem)	
			SMU		Full time		Year	
Periods per week:			Classes	Practicals	Tutorial	Seminars		Independent Learning
			6	2		2	2	
Pre-requisite modules for this module:			None					
Co-requisites modules for module:			None					
Assessment criteria			Students should be able to use terminology appropriately; identify and describe Structures, their Relations, Functions; relate these to the Abnormalities of the human body macro and microscopically. Attend prescribed practical and partake in experimental and other projects. Apply knowledge effectively in nursing practice for all Levels of development and at all levels of care.					
Assessment method			Six tests (on each section), are undertaken before commencement on a new module. Before the commencement of examination, an Additional Test (Computer Test) consisting of content of all work covered throughout the semester, is written The semester Mark is calculated by the adding of the Additional Test mark and the best out of tests written throughout the semester. Should a student pass (>50%) every test and obtain 60% average, the student can be exempted from writing exam.					
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%					
		% Formative Assessment Mark	60%					
		% Summative Assessment Mark	40%					
	Minimum final mark to pass (%)		50%					

Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical	Theory	Practical		
	Duration	2hours	1hour		
	% contribution to Summative Assessment Mark	80%	20%		
	Sub minimum	40%	N/A		

Module Code: (4 alphabetic & 3 numeric)	SCHE 010				
Module Name:	CHEMISTRY 1C				
Content:	Properties of matter, changes of state, energy and the composition of matter. Structure of matter: The atom, fundamental particles, structure of the atom and the periodic chart. Chemical bonding: Molecules, electrovalent bonds and covalent bonds; Chemical equations: Symbols and formulae, types of chemical reactions and reaction rates. Oxidation/reduction. Water: Properties, purification and hardness. Liquid mixtures: Solutions, suspensions, colloids and emulsions. Acids, bases and salts, ionization and pH. Oxygen oxides, hydrogen, halogens, nitrogen, carbon and metals. Hydrocarbons, alcohols, phenols, aldehydes, ketones, acids (fatty acids, salicylic acid and lactic acid) and antibiotics. Esters, ethers and amines. Carbohydrates: Monosaccharide's, disaccharides and polysaccharides. Lipids and proteins				
Learning Outcomes:	<ul style="list-style-type: none"> • to change • Associate the sub-microscopic structure of matter with its physical and chemical behaviour • Understand the forces of cohesion in compounds • Apply chemical shorthand to represent reactions and identify reaction types • Understand the extraordinary properties of water and the diversity of aqueous mixtures • Identify acidic properties of aqueous solutions and the use of the pH scale • Recognize important groups of inorganic compounds • Identify the major organic compound groups with emphasis on the more biological entities • Associate natural molecules such as monosaccharide's, disaccharides, polysaccharides proteins and lipids to fundamental life functions 				
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)	ITS Course Level		CESM Code (3rd Order) (Six Numbers)	
	12	5		090806, 90801, 090805	
Delivery Information:	Campus	Full/Part Time		Period (Year/1st/2ndSem)	
	SMU	Full time		S1	
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning

		5	2			
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
Assessment criteria		Describe, explain and apply in a logical manner the principles, concepts and facts related to matter, atomic structure, periodic chart, chemical bonding, chemical equations/reactions and reaction rates, water properties, Acid-base behaviour, organic chemistry as well as lipids and proteins.				
Assessment method		A combination of formative assessment (tests, practical reports/test, quizzes) and summative assessment (3 hour written examination).				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:			Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical		Theory			
	Duration		3 hours			
	% contribution to Summative Assessment Mark		100%			
	Sub minimum		40%			

Module Code: (4 alphabetic & 3 numeric)	SBIO 010		
Module Name:	BIOPHYSICS 1C		
Content:	Mathematical review and units; Mechanics, Molecular phenomena Temperature, heat, energy, Pressure, Electricity and magnetism, Waves, sound and optics Nuclear radiation		
Learning Outcomes:	The student will be able to: <ul style="list-style-type: none"> • Demonstrate analytical and numerical skills through problem solving using models analogous to real life situations. • To apply the fundamentals laws of physics to anatomical and physiological functions of the human body. • Relate various physical concepts to real life situations. 		
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)	ITS Course Level	CESM Code (3rd Order) (Six Numbers)
	12	5	090806, 90801, 090805

Delivery Information:		Campus		Full/Part Time		Period (Year/1st/2ndSem)
		SMU		Full time		S2
Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		5			2	2
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
Assessment criteria		Able to carry out basic mathematical manipulations in which the effects on physical quantities within a system are demonstrated. Discuss logically the approach to solving problems that are analogous to various real life situations.				
Assessment method		Formal written tests; Tutorials; written summative assessment				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%				
	% Formative Assessment Mark	60%				
	% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)	50%				
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory/practical	Theory				
	Duration	2 hours				
	% contribution to Summative Assessment Mark	100%				
	Sub minimum	40%				

Module Code: (4 alphabetic & 3 numeric)	SNUA 020
Module Name:	NURSING SCIENCE AND ART 2
Content:	<p>Symptom management, Medical – surgical nursing of the conditions of selected systems, cardio-vascular, haematological (inclusive of blood vessels and the lymphatic system), respiratory, renal, gastro-intestinal systems. Management of the disorders of the accessory organs of digestion.</p> <p>Introduction to child care: Child Health: Medical and surgical conditions of the child;</p> <p>Nursing care of Infectious and contagious diseases, HIV/AIDS. Tuberculosis, Haemorrhagic fevers.</p>

	Multiple trauma and emergency care, Pre-, intra- and post-operative care, wound care and burns, haematology and blood diseases,				
Learning Outcomes:	<p>Apply knowledge of biological and natural sciences, psycho-social sciences, pharmacology as well as biomedical sciences in the provision of safe nursing and Midwifery care throughout the life span in a variety of health care settings and communities in response to population needs;</p> <p>Apply knowledge of theories, methods and techniques in the practice of safe clinical nursing that is responsive to the needs of individual, the family and the community, in accordance with the national legislative and policy frameworks at all levels of health care;</p> <p>Access, produce and manage information effectively to a range e.g. audiences including health information systems.</p>				
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)	ITS Course Level		CESM Code (3rd Order) (Six Numbers)	
	24	6		090806, 90801, 090805	
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		Year
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	10			2	2
Pre-requisite modules for this module:	SNUA 010, SNUP 010				
Co-requisites modules for module:	Foundational modules; SANA 010, SBIO 010, SCHE 010, SPSY 010, SEPP 010 Knowledge of which is applied in SNUA 020				
Assessment criteria	<p>Evidence of knowledge acquisition and competency in wound care, pre- peri & post-operative care, management of specific medical and surgical conditions.</p> <p>Integrate principles of health and pathology in specific fields of nursing</p> <p>Demonstrate integration of principles of ethical, legal and professional practice and conduct in nursing practice.</p> <p>Incorporate standards of evidence based care in paediatric and adult general medical surgical practice.</p> <p>Integrate safety in nursing care delivery for self and others including sharp injuries and infection control.</p> <p>Create a therapeutic environment in paediatric care, peri- and post-operative care, wound care and medical surgical care.</p> <p>Cooperate and collaborate with peers, faculty and others nurses in all settings, multi-disciplinary team.</p> <p>Integrate principles of cultural sensitivity in all forms of communication and develop skills to keep legal and accurate written records.</p> <p>Integrate life- saving skill competencies in all relevant settings</p> <p>Effective supervision of 1st level staff</p>				
Assessment method	Integrated formative individual and group assignments and tests.				

		Summative 2 x 3 hrs paper.
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%
	% Formative Assessment Mark	60%
	% Summative Assessment Mark	40%
	Minimum final mark to pass (%)	50%

Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical	Theory	Theory		
	Duration	3 hours	3 hours		
	% contribution to Summative Assessment Mark	60%	60%		
	Sub minimum	40%	40%		

Module Code: (4 alphabetic & 3 numeric)	SNUP 020
Module Name:	NURSING SCIENCE AND ART PRACTICE 2
Content:	Medical and surgical nursing practice in the selected systems: Principles of an aseptic technique; administration of medications (intramuscular and oral), collection and transportation of specimen (urine: routine for testing,, 24hour specimen, mid-stream; stool; sputum, glucose-tolerant test, cerebrospinal fluid, pleural fluid, peritoneal aspirations), interpretation of laboratory results; preparation of the patient for procedures (Invasive and non-invasive) inclusive of pre-operation preparation, insertion of tubes (nasogastric, urinary catheter, flatus tube,) nasogastric feeding, parenteral nutrition, wound care inclusive of removal of sutures, clips and tapes; observations, record keeping, Procedures to care for patients with Infectious and contagious diseases, HIV/AIDS. Tuberculosis, Haemorrhagic fevers.
Learning Outcomes:	Demonstrate the ability to identify the basic needs of people at all stages of development Progressively demonstrate and utilize knowledge of the nursing process in providing nursing care Demonstrate competence in the performance of psychomotor nursing skills. Utilize appropriate equipment, instruments and processes relevant to nursing care Demonstrate ability to create and maintain a safe and therapeutic

			environment relevant to the situation Demonstrate the ability to assist individuals in a health-related emergency. Demonstrate basic principles of communication.				
Module Information:			SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
			44		6		090806, 90801, 090805
Delivery Information:			Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
			SMU		Full time		Year
Periods per week:			Classes	Practicals	Tutorial	Seminars	Independent Learning
			3	14			5
Pre-requisite modules for this module:			SNUA 010, SNUP 010				
Co-requisites modules for module:			Foundational modules; SANA 010, SBIO 010, SCHE 010, SPSY 010, SEPP 010 Knowledge of which is applied in SNUP 020				
Assessment criteria			Perform a comprehensive health assessment: Nursing care is implemented in an integrated manner according to care plans. Health care status of individuals, groups and/or communities identifies changes in the general status in time to implement preventive or corrective measures in the interest of general wellbeing Conditions are accurately diagnosed and managed according to generally accepted treatment guidelines. Nursing interventions are based on individualised plans that reflect comprehensive and integrated assessment of mentally ill persons, and understanding of common emotional and behavioural disorders, as well as major psychiatric disorders (perceptual and severe mood disorders). Interventions with mentally ill persons are consistent with generally accepted psycho-social techniques, and contribute to the therapeutic management of these patients. Submit proof of supervised direct patient care in general nursing care for 440hrs. Record keeping.				
Assessment method			Integrated formative individual and group assignments and projects. Practical assessment in simulation and in practice. Clinical workshops. Submit clinical work and hour book and evidence of prescribed (SANC) clinical experiential learning. Case studies				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%				
		% Formative Assessment Mark	60%				

	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical	Practical			
	Duration	OSCE			
	% contribution to Summative Assessment Mark	60%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	SPHY 020				
Module Name:	PHYSIOLOGY 1B				
Content:	<p>GENERAL PHYSIOLOGY General as well as advanced knowledge on selected areas in Physiology (including the Gastrointestinal system, Endocrinology, Body temperature, Respiration, Acid/Base balance, Renal Physiology and Reproduction)</p> <p>PHYSIOLOGY PRACTICALS Practical on selected topics to illustrate the theory</p>				
Learning Outcomes:	<p>The student will be able to demonstrate an understanding of the contribution of the different body systems to the maintenance of homeostasis, as well as the mechanisms, which give rise to associated pathophysiology.</p> <p>The student will be able to demonstrate competency to measure selected physiological phenomena</p> <p>The student will display the ability to analyse problems of a physiological nature in the context of nursing</p>				
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)	ITS Course Level		CESM Code (3rd Order) (Six Numbers)	
	16	6		090806, 90801, 090805	
Delivery Information:	Campus	Full/Part Time		Period (Year/1st/2ndSem)	
	SMU	Full time		Year	
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6			2	2
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment criteria	<ul style="list-style-type: none"> The student would be expected to have a sound knowledge of the basic physiology of the systems covered. 				

		<ul style="list-style-type: none"> The student would be expected to use the physiology of the systems covered and apply it to the field of nursing. The student would be expected to know normal physiological values for parameters applicable to nursing. 			
Assessment method		<ul style="list-style-type: none"> Formative assessment methods include observation methods, oral questions, practical exercises and demonstrations, self-assessment as well as tests. Not all formative assessments are scored, but feedback is provided. Scored formative assessments contribute 60% towards the final mark. The summative assessment method consists of an end of year written examination paper. 			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical	Theory			
	Duration	2 hours			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	SPHA 020
Module Name:	PHARMACOLOGY
Content:	<p>Pharmacokinetics, Pharmacodynamics, Solutions and concentrations Medicines and the Peripheral and Central Nervous System Anaesthetics, analgesics and anti-inflammatory medicines Chemotherapeutic drugs</p> <p>Selected sections of legal acts relating to dispensing, recommended standards for evaluation of courses for the dispensing of medicine by health care professionals (authorised prescribers) licensed to dispense medicines in terms of Act 101 of 1965 as amended, extract of SA Pharmacy Council Guidelines for Good Practice, an example of a package insert, additional examples of calculations, how to give medication and adverse reactions report form</p>

Learning Outcomes:		<p>The student will be able to:</p> <p>Demonstrate critical thinking and understanding regarding solutions and concentrations, Pharmacokinetics, Pharmacodynamics, Medicines and the Peripheral Nervous system, Anaesthetics, analgesics and anti-inflammatory medicines, Chemotherapeutic drugs, Medicines and the Peripheral Autonomic Nervous System, the Respiratory and Gastrointestinal System, the Cardio-vascular system, the Central Nervous System and the Endocrine System</p> <p>Predict and monitor the side-effects of common drugs and identify adverse effects of drug reactions</p> <p>Integrate the principles and practice of rational drug use and appreciate the importance of life- long learning regarding drug development and treatment guidelines</p> <p>Evaluate the prescription and access patient profile</p> <p>Dispense the prescription</p> <p>Hand medicine to patients and give appropriate advice and warnings</p> <p>Maintain professional dispensing records</p> <p>Manage the procurement and storage of medicines</p>				
Module Information:		SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		ITS Course Level		CESM Code (3rd Order) (Six Numbers)
		16		6		090806, 90801, 090805
Delivery Information:		Campus		Full/Part Time		Period (Year/1st/2ndSem)
		SMU		Full time		Year
Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		6	1.5	2		
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
Assessment criteria		<p>Standardization is criterion-referenced.</p> <p>Standards for excellence are determined by all major and minor outcomes being met.</p> <p>Minimum permissible performance as applied to every particular learning outcome is used as the pass/fail criterion</p>				
Assessment method		<p>Formative assessment methods include case assignments, logbook and portfolio projects, self-assessment as well as tests. Not all formative assessments are scored, but feedback is provided. Scored formative assessments contribute 60% towards the final mark.</p> <p>Summative assessment method includes an end of year written examination paper. Summative assessment contributes 40% towards the final mark.</p>				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%				

		% Formative Assessment Mark	60%				
		% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)		50%				
Summative Assessment Paper:			Paper 1	Paper 2	Paper 3	Paper 4	
	Theory/practical		Theory				
	Duration		2 hours				
	% contribution to Summative Assessment Mark		100%				
	Sub minimum		40%				
Module Code: (4 alphabetic & 3 numeric)			SMIC 010				
Module Name:			MICROBIOLOGY				
Content:			This course covers basic concepts in medical microbiology, including an introduction to bacteria, fungi, parasites and viruses, laboratory diagnosis of infectious diseases, clinical immunology, control of microorganisms (antimicrobial agents, and infection control). Syndromes covered are infections of the, respiratory tract, gastrointestinal tract, genitourinary tract, and wound infections.				
Learning Outcomes:			Specific Outcome 1: Able to understand, describe and identify the fundamentals and the key principles of medical microbiology. Specific Outcome 2: Apply theoretical knowledge in infection control.				
Module Information:			SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
			12		6		090806, 90801, 090805
Delivery Information:			Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
			SMU		Full time		Year
Periods per week:			Classes	Practicals	Tutorial	Seminars	Independent Learning
			5			2	2
Pre-requisite modules for this module:			None				
Co-requisites modules for module:			None				
Assessment criteria							
Assessment method			Continuous formative theoretical assessment (E-learning exercises, tests, assignments, projects). Summative				

			assessment: 1 x 3 hour papers			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory/practical	Theory	Practicals			
	Duration	2 hours	1½hrs			
	% contribution to Summative Assessment Mark	65%	35%			
	Sub minimum	40%	40%			

Module Code: (4 alphabetic & 3 numeric)	SPSY 020					
Module Name:	PSYCHOLOGY 2					
Content:	Developmental Psychology, Personality theories, Medical and social psychology					
Learning Outcomes:	Know and understand the basic concepts in child development, social and medical psychology Know and understand different personality theories Know and understand the ethical principles applicable in child develop, social and medical Know and understand the basic concepts social and medical psychology Know and understand the ethical principles applicable in, social and medical psychology.					
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		ITS Course Level		CESM Code (3rd Order) (Six Numbers)	
	12		6		090806, 90801, 090805	
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)	
	SMU		Full time		Year	
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning	
	5			2	2	
Pre-requisite modules for this	SPSY 010					

module:					
Co-requisites modules for module:		None			
Assessment criteria		At the end of the module the student must be able to: List, describe and apply basic concepts in social, medical and child developmental psychology Name and describe different personality theories Recognize and explain the position of medical psychology within the discipline of psychology List and describe the ethical principles applicable in social and medical psychology and personality theories.			
Assessment method		Comprehensive formative (includes groups and individual assignments and tests) and summative (examination) assessment. Practical work includes seminars, presentations of case studies relevant to the thrust of the degree.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark	60%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	SNUA 030
Module Name:	NURSING SCIENCE AND ART 3
Content:	Neurological system, endocrine system, metabolic system, reproductive system, ophthalmology, otorhinolaryngology, integumentary system (dermatology), musculo-skeletal system, reproductive system (women's health studies, Men's health), orthopedics.
Learning Outcomes:	Apply knowledge of biological and natural sciences, psycho-social sciences, pharmacology as well as biomedical sciences in the provision of safe nursing and Midwifery care throughout the life span in a variety of health care settings and communities in response to population needs

			Apply knowledge of theories, methods and techniques in the practice of safe clinical nursing that is responsive to the needs of individual, the family and the community, in accordance with the national legislative and policy frameworks at all levels of health care Access, produce and manage information effectively to a range e.g. audiences including health information systems					
Module Information:			SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)	
			24		7		090806, 90801, 090805	
Delivery Information:			Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)	
			SMU		Full time		Year	
Periods per week:			Classes	Practicals	Tutorial	Seminars	Independent Learning	
			10			2	2	
Pre-requisite modules for this module:			SNUA 020, SNUP 020					
Co-requisites modules for module:								
Assessment criteria								
Assessment method								
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%					
		% Formative Assessment Mark	60%					
		% Summative Assessment Mark	40%					
	Minimum final mark to pass (%)		50%					
Summative Assessment Paper:			Paper 1	Paper 2	Paper 3	Paper 4		
	Theory/practical		Theory	Theory				
	Duration		3 hours	3 hours				
	% contribution to Summative Assessment Mark		60%	60%				
	Sub minimum		40%	40%				
Module Code: (4 alphabetic & 3 numeric)			SNUP 030					

Module Name:	NURSING SCIENCE AND ART PRACTICE 3				
Content:	Medical and surgical nursing. Selected conditions from the body systems: neuro (unconscious patient, psychotic patient, etc.), endocrine (care of a diabetic patient) and reproductive system (male and female) , ear, nose and throat, eye care, swabbing and irrigation and instillations of medications, management of fractures and other orthopaedic conditions, skin care, catheterization, vulval swabbing, preparation of patient for special procedures, e.g. radiological, biopsies, Palliative care				
Learning Outcomes:	<p>Demonstrate the ability to identify the basic needs of people at all stages of development</p> <p>Progressively demonstrate and utilize knowledge of the nursing process in providing nursing care</p> <p>Demonstrate competence in the performance of psychomotor nursing skills.</p> <p>Utilize appropriate equipment, instruments and processes relevant to nursing care</p> <p>Demonstrate ability to create and maintain a safe and therapeutic environment relevant to the situation</p> <p>Demonstrate the ability to assist individuals in a health-related emergency.</p> <p>Demonstrate basic principles of communication</p>				
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)	ITS Course Level		CESM Code (3rd Order) (Six Numbers)	
	20	7		090806, 90801, 090805	
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		Year
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	8		2	2
Pre-requisite modules for this module:	SNUA 020, SNUP 020				
Co-requisites modules for module:	Foundational modules; SANA 010, SBIO 010, SCHE 010, SPSY 010, SEPP 010 Knowledge of which is applied in SNUP 030				
Assessment criteria	<p>Evidence of knowledge acquisition and competency in specific medical and surgical conditions in this module including a group research project.</p> <p>Effectively integrate knowledge of basic and social sciences in nursing practice. Create a therapeutic environment for specific healthcare groups.</p> <p>Cooperate and collaborate with peers, faculty and other nurses in all settings</p> <p>Integrate life- saving skill competencies in all relevant settings</p> <p>Effective supervision of care in general units.</p> <p>Develop ethical, legal and professional practice appropriate for the level of education. Integrate safety of nursing care delivery for self and others in general care for specific healthcare settings.</p>				

		Submit 640 hours for practice
Assessment method		Practical assessment in simulation and in practice using assessment tools on E-learning, workbooks, and clinical workshops. Submit clinical work and hour book and evidence of prescribed (SANC) clinical experiential learning. Submit a case study. Summative assessment: OSCE
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%
	% Formative Assessment Mark	60%
	% Summative Assessment Mark	40%
	Minimum final mark to pass (%)	50%

Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical	Practicals			
	Duration	OSCE			
	% contribution to Summative Assessment Mark	60%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	SMID
Module Name:	MIDWIFERY AND NEONATAL NURSING SCIENCE 1
Content:	Normal pregnancy, birth Legislation; Normal post-natal and new-born care and applicable Legislation
Learning Outcomes:	Apply knowledge of biological and natural sciences, psycho-social sciences, pharmacology as well as biomedical sciences in the provision of safe nursing and Midwifery care throughout the life span in a variety of health care settings and communities in response to population needs Access, produce and manage information effectively to a range e.g. audiences including health information systems Provide safe and quality midwifery and neonatal care in a scientific integrated and evidence based approach in all health care setting

		Identify and address ethical and legal issues based on critical reflections on the suitability of different ethical values (and legal) systems to the nursing and midwifery practice within the legal framework			
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)
	24		7		090806, 90801, 090805
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU		Full time		Year
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	10			2	2
Pre-requisite modules for this module:	SNUA 020, SNUP 020				
Co-requisites modules for module:	Foundational modules; SANA 010, SBIO 010, SCHE 010, SPSY 010, SEPP 010 Knowledge of which is applied in SMID 030				
Assessment criteria	<p>Evidence of knowledge acquisition and competency in midwifery, ie, care in pregnancy and birth. Must complete 80% of all procedures and skill in simulation. Must complete 30 abdominal palpations and have worked in all clinical areas. Attend workshops and demonstrate competency in partogram and non-stress tests. Submit proof of attendance and clinical instruction of physical examination of a pregnant woman, physical examination, taking of an obstetric history.</p> <p>Integrate principles of health and pathology in midwifery including psychosocial aspects. Evaluate and interpret research that is valid and reliable in obstetrics BBI (Better Birth Initiative). Practice standards of care as a way of being a midwife.</p> <p>Evaluate ethical issues and conduct in midwifery practice (Scope of practice of midwife). Demonstrate understanding of the midwifery model of care.</p> <p>Integrate principles of health and pathology in midwifery including psychosocial aspects.</p> <p>Evaluate ethical issues and conduct in midwifery practice (Scope of practice of midwife). Assess needs and develop competency in midwifery care (core competency of midwifery) in normal care antenatal, birth postnatal and newborn care.</p> <p>Demonstrate knowledge and skill in health education to individuals/groups in childbirth with reference to HIV.</p> <p>Demonstrate creativity in the planning of care with consideration of safety</p>				
Assessment method	Formative individual and group assignments and tests. 2 x 3 hrs papers.				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			

		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:			Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical		Theory	Theory		
	Duration		3 hours	3 hours		
	% contribution to Summative Assessment Mark		60%	60%		
	Sub minimum		40%	40%		

Module Code: (4 alphabetic & 3 numeric)	SMIP 030		
Module Name:	MIDWIFERY AND NEONATAL NURSING SCIENCE PRACTICE 1		
Content:	Low risk midwifery :Health education pre- pregnancy, midwifery register: how this is completed and every other documentation what it is, how documented and why, antenatal care and associated practice and documentation, intra partum and all the associated practice and documentation, post-partum and all the associated practice and documentation including the care of the neonate		
Learning Outcomes:	<p>Apply knowledge of biological and natural sciences, psycho-social sciences, pharmacology as well as biomedical sciences in the provision of safe nursing and Midwifery care throughout the life span in a variety of health care settings and communities in response to population needs</p> <p>Access, produce and manage information effectively to a range e.g. audiences including health information systems</p> <p>Provide safe and quality midwifery and neonatal care in a scientific integrated and evidence based approach in all health care setting</p> <p>Identify and address ethical and legal issues based on critical reflections on the suitability of different ethical values (and legal) systems to the nursing and midwifery practice within the legal framework</p>		
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)	ITS Course Level	CESM Code (3rd Order) (Six Numbers)
	36	7	090806, 90801, 090805
Delivery Information:	Campus	Full/Part Time	Period

						(Year/1 st /2 nd Sem)
		SMU		Full time		Year
Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		4	14			4
Pre-requisite modules for this module:		SNUA 020, SNUP 020				
Co-requisites modules for module:		Foundational modules; SANA 010, SBIO 010, SCHE 010, SPSY 010, SEPP 010 Knowledge of which is applied in SMIP 030				
Assessment criteria		<p>Evidence of knowledge acquisition and competency in midwifery, i.e., care in pregnancy and birth. Must complete 80% of all procedures and skill in simulation. Must complete 30 abdominal palpations and have worked in all clinical areas. Attend workshops and demonstrate competency in partogram and non-stress tests. Submit proof of attendance and clinical instruction of physical examination of a pregnant woman, taking of an obstetric history</p> <p>Practice standards of care as a way of being a midwife. Evaluate ethical issues and conduct in midwifery practice (Scope of practice of midwife). Demonstrate understanding of the midwifery model of care.</p> <p>Demonstrate knowledge and skill in health education to individuals/groups in childbirth with reference to HIV. Demonstrate creativity in the planning of care with consideration of safety.</p> <p>Submit proof of 360hrs Clinical instruction in midwifery care (including TOP) and direct clinical experience in midwifery (Midwifery 1).</p>				
Assessment method		<p>Practical assessment in simulation and in practice using assessment tools on E-learning, workbooks, and clinical workshops. Submit clinical workbook and hour book and evidence of prescribed (SANC) clinical experiential learning. Submit a case study. Summative assessment: OSCE</p>				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%				
	% Formative Assessment Mark	60%				
	% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)	50%				
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory/practical	Practicals				
	Duration	OSCE				
	% contribution to Summative	60%				

	Assessment Mark				
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)		SSCI 030			
Module Name:		SOCIOLOGY			
Content:		Concepts: Society culture, Demographics, Social group and processes, Family, Race relations,			
Learning Outcomes:		<p>Level 4 outcomes for KSVME (knowledge, skill, values meaning and experience) framework for sociology</p> <p>KNOWLEDGE: Demonstrate ability to evaluate scientific knowledge of sociology and apply it to healthcare and nursing.</p> <p>SKILLS: Communicate effectively with clients, family and team members orally and in writing.</p> <p>VALUES: Evaluate self-organization, society as organization and healthcare systems. MEANING: Demonstrate knowledge and application of leadership within a given context EXPERIENCE: Show evidence of internalization of ethical principles and values of cultural sensitive holistic care in nursing.</p>			
Module Information:		SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)	ITS Course Level		CESM Code (3rd Order) (Six Numbers)
		12	7		090806, 90801, 090805
Delivery Information:		Campus	Full/Part Time		Period (Year/1st/2ndSem)
		SMU	Full time		Year
Periods per week:		Classes	Practicals	Tutorial	Seminars
		5			
Pre-requisite modules for this module:		None			
Co-requisites modules for module:		None			
Assessment criteria		<p>Evidence of knowledge acquisition in sociology applied to healthcare, theories, and principles of human health behaviour and healthcare practices.</p> <p>Demonstrate ability to apply knowledge in nursing practice.</p>			
Assessment method		Continuous formative Individual and group assignments, tests, debates and discussions. Summative 1 x 3 hour paper.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative	60%			

	Assessment Mark				
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark	60%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	SUML 030
Module Name:	UNIT MANAGEMENT AND LEADERSHIP 1
Content:	<p>Introduction to unit management: concepts in management: Administration Vs Management, The management process: procedures, plan, organization, delegation, co-ordination, supervision, control, subjective, objective, bias, decision making, problem solving, medico-legal hazards,</p> <p>Application of these concepts in the management of a unit, Health care at all levels of the healthcare system and coordination of services for patient care. legislation and policies in the management of a unit</p> <p>The role of a manager at unit level as a leader, a teacher, supervisor, member of the multidisciplinary team, Leadership styles</p>
Learning Outcomes:	<p>Apply learning strategies effectively to address own and other's professionals and personal ongoing learning needs in a self-critical manner</p> <p>Effectively manage a health care unit and health facility based on the understanding of roles and relationships within the multidisciplinary team</p> <p>Demonstrate administrative principles in the management of a health care unit. Integrate effectively relevant knowledge and skills within the ethical-legal prescripts of the profession to render quality nursing care.</p> <p>Initiate quality control measures to improve nursing care in the unit.</p> <p>Apply the principles of teaching and learning to meet the educational needs of patients, peers and students in a health care unit.</p> <p>Demonstrate competence to assess and manage patients with emergency medical and surgical conditions.</p>

Module Information:		SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)	
		20		7		090806, 90801, 090805	
Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)	
		SMU		Full time		Year	
Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning	
		8				2	
Pre-requisite modules for this module:		None					
Co-requisites modules for module:		None					
Assessment criteria		Organize health care at all levels of the healthcare system and coordinate services for patient care, Conduct ward rounds and ward inspections Plan and delegate nursing care and unit duties, interpret rules, regulations and policies ; implement infection control measures, Identify and prevent medico-legal risks					
Assessment method		Formative assessment methods include case assignments, logbook and portfolio projects, self-assessment as well as written tests. Summative assessment method includes a written examination paper 1x3hours					
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%				
		% Formative Assessment Mark	60%				
		% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)		50%				
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory/practical	Theory					
	Duration	3 hours					
	% contribution to Summative Assessment Mark	60%					
	Sub minimum	40%					
Module Code: (4 alphabetic & 3 numeric)		SUMP					

Module Name:	UNIT MANAGEMENT PRACTICE 1				
Content:	Unit management, quality management, Management of a nursing unit on a daily basis Development of a duty roster, delegation of duties supervision of staff within the scope of practice, writing of reports. Ward rounds. Inspection of a nursing unit. Decision-making and problem solving within scope of practice. Checking of Emergency trolley.				
Learning Outcomes:	Apply learning strategies effectively to address own and other's professionals and personal ongoing learning needs in a self-critical manner Effectively manage a health care unit and health facility based on the understanding of roles and relationships within the multidisciplinary team Demonstrate administrative principles in the management of a health care unit. Integrate effectively relevant knowledge and skills within the ethical-legal prescripts of the profession to render quality nursing care. Initiate quality control measures to improve nursing care in the unit. Apply the principles of teaching and learning to meet the educational needs of patients, peers and students in a health care unit. Demonstrate competence to assess and manage patients with emergency medical and surgical conditions.				
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		ITS Course Level		CESM Code (3rd Order) (Six Numbers)
	8		7		090806, 90801, 090805
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		Year
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	2	4			2
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment criteria	Organize health care at all levels of the healthcare system and coordinate services for patient care, Conduct ward rounds and ward inspections Plan and delegate nursing care and unit duties, interpret rules, regulations and policies ; implement infection control measures, Identify and prevent medico-legal risks				

Assessment method			Formative assessment methods include case assignments, logbook and portfolio projects, self-assessment as well as written tests and demonstrations in the real workplace Summative assessment method includes a clinical evaluation in the real situation or an OSCE.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory/practical	Practicals				
	Duration	OSCE				
	% contribution to Summative Assessment Mark	60%				
	Sub minimum	40%				

Module Code: (4 alphabetic & 3 numeric)	SNUA 040		
Module Name:	NURSING SCIENCE AND ART 4		
Content:	High care, assessment of a critically ill patient, quality, policies, and protocols, ECG and arrhythmias, vascular problems, invasive haemodynamic monitoring, fluid and electrolyte imbalance, shock, ventilation, nutrition, emergency drugs, nursing care of a patient with a neurological condition, disaster management, oncology and palliative care		
Learning Outcomes:	<p>Apply knowledge of biological and natural sciences, psycho-social sciences, pharmacology as well as biomedical sciences in the provision of safe nursing and Midwifery care throughout the life span in a variety of health care settings and communities in response to population needs</p> <p>Apply knowledge of theories, methods and techniques in the practice of safe clinical nursing that is responsive to the needs of individual, the family and the community, in accordance with the national legislative and policy frameworks at all levels of health care</p> <p>Access, produce and manage information effectively to a range e.g. audiences including health information systems</p> <p>Identify and address ethical and legal issues based on critical reflections on the suitability of different ethical values (and legal) systems to the nursing and midwifery practice within the legal framework</p>		
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24;	ITS Course Level	CESM Code (3rd Order)

			28;32)				(Six Numbers)	
			20		8		090806, 90801, 090805	
Delivery Information:			Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)	
			SMU		Full time		Year	
Periods per week:			Classes	Practicals	Tutorial	Seminars	Independent Learning	
			8			2	2	
Pre-requisite modules for this module:			SNUA 030, SNUP 030					
Co-requisites modules for module:			Foundational modules; SANA 010, SBIO 010, SCHE 010, SPSY 010, SEPP 010 Knowledge of which is applied in SNUA 040					
Assessment criteria			<p>Analyze relevant scientific specific information in the provision of high care in nursing</p> <p>Select and apply appropriate theory and integrate principles of health and health promotion and the impact of multiple factors influencing health care in critical care situation.</p> <p>Work effective within an integrated health care system and demonstrate ability to function independently and supervise a nursing unit.</p> <p>Select and apply valid and reliable research (group mini-dissertation). Meet level 8 competencies for nursing practice.</p> <p>Select and apply appropriate evidence based care for critical care, oncology care, disaster care and geriatrics.</p> <p>Evaluate lifesaving skill competencies and obtain knowledge of disaster planning and triage. Demonstrate interdisciplinary and inter professional collaboration</p> <p>Evaluate and analyse cultural sensitive nursing practices in critically ill patients and their families. Show competence in record keeping.</p> <p>Demonstrate effective leadership. Effective coordination, use and supervision of ward staff and nursing team.</p> <p>Demonstrate responsibility and ability to exercise leadership to establish quality of care in unfamiliar contexts. Participate in clinical teaching; establish respect in peer and interdisciplinary relations.</p> <p>Complete a portfolio of evidence on professional practice, clinical teaching and unit management. Group research project.</p>					
Assessment method			Formative individual and group assignments and tests, portfolio of evidence on legal aspects of nursing. Summative assessment 2x 3hours written examination.					
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%					
		% Formative Assessment Mark	60%					
		% Summative Assessment	40%					

	Mark				
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark	60%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	SNUP 040				
Module Name:	NURSING SCIENCE AND ART PRACTICE 4				
Content:	High: Care, geriatrics, palliative care, disaster plan and disaster care, the triage, Stoma care and suctioning; Tracheostomy, gastrostomy, colostomy, symphysis catheter care; parenteral feeding. Nursing care of a patient on a ventilator				
Learning Outcomes:	Demonstrate the ability to identify the basic needs of people at all stages of development Progressively demonstrate and utilize knowledge of the nursing process in providing nursing care Demonstrate competence in the performance of psychomotor nursing skills. Utilize appropriate equipment, instruments and processes relevant to nursing care Demonstrate ability to create and maintain a safe and therapeutic environment relevant to the situation Demonstrate the ability to assist individuals in a health-related emergency. Demonstrate basic principles of communication				
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)	ITS Course Level		CESM Code (3rd Order) (Six Numbers)	
	20	8		090806, 90801, 090805	
Delivery Information:	Campus	Full/Part Time		Period (Year/1st/2ndSem)	
	SMU	Full time		Year	
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	8			2
Pre-requisite modules for this module:	SNUA 030, SNUP 030				
Co-requisites modules for module:	Foundational modules; SANA 010, SBIO 010, SCHE 010, SPSY 010, SEPP 010 Knowledge of which is applied in				

		SNUA 040			
Assessment criteria		<p>Analyse relevant scientific specific information in the provision of high care in nursing</p> <p>Select and apply appropriate theory and integrate principles of health and health promotion and the impact of multiple factors influencing health care in critical care situation.</p> <p>Work effective within an integrated health care system and demonstrate ability to function independently and supervise a nursing unit.</p> <p>Select and apply valid and reliable research (group mini-dissertation).</p> <p>Select and apply appropriate <u>evidence based care for critical care, oncology care, disaster care and geriatrics.</u></p> <p>Evaluate <u>lifesaving skill competencies</u> and obtain knowledge of disaster planning and triage. Demonstrate interdisciplinary and inter professional collaboration</p> <p>Evaluate and analyse cultural sensitive nursing practices in critically ill patients and their families. Show competence in record keeping.</p> <p><u>Demonstrate effective leadership.</u> Co-ordination, supervision of multidisciplinary care team.</p> <p>Demonstrate responsibility and ability <u>to exercise leadership to establish quality of care in unfamiliar contexts.</u> Participate in clinical teaching; establish respect in <u>peer and interdisciplinary relations.</u></p> <p>Complete a portfolio of evidence on professional practice, clinical teaching and unit management. Group research project.</p>			
Assessment method		<p>Continuous formative individual and group assignments and tests. Practical assessment in simulation and in practice. Clinical workshops. Submit clinical work and hour book and evidence of prescribed (SANC) clinical experiential learning. Case studies.</p> <p>All clinical requirements must be completed before the summative assessment. Group research project to be completed and presented and an OSCE.</p>			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical	Practicals			
	Duration	OSCE			
	% contribution to Summative Assessment Mark	60%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	SMID 040				
Module Name:	MIDWIFERY AND NEONATAL NURSING SCIENCE 2				
Content:	High risk pregnancy, birth Legislation; complicated delivery, complications postnatally and a sick new-born				
Learning Outcomes:	<p>Apply knowledge of biological and natural sciences, psycho-social sciences, pharmacology as well as biomedical sciences in the provision of safe nursing and Midwifery care throughout the life span in a variety of health care settings and communities in response to population needs</p> <p>Access, produce and manage information effectively to a range e.g. audiences including health information systems</p> <p>Provide safe and quality midwifery and neonatal care in a scientific integrated and evidence based approach in all health care setting</p> <p>Identify and address ethical and legal issues based on critical reflections on the suitability of different ethical values (and legal) systems to the nursing and midwifery practice within the legal framework</p>				
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		ITS Course Level		CESM Code (3rd Order) (Six Numbers)
	24		8		090806, 90801, 090805
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		Year
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	10			2	2
Pre-requisite modules for this module:	SNUA 030, SNUP 030, SMID 030, SMIP 030				
Co-requisites modules for module:	Foundational modules; SANA 010, SBIO 010, SCHE 010, SPSY 010, SEPP 010 Knowledge of which is applied in SMID 040				
Assessment criteria	<p>Evidence of knowledge acquisition and competency in midwifery, ie, care in pregnancy and birth. Must complete 80% of all procedures and skill in simulation. Must complete 30 abdominal palpations and have worked in all clinical areas. Attend workshops and demonstrate competency in partogram and non-stress tests. Submit proof of attendance and clinical instruction of physical examination of a pregnant woman, taking of an obstetric history.</p> <p>Integrate principles of health and pathology in midwifery including psychosocial aspects. Evaluate and interpret research that is valid and reliable in obstetrics BBI (Better Birth Initiative). Practice standards of care as a way of being a midwife.</p> <p>Evaluate ethical issues and conduct in midwifery practice (Scope of practice of midwife). Demonstrate understanding of</p>				

			the midwifery model of care. Integrate principles of health and pathology in midwifery including psychosocial aspects. Evaluate ethical issues and conduct in midwifery practice (Scope of practice of midwife). Assess needs and develop competency in midwifery care (core competency of midwifery) in normal care, antenatal, birth, postnatal and new-born care. Demonstrate knowledge and skill in health education to individuals/groups in childbirth with reference to HIV. Demonstrate creativity in the planning of care with consideration of safety			
Assessment method			Continuous formative individual and group assignments and tests. Practical assessment in simulation and in practice. Clinical workshops. Submit clinical work and hour book and evidence of prescribed (SANC) clinical experiential learning hours (360). Case studies. All clinical requirements must be completed before the summative assessment. Group research project to be completed and presented. Summative assessment comprises of 2x3hours papers			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:			Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical		Theory			
	Duration		3 hours			
	% contribution to Summative Assessment Mark		60%			
	Sub minimum		40%			

Module Code: (4 alphabetic & 3 numeric)	SMIP 040
Module Name:	MIDWIFERY AND NEONATAL NURSING SCIENCE PRACTICE 2
Content:	Practice to manage high risk pregnancy; complicated delivery, complications post-natally and a sick new-born
Learning Outcomes:	Apply knowledge of biological and natural sciences, psycho-social sciences, pharmacology as well as biomedical sciences in the provision of safe nursing and Midwifery care throughout the life span in a variety of health care settings and communities in response to population needs Access, produce and manage information effectively to a range

	<p>e.g. audiences including health information systems</p> <p>Provide safe and quality midwifery and neonatal care in a scientific integrated and evidence based approach in all health care setting</p> <p>Identify and address ethical and legal issues based on critical reflections on the suitability of different ethical values (and legal) systems to the nursing and midwifery practice within the legal framework.</p>				
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		ITS Course Level		CESM Code (3rd Order) (Six Numbers)
	36		8		090806, 90801, 090805
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		Year
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	4	14	1.5		4
Pre-requisite modules for this module:	SNUA 030, SNUP 030, SMID 030, SMIP 030				
Co-requisites modules for module:	Foundational modules; SANA 010, SBIO 010, SCHE 010, SPSY 010, SEPP 010 Knowledge of which is applied in SMID 040				
Assessment criteria	<p>Evidence of knowledge acquisition and competency in midwifery, ie, care in pregnancy and birth. Must complete 80% of all procedures and skill in simulation. Must complete 30 abdominal palpations and have worked in all clinical areas. Attend workshops and demonstrate competency in partogram and non-stress tests. Submit proof of attendance and clinical instruction of physical examination of a pregnant woman, physical examination, taking an obstetric history.</p> <p>Integrate principles of health and pathology in midwifery including psychosocial aspects. Evaluate and interpret research that is valid and reliable in obstetrics BBI (Better Birth Initiative). Practice standards of care as a way of being a midwife.</p> <p>Evaluate ethical issues and conduct in midwifery practice (Scope of practice of midwife). Demonstrate understanding of the midwifery model of care.</p> <p>Integrate principles of health and pathology in midwifery including psychosocial aspects.</p> <p>Evaluate ethical issues and conduct in midwifery practice (Scope of practice of midwife). Assess needs and develop competency in midwifery care (core competency of midwifery) in normal care antenatal, birth postnatal and new-born care.</p> <p>Demonstrate knowledge and skill in health education to individuals/groups in childbirth with reference to HIV.</p> <p>Demonstrate creativity in the planning of care with consideration of safety</p>				
Assessment method	Continuous formative individual and group assignments and tests. Practical assessment in simulation and in practice. Clinical workshops. Submit clinical work and hour book and evidence of prescribed (SANC) clinical experiential learning				

			hours (360). Case studies. All clinical requirements must be completed before the summative assessment. Group research project to be completed and presented. Summative assessment comprises of an OSCE			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory/practical	Practical				
	Duration	OSCE				
	% contribution to Summative Assessment Mark	60%				
	Sub minimum	40%				

Module Code: (4 alphabetic & 3 numeric)	SRES 040				
Module Name:	INTRODUCTION TO RESEARCH				
Content:	Introduction to research methodology, ethics and literature review, qualitative and quantitative approaches and designs, concepts of evidence based practice, the research process and proposal development, plan and implement a research project				
Learning Outcomes:	Conduct research to investigate nursing, midwifery and health related problems in order to improve quality of care				
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)	ITS Course Level		CESM Code (3rd Order) (Six Numbers)	
	12	8		090806, 90801, 090805	
Delivery Information:	Campus	Full/Part Time		Period (Year/1st/2ndSem)	
	SMU	Full time		Year	
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	5		1.5		3
Pre-requisite modules for this module:	None				

Co-requisites modules for module:			None			
Assessment criteria			The student will demonstrate the following competencies: Ability to: identify a researchable topic/problem, formulate a research title, undertake literature reviews and searches, select and implement a research design, construct a problem statement, purpose and objectives of study, Select and implement sample selection, recruiting population required, formulate research questions, collect and analysis data. write a report			
Assessment method			Formative assessment will be in the form of supervision of students to monitor progress. Summative assessment will be a written examination 1x 2 hour paper			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:			Paper 1	Paper 2	Paper 3	Paper 4
		Theory/practical	Theory			
		Duration	2 hours			
		% contribution to Summative Assessment Mark	60%			
		Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	SREP 040
Module Name:	INTRODUCTION TO RESEARCH PRACTICE
Content:	Write a research proposal and conduct research Write a research report
Learning Outcomes:	Learners should be able to: <ul style="list-style-type: none"> • Select a researchable problem • Define the problem and generate questions and hypotheses about the problem, • Select and understand research methods, • Conduct literature searches • Develop research proposal • Demonstrate ethical conduct in doing or developing the above • Plan and conduct a research project • write a research report

Module Information:		SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)	
		4		8		090806, 90801, 090805	
Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)	
		SMU		Full time		Year	
Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning	
		2			2	2	
Pre-requisite modules for this module:		None					
Co-requisites modules for module:		None					
Assessment criteria		The student will demonstrate the following competencies: Ability to: identify a researchable topic/problem, formulate a research title, undertake literature reviews and searches, select and implement a research design, construct a problem statement, purpose and objectives of study, Select and implement sample selection, recruiting population required, formulate research questions, collect and analysis data. Write a report.					
Assessment method		Formative assessment will be in the form of supervision of students to monitor progress. Summative assessment writing of a research report					
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%				
		% Formative Assessment Mark	60%				
		% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)		50%				
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory/practical	Submission of a research report					
	Duration						
	% contribution to Summative Assessment Mark	100%					
	Sub minimum	N/A					

Module Code: (4 alphabetic & 3 numeric)	SMUL 040
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Module Name:	UNIT MANAGEMENT AND LEADERSHIP 2				
Content:	Unit management: contemporary issues in management: personnel management, leadership, management of change, decision-making, performance appraisal, risk management, quality improvement. Contemporary ethical issues, ethical decision making, ethical codes, health and human rights Principles of Teaching and Learning, clinical teaching including health education.				
Learning Outcomes:	Apply learning strategies effectively to address own and other's professionals and personal ongoing learning needs in a self-critical manner Effectively manage a health care unit and health facility based on the understanding of roles and relationships within the multidisciplinary team Demonstrate administrative principles in the management of a health care unit. Integrate effectively relevant knowledge and skills within the ethical-legal prescripts of the profession to render quality nursing care. Initiate quality control measures to improve nursing care in the unit. Apply the principles of teaching and learning to meet the educational needs of patients, peers and students in a health care unit. Demonstrate competence to assess and manage patients with emergency medical and surgical conditions.				
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		ITS Course Level		CESM Code (3rd Order) (Six Numbers)
	16		8		090806, 90801, 090805
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		Year
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6	0	0	0	2
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment criteria	Organize health care at all levels of the healthcare system and coordinate services for patient care, Conduct ward rounds and ward inspections Plan and delegate nursing care and unit duties, interpret rules, regulations and policies ; implement infection control measures, Identify and prevent medico-legal risks				

Assessment method			Formative assessment methods include case assignments, logbook and portfolio projects, self-assessment as well as written tests and demonstrations in the real workplace Summative assessment: written examination 1x 3hour paper
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%
		% Formative Assessment Mark	60%
		% Summative Assessment Mark	40%
	Minimum final mark to pass (%)		50%

Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark	60%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	SUMP 040		
Module Name:	UNIT MANAGEMENT AND LEADERSHIP PRACTICE 2		
Content:	Unit administration and clinical teaching, ordering and receiving of stock, auditing of patients' records, writing of reports, ward rounds, inspection of a nursing unit, unit protocol development, standard operating procedure (SOP) development and implementation, ordering, receiving and storing of Schedule drugs 5,6 & 7, control of schedule drugs, disaster management plan, triage, checking of emergency trolley		
Learning Outcomes:	Develop skills in unit management and principles of a positive practice environment, development of standards of care in nursing, Quality improvement in a nursing unit, policy development. Risk management in a nursing unit. Complete a portfolio of evidence on unit management and clinical teaching and assessment. Complete a group research project		
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24;	ITS Course Level	CESM Code (3rd Order)

		28;32)			(Six Numbers)	
		8		8	090806, 90801, 090805	
Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
		SMU		Full time		Year
Periods per week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		2	4			2
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
Assessment criteria		Organize health care at all levels of the healthcare system and coordinate services for patient care, Conduct ward rounds and ward inspections Plan and delegate nursing care and unit duties, interpret rules, regulations and policies ; implement infection control measures, Identify and prevent medico-legal risks				
Assessment method		Formative assessment methods include case assignments, logbook and portfolio projects, self-assessment as well as written tests and demonstrations in the real workplace Summative assessment method includes a clinical evaluation in the real situation or an OSCE.				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory/practical	Practical				
	Duration	OSCE				
	% contribution to Summative Assessment Mark	60%				
	Sub minimum	40%				

SHC B4 Bachelor of Occupational Therapy Degree Programme (BOTA01)

SHC B4.1 Selection and Admission Requirements

SHC B4.1.1 Selection

- (i) Students are selected on merit by a Selection Committee and notified accordingly by the Office of the Registrar.
- (ii) Students with a Bachelor's Health Sciences degree or a BSc qualification will be considered for selecting if they meet the minimum requirements.
- (iii) Sefako Makgatho Health Sciences students who are changing from other degree programmes will be selected on their academic performance.
- (iv) Students with foreign qualifications must submit their documentation to SAQA for valuation. Certificates of equivalence must be submitted to the University with their application.

SHC B4.1.2 National Senior Certificate (NCS) Applicants:

Applicants require the following minimum Admission Point Score (APS):

Subject	Points
Life Sciences	4
Mathematics	4
Physical Sciences	4
Language of Learning/English	4
Life orientation	3
2 Additional Subjects	3 each
TOTAL POINTS	25

In addition to meeting the requirements of University Rules relating to selection and admission, English must be at a minimum of 4 and Life Orientation at a minimum of 3.

SHC B4.2 Registration with the HPCSA

A student admitted to the first year of study must register with the HPCSA before 31 March of the relevant year. A returning student must, after registration with the University, register with the HPCSA for the relevant year.

SHC B4.3 Clinical requirements

- (i) Clinical learning in approved facilities is a compulsory requirement for each year of study.
- (ii) Minimum clinical learning hours as stipulated by the HPCSA are compulsory.

SHC B4.4 Community service

Community service is compulsory for all South African final year students upon completion of the qualification. Application for Community service with the Department of Health remains the responsibility of student.

SHC B4.5 Registration and timetables clashes

A student may not register for modules/courses in which there are timetable clashes.

SHC B4.6 Requirements for Progression to the next level

A student must have obtained 100% of the required credits at each academic year level of study before

being admitted to the next level.

SHC B4.7 Assessment of Clinical Modules

A student who fails to attain the 90% of the minimum stipulated clinical hours at each level of study will not qualify to sit for either continuous or summative assessment.

SHC B4.8 Supplementary Assessment

A final year student who qualifies for supplementary assessment in one or two clinical module(s) will be allowed to sit for supplementary assessment after repeating the clinical block (s) and accumulating a new continuous assessment mark.

SHC B4.9 Repeating modules

SHC B4.9.1 Non-clinical module(s)

A student who repeats Therapeutic Media I (MTHE010) shall be exempted from practical component passed.

SHC B4.9.2 Clinical module(s)

A student who repeats second- or third years of study must have clinical exposure of all clinical module(s) passed. A student who repeats module(s) passed is exempted from summative assessments.

SHC B4.10 Failure of final year

A student who fails Research Project (Occupational Therapy) (MOTR040) and passes all other modules in the final year may repeat MOTR040 during the first three (3) months of the following academic year. Registration for academic year is compulsory.

SHC B4.11 Carrying of Subjects

Students may carry only one non-clinical module if there are no timetable clashes.

SHC B4.12 Curriculum Information

CURRICULUM INFORMATION									
School:		HEALTH CARE SCIENCES							
Qualification Name:		Bachelor of Occupational Therapy				Qualification Code:		BOTA01	
Campus:		Sefako Makgatho Health Sciences University				Last Revision date:			
Total SAQA Credits for Qualification:		480				Is this a fixed Curriculum:		Yes	
PERIOD OF STUDY / YEAR LEVEL 1					PERIOD OF STUDY / YEAR LEVEL 1				
Semester Modules					Year Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 3 modules are COMPULSORY					The following 7 modules are COMPULSORY				
MPHY012	S2	N	12	0.1	MANA010	Y	N	32	0.267
MPCL011	S1	N	12	0.1	MSCL010	Y	N	8	0.067
MPCL01	S2	N	12	0.1	MTHE010	Y	Y	8	0.067

[illegible]

	Period	major	Credit	4		Period	major	Credit	Credit
The following 4 modules are COMPULSORY									
MOTB040	Y	Y	44	0.367					
MOTC040	Y	Y	40	0.333					
MOTA040	Y	Y	12	0.1					
MOTR040	Y	Y	24	0.2					
Total credits for Semester 1 modules			120	1					
TOTAL CREDITS FOR YEAR LEVEL 4: SAQA CREDITS = 120; HEMIS CREDITS = 1									

Module Code: (4 alphabetic & 3 numeric)	MEHS010
Module Name:	English for Health Sciences
Content:	<ul style="list-style-type: none"> • Academic Reading – basic and intermediate • Academic/Scientific Writing - basic and intermediate • Formal Oral Communication/Discourse and Presentation • Listening
Learning Outcomes:	<p>On successful completion the student will be able to:</p> <ul style="list-style-type: none"> • Academic Reading – basic and intermediate <ul style="list-style-type: none"> - Read efficiently with insight - Identify main ideas and supporting statements - Condense information into notes - Draw information from graphs and tables - Encode meaning using principles of word formation and scientific terminology • Academic/Scientific Writing - basic and intermediate <ul style="list-style-type: none"> - Present information in acceptable formats - In line with formal academic writing conventions, compose an academic essay by synthesizing information from multiple sources and acknowledging sources • Oral Communication and Presentation <ul style="list-style-type: none"> - Discuss in pairs, small groups and class - Make formal presentations with the help of PowerPoint slides - Demonstrate awareness of different types of Speech Acts within a formal environment, and employ appropriate politeness strategies and language choices in formal academic discourse/dialogue • Listening <ul style="list-style-type: none"> - Demonstrate understanding of overall message of a big class lecture by means of paraphrase, summary and/or note taking
Learning (continued)	Outcomes

Module Information:		SAQA Credits		NQF Level		CESM Code (3rd Order)
		12		5		110104
Delivery Information:		Campus		Full/Part Time		Period (Year/1st/2ndSem)
		SMU		Full time		Y
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		6				
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
Assessment criteria		<p>Students are assessed for the learning/competence of the following knowledge and skills components:</p> <ul style="list-style-type: none"> • Academic Reading – basic and intermediate • Understand and draw information stated explicitly and implicitly • Identify the main ideas of a given text • Present information precisely in tables and graphs • Paraphrase author's statements • Summarise a long text into essentials • Academic/Scientific Writing - basic and intermediate • Construct acceptable sentences • Generate well-structured, coherent paragraphs • Select, organize and present information in accordance with scientific writing conventions • Master basic grammar, punctuation and spelling, oral communication and presentation and participate in group and class discussions • Use PowerPoint effectively to present an academic topic • Employ appropriate politeness strategies and language choices in formal academic discourse/dialogue • Demonstrate listening with understanding through the use of paraphrase, summary and note taking during a big class lecture 				
Assessment method		<p>Reading Comprehension; Language use in context (Cloze); Paraphrase; Sentence and Paragraph construction, Academic/Scientific text-types and essay; Summary; Note making; Graphic presentation of information; various forms of assessment (by means of tasks) decided by the individual lecturer; Connectives and Discourse Markers; Punctuation; Formal Style and Appropriate Register; Principles of Word Formation (general academic vocabulary and scientific terminology).</p>				
Mark	Minimum Form	40%				

Structure:	Assessment Mark for exam admission (%)					
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
		Theory (duration)	Theory			
		Practical (duration)	3h			
		% contribution to Summative Assessment Mark	100			
		Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)			MPHY012		
Module Name:			Biophysics 1C		
Content:			Mathematical review and units Mechanics Molecular phenomena Temperature, heat, energy Pressure Electricity and magnetism Waves, sound and optics Nuclear radiation		
Learning Outcomes:			The student will be able to: <ul style="list-style-type: none"> • Demonstrate analytical and numerical skills through problem solving using models analogous to real life situations. • To apply the fundamentals laws of physics to anatomical and physiological functions of the human body. • Relate various physical concepts to real life situations. 		
Module Information:			SAQA Credits	NQF Level	CESM Code (3rd Order)
			12	5	130202
Delivery Information:			Campus	Full/Part Time	Period (Year/1st/2ndSem)
			SMU	Full time	S2
Periods per week:			Classe	Practic	Tutorial
				Seminars	Independent

		s	al			Learning
		7.5		2		
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
Assessment criteria		<ul style="list-style-type: none"> • Able to carry out basic mathematical manipulations in which the effects on physical quantities within a system are demonstrated. • Discuss logically the approach to solving problems that are analogous to various real life situations. 				
Assessment method		Formal written tests; Tutorials; written summative assessment				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		2h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MANA010
Module Name:	Human Anatomy
Content:	Introduction to Anatomy The Back The Upper Limb The Thorax The Head and Neck Neuro-anatomy The Abdomen and Pelvis The Lower Limb

<p>Learning Outcomes:</p>	<p>Terminology and movement The student must be able to:</p> <ol style="list-style-type: none"> 1. Describe the anatomical position. 2. Identify and describe all anatomical planes, sections, directions and movements, as well as execute the movements. <p>Skeletal system The student must be able to:</p> <ol style="list-style-type: none"> 1. Differentiate between the axial and appendicular skeleton, different types of bones and joints according to the shape, composition and function of each, with relevant examples. 2. Use the terminology related to the bones and joints, skin, fascia and muscle <p>The student must be able to:</p> <ol style="list-style-type: none"> 1. List and describe the various types, locations and functions of fascia, skin and muscles 2. Use terminology related to muscles correctly. <p>Nervous system The student must be able to:</p> <ol style="list-style-type: none"> 1. Classify the nervous system according to structure and function. 2. Differentiate between the central nervous system and peripheral nervous system, somatic and autonomic systems, as well as describe the components of each system. <p>Cardiovascular and lymphatic systems The student must be able to:</p> <ol style="list-style-type: none"> 1. Distinguish between the cardiovascular system and lymphatic system, as well as the three types of circulation. 2. List and describe the different components of the cardiovascular and lymphatic systems. 3. Use the terminology related to the cardiovascular system and lymphatic system and give relevant examples. <p>Back Vertebral column and joints The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the general characteristics parts and movements of the vertebral column, its joints, muscles and ligaments. 2. Identify, describe and draw the parts of a typical vertebra. <p>Muscles and surface anatomy The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the muscles found in each of the main groups of back muscles 2. Locate and describe the triangles found on the back. 3. Identify and describe the nerves of the back. 4. Identify the bony and muscular landmarks palpable on a patient.
<p>Learning Outcomes (continued)</p>	<p>Upper limb Regions : Scapular and Pectoral</p>

	<p>Axilla Arm and cubital fossa Fore-arm Hand</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the regions of the upper limb, bony landmarks, ligaments, joints and muscles of each region. 2. Name and describe the bones in each region with muscle and ligament attachments. 3. List and describe the muscles, nerves and blood vessels of each region. 4. Identify and describe specific clinically important areas in each region. <p>Thorax:</p> <p>Thoracic wall and intercostal space:</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the structures forming the thoracic walls and its apertures. 2. Describe the joints of the thorax <p>Diaphragm</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the general structure of the diaphragm, including its apertures. 2. Describe the nerves and vessels that supply and drain the diaphragm. <p>Pleura and pleural cavities:</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> 1. Describe the 2 main layers and nerve supply of the pleura and its different parts. 2. Identify and describe the contents of the pleural cavities in detail (lungs). 3. Potential pleural spaces and bony landmarks in the thorax. <p>Mediastinum:</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the borders, subdivisions and contents of the mediastinum. <p>Pericardium and heart:</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the layers of the pericardium and pericardial sinuses. 2. Describe the anatomy of the heart in detail, including its blood supply and innervation. 3. Identify and describe the components of the conducting system of the heart. <p>Vessels and nerves of the thorax:</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the major arteries, veins and lymph vessels of the thorax. 2. Draw or complete a schematic diagram of the route of blood or lymph from any given point in the thorax.
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<p>Learning Outcomes (continued)</p>	<p>Surface anatomy of the thorax: The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe structures (organs and blood vessels) found at various vertebral and rib levels in the thorax. 2. Identify and describe the surface anatomy of the lungs, parietal pleura and heart. <p>Head and neck Osteology of the skull and mandible: The student must be able to:</p> <ol style="list-style-type: none"> 1. List and identify the bones, sutures, foramina and bony landmarks of the viscerocranium and neurocranium. 2. Identify and describe the features on the internal aspect of the skull. 3. Identify the bony landmarks and foramina related to the mandible. 4. List and identify structures passing through the foramina of the skull and mandible. <p>Muscles and structures of the neck, face and scalp: The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and list the muscles, triangles and related structures of the neck. 2. Identify and list the ligaments associated with the neck. 3. Identify and describe the structures located in the root of the neck. 4. Identify and describe the muscles associated with the face and scalp. <p>Vessels and nerves of the head and neck: The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the major arteries, veins and lymph nodes of the head and neck. 2. Identify and describe the nerves related to the head and neck, and their branches. <p>Digestive system of the head and neck: The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the anatomy of the organs and related structures of the oral cavity, with their nerve and blood supply. 2. Identify and describe the parts, muscles, nerves and related structures of the pharynx. <p>Respiratory system of the head and neck: The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the anatomy, parts, blood and nerve supply of the nose, nasal cavity and related structures. 2. Identify and describe the paranasal sinuses and their drainage. 3. Identify and describe the larynx, including its intrinsic and extrinsic muscles, vocal cords, blood and nerve supply. <p>Orbit and Eye: The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the general anatomy and parts of the
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<p>Learning Outcomes (continued)</p>	<p>orbit and eye and related structures.</p> <p>2. Identify and list the nerves and blood vessels of the orbit.</p> <p>Ear:</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the parts and general anatomy of the ear. 2. Describe the microstructure of the internal ear to demonstrate an understanding of the senses of hearing and balance. <p>Neuro-anatomy:</p> <p>Introduction to neuro-anatomy:</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the external features and major parts of the brain and cerebral hemispheres. <p>Meninges and dural venous sinuses:</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> 1. Name and describe the meningeal layers of the brain. 2. Identify and describe the dural reflections and related venous sinuses, including their drainage pattern and connections. <p>Cisterns and the ventricular system:</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the cisterns related to the different areas of the brain. 2. Identify and describe the ventricles and related structures. <p>Basal nuclei and medullary centers:</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> 1. List and describe the basal nuclei of the brain. 2. Identify the basal nuclei on horizontal sections of the brain. 3. Identify, differentiate and give examples of the different medullary centres found in the brain. <p>Diencephalon:</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the different components of the diencephalon and related structures. 2. Identify the thalamus on horizontal sections of the brain. <p>Brainstem:</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> 1. List and identify the parts of the brainstem on given specimens. 2. Identify and describe the general external and internal structure found in each component of the brainstem. 3. Identify and describe the cranial nerves related to each part of the brainstem. <p>Cerebellum:</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the general external and internal structure of the cerebellum. 2. Identify and describe the nuclei found in the cerebellum. <p>Blood supply of the brain:</p>
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	<p>The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and fully describe the formation and areas of supply of the circle of Willis and its branches. 2. Draw an annotated diagram of the circle of Willis. <p>Cranial nerves:</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe each of the cranial nerves, including related foramina and function(s) of each nerve. <p>Spinal cord and tracts:</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify, draw and describe the internal and external and features of the spinal cord and its covering. 2. Draw and annotate the basic components of a spinal nerve. 3. Describe the blood supply and venous drainage of the spinal cord. 4. Identify and give the function of each of the nerve tracts on a cross section of the spinal cord. <p>Abdomen and Pelvis</p> <p>Anterior and posterior abdominal walls</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the regions, layers, blood and nerve supply, lymphatic drainage, muscles and related structures of the abdominal walls. 2. Identify and describe the inguinal ligament and canal including borders and content. <p>Peritoneum, oesophagus, stomach, pancreas, duodenum, spleen, liver, gallbladder, intestines.</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the general anatomy, blood and nerve supply, and related structures the peritoneum and all abdominal organs. 2. Describe and draw an annotated diagram of the extra-hepatic biliary system. <p>Kidneys, ureters and suprarenal glands</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the general anatomy, relations, blood and nerve supply of the kidneys, ureters and suprarenal glands 2. Describe the microstructure of the kidney related to urine production. <p>Sacro-iliac joint</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> 1. Fully describe the sacro-iliac joint. <p>Pelvic walls and diaphragm, pelvic organs</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the structures that form the pelvic walls. 2. Identify and describe the pelvic diaphragm, fascia and organs. 3. Differentiate between the male and female reproductive
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	<p>system.</p> <p>Lower limb</p> <p>Regions: Gluteal region and thigh Popliteal fossa, leg and ankle region Foot</p> <p>The student must be able to:</p> <ol style="list-style-type: none"> 1. Identify and describe the regions of the lower limb, bony landmarks, ligaments, joints and muscles of each region. 2. Name and describe the bones in each region, with muscle and ligament attachments. 3. List and describe the muscles, lymphatic drainage, blood supply and nerve supply of each region. 4. Identify and describe specific clinically important areas in each region. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	32		5		130402
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		Y
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	5	2	2		2
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment criteria	<p>Display the ability to identify, describe, differentiate between and discuss the following:</p> <ul style="list-style-type: none"> • Terminology and movement • Skeletal system • Skin, fascia and muscle • Nervous system • Cardiovascular and lymphatic systems • Back: Vertebral column and joints; muscles and surface anatomy • Upper limb • Thorax (including thoracic wall; diaphragm; pleura and pleural cavities; mediastinum; pericardium and heart; vessels and nerves of the thorax; surface anatomy) • Head and neck (including: osteology of the skull and mandible; muscles and structures of the neck, face and scalp; vessels and nerves of the head and neck; digestive system of the head and neck; respiratory system of the head and neck; orbit and eye; ear) • Neuro-anatomy: meninges and dural venous sinuses; 				

			cisterns and ventricular systems; basal nuclei and medullary centers; diencephalon; brainstem; cerebellum; blood supply; cranial nerves; spinal nerves and tracts) <ul style="list-style-type: none">• Abdomen and pelvis: anterior and posterior abdominal walls; peritoneum, oesophagus, stomach, pancreas, duodenum, spleen, liver, gallbladder, intestines; kidneys, ureters and suprarenal glands; sacroiliac joint; pelvic walls, diaphragm and pelvic organs• Lower limb			
Assessment method			Tests, assignments, tutorials and examinations			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
		Theory (duration)	Theory	Practical		
		Practical (duration)	3h	2h		
		% contribution to Summative Assessment Mark	65	35		
		Sub minimum	40	40		

Module Code: (4 alphabetic & 3 numeric)	MPIA020
Module Name:	Physiology IB
Content:	GENERAL PHYSIOLOGY General as well as advanced knowledge on selected areas in Physiology (including excitable tissues, the cardiovascular system, blood & Immunity, the gastrointestinal system, endocrinology, body temperature, reproduction, neurophysiology, special senses, respiration, renal physiology, body fluids, acid base) and Physiological Chemistry PHYSIOLOGY PRACTICALS Practicals on selected topics to illustrate the theory
Learning Outcomes:	<ul style="list-style-type: none"> • The student will be able to demonstrate an understanding of the contribution of the different body systems to the maintenance of homeostasis, as well as the mechanisms which give rise to associated pathophysiology.

		<ul style="list-style-type: none"> The student will be able to demonstrate competency to measure selected physiological phenomena The student will display the ability to analyse problems of a physiological nature in the context of the specialized field. 			
Module Information:		SAQA Credits	NQF Level	CESM Code (3rd Order)	
		32	5	130801	
Delivery Information:		Campus	Full/Part Time	Period (Year/1st/2ndSem)	
		SMU	Full time	Y	
Periods per week:		Classes	Practical	Tutorial	Seminars
		8	0.3		
Pre-requisite modules for this module:		MBPB012			
Co-requisites modules for module:		None			
Assessment criteria		<ul style="list-style-type: none"> The student must have a sound knowledge of the basic physiology of the systems covered. The student must use the physiology of the systems covered and apply it to the field of the specialized field. The student must be able to identify the normal physiological values for parameters applicable to the specialized field. 			
Assessment method		Formative assessment methods include observation methods, oral questions, practical exercises and demonstrations, self-assessment as well as tests. The summative assessment method consists of an end of year written examination paper.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory		
	Practical (duration)		3h		
	% contribution to Summative		100		

	Assessment Mark				
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MPCL011				
Module Name:	Introduction to Psychology				
Content:	Foundations of Psychology Learning Theories Developmental Psychology Personality, Emotions, Motivation & Stress Psychophysiology				
Learning Outcomes:	Students must know and understand the basic principles and perspectives in psychology. Students must be able to understand and apply all the knowledge gathered in psychology I course and link theories in their specific discipline and their studies. Students must have a basic understanding of human development; personality; emotion; motivation and stress. Students must know and understand the link between mind and body interaction.				
Module Information:	SAQA Credits	NQF Level		CESM Code (3rd Order)	
	12	6		180101	
Delivery Information:	Campus	Full/Part Time		Period (Year/1st/2ndSem)	
	SMU	Full time		S1	
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	5		2		
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment criteria	<ul style="list-style-type: none"> Students must be able to name, describe, explain, apply, compare, and differentiate all the knowledge gathered in psychology I and link theories in their specific discipline and their studies. Students must be able to apply a basic understanding of human development; personality; emotion; motivation and stress. Students must be able to explain the link between mind and body interaction. 				
Assessment method	Assignments; tests; examination				

Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
		Theory (duration)	Theory			
		Practical (duration)	3h			
		% contribution to Summative Assessment Mark	100			
		Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MPCL012
Module Name:	Research, Interpersonal Skills and Social Psychology
Content:	Interpersonal Skills Social Psychology Introduction to Research Cognitive Processes (Human memory, perception & Sensation)
Learning Outcomes:	Students must have a basic understanding of cognitive processes. Students must understand the role of social interaction and link it to their specific field. Students must know and understand the basic principles of interpersonal skills and research.

Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	12		6		180101
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		S2
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	5		2		

Pre-requisite modules for this module:			None			
Co-requisites modules for module:			None			
Assessment criteria			<ul style="list-style-type: none">• Students must be able to apply a basic understanding of cognitive processes.• Students must be able to explain the role of social interaction and apply it to their specific field.• Students must be able to describe and explain the basic principles of interpersonal skills as well as research and be able to apply it to their specific field.			
Assessment method			Assignments; tests; examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MRCA031
Module Name:	Research Design and Statistics
Content:	<p>Research design:</p> <ul style="list-style-type: none"> Identifying and clarifying the research problem The literature review Study population and sampling Research approaches and designs Questionnaire design Reliability and validity Bias and quality control in research Ethical considerations in research <p>Statistics:</p> <ul style="list-style-type: none"> Definitions basic concepts in statistics

Content (continued)	<ul style="list-style-type: none"> • Probability and the binomial distribution • Normal distribution • Chi square test • Decision making process • Non-parametric tests • Correlation and regression 				
Learning Outcomes:	<p>Students will:</p> <ul style="list-style-type: none"> • have the skills to find, critically evaluate and interpret research related literature and to synthesise a literature review. • be enriched with the theoretical background of research design types. • apply the principles of research to their own research topics. • develop skills to understand the development of a research protocol • Understand ethical principles of research • Understand apply the basic statistics concepts and representations • Understand the laws of probability • Present normal and standardized curves and apply distributions • Understand how to work with qualitative data • Be able to perform significance tests 				
Module Information:	SAQA Credits	NQF Level		CESM Code (3rd Order)	
	8	7		149999	
Delivery Information:	Campus	Full/Part Time		Period (Year/1st/2ndS em)	
	SMU	Full time		S1	
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	3		2		
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment criteria	<p>Research design:</p> <ul style="list-style-type: none"> • Ability to use research tools and understand the basic approach to research • Describe the guidelines to develop a research proposal • Understanding of ethical principles of research <p>Statistics:</p> <ul style="list-style-type: none"> • Understand the role of statistics • Apply statistical tools and do calculations 				

			<ul style="list-style-type: none">• Be able to present data• Apply distribution theorems and compare distributions• Explain the general procedure of decision making• Apply the significance test principles			
Assessment method			Tests, tutorials, examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory (duration)	Theory				
	Practical (duration)	3h				
	% contribution to Summative Assessment Mark	100				
	Sub minimum	40				
Module Code: (4 alphabetic & 3 numeric)		MPSA021				
Module Name:		Research Assessment and Developmental Psychology				
Content:		Research Methods Psychological Assessment Developmental Psychology (Child)				
Learning Outcomes:		At the end of the module the student will: <ul style="list-style-type: none">• Know, understand and apply the basic principles in social research• Know and understand the basic aspects of assessment across cultures and the different steps in social research• Know, understand and integrate the basic concepts and theories in child development• Know and integrate the ethical principles applicable in research, assessment, child development.				
Module Information:		SAQA Credits	NQF Level	CESM Code (3 rd Order)		
		20	6	108101		
Delivery Information:		Campus	Full/Part Time	Period (Year/1 st /2 nd S		

							em)
			SMU		Full time		S1
Periods per week:			Classes	Practical	Tutorial	Seminars	Independent Learning
			5	1	2		2
Pre-requisite modules for this module:			MPCL011				
Co-requisites modules for module:			None				
Assessment criteria:			At the end of the module students will: <ul style="list-style-type: none">• Name, describe and apply the basic principles in social research• State and explain the basic aspects of assessment across cultures and the different steps in social research• List, describe and apply the basic concepts and theories in child development• List, describe and integrate the ethical principles applicable in research, assessment, child development.				
Assessment method:			Comprehensive, formative (includes group and individual assignments, and tests) and summative (examination) assessment will be used. Practical work seminars, as well as the presentation of specific allocated case studies relevant to the thrust of the degree will also be used.				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%				
		% Formative Assessment Mark	60%				
		% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)		50%				
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4	
	Theory (duration)		Theory				
	Practical (duration)		3h				
	% contribution to Summative Assessment Mark		100				
	Sub minimum		40				
Module Code: (4 alphabetic & 3 numeric)			MPSA022				
Module Name:			Personality, Medical and Social Psychology				

Content:	Social Psychology Personality Theories Medical Psychology				
Learning Outcomes:	At the end of the module the student will: <ul style="list-style-type: none"> • Understand and apply the concepts applicable in social psychology. • Know and understand the different personality theories • Know and comprehend the position of medical psychology in within the discipline of psychology • Know and integrate the ethical principles applicable in social psychology, medical psychology and personality theories. 				
Module Information:	SAQA Credits	NQF Level		CESM Code (3rd Order)	
	20	7		180101	
Delivery Information:	Campus	Full/Part Time		Period (Year/1st/2ndSem)	
	SMU	Full time		S2	
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	5	1	2		2
Pre-requisite modules for this module:	MPCL012				
Co-requisites modules for module:	None				
Assessment criteria	At the end of the module students will: <ul style="list-style-type: none"> • Name, describe and apply the basic principles in social research • State and explain the basic aspects of assessment across cultures and the different steps in social research • List, describe and apply the basic concepts and theories in child development • Explain and apply different concepts applicable in social psychology. • Name and describe the different personality theories • Recognize and explain the position of medical psychology in within the discipline of psychology • List, describe and integrate the ethical principles applicable in social psychology, medical psychology and personality theories. 				
Assessment method	Comprehensive, formative (includes group and individual assignments, and tests) and summative (examination) assessment will be used. Practical work seminars, as well as the presentation of specific allocated case studies relevant to the thrust of the degree will also be used.				
Mark	Minimum Form	40%			

Structure:	Assessment Mark for exam admission (%)					
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
		Theory (duration)	Theory			
		Practical (duration)	3h			
		% contribution to Summative Assessment Mark	100			
		Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)			MSCL010		
Module Name:			Sociology		
Content:			Sociology as a discipline, sociological perspectives and theories. Concepts such as culture, socialization, social control, social inequality, stratification and social institutions: the family, education, religion, health demography.		
Learning Outcomes:			The student will know and understand the meaning of sociology; the perspective of sociology; sociological imagination in practice; the application of sociology in occupational therapy practice; the differences between the different types of societies.		
Module Information:			SAQA Credits	NQF Level	CESM Code (3rd Order)
			8	5	200702
Delivery Information:			Campus	Full/Part Time	Period (Year/1st/2ndSem)
			SMU	Full time	Y
Periods per week:			Classes	Practical	Tutorial
			2		
Pre-requisite modules for this module:			None		
Co-requisites modules for module:			None		

Assessment criteria			<ul style="list-style-type: none">At the end of the course the students should be able to: define and explain the meaning of sociology; explain the perspective of sociology; apply sociological imagination in practice; apply the knowledge of sociology in occupational therapy practice; differentiate between the different types of societies.			
Assessment method			Assignments; tests; examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MTHE010
Module Name:	Therapeutic Media I
Content:	<p>THEORY The course covers an outline of occupational performance, its development and occupational dysfunction.</p> <p>PRACTICE Students are introduced to the performance of activities.</p>
Learning Outcomes:	The student will know and understand occupational performance and it's most important concepts; the variety of occupations that are performed by individuals; occupations/activities according to accepted classification

	methods; occupational life stories of clients; human development according to the lifespan perspective (which includes characteristics of human development, the domains and life stages/periods; occupational performance at various life stages; the importance of occupation to man and his health; the concept of occupational health and well-being; the concept of occupational dysfunction; a detailed analysis of activities to determine treatment potential, thus knowledge and understanding of appropriate activities are selected according to client's needs; activity presentation, how to make the necessary structure, adaptations / simulation to meet the needs of clients; activity grading principles; Creative Ability Model according to Du Toit and the Model of Human Occupation according to Kielhofner.				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	8		5		091404
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		Y
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	1	3			
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment criteria	The student is able to: Discuss and explain occupational performance and its most important concepts; determine the variety of occupations that are performed by individuals; describe occupations/activities according to accepted classification methods; narrate occupational life stories of clients; explain human development according to the lifespan perspective (which includes characteristics of human development, the domains and life stages/periods; describe occupational performance at various life stages); explain the importance of occupation to man and his health; explain the concept of occupational health and well-being; explain the concept of occupational dysfunction; do a detailed analysis of activities to determine treatment potential, thus appropriate activity selection according to client's needs; explain activity presentation, explain how to make the necessary structure, adaptations / simulation to meet the needs of clients; grade activities appropriately; explain Creative Ability Model according to Du Toit and the Model of Human Occupation according to Kielhofner.				
Assessment method	Assignments; tests; examination				

Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
		Theory (duration)	Theory			
		Practical (duration)	3h			
		% contribution to Summative Assessment Mark	100			
		Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MOTD020
Module Name:	Therapeutic Media II
Content:	<p>THEORY</p> <p>The evaluation and measurement of occupational performance forms the core of this course Included are:</p> <ul style="list-style-type: none"> the specific procedures for the assessment of occupational context, activity profiles, life roles, habits, routines, work, leisure, play, personal management, social participation and occupational performance in general. foundations for such evaluations: kinesiology, biophysical procedures, work measurement, work study and ergonomics. <p>The course is concluded with the occupational treatment processes.</p> <p>PRACTICE</p> <p>Students learn to perform a number of activities used to simulate activity demands such as woodwork, needlework, domestic activities, music and drama, leisure and personal management activities. The skill to assess occupational performance is developed.</p>
Learning Outcomes:	The student will know and understand how to: Handle materials and objects effectively; use all basic hand tools, utensils, equipment and selected power tools with skill; apply the various activity processes with skill; make a number of end products according to norms prescribed; independently learn new activity skills; take precautionary measures; manage

		activity resources; apply business skills where applicable (e.g. ordering, maintenance); analyse activities to determine treatment potential; present activities to clients at all levels of creative ability; apply principles of adaptation.			
Module Information:		SAQA Credits	NQF Level	CESM Code (3rd Order)	
		12	6	091404	
Delivery Information:		Campus	Full/Part Time	Period (Year/1st/2ndS em)	
		SMU	Full time	Y	
Periods per week:		Classes	Practical	Tutorial	Seminars
		8			
Pre-requisite modules for this module:		MTHE010			
Co-requisites modules for module:		None			
Assessment criteria		The student is able to: Handle materials and objects effectively; use all basic hand tools, utensils, equipment and selected power tools with skill; apply the various activity processes with skill; make a number of end products according to norms prescribed; independently learn new activity skills; take precautionary measures; manage activity resources; apply business skills where applicable (e.g. ordering, maintenance); analyse activities to determine treatment potential; present activities to clients at all levels of creative ability; explain principles of adaptation.			
Assessment method		Assignments; tests; examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory		
	Practical (duration)		3h		
	% contribution to Summative Assessment Mark		100		

	Sub minimum	40			
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Module Code: (4 alphabetic & 3 numeric)	MOTF030
Module Name:	Therapeutic Media III
Content:	<p>THEORY</p> <p>The emphasis is on the development, use and management of occupational programmes in the areas of work, leisure, play, social participation and personal management. Included are the processes of analysis, adaptation, selection, presentation and structuring of activities. The model of “creative ability” is used as a general clinical reasoning tool during assessment and treatment of occupational dysfunction. Students learn to develop and control an occupational area.</p> <p>PRACTICE</p> <p>Students learn to analyze and adapt principles in the assessment and treatment of occupational dysfunction. Specialized techniques such as the use of counseling skills, group dynamics, splints, assistive devices and therapeutic apparatus are covered.</p>
Learning Outcomes:	<p>The student will know and understand the concept “purposeful” activity, the process of activity analysis, criteria in the selection of purposeful activity, the four stages of purposeful activity, the steps of activity presentation, the principles of effective structuring, the activity simulation process, the process of adaptation, grading to facilitate optimum occupational performance; interpersonal skills in the helping profession; the major formal theories of helping, the helping relationship and its process; the characteristics of successful helpers; use basic communication skills; how societal, professional and personal values and points of view can affect helping; how to lead and manage therapeutic groups, taking cognizance of group dynamics, utilizing the group process and mobilizing the curative (therapeutic) factors; assessments and intervention with regard to client’s occupational context</p>

Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	16		7		091404
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU		Full time		Y
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	6				

Pre-requisite modules for this module:		MOTD020			
Co-requisites modules for module:		None			
Assessment criteria		The student is able to: Describe and explain the concept “purposeful” activity, explain and apply the process of activity analysis, criteria in the selection of purposeful activity, the four stages of purposeful activity, the steps of activity presentation, the principles of effective structuring, the activity simulation process, the process of adaptation, grading to facilitate optimum occupational performance; explain and apply interpersonal skills in the helping profession; explain, describe and demonstrate knowledge of the major formal theories of helping, the helping relationship and its process; identify and discuss the characteristics of successful helpers; demonstrate and use basic communication skills; demonstrate knowledge of how societal, professional and personal values and points of view can affect helping; lead and manage therapeutic groups, taking cognizance of group dynamics, utilizing the group process and mobilizing the curative (therapeutic) factors; do assessments and intervention with regard to client’s occupational context			
Assessment method		Assignments; tests; examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MOCT010
Module Name:	Occupational Therapy Applied I

Content:		MOCT010 is a non-clinical subject. <ul style="list-style-type: none"> • Students learn to observe client factors/ areas of occupations/ performance contexts and environments context of people at different stages of the life cycle. • Students learn to observe how dysfunction impacts on occupational performance components and areas • Students are exposed to the application of the occupational therapy process in different settings • Student observes the facilities; services rendered and staff involvement in Occupational Therapy settings as well as the types of health services rendered in those facilities 			
Learning Outcomes:		The student will know and understand how to observe client factors/ areas of occupations/ performance contexts and environments of people at different stages of the life cycle; describe how dysfunction impacts on occupational performance areas; The students will learn the application of the occupational therapy process in different settings; know about the facilities in Occupational Therapy settings as well as the types of health services rendered in those facilities; will know about the Occupational Therapy services rendered in different settings and staff involvement.			
Module Information:		SAQA Credits	NQF Level		CESM Code (3rd Order)
		8	5		091404
Delivery Information:		Campus	Full/Part Time		Period (Year/1st/2ndSem)
		SMU	Full time		Y
Periods per week:		Classes	Practical	Tutorial	Seminars
		2			
Pre-requisite modules for this module:		None			
Co-requisites modules for module:		None			
Assessment criteria		At the end of the course the student is able to: Identify client factors/ areas of occupations/ performance contexts and environments of people at different stages of the life cycle; describe how dysfunction impacts on occupational performance areas; explain / describe the application of the occupational therapy process in different settings; describe the facilities in Occupational Therapy settings as well as the types of health services rendered in those facilities; describe the Occupational Therapy services rendered in the settings and staff involvement.			
Assessment method		Assignments; tests and oral examinations			
Mark	Minimum Form	40%			

Structure:	Assessment Mark for exam admission (%)					
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
		Theory (duration)	Practical			
		Practical (duration)	2h			
		% contribution to Summative Assessment Mark	100			
		Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MOTC020
Module Name:	Occupational Therapy Applied II
Content:	<p>MOTC020 is a clinical subject and promotion subject and the general rules apply.</p> <ul style="list-style-type: none"> Students learn to observe and assess client factors/ areas of occupations/ performance contexts and environments using specific techniques, selected by the lecturer on a PERSON WITH DISABILITY and demonstrate competency in assessment techniques using appropriate equipment and methods; Students learn to write a treatment plan incorporating an aim, principles and an activity on a given problem of an area/component /context of a person with disability, selecting appropriate activity and methods; Students learn to structure and carry out the planned activity for a person with disability under full supervision; Students learn to give a written/verbal evaluation of the assessment, planning and execution of the activity for a person with disability. Students do clinical work in different areas such as paediatrics, physical (neuro / med / surg) and psychiatry.
Learning Outcomes:	The student will know and understand how to: Assess clients i.e. observe and assess Areas of Occupation/Client Factors/Contexts and environments, using specific techniques, selected by the lecturer on a person with disability and demonstrate competency in assessment techniques using appropriate equipment and methods; Plan assessment

		process to include the structuring of the assessment area and/or activity, positioning of the client to be assessed, assessment tools to be used; Execute assessment i.e. actual application of the assessment technique (use of assessment tools including activities, handling of patient, communication with patient, activity presentation, knowledge and skill of the assessment technique used).			
Module Information:		SAQA Credits	NQF Level		CESM Code (3rd Order)
		12	6		091404
Delivery Information:		Campus	Full/Part Time		Period (Year/1st/2ndSem)
		SMU	Full time		Y
Periods per week:		Classes	Practical	Tutorial	Seminars
		2			
Pre-requisite modules for this module:		MOTA010			
Co-requisites modules for module:		None			
Assessment criteria		The student is able to: Assess clients i.e. execute and explain Areas of Occupation/Client Factors/Context, using specific techniques, selected by the lecturer on a person with disability and demonstrate competency in assessment techniques using appropriate equipment and methods; Plan assessment process to include the structuring of the assessment area and/or activity, positioning of the client to be assessed, assessment tools to be used; Execute assessment i.e. actual application of the assessment technique (use of assessment tools including activities, handling of patient, communication with patient, activity presentation, knowledge and skill of the assessment technique used).			
Assessment method		Oral; practicals; examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Practical		

	Practical (duration)	2h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MOTD030		
Module Name:	Occupational Therapy Applied III (Physical)		
Content:	<p>MOTD030 is a clinical subject and an examination takes place at the end of the year.</p> <ul style="list-style-type: none"> • Students learn to assess the client factors/ areas of occupations/ performance contexts and environments context, using specific techniques for assessment, identifying problems, analysing and summarising information of SELECTED DIAGNOSTIC CATEGORIES - not only medical diagnoses; • Students learn to write an overall treatment plan including treatment rationale using available information and writing daily specific treatment sessions for persons with selected diagnosis; • Students learn to structure and carry out the planned programme of a selected diagnosis; • Students learn to give verbal and/or written evaluation of the assessment, planning and execution of the treatment programme on a selected diagnosis. <p>The students do field work blocks in the areas of physical (neuro/med/surg) and paediatrics.</p>		
Learning Outcomes:	<p>The student will know and understand how to: Assess clients i.e. student must select what to assess in terms of the Areas of Occupation/ client factors/ performance contexts/performance patterns, use specific techniques for assessment, identify the problems, analyze and summarize information of common diagnostic categories - not only medical diagnoses; Plan intervention strategies i.e. write an overall treatment plan including treatment rationale using available information, write daily specific treatment sessions; Execute treatment i.e. structure and carry out the planned treatment programme of a clients with different diagnosis; Evaluate treatment sessions i.e. give a verbal and/or written evaluation of the assessment, planning and execution of the treatment programme.</p>		
Module Information:	SAQA Credits	NQF Level	CESM Code (3rd Order)
	20	7	091404
Delivery Information:	Campus	Full/Part Time	Period

						(Year/1 st /2 nd Sem)
		SMU		Full time		Y
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
			12			
Pre-requisite modules for this module:		MOTC020				
Co-requisites modules for module:		None				
Assessment criteria		The student is able to: Assess clients i.e. student must select , execute and explain what to assess, in terms of the Areas of Occupation/ client factors/ performance contexts /performance patterns, use specific techniques for assessment, identify the problems, analyze and summarize information of common diagnostic categories - not only medical diagnoses; Plan intervention strategies i.e. write an overall treatment plan including treatment rationale using available information, write daily specific treatment sessions; Execute treatment i.e. structure and carry out the planned treatment programme of a clients with different diagnosis; Evaluate treatment sessions i.e. give a verbal and/or written evaluation of the assessment, planning and execution of the treatment programme.				
Assessment method		Oral; practicals; examination.				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory (duration)	Practical				
	Practical (duration)	3h				
	% contribution to Summative Assessment Mark	100				
	Sub minimum	40				

Module Code: (4 alphabetic & 3	MOTE030

numeric)			
Module Name:	Occupational Therapy Applied III (Psychosocial)		
Content:	<p>MOTE030 is a clinical subject and an examination takes place at the end of the year.</p> <ul style="list-style-type: none"> Students learn to assess areas of Occupation/ client factors/ performance contexts/performance patterns, using specific techniques for assessment, identifying problems, analysing and summarising information of selected diagnostic categories - not only medical diagnoses; Students learn to write an overall treatment plan including treatment rationale using available information and writing daily specific treatment sessions for persons with selected diagnosis; Students learn to structure and carry out the planned programme of a selected diagnosis; Students learn to give verbal and/or written evaluation of the assessment, planning and execution of the treatment programme on a selected diagnosis. <p>The students do field work blocks in the area of psychiatry.</p>		
Learning Outcomes:	<p>The student will know and understand how to: Assess clients i.e. student must select what to assess in terms of the areas of Occupation/ client factors/ performance contexts/performance patterns, use specific techniques for assessment, identify the problems, analyze and summarize information of common diagnostic categories - not only medical diagnoses; Plan intervention strategies i.e. write an overall treatment plan including treatment rationale using available information, write daily specific treatment sessions; Execute treatment i.e. structure and carry out the planned treatment programme of a clients with different diagnosis; Evaluate treatment sessions i.e. give a verbal and/or written evaluation of the assessment, planning and execution of the treatment programme.</p>		
Module Information:	SAQA Credits	NQF Level	CESM Code (3rd Order)
	20	7	091404
Delivery Information:	Campus	Full/Part Time	Period (Year/1st/2ndSem)
	SMU	Full time	Y

Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
		12			
Pre-requisite modules for this module:	MOTC020				
Co-requisites modules for module:	None				
Assessment criteria	At the end of the course the student should be able to: Assess				

			clients i.e. student must select, execute and explain what to assess in terms of the Areas of Occupation/ client factors/ context / patterns, use specific techniques for assessment, identify the problems, analyze and summarize information of common diagnostic categories - not only medical diagnoses; Plan intervention strategies i.e. write an overall treatment plan including treatment rationale using available information, write daily specific treatment sessions; Execute treatment i.e. structure and carry out the planned treatment programme of a clients with different diagnosis; Evaluate treatment sessions i.e. give a verbal and/or written evaluation of the assessment, planning and execution of the treatment programme.			
Assessment method			Oral; practicals; examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Practical			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MOTB040
Module Name:	Occupational Therapy Applied IV (Physical)
Content:	<p>MOTB040 is a clinical subject and an examination takes place at the end of the year</p> <ul style="list-style-type: none"> Students learn to select which aspects of Areas of Occupation/ client factors/ performance contexts/performance patterns to assess using specific techniques, to identify the person with a problem, to analyze and summarise the information of any diagnostic category, not only medical diagnoses; Students learn to write overall treatment plans including treatment rationale using available information and to write

Content (continued)	<p>daily treatment sessions for persons with any diagnosis;</p> <ul style="list-style-type: none"> Students learn to structure and carry out the planned treatment programme on any diagnosis, at any one of the three levels of Health Care and to make appropriate referrals; Students learn to present a written and / or verbal evaluation of the assessment, treatment plan and implementation on any diagnosis. <p>Students do full time fieldwork blocks in the areas of physical (neuro/med/surg) paediatric. Students participate in seminars and case discussions.</p>				
Learning Outcomes:	<p>The student will know and understand how to: Assess clients i.e. select what to assess of the Areas of Occupation/ client factors/ performance contexts/performance patterns, use specific techniques for assessment, identify the problem, analyze and summarize the information of any diagnostic category, not only medical diagnoses, assess community profile, evaluate projects; Plan intervention strategies i.e. write an overall treatment plan including treatment rationale using available information, write daily specific treatment sessions for persons with any diagnosis, collect data necessary for report writing; Execute treatment i.e. structure and carry out the planned treatment programme on any diagnosis, at any one of the three levels of care and make appropriate referrals, consult with the relevant stake holders, write reports (including community profile and projects evaluation); Evaluate treatment i.e. give a written and/or verbal evaluation of the assessment, planning, execution on any diagnosis and projects.</p>				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	44		8		091404
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		Y
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
		12			
Pre-requisite modules for this module:	MOTD030; MOTB030; MOTC030; MOTA030; MOTF030				
Co-requisites modules for module:	None				
Assessment criteria	<p>The student is able to: Assess clients i.e. select what to assess of the Areas of Occupation/ client factors/ performance contexts/performance patterns, use specific techniques for assessment, identify the problem, analyze and summarize the information of any diagnostic category, not only medical</p>				

			diagnoses, assess community profile, evaluate projects; Plan intervention strategies i.e. write an overall treatment plan including treatment rationale using available information, write daily specific treatment sessions for persons with any diagnosis, collect data necessary for report writing; Execute treatment i.e. structure and carry out the planned treatment programme on any diagnosis, at any one of the three levels of care and make appropriate referrals, consult with the relevant stake holders, write reports (including community profile and projects evaluation); Evaluate treatment i.e. give a written and/or verbal evaluation of the assessment, planning, execution on any diagnosis and projects.			
Assessment method			Oral; practical; written examination; practical examination; tests and assignments			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory	Practical		
	Practical (duration)		3h	3h		
	% contribution to Summative Assessment Mark		30	70		
	Sub minimum		40	40		

Module Code: (4 alphabetic & 3 numeric)	MOTC040
Module Name:	Occupational Therapy Applied IV (Psychosocial)
Content:	<p>MOTC040 is a clinical subject and an examination takes place at the end of the year</p> <ul style="list-style-type: none"> Students learn to select which aspects of the areas of occupation/ client factors/ performance contexts/performance patterns to assess using specific techniques, to identify the person with a problem, to analyze and summarise the information of any diagnostic category, not only medical diagnoses; Students learn to write overall treatment plans including treatment rationale using available information and to write

	<p>daily treatment sessions for persons with any diagnosis;</p> <ul style="list-style-type: none"> Students learn to structure and carry out the planned treatment programme on any diagnosis, at any one of the three levels of Health Care and to make appropriate referrals; Students learn to present a written and / or verbal evaluation of the assessment, treatment plan and implementation on any diagnosis. <p>Students do full time field work blocks in the area of psychiatry. Students participate in seminars and case discussions.</p>				
Learning Outcomes:	<p>The student will know and understand how to: Assess clients i.e. select what to assess of the areas of occupation/ client factors/ performance contexts/performance patterns, use specific techniques for assessment, identify the problem, analyze and summarize the information of any diagnostic category, not only medical diagnoses, assess community profile, evaluate projects; Plan intervention strategies i.e. write an overall treatment plan including treatment rationale using available information, write daily specific treatment sessions for persons with any diagnosis, collect data necessary for report writing; Execute treatment i.e. structure and carry out the planned treatment programme on any diagnosis, at any one of the three levels of care and make appropriate referrals, consult with the relevant stake holders, write reports (including community profile and projects evaluation); Evaluate treatment i.e. give a written and/or verbal evaluation of the assessment, planning, execution on any diagnosis and projects.</p>				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	40		8		091404
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		Y
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
		12		1	
Pre-requisite modules for this module:	MOTD030; MOTB030; MOTC030; MOTA030; MOTF030				
Co-requisites modules for module:	None				
Assessment criteria	<p>At the end of fourth year the student should be able to: Assess clients i.e. select what to assess of the areas of occupation/ client factors/ performance contexts/performance patterns, use specific techniques for assessment, identify the problem, analyze and summarize the information of any diagnostic category, not only medical diagnoses, assess community</p>				

			profile, evaluate projects; Plan intervention strategies i.e. write an overall treatment plan including treatment rationale using available information, write daily specific treatment sessions for persons with any diagnosis, collect data necessary for report writing; Execute treatment i.e. structure and carry out the planned treatment programme on any diagnosis, at any one of the three levels of care and make appropriate referrals, consult with the relevant stake holders, write reports (including community profile and projects evaluation); Evaluate treatment i.e. give a written and/or verbal evaluation of the assessment, planning, execution on any diagnosis and projects.			
Assessment method			Written examination; tests; assignments; oral; practicals; practical examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory	Practical		
	Practical (duration)		3h	3h		
	% contribution to Summative Assessment Mark		30	70		
	Sub minimum		40	40		

Module Code: (4 alphabetic & 3 numeric)	MITT010
Module Name:	Intervention Theory I
Content:	The students are given an introduction to the symptomatology of psychiatric disorders, medical, surgical and neurological conditions and are also taught the effects of pathology on the person.
Learning Outcomes:	The student will know and understand the definition of the concept "health and illness" and dysfunction in terms of impairment, disability and handicap; occupational performance components and explain the use of/importance of these components on occupational performance; the effects of dysfunction on occupational performance areas, the occupational therapy process; describe the levels of health

		care in relation to occupational therapy intervention strategies; assessment (data collection) methods commonly used in occupational therapy.			
Module Information:		SAQA Credits	NQF Level	CESM Code (3rd Order)	
		8	5	091404	
Delivery Information:		Campus	Full/Part Time	Period (Year/1st/2ndSem)	
		SMU	Full time	Y	
Periods per week:		Classes	Practical	Tutorial	Seminars
		2			
Pre-requisite modules for this module:		None			
Co-requisites modules for module:		None			
Assessment criteria		The student is able to : define, and describe the concept “health and illness” and dysfunction in terms of impairment, disability and handicap; describe the occupational performance components and explain the use of/importance of these components on occupational performance; explain the effects of dysfunction on occupational performance areas, explain the occupational therapy process; describe the levels of health care in relation to occupational therapy intervention strategies; describe assessment (data collection) methods commonly used in occupational therapy.			
Assessment method		Assignments; tests; examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory		
	Practical (duration)		3h		
	% contribution to Summative Assessment Mark		100		

	Sub minimum	40			
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Module Code: (4 alphabetic & 3 numeric)	MOTB020				
Module Name:	Intervention Theory II				
Content:	This course covers introduction to the occupational therapy process and its application in the different levels of health care. The students are also introduced to the symptomatology of psychiatric disorders, medical, surgical and neurological conditions and are also taught the effects of pathology on the person's functional abilities.				
Learning Outcomes:	The student will know and understand the measurement criteria necessary for valid assessments of physical dysfunction and the importance thereof; how to assess client factors in adults and paediatrics; specific evaluation strategies to evaluate physical and neurological dysfunctions; basic treatment principles of clients with physical problems; procedures and principles as well as techniques used when assessing and treating clients with mental health problems.				
Module Information:	SAQA Credits	NQF Level		CESM Code (3rd Order)	
	24	6		091404	
Delivery Information:	Campus	Full/Part Time		Period (Year/1st/2ndSem)	
	SMU	Full time		Y	
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	7				
Pre-requisite modules for this module:	MITTH010; MANA010				
Co-requisites modules for module:	None				
Assessment criteria	The student is able to: Explain the measurement criteria necessary for valid assessments of physical dysfunction and the importance thereof; describe how to assess client factors in adults and paediatrics; identify and describe specific evaluation strategies to evaluate physical and neurological dysfunctions;				

	describe basic treatment principles of clients with physical problems; describe and explain procedures and principles as well as techniques used when assessing and treating clients with mental health problems.
Assessment method	Assignments; tests; examination

Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
		Theory (duration)	Theory			
		Practical (duration)	3h			
		% contribution to Summative Assessment Mark	100			
		Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MOTC030		
Module Name:	Intervention Theory III		
Content:	<p>This course consists of Section A (Medical, Surgical and Neurological conditions) and Section B (Psychiatric disorders).</p> <p>The students learn about the application of treatment principles, approaches and techniques used in the treatment of psychiatric disorders, medical, surgical and neurological conditions for both adults and children. They are taught the integration of theory into practice.</p>		
Learning Outcomes:	<p>The student will know and understand the occupational therapy intervention in terms of treatment methods, techniques, and principles for addressing client factors and areas of occupation problems resulting from a variety of disorders; treatment process and protocol for different physical and mental health diagnoses.</p>		
Module Information:	SAQA Credits	NQF Level	CESM Code (3rd Order)

			20		7		091404	
Delivery Information:			Campus		Full/Part Time		Period (Year/1 st /2 nd S em)	
			SMU		Full time		Y	
Periods per week:			Classes	Practical	Tutorial	Seminars	Independent Learning	
			5					
Pre-requisite modules for this module:			MOTB020					
Co-requisites modules for module:			None					
Assessment criteria			The student is able to describe occupational therapy intervention in terms of treatment methods, techniques, and principles for addressing client factors and areas of occupation problems resulting from a variety of disorders; Explain treatment process and protocol for different physical and mental health diagnoses.					
Assessment method			Assignments; tests; examination					
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%					
		% Formative Assessment Mark	60%					
		% Summative Assessment Mark	40%					
	Minimum final mark to pass (%)		50%					
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4		
	Theory (duration)		Theory					
	Practical (duration)		3h					
	% contribution to Summative Assessment Mark		100					
	Sub minimum		40					

Module Code: (4 alphabetic & 3 numeric)		MFUO010
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Module Name:		Fundamentals of Occupational Therapy I				
Content:		This course covers a general introduction to the profession of occupational therapy, the theoretical base of the profession and guidelines for professional behaviour.				
Learning Outcomes:		The students will be able to know and understand the definition occupational therapy in different settings; the concept "occupation" as the core of occupational therapy; the core of occupational therapy; the principles of professional conduct in a variety of settings.				
Module Information:		SAQA Credits	NQF Level		CESM Code (3rd Order)	
		8	5		091404	
Delivery Information:		Campus	Full/Part Time		Period (Year/1st/2ndSem)	
		SMU	Full time		Y	
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		2				
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
Assessment criteria		At the end of the course, the students should be able to: define and describe occupational therapy in different settings; discuss and explain "occupation" as the core of occupational therapy; describe the core of occupational therapy; identify and evaluate principles of professional conduct in a variety of settings.				
Assessment method		Assignments; tests; examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment		Paper 1	Paper 2		Paper 3	Paper 4
	Theory (duration)	Theory				
	Practical (duration)	3h				

	% contribution to Summative Assessment Mark	100				
	Sub minimum	40				

Module Code: (4 alphabetic & 3 numeric)		MOTA020				
Module Name:		Fundamentals of Occupational Therapy II				
Content:		This course covers the theoretical base of the profession at a higher level and in addition covers the history of occupational therapy, both internationally and in South Africa.				
Learning Outcomes:		The student will be able to know and understand the fundamental beliefs, values and assumptions underlying the theory of occupational therapy; the core components, purposes, outcomes, processes of occupational therapy as well as core problems addressed in occupational therapy; the similarities and differences between occupational therapy and other health professionals; occupational therapy within the South African Health Care System; the most important developments and trends in the history of occupational therapy.				
Module Information:		SAQA Credits	NQF Level		CESM Code (3rd Order)	
		4	6		091404	
Delivery Information:		Campus	Full/Part Time		Period (Year/1st/2nd Sem)	
		SMU	Full time		Y	
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		3				
Pre-requisite modules for this module:		MFUO010				
Co-requisites modules for module:		None				
Assessment criteria		The student is able to: describe the fundamental beliefs, values and assumptions underlying the theory of occupational therapy; describe the core components, purposes, outcomes, processes of occupational therapy as well as core problems addressed in occupational therapy; describe the similarities and differences between occupational therapy and other health professionals; describe occupational therapy within the South African Health Care System; describe the most important developments and trends in the history of occupational				

			therapy.			
Assessment method			Assignments; tests; examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory (duration)	Theory				
	Practical (duration)	3h				
	% contribution to Summative Assessment Mark	100				
	Sub minimum	40				

Module Code: (4 alphabetic & 3 numeric)	MOTA030
Module Name:	Fundamentals of Occupational Therapy III
Content:	<p>This course consists of three Sections i.e. Philosophy Management and Research Protocol Development</p> <ul style="list-style-type: none"> • Philosophy covers the theoretical frames of reference and the clinical reasoning process. • Management covers the concept of Leadership and the management of occupational therapy support staff. • Research Protocol Development includes a practical section on Research Applied to Occupational Therapy. <p>The students are required to prepare and present a research proposal, using knowledge gained through theory and own consultation.</p>
Learning Outcomes:	<p>The student will know and understand the concept “frames of reference”; the various primary, applied and occupational frames of reference; the concept clinical reasoning and its relevance to occupational therapy; different modes of clinical reasoning; the concept of reflection; the concept of management, five main functions of a manager, management knowledge in practice; the process of research; the various methods used in research, how to develop a research protocol.</p>

Module Information:		SAQA Credits		NQF Level		CESM Code (3rd Order)
		12		7		091404
Delivery Information:		Campus		Full/Part Time		Period (Year/1st/2nd Sem)
		SMU		Full time		Y
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		4				
Pre-requisite modules for this module:		MOTA020				
Co-requisites modules for module:		None				
Assessment criteria		The student is able to: describe the concept “frames of reference”; describe and explain the various primary, applied and occupational frames of reference; define and describe the concept clinical reasoning and its relevance to occupational therapy; describe, explain and apply different modes of clinical reasoning; describe the concept of reflection; describe and explain the concept of management, define five main functions of a manager, apply management knowledge in practice; understand and describe the process of research; understand and describe the various methods used in research, develop a research protocol.				
Assessment method		Assignments; tests; examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory (duration)	Theory				
	Practical (duration)	3h				
	% contribution to Summative Assessment Mark	100				
	Sub minimum	40				

Module Code: (4 alphabetic & 3 numeric)	MOTA040				
Module Name:	Fundamentals of Occupational Therapy IV				
Content:	<p>This course consists of three sections i.e. Philosophy and Management</p> <p>Philosophy covers the identification of suitable theoretical frames and models as it relates to the roles and functions of occupational therapy in different settings, ethics and human rights.</p> <p>Management is offered through seminar discussions and aims to develop in depth understanding of management principles as applied to rendering an efficient & effective occupational therapy service in any setting. The management of real life problems, as identified by students from their own observation, is discussed.</p>				
Learning Outcomes:	<p>The students will know and understand various frames of reference and models of clinical reasoning in the treatment of any client; occupational therapy theory; occupational therapy in any setting; critical occupational therapy issues as illustrated by early and contemporary occupational therapy models; significant models in occupational therapy; the scope within which occupational therapists can practice; ethical concepts and core values in occupational therapy; the role of professional organizations such as the Health Professions Council of South Africa; how various occupational therapy and rehabilitation services could be established and managed at different levels of health care; basic occupational therapy and rehabilitation services at all levels of health care.</p>				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	12		8		091404
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		Y
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	6				
Pre-requisite modules for this module:	MOTA030				
Co-requisites modules for module:	None				

Assessment criteria		The student is able to: Analyze, evaluate and apply various frames of reference and modes of clinical reasoning in the treatment of any client; analyze and evaluate occupational therapy theory; explain and define occupational therapy in any setting; describe critical occupational therapy issues as illustrated by early and contemporary occupational therapy models; analyze and evaluate models, describe and apply significant models in occupational therapy; describe the scope within which occupational therapists can practice; describe, analyze and apply ethical concepts and core values in occupational therapy; describe the role of professional organizations such as the Health Professions Council of South Africa; explain and describe how various occupational therapy and rehabilitation services could be established and managed at different levels of health care; plan, implement, monitor and evaluate basic occupational therapy and rehabilitation services at all levels of health care; able to discuss aspects (planning & execution) of their own research projects; write a research report and evaluate their research.			
Assessment method		Assignments; tests; examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MOTR040
Module Name:	Undergraduate Research Project (Occupational Therapy)
Content:	Students are required to work systematically through the research process as applied to their own topic and to submit and present a completed research report.

Learning Outcomes:		The students will understand how to plan and conducts research study following the research process. They will be able to execute their plan and write a research report on their own projects as well as present their findings.				
Module Information:		SAQA Credits	NQF Level	CESM Code (3rd Order)		
		24	8	091404		
Delivery Information:		Campus	Full/Part Time	Period (Year/1st/2ndS em)		
		SMU	Full time	Y		
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		5				
Pre-requisite modules for this module:		MRCA031; MOTA030				
Co-requisites modules for module:		None				
Assessment criteria		Collect and analyse data; write a research report, present and evaluate the research process and results.				
Assessment method		Examination; oral presentation and written report				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory (duration)	Research report	Oral			
	Practical (duration)		1h			
	% contribution to Summative Assessment Mark	70	30			
	Sub minimum	40	40			

Module Code: (4 alphabetic & 3 numeric)		MCSA020
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Module Name:		Clinical Sciences 1A: Social Pathology				
Content:		This is a capita select course where concepts relevant to occupational therapy are discussed in the context of social pathology.				
Learning Outcomes:		The student will know and understand social problems in South Africa and the African continent the sociology of health and illness; health promotion and health education as applied to social problems and medical sociology				
Module Information:		SAQA Credits	NQF Level		CESM Code (3rd Order)	
		4	6		091404	
Delivery Information:		Campus	Full/Part Time		Period (Year/1st/2ndSem)	
		SMU	Full time		Y	
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		1				
Pre-requisite modules for this module:		MSCL010				
Co-requisites modules for module:		None				
Assessment criteria		Describe and explain social problems in South Africa and the African continent; describe the sociology of health and illness; explain health promotion and health education as applied to social problems and medical sociology				
Assessment method		Assignments; tests; examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory (duration)	Theory				
	Practical (duration)	3h				
	% contribution to Summative Assessment Mark	100				
	Sub minimum	40				

Module Code: (4 alphabetic & 3 numeric)		MSCA031				
Module Name:		Clinical Sciences IIA				
Content:		An introduction to pathology, in particular the pathogenesis of common diseases, aetiology, signs and symptoms, course, prognosis and medical treatment of different medical conditions are covered in the fields of Internal Medicine, Neurology, Neuro Surgery, General Surgery, Cardio-thoracic Surgery, Hand surgery, Obstetrics and Gynaecology, Ophthalmology, Orthopaedics, Plastic Surgery, Psychiatry. An introduction to Community Health as a discipline is also covered under this category.				
Learning Outcomes:		The student will know and understand the knowledge of conditions in each specialty area and the definition of the condition, possible causes, different types and classification, the pathology, clinical features, the appropriate special investigation, the effective medical management of the condition; possible complications, prognosis, precautions and contra indications.				
Module Information:		SAQA Credits		NQF Level		CESM Code (3rd Order)
		16		7		091404
Delivery Information:		Campus		Full/Part Time		Period (Year/1st/2ndSem)
		SMU		Full time		S1
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		6				
Pre-requisite modules for this module:		MANA010; MPIA020; MCSA020; MPSA011; MPSA012				
Co-requisites modules for module:		None				
Assessment criteria		The student is able to: demonstrate knowledge of conditions in each specialty area and be able to define the condition, explain possible causes, list different types and classification, explain the pathology, describe clinical features, explain the appropriate special investigation, explain the effective medical management of the condition; Explain possible complications, prognosis, precautions and contra indications.				
Assessment method		Tests; examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%				

		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

SHC B5 BSc (Physiotherapy) Degree Programme (BPT01)

SHC B5.1 Selection and Admission Requirements

SHC B5.1.1 Selection

- (i) For practical reasons, a limited number of applicants will be admitted to the degree programme. Students are selected on merit by a Selection Committee and notified accordingly by the Office of the Registrar.
- (ii) Applicants who chose Physiotherapy as a first choice will be given preference for selection.

SHC B5.1.2 Admission Requirements

Applicants must:

- (a) Have a National Senior Certificate (NSC) endorsed for bachelor's degree study with the following minimum Admission Point Score (APS):

Subject	Score
Life Sciences	4
Mathematics	4
Physical Science	4
Language of Learning	4
Life Orientation	4
Additional Subject 1	4
Additional Subject 2	4
Total Score	28 points

SHC B5.2 Registration, Indemnity Cover and Community Service

SHC B5.2.1 Registration with the Health Professions Council of South Africa (HPCSA)

- (i) All first time entering physiotherapy students must, after registration with the University, register with the HPCSA. Students are responsible for the payment of the once-off registration fee.
- (ii) Students who are re-admitted to the University after academic exclusion must re-register with the HPCSA for the relevant year.

SHC B5.2.2 Community service

Community service is a compulsory component for all South African final year students upon completion of qualification. Application for Community service with the Department of Health remains the responsibility of the student. Final year students, upon completion of qualification, should register with the HPCSA and are responsible for the annual registration fee.

SHC B5.3 Requirements for Promotion

- (i) Principles of Physiotherapy I & II:
 - (a) To pass the Principles of Physiotherapy I & II module / course, the student must achieve a final mark of 50%, with no less than 40% in both the practical and theory components. The practical (skills) component is subject to a 40% subminimum.
 - (b) Students must attend 80% of all academic contact sessions (whether online or physical lectures), discussions, demonstrations, practical classes etc. to be allowed into the examination.
 - (c) Students must complete a one-week mid-year elective online clinical training block and comply with the attendance requirements to be admitted to the final examination.

(ii) Principles of Physiotherapy III & IV:

- (a) To pass the Principles of Physiotherapy III / IV module / course the student must achieve a final mark of 50%, with no less than 40% in both the components of the examination.
- (b) Students must attend 80% of all academic contact sessions (whether online or physical lectures), discussions, demonstrations, practical classes etc. to be allowed into the examination.

(iii) Applied Physiotherapy I

The module comprises of three clinical blocks (Paediatrics, Cardiorespiratory I and Orthopaedics).

During the blocks, students will be evaluated to obtain a continuous assessment mark. Summative evaluation will take place at the end of the year.

(a) Continuous assessment comprises of:

- Continuous evaluation
- Assessment of an unseen patient and submission of a documented treatment plan; and
- Re-assessment and treatment of a prepared patient.

(b) Summative assessment:

A summative assessment is granted if a student has adhered to all the requirements of the continuous assessment. The summative assessment comprises of the following components:

- Re-assessment and treatment of a prepared patient in the last block.
- Assessment of an unseen patient during the examination period on a different clinical block.

To pass the summative assessment a student must have:

- An average mark of 50% between the two components of the summative assessment.
- Not less than 40% in both components of the summative assessment.

(iv) Applied Physiotherapy II

The module comprises of four clinical blocks (Neurology, Cardiorespiratory II, Out-patient/Sport Physiotherapy and Community Health) and an elective block. During the clinical blocks students will be evaluated to obtain a continuous assessment mark. Summative evaluation will take place at the end of the year.

(a) Continuous assessment comprises of:

- Mid-block assessment
- End of block assessment
- Continuous evaluation
- 100% attendance (refer to the workbook for detailed requirements regarding attendance)

(b) Summative assessment:

A summative assessment is granted if a student has adhered to all the requirements of the continuous assessment. The summative assessment comprises of the following components:

- Patient assessment and treatment in the final block.
- Patient assessment and treatment on a different clinical block.

To pass the summative assessment a student must have:

- An average mark of 50% between the two components of the summative assessment.
- Not less than 40% in both components of the summative assessment.

SHC B5.4 Sub-minimum

(i) Principles of Physiotherapy I & II

To pass the Principles of Physiotherapy I & II module / course a student must achieve an average mark of 50% with no less than 40% in both the practical and theory components.

- (ii) Principles of Physiotherapy III & IV
Rule G13 applies.

SHC B5.5 Supplementary Assessments

- (i) Principles of Physiotherapy I – IV

A supplementary assessment will be granted if a student obtains:

- A final average mark between 45-49%;
- Not less than 40% in both components of the examination.

- (ii) Applied Physiotherapy I & II

A supplementary assessment will be granted if a student obtains:

- A final average mark between 45-49%;
- Not less than 40% in one component of the summative examination and not less than 50% in the second component of the summative examination.

SHC B5.6 Exemption from Examination

- (i) A student repeating Applied Physiotherapy must attend classes for Principles of Physiotherapy, even though he/she has passed the Principles of Physiotherapy module / course.

- (ii) Applied Physiotherapy I & II

Partial exemption in the Applied Physiotherapy I & II modules / courses can be granted if a student has passed the subject but has failed Principles of Physiotherapy. Partial exemption is granted under the following conditions:

- (a) A clinical placement area will be arranged by the Physiotherapy Department, in collaboration with the Head of Department, for the period of the current academic programme.
- (b) The clinical rotation must continue for the duration of the academic period and must cover the duration of the academic period.
- (c) The student must submit the Applied Physiotherapy I / II manual (completed by clinical supervisors) for each clinical block.
- (d) Submission of a clinical practice report by the student at the end of the academic programme.

SHC B5.7 Failure of Final Year

A final year student who obtains less than 45% in the standard examination or less than 50% in the supplementary examination for any of the final year modules / courses must register in the following year.

SHC B5.8 Granting of Degree

A student is awarded the degree BSc (Physiotherapy) after:

- (i) Successful completion of all subjects prescribed in all four years of study;
- (ii) Completion of at least 1000 hours of clinical education in the prescribed clinical areas;
- (iii) Successful completion of the undergraduate research project; and
- (iv) Having attended one national sporting event as part of their clinical education programme.

SHC B5.9 Degree with Distinction / Cum-laude

The BSc Physiotherapy degree is awarded with distinction to a student who obtained an average of at least 75% in the core modules (Principles of Physiotherapy IV and Applied Physiotherapy II) during the final examination and not less than 60% in any one of the other courses of the programme, and who has completed the qualification in minimum time.

SHC B5.10 Requirements for Progression to the next level

A student must have obtained 100% of the required credits at each academic year level of study before being admitted to the next level.

SHC B5.11 Curriculum Information

CURRICULUM INFORMATION									
School:	HEALTH CARE SCIENCES								
Qualification Name:	Bachelor of Science in Physiotherapy				Qualification Code:	BPT01			
Campus:	Sefako Makgatho Health Sciences University				Last Revision date:				
Total SAQA Credits for Qualification:	512				Is this a fixed Curriculum:	Yes			
PERIOD OF STUDY / YEAR LEVEL 1					PERIOD OF STUDY / YEAR LEVEL 1				
Year Modules									
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit ⁴	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit ⁴
The following 6 modules are COMPULSORY									
MBLA010	Y	Y	20	0.156					
MCHY010	Y	Y	20	0.156					
MHUS010	Y	Y	16	0.125					
MBPA010	Y	Y	20	0.156					
MEHS010	Y	Y	12	0.125					
MPHT010	Y	Y	40	0.282					
Total credits for Year modules			128	1					
TOTAL CREDITS FOR YEAR LEVEL 1: SAQA CREDITS = 128; HEMIS CREDITS = 1									
PERIOD OF STUDY / YEAR LEVEL 2					PERIOD OF STUDY / YEAR LEVEL 2				
Year Modules									
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit ⁴	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit ⁴
The following 3 modules are COMPULSORY									
MANB020	Y	Y	32	0.3					
MPIA020	Y	Y	32	0.27					
MPTA020	Y	Y	64	0.43					
Total credits for Year modules			128	1					
TOTAL CREDITS FOR YEAR LEVEL 2: SAQA CREDITS = 128; HEMIS CREDITS = 1									
PERIOD OF STUDY / YEAR LEVEL 3					PERIOD OF STUDY / YEAR LEVEL 3				

Semester Modules				
Module Code	Offerin g Period	Possib le major	SAQ A Credi t	Hemis Credit 4
The following 5 modules are COMPULSORY				
MPTC030	S1	Y	4	0.031
MCSA031	S1	Y	16	0.125
MRCA030	S1	Y	8	0.063
MPTD030	S1	Y	4	0.031
MPTE030	S1	Y	4	0.031
Total credits for Semester 1 modules			36	0.281
TOTAL CREDITS FOR YEAR LEVEL 3: SAQA CREDITS = 128; HEMIS CREDITS = 1				
PERIOD OF STUDY / YEAR LEVEL 4				
Semester Modules				
Module Code	Offerin g Period	Possib le major	SAQ A Credi t	Hemis Credit 4
The following 1 modules are COMPULSORY				
MPTB040	S1	Y	4	0.031
Total credits for Semester 1 modules			4	0.031
TOTAL CREDITS FOR YEAR LEVEL 4: SAQA CREDITS = 128; HEMIS CREDITS = 1				

Year Modules				
Module Code	Offerin g Period	Possib le major	SAQ A Credi t	Hemi s Credi t
The following 2 modules are COMPULSORY				
MPTB030	Y	Y	48	0.375
MPTF030	Y	Y	44	0.344
Total credits for Year modules			92	0.719
TOTAL CREDITS FOR YEAR LEVEL 3: SAQA CREDITS = 128; HEMIS CREDITS = 1				
Year Module				
Module Code	Offerin g Period	Possib le major	SAQ A Credi t	Hemi s Credi t
The following 3 modules are COMPULSORY				
MPTA040	Y	Y	100	0.782
MPTC040	Y	Y	12	0.094
MPTR040	Y	Y	12	0.093
Total credits for Year modules				
TOTAL CREDITS FOR YEAR LEVEL 4: SAQA CREDITS = 128; HEMIS CREDITS = 1				

Module Code: (4 alphabetic & 3 numeric)	MBLA010
Module Name:	Biology
Content:	Evolution Ecology, Environmental health & Pollution Taxonomy and Systematics Cytology and Genetics Tissues & Systems Embryology Medically important parasites Medically important carriers Medically important poisonous/venomous animals Medically important plants

Learning Outcomes:		To acquire a sound knowledge of basic concepts of evolution, ecology, environmental health, pollution, cytology, systematics, genetics, tissues and systems, embryology and medically important parasites, animals and plants.				
Module Information:		SAQA Credits	NQF Level		CESM Code (3rd Order)	
		20	6		130101	
Delivery Information:		Campus	Full/Part Time		Period (Year/1st/2ndS em)	
		SMU	Full time		Y	
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		3	1			1
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
Assessment criteria		To comply with the required learning outcomes				
Assessment method		Combination of formative theory assessments, short formative practical assessments, assignments, summative practical assessments and a summative theory assessment at the end of the module.				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory (duration)	Theory				
	Practical (duration)	3h				
	% contribution to Summative Assessment Mark	100				
	Sub minimum	40				

Module Code: (4 alphabetic & 3 numeric)		MCHY010
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Module Name:	Chemistry 1B				
Content:	<p>Unit 1 Chemical Foundations: matter, periodic table and periodicity, molecular structure, chemical reactions</p> <p>Unit 2 Chemical Behavior: acids and bases, acid base titrations, pH and buffer solutions, common ion effect, gas laws, chemical equilibrium, reaction rates, electrochemistry</p> <p>Unit 3 Organic Chemistry: alkanes, alkenes, alkynes and aromatic compounds as representatives of the hydrocarbons, the derivatives of the four classes of hydrocarbons, including substituted aromatic compounds, alkyl halides, alcohols, ethers esters, amines, aldehydes, ketones carboxylic acids and the derivatives</p> <p>Unit 4 Physiologically Important Compounds: introduction to the chemistry of organic compounds that have biological significance, including sugars and carbohydrates, amino acids and proteins, nucleic acids and bases, steroids and steroid hormones.</p>				
Learning Outcomes:	<p>The students should be able to:</p> <ol style="list-style-type: none"> 1. Demonstrate knowledge of basic chemistry and its links to health and environmental issues 2. Apply the principles, concepts and facts of chemistry to solve chemical problems 3. Identify, name and analyse different inorganic and organic compounds including physiologically important ones 4. Perform measurements related to pH, concentration, volume, mass, density, length, time, temperature, pressure etc. 5. Master the art of handling chemicals and basic laboratory equipment 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	20		6		140401
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		Y
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	4	1	1		
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment criteria	<ul style="list-style-type: none"> • Define and explain basic chemistry and its links to health and environmental issues • Apply the principles, concepts and facts of chemistry to 				

			solve chemical problems <ul style="list-style-type: none">Identify, name and analyse different inorganic and organic compounds including physiologically important onesPerform measurements related to pH, concentration, volume, mass, density, length, time, temperature, pressure etc.Demonstrate mastery of the art of handling chemicals and basic laboratory equipment			
Assessment method			Assignments; tests; practicals; laboratory assessment; laboratory reports; examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
		Theory (duration)	Theory			
		Practical (duration)	3h			
		% contribution to Summative Assessment Mark	100			
		Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MHUS010		
Module Name:	Human Sciences		
Content:	Foundations and learning theories; developmental psychology; psychophysiology; personality, emotions and motivation; introduction to medical psychology, cognitive processes; introduction to research; social psychology; interpersonal skills.		
Learning Outcomes:	Students must have an understanding of mental processes and behavior which form the basis for comprehensively treating most of the commonly occurring psychological problems that present in a Primary Health Care setting in South Africa.		
Module Information:	SAQA Credits	NQF Level	CESM Code (3rd Order)
	16	6	180101
Delivery Information:	Campus	Full/Part Time	Period

						(Year/1 st /2 nd Sem)
		SMU		Full time		Y
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		5				
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
Assessment criteria		<p>Students are able to:</p> <ul style="list-style-type: none"> Name, describe, explain, apply, compare, and differentiate all the knowledge gathered in psychology I and link theories in their specific discipline and their studies. Apply a basic understanding of human development; personality; emotion; motivation and stress; and cognitive processes. Explain the link between mind and body interaction. Explain the role of social interaction and apply it to their specific field. Describe and explain the basic principles of interpersonal skills and be able to apply it to their specific field. 				
Assessment method		Assignments; tests; practical seminars; presentations; examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3	MBPA010

numeric)					
Module Name:		Biophysics 1B			
Content:		Mechanics Fluids, Heat and Properties of matter Electricity and Magnetism Waves, Sound and Optics Radiation Physics			
Learning Outcomes:		Demonstrate analytical and numerical skills through problem solving using models analogous to real life situations. Apply the fundamentals laws of physics to anatomical and physiological functions of the human body. Explain how physics principles are related in systems			
Module Information:		SAQA Credits	NQF Level		CESM Code (3rd Order)
		20	6		130202
Delivery Information:		Campus	Full/Part Time		Period (Year/1st/2ndSem)
		SMU	Full time		Y
Periods per week:		Classes	Practical	Tutorial	Seminars
		3	1	2	
Pre-requisite modules for this module:		None			
Co-requisites modules for module:		None			
Assessment criteria		<ul style="list-style-type: none"> • Abe able to carry out basic mathematical manipulations in which the effects on physical quantities within a system are demonstrated. • Apply logical approach to solving problems that are analogous to real life situations. • Demonstrate scientific knowledge and skills when conducting practical work. 			
Assessment method		Assignments; tests; practical work; examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative		Paper 1	Paper 2	Paper 3	Paper 4

Assessment	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MEHS010				
Module Name:	English for Health Sciences				
Content:	Reading – basic and advanced Writing – basic and advanced (scientific writing) Oral Communication and Presentation Library Orientation				
Learning Outcomes:	<p>On successful completion the learner will be able to:</p> <ul style="list-style-type: none"> • Read faster and with greater understanding • Identify main and supporting arguments • Condense information into notes • Draw information from graphs and tables • Decode meanings of scientific words using word formation techniques in science • Present information in acceptable formats – spoken and written • Write an academic essay by synthesising information from multiple sources and acknowledging the sources • Discuss in pairs, groups and class • Make formal presentations with the help of PowerPoint slides 				
Module Information:	SAQA Credits	NQF Level		CESM Code (3rd Order)	
	12	6		110101	
Delivery Information:	Campus	Full/Part Time		Period (Year/1st/2ndSem)	
	SMU	Full time		Y	
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	5	1			
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment criteria	<ul style="list-style-type: none"> • The primary purpose of assessment is to ensure that desired and planned learning has taken place. In 				

			<p>continuous assessment, if there is a remarkable gap in any area efforts will be made to fill the gaps through proper intervention.</p> <ul style="list-style-type: none">• Students are assessed for the learning/competence of the following knowledge and skills items.• Reading: Ability to understand and draw information stated explicitly and implicitly; identify the main ideas in the given text; present information precisely in tables and graphs; paraphrase author’s statements; summarise a long text into its essentials.• Writing: Ability to construct acceptable sentences; select, organise and present information coherently in scientific essay writing style; master reasonable grammar, punctuation and spelling.• Oral communication and presentation: Formative assessments include students’ participation in group and class discussions, use PowerPoint effectively to present an academic topic• Not all assessments are included for CA marks. Some assessments are used for self-reflection and improvement.			
Assessment method			Assignments; tests; oral presentations; examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		2h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MPHT010
Module Name:	Principles of Physiotherapy I

Content:			A course of basic physiotherapy principles including those in basic physiotherapy procedures for patient care: principles of functional mobility; electro-physical and therapeutic agents; principles of health and human development and kinetic handling.			
Learning Outcomes:			The student should be able to demonstrate knowledge and understanding of the basic physiotherapy principles. The student should be able to demonstrate and apply appropriate techniques/modalities and skills in a safe and efficient manner on a model.			
Module Information:			SAQA Credits	NQF Level		CESM Code (3rd Order)
			40	6		091406
Delivery Information:			Campus	Full/Part Time		Period (Year/1st/2ndSem)
			SMU	Full time		Y
Periods per week:			Classes	Practical	Tutorial	Seminars
			6	9		
Pre-requisite modules for this module:			None			
Co-requisites modules for module:			None			
Assessment criteria			<p>Students are able to:</p> <ul style="list-style-type: none"> • Define basic manual and electro-physical rehabilitation concepts • List/enumerate basic manual and electro-physical rehabilitation concepts • Describe basic manual and electro-physical rehabilitation concepts • Explain basic manual and electro-physical rehabilitation concepts • Communicate effectively with a model • Select appropriate basic manual handling and electro-physical modalities and techniques to be applied on a model. • Apply selected physiotherapy manual handling and electro-physical modalities and techniques on a model in a safe, efficient and effective manner. 			
Assessment method			Assignments; tests; skills assessment; practical tests; written and practical examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			

	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory	Practical		
	Practical (duration)	3h	1hr		
	% contribution to Summative Assessment Mark	50	50		
	Sub minimum	40	40		

Module Code: (4 alphabetic & 3 numeric)	MANB020		
Module Name:	Human Anatomy for Physiotherapy		
Content:	Introduction to Anatomy The Back The Upper Limb The Thorax The Head and Neck Neuro-anatomy The Abdomen and Pelvis The Lower Limb		
Learning Outcomes:	Student should be able to: Locate, Identify, classify, distinguish characteristics and describe the anatomical position, skeletal system, Skin, fascia and muscle, nervous system, respiratory system, cardiovascular and lymphatic system, digestive system, renal system. Identify and describe the planes and sections of the human body. Identify and describe the terms used to indicate position or direction. Identify and describe the position of a given structure, in relation to another structure, in the human body. Describe any movements used in Anatomy.		
Module Information:	SAQA Credits	NQF Level	CESM Code (3rd Order)
	32	6	130402
Delivery Information:	Campus	Full/Part Time	Period (Year/1st/2ndSem)
	SMU	Full time	Y

Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		5	1.3	2		2
Pre-requisite modules for this module:		MBLA010; MBPA010				
Co-requisites modules for module:		None				
Assessment criteria		<ul style="list-style-type: none"> • Locate, identify, classify, distinguish characteristics and describe the anatomical position, skeletal system, Skin, fascia and muscle, nervous system, respiratory system, cardiovascular and lymphatic system, digestive system, renal system. • Identify and describe the planes and sections of the human body. • Identify and describe the terms used to indicate position or direction. • Identify and describe the position of a given structure, in relation to another structure, in the human body. • Describe any movements used in Anatomy. 				
Assessment method		Assignments; tests; practical spotter tests; tutorials examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%				
	% Formative Assessment Mark	60%				
	% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)	50%				
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory (duration)	Theory	Practical			
	Practical (duration)	3h	1h			
	% contribution to Summative Assessment Mark	65	35			
	Sub minimum	40	40			

Module Code: (4 alphabetic & 3 numeric)	MPIA020
Module Name:	Physiology 1B

Content:		<p>GENERAL PHYSIOLOGY General as well as advanced knowledge on selected areas in Physiology (including excitable tissues, the cardiovascular system, blood & Immunity, the gastrointestinal system, endocrinology, body temperature, reproduction, neurophysiology, special senses, respiration, renal physiology, body fluids, acid base) and Physiological Chemistry</p> <p>PHYSIOLOGY PRACTICALS Practicals on selected topics to illustrate the theory</p>			
Learning Outcomes:		<ul style="list-style-type: none"> The student will be able to demonstrate an understanding of the contribution of the different body systems to the maintenance of homeostasis, as well as the mechanisms, which give rise to associated pathophysiology. The student will be able to demonstrate competency to measure selected physiological phenomena The student will display the ability to analyse problems of a physiological nature in the context of Physiotherapy 			
Module Information:		SAQA Credits	NQF Level		CESM Code (3rd Order)
		32	6		130801
Delivery Information:		Campus	Full/Part Time		Period (Year/1st/2ndSem)
		SMU	Full time		Y
Periods per week:		Classes	Practical	Tutorial	Seminars
		8	1		
Pre-requisite modules for this module:		None			
Co-requisites modules for module:		None			
Assessment criteria		<ul style="list-style-type: none"> The student must have a sound knowledge of the basic physiology of the systems covered. The student must use the physiology of the systems covered and apply it to the field of the specialized field. The student must be able to identify the normal physiological values parameters applicable to the specialized field. 			
Assessment method		<ul style="list-style-type: none"> Observation methods, oral questions, practical exercises and demonstrations, self-assessment Written tests and examination. 			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			

	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)		MPTA020			
Module Name:		Principles of Physiotherapy II			
Content:		A course of basic physiotherapy principles including those in: Musculoskeletal I, Biomechanics and Sport I, Electrotherapy II, Respiratory Therapy I, Adult and Paediatric Neurology I, Community health I, OMT I, O & G conditions and Massage II. 40 hours elective clinical practice under supervision.			
Learning Outcomes:		<ul style="list-style-type: none"> Utilize theoretical and foundational practical skills gained in physiotherapy in order to manage neurological, musculoskeletal and respiratory conditions. Demonstrate the ability to follow principles of assessment and treatment for various neurological, musculoskeletal and respiratory conditions in both institutionalized and community settings. 			
Module Information:		SAQA Credits	NQF Level		CESM Code (3rd Order)
		64	6		091406
Delivery Information:		Campus	Full/Part Time		Period (Year/1st/2ndSem)
		SMU	Full time		Y
Periods per week:		Classes	Practical	Tutorial	Seminars
		14	2.5		
Pre-requisite modules for this module:		MPHT010			
Co-requisites modules for module:		None			

Assessment criteria		Students are able to: <ul style="list-style-type: none"> • Explain the principles followed when using assessment and treatment tools and methods for various neurological, musculoskeletal and respiratory conditions. • Distinguish between different physiotherapy tools and methods for various neurological, musculoskeletal and respiratory conditions • Apply the principles of assessment and treatment for various neurological, musculoskeletal and respiratory conditions in a paper patient as well as on each other. • Carry out a safe and efficient assessment and treatment of neurological, musculoskeletal and respiratory conditions on each other. • Correctly apply physiotherapy tools and methods used in different conditions on each other. 			
Assessment method		Assignments; tests; skills assessments; practical tests; written and practical examinations			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory	Practical		
	Practical (duration)	3h	1hr		
	% contribution to Summative Assessment Mark	50	50		
	Sub minimum	40	40		

Module Code: (4 alphabetic & 3 numeric)	MPTC030
Module Name:	Applied Pharmacology
Content:	Pharmacokinetics, Pharmacodynamics, Solutions and concentrations Medicines and the Peripheral and Central Nervous System Anaesthetics, analgesics and anti-inflammatory medicines Chemotherapeutic drugs

	Drugs and the respiratory and gastrointestinal systems Drugs and the cardio-vascular system Drugs effecting the Endocrine System				
Learning Outcomes:	The student will be able to: <ul style="list-style-type: none"> • Demonstrate critical thinking and understanding regarding solutions and concentrations, Pharmacokinetics, Pharmacodynamics, Medicines and the Peripheral Nervous system, Anaesthetics, analgesics and anti-inflammatory medicines, Chemotherapeutic drugs, Medicines and the Peripheral Autonomic Nervous System, the Respiratory and Gastrointestinal System, the Cardio-vascular system, the Central Nervous System and the Endocrine System • Predict and monitor the side-effects of common drugs and identify adverse effects of drug reactions • Integrate the principles and practice of rational drug use and appreciate the importance of life-long learning regarding drug development and treatment guidelines 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	4		7		130901
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		S1
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	2				1
Pre-requisite modules for this module:	MCHY010; MBPA010; MANB020; MPIA020				
Co-requisites modules for module:	None				
Assessment criteria	<ul style="list-style-type: none"> • Standardization is criterion-referenced. • Standards for excellence are determined by all major and minor outcomes being met. • Minimum permissible performance as applied to every particular learning outcome is used as the pass/fail criterion 				
Assessment method	Formative assessment methods include case assignments, logbook and portfolio projects, self-assessment as well as tests. Not all formative assessments are scored, but feedback is provided. Scored formative assessments contribute 60% towards the final mark. Summative assessment method includes an end of year written examination paper. Summative assessment contributes 40% towards the final mark.				
Mark	Minimum Form		40%		

Structure:	Assessment Mark for exam admission (%)					
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
		Theory (duration)	Theory			
		Practical (duration)	2h			
		% contribution to Summative Assessment Mark	100			
		Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)			MCSA031		
Module Name:			Clinical Sciences 1B		
Content:			This module contains the following subjects: Internal Medicine, Anatomical Pathology, Neurology, Psychiatry; Community Health; General Surgery and Orthopaedics		
Learning Outcomes:			Demonstrate the ability to integrate and synthesize knowledge of disease process and psychological aspects in order to create a diagnosis, so that all the aspects that are relevant to physiotherapy can be identified.		
Module Information:			SAQA Credits	NQF Level	CESM Code (3rd Order)
			16	7	091406
Delivery Information:			Campus	Full/Part Time	Period (Year/1st/2ndSem)
			SMU	Full time	S1
Periods per week:			Classes	Practical	Tutorial
			9		
Pre-requisite modules for this module:			MANB020; MPIA020		
Co-requisites modules for module:			None		
Assessment criteria			The student is able to: <ul style="list-style-type: none"> Explain the pathogenesis, structural and functional 		

			<div>manifestation of disease</div> <ul style="list-style-type: none">Explain the etiology of various disease including metal disordersDescribe signs and symptoms relevant to various pathologies and diseasesDiscuss the role of physiotherapy in various diseases			
Assessment method			Tests and examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MRCA030
Module Name:	Research Design and Statistics
Content:	<p>Research design:</p> <ul style="list-style-type: none"> Identifying and clarifying the research problem The literature review Study population and sampling Research approaches and designs Questionnaire design Reliability and validity Bias and quality control in research Ethical considerations in research <p>Statistics:</p> <ul style="list-style-type: none"> Definitions basic concepts in statistics Probability and the binomial distribution Normal distribution Chi square test

	<ul style="list-style-type: none"> • Decision making process • Non-parametric tests • Correlation and regression 				
Learning Outcomes:	<p>Students will:</p> <ul style="list-style-type: none"> • Have the skills to find, critically evaluate and interpret research related Literature and to synthesise a literature review. • Be enriched with the theoretical background of research design types. • Apply the principles of research to their own research topics. • Develop skills to understand the development of a research protocol • Understand ethical principles of research • Understand apply the basic statistics concepts and representations • Understand the laws of probability • Present normal and standardized curves and apply distributions • Understand how to work with qualitative data • Be able to perform significance tests 				
Module Information:	SAQA Credits	NQF Level		CESM Code (3rd Order)	
	8	7		091303	
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		S1
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	3		2		
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment criteria	<p>Research design:</p> <ul style="list-style-type: none"> • Ability to use research tools • Understand the basic approach to research • Describe the guidelines to develop a research proposal • Understanding of ethical principles of research <p>Statistics:</p> <ul style="list-style-type: none"> • Understand the role of statistics • Apply statistical tools and do calculations • Be able to present data • Apply distribution theorems and compare distributions 				

			<ul style="list-style-type: none">Explain the general procedure of decision makingApply the significance test principles			
Assessment method			Tests; tutorials; examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)		MPTD030		
Module Name:		English Language		
Content:		Reading – Advanced – Content-based Paraphrasing and Summary Literature Review General principles of research Protocol (Proposal writing)		
Learning Outcomes:		On successful completion the student will be able to: Read and extract information from scholarly articles in the subject area (Physiotherapy) Condense and Organize information through mind maps Present information orally in a formal setting Write summaries using information extracted from individual texts Write a Literature Review synthesising information gathered from different sources Understand broadly the process used in research Write a basic Research Protocol		
Module Information:		SAQA Credits	NQF Level	CESM Code (3rd Order)
		4	7	110101

Delivery Information:		Campus		Full/Part Time		Period (Year/1st/2ndSem)
		SMU		Full time		S1
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		1	1			
Pre-requisite modules for this module:		MEHS010				
Co-requisites modules for module:		None				
Assessment criteria		<ul style="list-style-type: none"> The primary purpose of assessment is to ensure that desired and planned learning has taken place. In continuous assessment, if there is a remarkable gap in any area efforts will be made to fill the gaps through proper intervention. Students are assessed for the learning/competence of the following knowledge and skills items. Reading: Read fast and with understanding journal articles in Physiotherapy. Make notes, paraphrases and summaries of the articles. Writing: Write a synthesised Literature Review using information from different sources Oral communication and presentation: Formative assessments include students' participation in group and class discussions, use PowerPoint effectively to present an academic topic General understanding of the research process Write a sample protocol. 				
Assessment method		Assignments; tests; examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory (duration)	Theory				
	Practical (duration)	2h				
	% contribution to Summative	100				

	Assessment Mark				
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MPTE030				
Module Name:	First Aid				
Content:	The purpose of the module is for learners to attain the knowledge and practical competencies to deal with emergency first aid situations.				
Learning Outcomes:	<p>Understand the role of first aid.</p> <p>Know how to assess an incident.</p> <p>Manage an unresponsive casualty who is breathing normally.</p> <p>Manage an unresponsive casualty who is not breathing normally.</p> <p>Recognise and assist a casualty who is choking.</p> <p>Manage a casualty who is wounded and bleeding</p> <p>Manage a casualty who is in shock.</p> <p>Understand how to manage a casualty with a minor injury.</p>				
Module Information:	SAQA Credits	NQF Level		CESM Code (3rd Order)	
	4	7		091406	
Delivery Information:	Campus	Full/Part Time		Period (Year/1st/2ndSem)	
	SMU	Full time		S1	
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	1	1			
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment criteria	<ul style="list-style-type: none"> Describe how to minimize risk of infection to self and others. Identify first aid equipment available and describe how it can be used safely. Describe how to make a primary survey of a casualty. Demonstrate how to assess a casualties' level of consciousness. Demonstrate how to open a casualty's airway and check breathing. Demonstrate how to administer cardiopulmonary resuscitation using a mannequin. Demonstrate how to control severe external bleeding. Describe signs and symptoms of shock. 				

		<ul style="list-style-type: none"> Describe how to manage a casualty who is in shock. Describe how to manage a casualty with small cuts, bruises and grazes, minimal burns and scalds. 			
Assessment method		Tests; practical demonstration; examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory	Practical		
	Practical (duration)	3h	1hr		
	% contribution to Summative Assessment Mark	50	50		
	Sub minimum	40	40		

Module Code: (4 alphabetic & 3 numeric)	MPTB030		
Module Name:	Applied Physiotherapy I		
Content:	A course of Physiotherapy principles applied in specific clinical areas, consisting of 480 hours of clinical instruction and practice. Includes practice in all aspects of Surgery and Burns, Pulmonology, Paediatrics, Orthopaedics, Neurology and Community Physiotherapy.		
Learning Outcomes:	<ul style="list-style-type: none"> Demonstrate the ability to determine, confirm the diagnosis of ill-health, disability and dysfunction Demonstrate the ability to extract information from the relevant sources, to evaluate the patient and implement effective physiotherapy management under supervision 		
Module Information:	SAQA Credits	NQF Level	CESM Code (3rd Order)
	48	7	091406
Delivery Information:	Campus	Full/Part Time	Period (Year/1st/2ndSem)
	SMU	Full time	Y

Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
			12			
Pre-requisite modules for this module:		MPTA020; MANB020; MPIA020				
Co-requisites modules for module:		None				
Assessment criteria		<p>The student is able to:</p> <ul style="list-style-type: none"> • Apply theoretical knowledge into clinical practice. • Communicate appropriately with patients, hospital or institutional personnel • Assess a patient adequately • Apply the principles of evaluation at all levels of health care • Identify the main functional problems of the patient • Determine the short term and long term goals of a patient • Apply basic principles of treatment at all levels of health care • Demonstrate knowledge of the referral system in a comprehensive health care system. 				
Assessment method		Case presentations; skills assessments; continuous evaluations; examinations				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Practical	Practical		
	Practical (duration)		3hr	3hr		
	% contribution to Summative Assessment Mark		50	50		
	Sub minimum		40	40		

Module Code: (4 alphabetic & 3 numeric)	MPTF030
Module Name:	Principles of Physiotherapy III

Content:		A course of physiotherapy principles including those in: sports medicine; respiratory therapy; adult and paediatric neurology; burns, PVD, amputations, orthopaedics, rheumatology, OMT and community.				
Learning Outcomes:		<ul style="list-style-type: none"> To demonstrate adequate knowledge and understanding of various conditions To apply knowledge of conditions in the physiotherapy management of paper patients To apply physiotherapy techniques, modalities and skills on a paper patient in various settings 				
Module Information:		SAQA Credits	NQF Level		CESM Code (3rd Order)	
		44	7		091406	
Delivery Information:		Campus	Full/Part Time		Period (Year/1st/2ndS em)	
		SMU	Full time		Y	
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		12	9			
Pre-requisite modules for this module:		MPTA020				
Co-requisites modules for module:		None				
Assessment criteria		A student is able to: <ul style="list-style-type: none"> Critically evaluate the patient's problems (paper patient), plan and formulate a realistic treatment program without endangering the patient Discuss and apply the principles of physiotherapy in the management of relevant conditions Identify precautions to be followed when managing relevant conditions Identify and list patient's problems in a priority sequence Explain complications that may arise in various conditions 				
Assessment method		Assignments; tests; examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative			Paper 1	Paper 2	Paper 3	Paper 4

Assessment	Theory (duration)	Theory	Theory		
	Practical (duration)	3h	3hr		
	% contribution to Summative Assessment Mark	50	50		
	Sub minimum	40	40		

Module Code: (4 alphabetic & 3 numeric)	MPTB040				
Module Name:	Professional Practice & Administration				
Content:	All aspects of the principles of management of a Physiotherapy service (private or governmental)				
Learning Outcomes:	<p>Demonstrate the ability to manage a clinical practice or a health care team in either public or private sector</p> <p>Demonstrate knowledge of management and the administration of financial resources</p> <p>Demonstrate the knowledge and skill to administer physical and human resources</p>				
Module Information:	SAQA Credits	NQF Level		CESM Code (3rd Order)	
	4	8		091406	
Delivery Information:	Campus	Full/Part Time		Period (Year/1st/2ndSem)	
	SMU	Full time		S1	
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	1				
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment criteria	<ul style="list-style-type: none"> • Student must be able to discuss the factors influencing the running of a practice • Student must be able to identify, describe explain and discuss the influences of ethics and legal principles in administering and managing a physiotherapy practice or a health care team • Student must be able to investigate, identify and write up working contract for employees • Student must be able to write up: a financial request , plan for evaluation and maintenance of quality and information necessary for keeping records 				
Assessment method	Assignments; tests; examination				

Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
		Theory (duration)	Theory			
		Practical (duration)	3h			
		% contribution to Summative Assessment Mark	100			
		Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)		MPTA040	
Module Name:		Applied Physiotherapy II	
Content:		A course of Physiotherapy principles applied in specific clinical areas, consisting of a minimum of 1000 hours of clinical instruction and practice. Includes practice in all aspects of surgery, including Cardio-Thoracic Surgery and Plastic Surgery, Neurology, Paediatrics, Intensive Care, Orthopaedics, outpatients and Community Physiotherapy, as contained in the clinical workbook. An elective period of 2 weeks is spent away, in a hospital of the student's choice provided that there is a qualified physiotherapist in that hospital.	
Learning Outcomes:		<p>Demonstrate the ability to determine, confirm and review diagnosis of ill-health, disability or dysfunction</p> <p>Demonstrate the ability to plan and implement effective and efficient comprehensive physiotherapy management at all level of care</p> <p>Demonstrate the ability to provide health promotion, disease/injury prevention and disability awareness programs to individuals, families and groups</p>	
Module Information:		SAQA Credits	NQF Level
		100	8
Delivery Information:		CESM Code (3rd Order)	Period (Year/1st/2ndS)
		091406	

						em)
		SMU		Full time		Y
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
			20			
Pre-requisite modules for this module:		MPTB030				
Co-requisites modules for module:		None				
Assessment criteria		<p>The student should be able to:</p> <ul style="list-style-type: none"> • Conduct subjective and perform efficient objective examination of the patient • Apply theoretical knowledge intelligently to diagnose clinically the patient that has been assessed. • Identify the patient's current problems in order of priority and their potential problems. • Construct a treatment plan specific for the patient. • Apply effective and safe treatment to the patient • Plan and conduct health promotion activities • Communicate appropriately and provide general advice to the patient and caregiver. • Communicate professionally with hospital or institutional personnel • Practice the role of Physiotherapy as a member of a health team • Exhibit professional responsibility and observation of ethics 				
Assessment method		Clinical assessment and examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Practical	Practical		
	Practical (duration)		1h	1h		
	% contribution to Summative Assessment Mark		50	50		
	Sub minimum		45	45		

Module Code: (4 alphabetic & 3 numeric)		MPTC040			
Module Name:		Principles of Physiotherapy IV			
Content:		A course of physiotherapy principles with respect to: Physiotherapy assessment and treatment of orthopaedic conditions; Adult- and Paediatric Neurology II, Cardiothoracic conditions; Community Physiotherapy; OMT II and Intensive Care.			
Learning Outcomes:		<p>Demonstrate the ability to synthesize and apply the scientific knowledge of physiotherapy principles in the management of various conditions in different scenarios.</p> <p>Demonstrate the ability to integrate knowledge of scientific concepts, principles of health and disability, structure and function of the body structures, clinical sciences and dysfunction</p>			
Module Information:		SAQA Credits	NQF Level		CESM Code (3rd Order)
		12	8		091406
Delivery Information:		Campus	Full/Part Time		Period (Year/1st/2ndSem)
		SMU	Full time		Y
Periods per week:		Classes	Practical	Tutorial	Seminars
		5			
Pre-requisite modules for this module:		MPTB030			
Co-requisites modules for module:		None			
Assessment criteria		<p>Students will be provided with scenarios on paper and will be assessed on their ability to:</p> <ul style="list-style-type: none"> • Motivate/argue/justify for diagnoses of various conditions • Describe the pathophysiology and clinical presentation of various conditions • Differentiate/compare and contrast conditions that are closely related • Discuss the evidence-based comprehensive physiotherapy management of patients presenting with various conditions • Prescribe/design and document a rehabilitation program • Explain complications that can arise in various conditions 			
Assessment method		Assignments; tests; examination			
Mark Structure:	Minimum Form Assessment Mark for	40%			

	exam admission (%)					
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
		Theory (duration)	Theory	Theory		
		Practical (duration)	3h	3h		
		% contribution to Summative Assessment Mark	50	50		
		Sub minimum	40	40		

Module Code: (4 alphabetic & 3 numeric)			MPTR040			
Module Name:			Undergraduate Research Project			
Content:			After completion of research design module, I, students attend departmental research workshops conducted by the research coordinator on identifying a research topic as well as how to develop a research proposal. Each student shall select a research topic from the following fields of study: Respiratory, Neurological Rehabilitation, Community and Orthopaedics. The topic gets peer reviewed and accepted by the department. The proposals will be submitted to the School Research Ethics Committee (SREC) for approval by the University. Students will be allowed to execute their research projects thereafter.			
Learning Outcomes:			Student should be able to: <ul style="list-style-type: none"> • Reflect a critical review of literature • Apply research methodology to a study • Conduct data collection and analyse the results • Write the final dissertation document. 			
Module Information:			SAQA Credits	NQF Level	CESM Code (3rd Order)	
			12	8	091406	
Delivery Information:			Campus	Full/Part Time	Period (Year/1st/2ndSem)	
			SMU	Full time	Y	
Periods per week:			Classes	Practical	Tutorial	Seminars
						Independent Learning

					1	
Pre-requisite modules for this module:		MRCA030				
Co-requisites modules for module:		None				
Assessment criteria		<ul style="list-style-type: none"> • Student must be able to: write up a research protocol • Reflect a critical review of literature. • Demonstrate acceptable data collection and analyzing skills • Demonstrate basic interpretation and reporting skills. • Demonstrate produce and present a scientific report. 				
Assessment method		Formative assessment: Protocol document & Protocol presentation Summative Assessment: Research report writing & Final research presentation				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%				
	% Formative Assessment Mark	60%				
	% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)	50%				
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory (duration)	Theory	Presentation			
	Practical (duration)	3h	1hr			
	% contribution to Summative Assessment Mark	60	40			
	Sub minimum	50	50			

SHC B6 Bachelor of Speech Language Pathology and Audiology Degree Programme (BSA01)

RELATION TO OTHER RULES

General Rules of this department should be read in conjunction with the University Rules and except where otherwise laid down, expressly or by necessary implication, should hold for this academic Department.

SHC B6.1 SELECTION AND ADMISSION REQUIREMENTS

SHC B6.1.1 Selection

For practical reasons only a limited number of applicants shall be admitted to the degree programme. Students are therefore selected on merit by a SHCS selection Committee

SHC B6.1.2 Admission

The General Rules apply. A candidate must comply with the conditions and meet the selection criteria as determined by the Discipline. The following minimum selection criteria will be followed:

National Senior Certificate (NSC) applicants

Applicants require a minimum Admission Point Score (APS), for the following compulsory subjects:

SUBJECTS	APS
Mathematics	4
English	4
Life Sciences	4
Any language at home or first additional level	4
Life Orientation	3
2 Additional Subjects	3 each
TOTAL	25

SHC B6.2 REGISTRATION AND CLINICAL REQUIREMENTS

SHC B6.2.1 Registration with the Health Professions Council of South Africa (HPCSA)

All students should, after registration with University, register with the HPCSA. Students who are re-admitted to the University after exclusion should re-register with the HPCSA of the relevant year. Students are responsible for the payment of the once-off re-registration fee.

SHC B6.2.2 Clinical requirements

A minimum of 800 clinical hours in Speech-Language Pathology and Audiology as specified below are required:

Audiology: 400 hours

Speech-Language Pathology: 400 hours

SHC B6.2.3 Community service

Community service is a compulsory component for all South African final year students upon completion of qualification Application for Community service with department of health remains the responsibility of student.

SHC B6.3 ASSESSMENT

A student should sit for both continuous and summative assessment. No exemption of summative assessment will be given.

SHC B6.3.1 Contribution of continuous and summative assessment to the final mark

- (i) When calculating the final mark following a summative assessment, the different contribution of the continuous and the summative marks are 60% and 40% respectively.
- (ii) A minimum of 40% must be obtained in all parts / divisions / papers of summative assessment opportunities (Clinical + Theory) to pass a course.

SHC B6.4 Supplementary examinations

- (i) A student qualifies for supplementary assessment provided s/he has a final mark between 45%-49% where the final mark consists of the continuous assessment mark (60%) and the summative assessment mark (40%).
- (ii) If the final mark achieved is 50% or more, but the summative assessment mark is below 40%, the student will qualify for a supplementary assessment.

SHC B6.4.1 Sick continuous assessment

The sick continuous assessment may assume any format, not necessarily the same format as the standard assessment.

SHC B6.5 REQUIREMENTS FOR PROGRESSION TO NEXT LEVEL OF STUDY

- (i) A minimum pass mark for all modules is 50%. To pass a module, the student must obtain no less than 40% for each part/division of the theoretical component of that module. A distinction will be awarded for subjects passed with 75% and above.
- (ii) If a student fails the theoretical component of a subject/module and passes the clinical component of a subject/module, the student would not be allowed to continue with the next year of study.
- (iii) If a student fails the clinical component of a module and passes the theoretical component of a module, the student may not continue with the next year of study.
- (iv) A student who fails a theoretical module cannot register for the related clinical module.
- (v) To pass a clinical component of a course, the student must achieve an overall pass mark of 50%.
- (vi) All the modules specified in the curriculum in a specific year of study must be passed in order to be promoted to the next year of study.
- (vii) No carrying of professional subject modules is allowed in any of the years in the B SLPA course.
- (viii) No professional subject modules may be taken in advance in any of the years of the B SLPA course.
- (ix) A final-year student who fails to complete the required research project during the academic year will be allowed to finish the project within a maximum period of eight weeks at the beginning of the following year. Failure to comply with this arrangement will result in re-registering and re-payment for this research module.
- (x) If a student can produce evidence of credits obtained for modules / subjects passed at another accredited university, the request for promotion will be considered.

SHC B6.6 GRANTING OF DEGREE

The B SLPA degree will be awarded when all modules of all the respective years have been passed and all clinical requirements, as per the HPCSA, have been met.

SHC B6.6.1 Awarding of the degree with distinction

The degree with distinction is awarded to a student who obtains a minimum of 75% in all modules of the final year of study.

SHC B6.6.2 Failure of final year

- (i) A final year student who fails any of the SLPA and/or AUDA **theoretical** modules following a full assessment cycle where applicable, may be admitted to a special supplementary assessment period during the following year. If a student fails this special supplementary assessment, the student has to re-register for the theoretical modules for that academic year. In addition, the student has to complete all clinical rotations in SLPA and AUDA for the academic year, covering all the clinical modules/parts/divisions/blocks of the clinical for the courses.
- (ii) A final year student who fails one of the SLPA and/or AUDA **clinical** modules/parts/divisions/ blocks will be required to attend a clinical rotation in this failed block in the subsequent academic year and will be assessed in the block again. If a student fails, this assessment the student has to attend a full clinical rotation and will be assessed at the end of the year.\

SHC B6.7 Curriculum Information

CURRICULUM INFORMATION									
School:	HEALTH CARE SCIENCES								
Qualification Name:	Bachelor of Speech Language Pathology & Audiology				Qualification Code:	BSA01			
Campus:	Sefako Makgatho Health Sciences University				Last Revision date:				
Total SAQA Credits for Qualification:		512			Is this a fixed Curriculum:			Yes	
PERIOD OF STUDY / YEAR LEVEL 1					PERIOD OF STUDY / YEAR LEVEL 1				
Year Modules					Semester Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit ⁴	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 3 modules are COMPULSORY					The following 11 modules are COMPULSORY				
MANC010	Y	N	12	0.094	MLNG011	S1	N	8	0.063
MEHS010	Y	N	12	0.094	MAUA011	S1	Y	8	0.063
MCSL010	Y	Y	8	0.063	MAUB011	S1	Y	8	0.063
					MSLA011	S1	Y	12	0.094
					MPCL011	S1	Y	12	0.094
					MLNG012	S2	N	8	0.058
					MAUC012	S2	Y	8	0.063
					MAUB012	S2	Y	4	0.031
					MSLC012	S2	Y	8	0.063
					MSLD012	S2	Y	8	0.063
					MPCL012	S2	Y	12	0.094
Total credits for Year modules			32	0.251	Total credits for Semester modules			96	0.722
TOTAL CREDITS FOR YEAR LEVEL 1: SAQA CREDITS = 128; HEMIS CREDITS = 1									
PERIOD OF STUDY / YEAR LEVEL 2					PERIOD OF STUDY / YEAR LEVEL 2				
Year Modules					Semester Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit ⁴	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 3 modules are COMPULSORY					The following 13 modules are COMPULSORY				
MPIB020	Y	N	12	0.094	MPSA021	S1	N	20	0.156
MAUA 020	Y	Y	16	0.125	MAUA021	S1	Y	4	0.031
MSLB 020	Y	Y	16	0.125	MAUC021	S1	Y	4	0.031

					MSLA021	S1	N	4	0.031	
					MSLB021	S1	Y	8	0.063	
					MSLC021	S1	Y	4	0.031	
					MSLA022	S2	N	4	0.031	
					MAUA022	S2	Y	4	0.031	
					MAUB022	S2	Y	4	0.031	
					MSLC022	S2	Y	4	0.031	
					MSLD022	S2	Y	4	0.031	
					MPSA022	S2	N	20	0.156	
					MSLA022	S2	N	4	0.031	
Total credits for Year modules				44	0.344				88	0.686
TOTAL CREDITS FOR YEAR LEVEL 2: SAQA CREDITS = 128; HEMIS CREDITS = 1										

PERIOD OF STUDY / YEAR LEVEL 3				
Year Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit ⁴
The following 3 modules are COMPULSORY				
MAUA030	Y	Y	16	0.125
MSLB030	Y	Y	16	0.125
MNAA030	Y	N	8	0.063
Total credits for Year modules			40	0.313

PERIOD OF STUDY / YEAR LEVEL 3				
Semester Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 12 modules are COMPULSORY				
MAUA031	S1	Y	8	0.063
MAUC031	S1	Y	4	0.032
MSLA031	S1	Y	4	0.032
MSLB031	S1	Y	4	0.032
MSLC031	S1	Y	4	0.032
MPSB031	S1	Y	20	0.156
MAUC032	S2	Y	4	0.032
MSLA032	S2	Y	4	0.032
MSLD032	S2	Y	4	0.032
MAUD032	S2	Y	4	0.032
MAUB032	S2	Y	4	0.032
MPSB032	S2	Y	24	0.187
Total credits for Semester modules			88	0.694

TOTAL CREDITS FOR YEAR LEVEL 3: SAQA CREDITS = 128; HEMIS CREDITS = 1				
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PERIOD OF STUDY / YEAR LEVEL 4					PERIOD OF STUDY / YEAR LEVEL 4				
Year Modules					Semester Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit ⁴	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 2 modules are COMPULSORY					The following 9 modules are COMPULSORY				
MSLA040	Y	N	12	0.094	MSLC041	S1	Y	8	0.156
MAUA040	Y	Y	32	0.250	MAUC041	S1	Y	4	0.031
MSLA042	Y	Y	20	0.156	MSLB041	S1	Y	12	0.094
					MAUB041	S1	Y	8	0.063
					MAUA042	S2	Y	4	0.031
					MAUD042	S2	Y	4	0.031
					MAUC042	S2	Y	4	0.031
					MSLC042	S2	Y	20	0.063
Total credits for Year modules			64	0.5	Total credits for Semester modules			64	0.5
TOTAL CREDITS FOR YEAR LEVEL 4: SAQA CREDITS = 128; HEMIS CREDITS = 1									

Module Code: (4 alphabetic & 3 numeric)		MAUC011			
Module Name:		Introduction to Audiology			
Content:		<ul style="list-style-type: none"> • Introduction and orientation • Anatomy and physiology of the auditory system: The external ear (the middle ear; the inner ear; the central auditory pathways) • The acoustics of sound - physical characteristics and measurement of acoustic stimuli • Infection control 			
Learning Outcomes:		<p>The student will demonstrate a fundamental knowledge of:</p> <ul style="list-style-type: none"> • The anatomy and physiology of the auditory system; principles of acoustics of sound as well as the importance of infection control strategies and precautions within any health care setting in the South African context. 			
Module Information:		SAQA Credits	NQF Level		CESM Code (3rd Order)
		8	5		090202
Delivery Information:		Campus	Full/Part Time		Period (Year/1st/2ndSem)
		SMU	Full time		S1
Periods per week:		Classes	Practical	Tutorial	Seminars
		6			
Pre-requisite modules for this module:		None			
Co-requisites modules for module:		MANC010; MAUB011; MCSL010; MEHS010; MPCL011; MLNG011; MSLA011			
Assessment criteria		<ul style="list-style-type: none"> • Demonstrate detailed knowledge and understanding of the following aspects related to anatomy of the auditory system by: • Describing normal ear functioning in terms of anatomy and physiology of the hearing mechanism • Illustrating the anatomy of the external, middle and inner ear and the central auditory pathways in detail • Applying and discuss the principles of acoustics of sound • Defending the importance of infection control to Audiologists in the South African context. 			
Assessment method		<p>Continuous assessment: Multi-source Assignment (peer and self-assessment); Written tests (multiple choice and prepared)</p> <p>Summative assessment: Semester test; Examination (written)</p>			
Mark Structure:	Minimum Form Assessment Mark for	40%			

	exam admission (%)					
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
		Theory (duration)	Theory			
		Practical (duration)	3h			
		% contribution to Summative Assessment Mark	100			
		Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)			MAUB011			
Module Name:			Basic Test Battery			
Content:			<ul style="list-style-type: none"> • The measurement of normal hearing • Development of hearing tests • Case histories and interviews • Otoscopic examination • Pure tone and speech audiometry • Immittance measurements (Tympanometry) • Report writing 			
Learning Outcomes:			To show basic knowledge and understanding of <ul style="list-style-type: none"> • The terminology, concepts and principles associated with the basic audiological test battery in order to assess a client as well as identify and diagnose hearing disorders for individual case management. 			
Module Information:			SAQA Credits	NQF Level	CESM Code (3rd Order)	
			8	5	090202	
Delivery Information:			Campus	Full/Part Time	Period (Year/1st/2ndSem)	
			SMU	Full time	S1	
Periods per week:			Classes	Practical	Tutorial	Seminars
			6			
Pre-requisite modules for this module:			None			

Co-requisites module:			modules for MANC010; MAUA011,MCSL010, MEHS010,MPCL011,MLNG011,MSLA011			
Assessment criteria			The student is able to: <ul style="list-style-type: none">• Motivate the value of a comprehensive case history & interview and otoscopic examination• Apply and discuss the clinical protocol to obtain basic pure tone air and bone conduction, immittance measurements as well as speech audiometry• Explain and defend the importance of using a comprehensive test battery as well as the use of the cross check principle• Present the results, findings and recommendations in a clear, concise and reader-specific, written format (report).			
Assessment method			Group / individual Assignment; written test (quiz); semester test; examination (written)			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MAUC012
Module Name:	Auditory Pathology and Audiometric Findings
Content:	<ul style="list-style-type: none"> • Overview of the anatomy, physiology, symptomatology, disease process, site of lesion, impact on auditory function and management. • Definitions, etiologies, and classifications of these pathologies. • Classification systems: • Site of lesion • Age of onset

	<ul style="list-style-type: none"> • Effect on auditory system • Cause • Time course • Auditory pathologies: Definitions, symptomology, audiometric findings, management options for: • Psychoacoustic and the effects of chemical and pharmacological agents on the auditory and vestibular systems • Cerumen management • Outer ear: Pinna • Outer ear: external auditory meatus • Middle ear: Tympanic membrane • Middle ear: Cavity & structures • Inner ear (Cochlea) • NVIII & CANS • Tinnitus • Hyperacusis • HIV in audiology • Diabetes and hearing loss 				
Learning Outcomes:	<p>The student will demonstrate a fundamental knowledge of:</p> <ul style="list-style-type: none"> • Understanding the anatomy, physiology of the auditory system, the symptomatology, disease process, site of lesion, impact on auditory function and management • Understanding the pathology in terms of its definition, its symptoms and impact on the physiology of the auditory system • Analyzing the audiometric findings associated with the various pathologies. • Understanding other medical findings associated to the pathology • Applying appropriate referral/recommendations/management options through a decision making model. 				
Module Information:	SAQA Credit		NQF Level		CESM Code (3rd Order)
	8		5		090202
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		S1
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	6	2			
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	MANC010 , MCSL010, MEHS010, MSLB012, MAUB012, MSLA012, MPCL012, MLNG012				

Assessment criteria Assessment criteria (continued)		<p>The student will be assessed through criterion-referenced tests according to the following criteria:</p> <ul style="list-style-type: none"> • Listing and defining with correct understanding ALL auditory pathologies covered by applying the classification system to differentiate between pathologies • Describing the location of the pathology and how it affects the anatomy and physiology of the auditory system so that students may be able to identify the site of lesion • Listing and describing the symptomatology, etiologies/s, disease process and site of lesion so that students are able to differentiate between the pathologies which will allow for a differential diagnosis • Describing and interpreting the audiometric findings associated with the various pathologies to allow for differential diagnosis as well as to identify the relationship between the pathology and the audiometric findings • Students must be able to justify their decision of a pathology based on the audiometric findings through a decision making model • Listing and describing medical/other findings so that students may be able to facilitate the appropriate recommendations, referrals and/or management options • Selecting, explaining and defending the referral/recommendations/treatment options through a decision making model which will be based on basic application of the theoretical underpinning of the pathology as well as on the audiometric findings. 			
Assessment method		Tests, semester tests, examination (written)			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative	100			

	Assessment Mark				
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)		MAUB012			
Module Name:		Clinical Audiology: Self-testing			
Content:		<ul style="list-style-type: none"> Pure tone testing (air and bone conduction) Immittance measurements (Tympanometry) Speech testing (Speech Reception Threshold (SRT) & word recognition) 			
Learning Outcomes:		By the end of the module the students will be able to <ul style="list-style-type: none"> Apply theory in practice through a hands-on approach in hearing assessment using the basic test battery approach. 			
Module Information:		SAQA Credits	NQF Level		CESM Code (3rd Order)
		4	5		090202
Delivery Information:		Campus	Full/Part Time		Period (Year/1st/2ndSem)
		SMU	Full time		S2
Periods per week:		Classes	Practical	Tutorial	Seminars
			2		
Pre-requisite modules for this module:		MAUB011			
Co-requisites modules for module:		MANC010 , MCSL010, MEHS010, MSLB012, MAUB012, MSLA012, MPCL012, MLNG012			
Assessment criteria		Apply theoretical knowledge in practice by providing practical (hands-on) experience by: <ul style="list-style-type: none"> Conducting the basic test battery using the correct protocol Communicating effectively with clients and other professionals Adhering to code of ethics and professional behaviour Making clinical & diagnostic decisions and show openness to criticism to learn and improve clinical skill. 			
Assessment method		Formative: Multi-source Assignment (peer and self-assessment) Continuous: Report; Clinical Skill Observation Summative: Portfolio (Clinical skills and report)			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment	60%		

		Mark				
		% Summative Assessment Mark	40%			
		Minimum final mark to pass (%)	50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
		Theory (duration)	Clinical			
		Practical (duration)	1h			
		% contribution to Summative Assessment Mark	100			
		Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)			MSLC011			
Module Name:			Typical Human Development			
Content:			<ul style="list-style-type: none"> • Introduction to development • Prenatal development • Peri-natal development • Postnatal development: The Child • Communication development across the lifespan 			
Learning Outcomes:			Demonstrate detailed knowledge and understanding of: <ul style="list-style-type: none"> • Introduction to Theoretical Principles-Normal Development: The student will be able to establish a fundamental knowledge base in order to discuss normal development in human communication, and will understand the development of normal processes of communication and compare it with variations in communication patterns. 			
Module Information:			SAQA Credits	NQF Level	CESM Code (3rd Order)	
			12	5	090203	
Delivery Information:			Campus	Full/Part Time	Period (Year/1st/2ndSem)	
			SMU	Full time	S1	
Periods per week:			Classes	Practical	Tutorial	Seminars
			6			3
Pre-requisite modules for this module:			None			
Co-requisites modules for module:			MANC010 , MCSL010, MEHS010,MAUA011, MAUB011, MPCL011, MLNG011			

Assessment criteria			The student is able to: <ul style="list-style-type: none">• Discuss developmental patterns, predictability, milestones, opportunities, phases, individual differences and multicultural issues• Discuss motor, cognitive, emotional and social, neuro-linguistic, auditory, play, meta-linguistic development• Discuss communication development in terms of speech development and language development (expressive and receptive)• Explain the role of the Speech-Language Pathologist and the Audiologist and discuss the various communication pathologies which can be the cause of communication breakdowns• Portray a sensitivity for individual differences and multicultural issues in clients.			
Assessment method			Continuous: Prepared class test; Assignment Summative: Semester Test; Examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MSLC012
Module Name:	Health Care Delivery in South Africa
Content:	<ul style="list-style-type: none"> • Multilingualism in the South African context • Multiculturalism • Challenges and issues to consider when dealing with clients from diverse linguistic and cultural backgrounds • An introduction to Community Based Rehabilitation • Health Promotion

			<ul style="list-style-type: none"> • A team approach and collaboration between team players • Traditional Medicine 		
Learning Outcomes:			<p>At the end of this module students will be:</p> <ul style="list-style-type: none"> • Sensitized and empowered to consider multilingualism and multiculturalism in service delivery and to act as change agent in the SA healthcare system. • Demonstrate fundamental knowledge and understanding of multicultural considerations when dealing with clients from diverse backgrounds, the nature of working with an interpreter and the development of cultural competence. 		
Module Information:			SAQA Credits	NQF Level	CESM Code (3rd Order)
			8	5	090203
Delivery Information:			Campus	Full/Part Time	Period (Year/1st/2ndSem)
			SMU	Full time	S1
Periods per week:			Classes	Practical	Tutorial
			6		
Pre-requisite modules for this module:			None		
Co-requisites modules for module:			MANC010 , MCSL010, MEHS010,MSLB012, MAUA012, MAUB012, MPCL012, MLNG012		
Assessment criteria			<p>The student is able to:</p> <ul style="list-style-type: none"> • Discuss the challenges presented by multilingualism in the South African context as well as the core concepts, related to service delivery in multicultural contexts, and apply of principles of intervention in communication pathology within diverse contexts • Discuss enhancement of the quality of life for people with disabilities and their significant others by meeting basic needs and ensuring inclusion in a multi-sectorial approach to rehabilitation • Explain the principles that underlie strategies for health promotion, and for working effectively in a team, (group, organization and, community). 		
Assessment method			<p>Continuous assessment: Multi-source assignment (peer and self-assessment); Semester test</p> <p>Summative assessment: Written examination</p>		
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative	40%		

	Assessment Mark				
	Minimum final mark to pass (%)	50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MLSD012		
Module Name:	Speech Sound Disorders		
Content:	<ul style="list-style-type: none"> • Description of articulation and phonological disorders • Etiological factors associated with speech disorders • Principles and procedures underlying the assessment and diagnosis of articulation and developmental phonological processes • Intervention of articulation- and developmental phonological disorders 		
Learning Outcomes:	<p>The student will demonstrate a fundamental knowledge of:</p> <ul style="list-style-type: none"> • Description of typical and atypical speech sound development • Description of different types of speech sound disorders • Identifying etiological factors associated with speech sound disorders • Selecting and apply the fundamental principles and procedures underlying various assessment practices for speech sound disorders • Selecting and apply the fundamental principles and procedures underlying various intervention practices for speech sound disorders. 		
Module Information:	SAQA Credits	NQF Level	CESM Code (3rd Order)
	8	5	090203
Delivery Information:	Campus	Full/Part Time	Period (Year/1st/2ndSem)
	SMU	Full time	S2

Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
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		6				
Pre-requisite modules for this module:		MSLA011, MSLA012				
Co-requisites modules for module:		MANC010 , MCSL010, MEHS010, MSLA012, MAUA012, MAUB012, MPCL012, MLNG012				
Assessment criteria		<p>The student is able to:</p> <ul style="list-style-type: none"> • Discuss the nature and etiology of articulation and developmental phonological disorders, as well as develop a sense of self learning by using literature for problem solving • Identify, select and apply the fundamental principles and procedures underlying various assessment practices for articulation and developmental phonological disorders • Apply fundamental knowledge and understanding of the principles underlying various intervention strategies for articulation and phonological disorders, plan appropriate intervention programs according to best practices. 				
Assessment method		Formative: Written class test; Assignment Summative: Semester test; Examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MCSL010
Module Name:	Clinical Principles of Communication Disorders
Content:	<ul style="list-style-type: none"> • Introduction and ethics • Infection control and skills required for course • Introduction and Communication defined • Communication disorders

	<ul style="list-style-type: none"> • Preparation for clinical work • SLTs working in schools • Normal development observation 				
Learning Outcomes: Learning Outcomes (continued)	<p>Demonstrate fundamental knowledge and understanding of:</p> <ul style="list-style-type: none"> • The core concepts related to communication pathology and its intervention, and team work in the assessment and management of communication difficulties with specific focus on the role of the speech language pathologist and audiologist in various work environments (including schools) • Proper administration and organization in the therapeutic process • Showing the accessing, processing and managing of information in the assessment process. <p>Clinical Speech-Language Pathology: Normal Development:</p> <ul style="list-style-type: none"> • After the theoretical section of the module the student will be provided with the opportunity to observe the implementation of theoretical principles regarding normal development with regard to communication-, motor-, social- and cognitive development. The student will observe service delivery in the South African health care system with the Speech-Language Pathologist and the Audiologist as a member of the health care team. 				
Module Information:	SAQA Credits	NQF Level		CESM Code (3rd Order)	
	8	5		090203	
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndS em)
	SMU		Full time		Y
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	2	2			
Pre-requisite modules for this module:	MSLA011				
Co-requisites modules for module:	MANC010 , MCSL010, MEHS010, MAUA011, MAUB011, MPCL011, MLNG011, MSLA011, MSLA012, MSLB012, MAUA012, MAUB012, MPCL012, MLNG012				
Assessment criteria	<p>The student is able to:</p> <ul style="list-style-type: none"> • Discuss developmental patterns, predictability, milestones, opportunities, phases, individual differences and multicultural issues • Discuss motor, cognitive, emotional and social, neuro-linguistic, auditory, play, meta-linguistic development • Discuss communication development in terms of speech development and language development (expressive and receptive) 				

			<ul style="list-style-type: none">• Explain the role of the Speech-Language Pathologist and the Audiologist and discuss the various communication pathologies which can be the cause of communication breakdowns• Portray a sensitivity for individual differences and multicultural issues in clients.			
Assessment method			Continuous: Written class test; Team assignment (birth history interview); Assignment: Normal Development observation report Summative: Semester Test; Examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MLNG011				
Module Name:	Linguistics: Phonetics and Phonology				
Content:	<ul style="list-style-type: none"> • Studying Sound and the Role of the Speech Organs • The Phonetic Classification of Consonants • Voicing and Airstream Mechanisms • Obstruents and Sonorants in South African Languages • The Phonetic Classification of Vowels • Glides and Diphthongs 				
Learning Outcomes:	<p>To demonstrate fundamental knowledge and understanding of:</p> <ul style="list-style-type: none"> • Phonetics and phonology with emphasis on transcription of normal and disordered sound production • Phonetics and phonology in South African languages and its relevance for SLTs • The primary linguistic issues that are to be taken into account in the local context, showing cultural awareness. 				
Module Information:	SAQA Credits	NQF Level		CESM Code (3rd Order)	
	8	5		110101	
Delivery Information:	Campus	Full/Part Time		Period (Year/1st/2ndSem)	
	SMU	Full time		S1	
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	5				
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	MANC010, MCSL010, MEHS010, MAUA011, MAUB011, MPCL011, MSLA011				
Assessment criteria	<p>The student is able to:</p> <ul style="list-style-type: none"> • Identify, name and explain the functions of all the speech organs during articulation • Demonstrate detailed knowledge of the different places and manners of articulation • Show and understanding of the dimensions of vowel classification, utilize the vowel chart in the description of vowels, and develop an appreciation for the benefits of group work • Select and use appropriate methods and procedures in the analyses of speech and show an understanding of cultural and linguistic diversity within the SA context. 				
Assessment method	<p>Continuous: Written exercises (quizzes, assignments, test) Summative: Semester test; Examination</p>				

Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
		Theory (duration)	Theory			
		Practical (duration)	3h			
		% contribution to Summative Assessment Mark	100			
		Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)			MLNG012			
Module Name:			Linguistics: Grammatical Concepts			
Content:			<ul style="list-style-type: none"> • Introduction to Grammar • Lexical and Phrasal Categories • Nouns and Noun Phrases • Verbs and Verb Phrases • Clauses and Sentences 			
Learning Outcomes:			<p>Students will be able to demonstrate fundamental knowledge of</p> <ul style="list-style-type: none"> • The term 'grammar', differentiate between an orthographic word and a lexeme as well as differentiate between clauses and sentences and draw a tree diagram, indicating the parts of speech in given sentences. 			
Module Information:			SAQA Credits	NQF Level	CESM Code (3rd Order)	
			8	5	110101	
Delivery Information:			Campus	Full/Part Time	Period (Year/1st/2ndSem)	
			SMU	Full time	S2	
Periods per week:			Classes	Practical	Tutorial	Seminars
			5			
Pre-requisite modules for this			None			

module:					
Co-requisites modules for module:		MANC010, MCSL010, MEHS010, MSLB012, MAUA012, MAUB012, MSLA012, MPCL012			
Assessment criteria		The student is able to: <ul style="list-style-type: none"> • Explain grammatical concepts. • Show an understanding of the different schools of thought and forms of knowledge in linguistics • Use of appropriate methods and procedures in the analyses of language • Analyse language constructs using a tree diagram • Show an understanding of cultural and linguistic diversity within the SA context. 			
Assessment method		Continuous: Written exercises (quizzes, assignments, test) Summative: Semester test; Examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MPCL011
Module Name:	Psychology
Content:	Foundations and Learning Theories; Developmental Psychology; Psychophysiology; Personality, Emotions and Motivation; Introduction to Medical Psychology, Cognitive Processes; Introduction to Research; Social Psychology; Interpersonal skills.
Learning Outcomes:	Students must have an understanding of mental processes and behavior, which form the basis for comprehensively treating most of the commonly occurring psychological problems that present in a Primary Health Care setting in

		South Africa.			
Module Information:		SAQA Credits	NQF Level		CESM Code (3rd Order)
		12	5		180101
Delivery Information:		Campus	Full/Part Time		Period (Year/1st/2ndSem)
		SMU	Full time		S1
Periods per week:		Classes	Practical	Tutorial	Seminars
		5			
Pre-requisite modules for this module:		None			
Co-requisites modules for module:		MANC010, MCSL010, MEHS010, MAUA011, MAUB011, MILNG011, MSLA011			
Assessment criteria		<ul style="list-style-type: none"> Students must be able to name, describe, explain, apply, compare, and differentiate all the knowledge gathered in psychology I and link theories in their specific discipline and their studies. Students must be able to apply a basic understanding of human development; personality; emotion; motivation and stress; and cognitive processes. Students must be able to explain the link between mind and body interaction. Students must be able to explain the role of social interaction and apply it to their specific field. Students must be able to describe and explain the basic principles of interpersonal skills and be able to apply it to their specific field. 			
Assessment method		Comprehensive, continuous (includes group and individual assignments, and tests) and summative (examination) assessments. Practical work seminars, as well as the presentation of specific allocated case studies relevant to the degree.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative		Paper 1	Paper 2	Paper 3	Paper 4

Assessment	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)		MPCL012			
Module Name:		Research, Interpersonal Skills and Social Psychology			
Content:		Interpersonal Skills Social Psychology Introduction to Research Cognitive Processes (human memory, perception & sensation)			
Learning Outcomes:		Students must have a basic understanding of cognitive processes. Students must understand the role of social interaction and link it to their specific field. Students must know and understand the basic principles of interpersonal skills and research.			
Module Information:		SAQA Credits	NQF Level		CESM Code (3rd Order)
		12	5		180101
Delivery Information:		Campus	Full/Part Time		Period (Year/1st/2ndSem)
		SMU	Full time		S2
Periods per week:		Classes	Practical	Tutorial	Seminars
		5		2	
Pre-requisite modules for this module:		None			
Co-requisites modules for module:		MANC010, MCSL010, MEHS010, MSLB012, MAUA012, MAUB012, MSLA012, MLNG012			
Assessment criteria		<ul style="list-style-type: none"> Students must be able to apply a basic understanding of cognitive processes. Students must be able to explain the role of social interaction and apply it to their specific field. Students must be able to describe and explain the basic principles of interpersonal skills as well as research and be able to apply it to their specific field. 			
Assessment method		Assignments; tests; examination			
Mark Structure:	Minimum Form Assessment Mark for	40%			

	exam admission (%)					
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
		Theory (duration)	Theory			
		Practical (duration)	3h			
		% contribution to Summative Assessment Mark	100			
		Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)		MANC010		
Module Name:		Anatomy for Speech-Language Pathology and Audiology		
Content:		Introduction to anatomy, gross anatomy of the thorax & back, upper limb, head, & neck, central nervous system; and embryology and histology		
Learning Outcomes:		Students will: <ul style="list-style-type: none">• Identify basic structures in the brain, head & neck, thorax & back and upper limb• Name components of the vocal apparatus and the auditory system• Discuss clinical disorders associated with each component of the vocal apparatus and auditory system• Describe the nerve and blood supply of the head & neck, thorax & back and upper limb• Describe the embryology of the head, face and various components of the auditory system and vocal apparatus• Relate presented clinical disorders of the speech apparatus and auditory system to embryology• Outline the histology of various structures in the head, neck and thorax		
Module Information:		SAQA Credits	NQF Level	CESM Code (3rd Order)
		12	5	130402
Delivery Information:		Campus	Full/Part Time	Period (Year/1st/2ndSem)

		SMU		Full time		Y
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		7	1			
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		MANC010 , MCSL010, MEHS010, MAUA011, MAUB011, MPCL011, MLNG011, MSLA011, MSLA012, MSLB012, MAUA012, MAUB012, MPCL012, MLNG012				
Assessment criteria		<p>Students will:</p> <ul style="list-style-type: none"> • Explain the anatomical position and different planes and sections of the human body • Explain and understand terminology used to explain direction, position, movements and relationships of a structure or action of a structure • classify different joints and bones • Differentiate and understand different types of muscles and attachment of muscles, histologically as well as macroscopic • Differentiate between the central nervous system and peripheral nervous system and know their components respectively • Describe the basic anatomy of the thorax and its contents • Describe the basic anatomy of the back • Discuss the basic anatomy of the upper limb • Describe the skeleton of the face and cranium • Describe each group of muscles in the head and neck and explain their role in speech • Describe the components of the vocal apparatus • Describe and discuss the nerve supply and blood supply of the vocal tract • Describe the anatomy of the ear and explain its various functional units • Describe the basic anatomy of the brain and the branches of the cranial nerves supplying components of the vocal apparatus • Discuss the embryology of the head, face, ear and tongue • Discuss the specific embryological origin of the components of the vocal apparatus and their related embryological disorders • Explain the basic histology of head and neck 				
Assessment method		Tests; practical (spotter) tests; examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%				
	% Formative Assessment	60%				

		Mark				
		% Summative Assessment Mark	40%			
		Minimum final mark to pass (%)	50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
		Theory (duration)	Theory	Practical		
		Practical (duration)	3h	1h		
		% contribution to Summative Assessment Mark	80	20		
		Sub minimum	40	40		

Module Code: (4 alphabetic & 3 numeric)	MEHS010
Module Name:	English for Health Sciences
Content:	<ul style="list-style-type: none"> • Academic Reading – basic and intermediate • Academic/Scientific Writing - basic and intermediate • Formal Oral Communication/Discourse and Presentation • Listening
Learning Outcomes:	<p>On successful completion the student will be able to:</p> <ul style="list-style-type: none"> • Academic Reading – basic and intermediate <ul style="list-style-type: none"> - Read efficiently with insight - Identify main ideas and supporting statements - Condense information into notes - Draw information from graphs and tables - Encode meaning using principles of word formation and scientific terminology • Academic/Scientific Writing - basic and intermediate <ul style="list-style-type: none"> - Present information in acceptable formats - In line with formal academic writing conventions, compose an academic essay by synthesizing information from multiple sources and acknowledging sources • Oral Communication and Presentation <ul style="list-style-type: none"> - Discuss in pairs, small groups and class - Make formal presentations with the help of PowerPoint slides - Demonstrate awareness of different types of Speech Acts within a formal environment, and employ appropriate politeness strategies and language choices in formal academic discourse/dialogue • Listening <ul style="list-style-type: none"> - Demonstrate understanding of overall message of a big class lecture by means of paraphrase, summary and/or

	note taking				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	12		5		110104
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU		Full time		Y
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	6				
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	MANC010, MCSL010, MEHS010, MAUA011, MAUB011, MPCL011, MLNG011, MSLA011, MSLA012, MSLB012, MAUA012, MAUB012, MPCL012, MLNG012				
Assessment criteria	<p>Students are assessed for the learning/competence of the following knowledge and skills components:</p> <ul style="list-style-type: none"> • Academic Reading – basic and intermediate • Understand and draw information stated explicitly and implicitly • Identify the main ideas of a given text • Present information precisely in tables and graphs • Paraphrase author's statements • Summarise a long text into essentials • Academic/Scientific Writing - basic and intermediate • Construct acceptable sentences • Generate well-structured, coherent paragraphs • Select, organize and present information in accordance with scientific writing conventions • Master basic grammar, punctuation and spelling • Oral Communication and Presentation • Participate in group and class discussions • Use PowerPoint effectively to present an academic topic • Employ appropriate politeness strategies and language choices in formal academic discourse/dialogue • Listening • Demonstrate listening with understanding through the use of paraphrase, summary and note taking during a big class lecture 				
Assessment method		Assignments; tests; examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
	% Formative Assessment		60%		

		Mark				
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory (duration)	Theory				
	Practical (duration)	3h				
	% contribution to Summative Assessment Mark	100				
	Sub minimum	40				

Module Code: (4 alphabetic & 3 numeric)	MAUA021		
Module Name:	Industrial Audiology		
Content:	Definition of Noise Effects of Noise on the Human Being Effects of Noise on Hearing Damage Risk Criteria Noise Surveys Noise Control Hearing Conservation Programmes Audiometry (Baseline, Screening, Diagnostic, Exit) Compensation Noise Induced Hearing Loss Permanent Disablement & Percentage Hearing Loss South African Legislation and Regulations		
Learning Outcomes:	The student will demonstrate a fundamental knowledge of: <ul style="list-style-type: none"> • The varying industrial audiology screening test battery in terms of identification, intervention and prevention • Industrial audiology in terms of insight into the importance of hearing conservation programs. This includes a sound understanding of key terms, rules, concepts, established principles and theories and how it relates to other areas of Audiology. 		
Module Information:	SAQA Credits	NQF Level	CESM Code (3rd Order)
	4	6	090202
Delivery Information:	Campus	Full/Part Time	Period (Year/1st/2ndSem)
	SMU	Full time	S1

Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		6			2	
Pre-requisite modules for this module:		MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				
Co-requisites modules for module:		MPIB020, MAUA 020, MSLA 020, MPSA021, MAUB021 MSLA021, MSLB021				
Assessment criteria		<p>The student is able to:</p> <ul style="list-style-type: none"> Describe the scope of practice of the industrial audiologist and display willingness to network with other health professionals, identify learning needs and take initiative to address these needs, present information using basic information technology Explain the purpose of noise surveys as well as design and conduct it, solve well-defined but unfamiliar problems using correct procedures and appropriate evidence with the use literature become life-long learners Describe the audiometric test protocol and interpret according to SANS regulations displaying logical and critical thinking in the industrial work environment Describe and motivate the use of hearing conservation programs and develop one for a South African industry, present information using basic information technology and act as agents of change. 				
Assessment method		<p>Continuous: Case study simulations; Team assignment; Quiz, worksheets</p> <p>Summative: Semester Test; Examination</p>				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MAUC021				
Module Name:	Differential Diagnosis in Audiology				
Content:	<ul style="list-style-type: none"> • Site of lesion testing: • Cochlea and retro-cochlea tests: <ul style="list-style-type: none"> - Acoustic Reflex Threshold Test - Eustachian Tube Dysfunction Test (ATD) - Recruitment tests: Metz Test, ABLB AND AMLB, SISI - Tone decay tests: Rosenberg & Carharts TD test - Oto-acoustic Emissions: spontaneous, transient, Distortion product OAE's - Electrocochleography • Tests for Functional (non-organic hearing loss): <ul style="list-style-type: none"> - Lombard test - Stenger pure tone and speech test - confusion techniques - spar calculation • Objective tests for hearing sensitivity: An introduction <ul style="list-style-type: none"> - Auditory Brainstem Response test (ABR) - Auditory Steady State Response Test (ASSR) - Middle Latency Response Test (MLR) - Late Responses - Interpretation, report writing and referral process 				
Learning Outcomes:	<p>The student will demonstrate a fundamental knowledge of:</p> <ul style="list-style-type: none"> • Understanding the value and purpose of SOL tests outlined in this module • Understanding the rationale, test process, test protocols, procedure and interpretation of the various test • Analyzing normal and abnormal test results for all SOL tests • Understanding the test procedure, including the characteristics of the audiology test systems/instrumentation used as well as troubleshooting techniques • Compiling a report of test results and interpret test results for all of the SOL tests outlined in this module. 				
Module Information:	SAQA Credits	NQF Level		CESM Code (3rd Order)	
	4	6		090202	
Delivery Information:	Campus	Full/Part Time		Period (Year/1st/2ndSem)	
	SMU	Full time		S1	
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning

		6			2	
Pre-requisite modules for this module:		MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				
Co-requisites modules for module:		MPIB020, MAUA 020, MSLA 020, MPSA021, MAUA021, MAUB021 MSLA021, MSLB021				
Assessment criteria		The student will be assessed through criterion-referenced tests according to the following criteria:				
Assessment criteria (continued)		<ul style="list-style-type: none"> Describing and explaining the purpose and value of SOL tests by outlining why the test is done, how it is done, the advantages, disadvantages value and clinical application Explaining and discussing test rationale, process, test protocol and procedure by outlining the steps, calculations, prior considerations and patient preparation Identifying and describing both normal and abnormal test results for all SOL tests by applying the normative data Understanding the characteristics of the audiology test systems/instrumentation used by setting up and selecting the correct test parameters and identifying troubleshooting techniques relating to the equipment, the environment and the patient Compiling a report of test results that include patient case history, basic test battery results, site of lesion test results, and interpretation of all results, conclusion on possible diagnosis and referrals and recommendations. 				
Assessment method		Assignments; tests; class tests; examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MAUA022				
Module Name:	Identification and Paediatric Audiology				
Content:	<ul style="list-style-type: none"> • Introduction: Hearing & hearing loss in children • Early Hearing Detection and Intervention • Behavioural and objective testing of children • Counselling and breaking the bad news • Identifying hearing loss in schools • Management of children with hearing impairment • Updates and evidenced-based practice in paediatric audiology • Ethical principles in paediatric audiology and HPCSA best practice guidelines. 				
Learning Outcomes:	<p>Demonstrate detailed knowledge and understanding of:</p> <ul style="list-style-type: none"> • The appropriate test protocols to obtain reliable audiological results in the paediatric population, as well as case management. • Key terms, rules, concepts, established principles and theories. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	4		6		090202
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		S2
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	6				
Pre-requisite modules for this module:	MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				
Co-requisites modules for module:	MPIB020, MAUA 020, MSLA 020, MSLA022, MAUB022, MSLC022, MSLD022, MPSA022, MSLA022				
Assessment criteria	<p>The student is able to:</p> <ul style="list-style-type: none"> • Discuss the appropriate audiometric protocols to obtain hearing thresholds in the paediatric/neonatal population as well as the factors that influence hearing in children • Develop culturally appropriate management plans for clients by solving well-defined but unfamiliar problems using correct procedures and appropriate evidence • Identify learning needs and take initiative to address these needs • Provide appropriate recommendations and referrals in this population in order to work effectively within a multidisciplinary team 				
Assessment criteria (continued)					

			<ul style="list-style-type: none">• Discuss the importance of counseling as well as the skills needed by the audiologist for effective counseling• Discuss ethical principles in paediatric audiology and incorporating HPCSA best practice guidelines.			
Assessment method			Continuous: Multi-source assessment (peer and self-assessment); Class presentations; Case Studies; Written class test; Assignment Summative: Semester Test; Examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MAUB022
Module Name:	Educational Audiology
Content:	<ul style="list-style-type: none"> Educational audiology: historical and current perspectives Educational system in South Africa The scope of practice and minimum competencies of the educational audiologist Roles and responsibilities of an educational audiologist Service delivery models Effects of HI on speech & language development Challenges teaching a child with HI Educational methodologies Educational goals for a child with HI Auditory Processing Deficits Multiple Disabilities Hearing conservation Hearing screening and identification Assessment (Re)habilitation and management

	<ul style="list-style-type: none"> Classroom acoustics Ethical considerations 				
Learning Outcomes: Learning Outcomes (continued)	Demonstrate detailed knowledge and understanding of: <ul style="list-style-type: none"> Critically reflecting on and discussing the history of education in relation to children with hearing loss pertaining to South Africa Discussing the various service delivery models associated with educational audiology. Applying this knowledge to the South African context. Describing the specialist field of educational audiology, the roles and responsibilities and the development of the field, and developing appreciation for benefits of multidisciplinary teams. Identifying and describing the needs of the individual with a hearing loss and designing culturally appropriate individual education intervention plans using creative and critical thinking skills. Discussing ethical considerations when working with an individual with a hearing impairment, displaying ethical behavior in assessment and intervention of the hearing impaired in the educational setting as well as professionalism and engaged participation. 				
Module Information:	SAQA Credits	NQF Level		CESM Code (3rd Order)	
	4	6		090202	
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		S2
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	6				
Pre-requisite modules for this module:	MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				
Co-requisites modules for module:	MPIB020, MAUA 020, MSLA 020, MSLA022, MAUB022, MSLC022, MSLD022, MPSA022, MSLB022				
Assessment criteria	<ul style="list-style-type: none"> Demonstrate detailed knowledge and understanding of the following aspects related to Educational Audiology: Summarize the factors which affect the educational status of the individual with a HI Explain the educational achievement of the individual with a hearing impairment Identify the educational goals of an individual with a hearing impairment. Discuss the problems associated in teaching the individual 				

			with a hearing impairment <ul style="list-style-type: none">Describe the role of the audiologist in the process of evaluation and rehabilitation of the individual with a hearing impairmentCritically discuss the scope of practice and code of ethics pertaining to educational audiology.			
Assessment method			Continuous: Multi-source Assignment; Class test; Semester test Summative: Examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MAUA020
Module Name:	Industrial Audiology and Diagnostic Audiology
Content:	Diagnostic Audiology <ul style="list-style-type: none"> Case history Pure tone audiometry Immittance measurements Speech audiometry Formulation of diagnosis and recommendations Feedback to client Report writing Industrial Audiology <ul style="list-style-type: none"> Identification Prevention Assessment Intervention Counselling of worker in the industrial setting

Learning Outcomes:	Apply theoretical knowledge in practice by providing practical (hands-on) experience: <ul style="list-style-type: none"> To apply theoretical concepts relating to assessment of hearing in practice through hands-on experience by conducting the basic test battery, including case history taking, otoscopy, tympanometry, acoustic reflexes, pure tone audiometry (air and bone conduction, masking), speech audiometry (speech reception threshold, speech discrimination and masking), patient feedback and report writing To apply theoretical knowledge in practice by providing students with hands-on experience to conduct industrial audiological screening, develop, motivate and implement a hearing conservation programme, provide information, training and create awareness of the prevention of hearing disorders, provide an appropriate intervention plan and make referrals if required. 				
Module Information:	SAQA Credits	NQF Level		CESM Code (3rd Order)	
	16	6		090202	
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		Y
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
		4	1		3
Pre-requisite modules for this module:	MANC010, MEHS010; MAUA011, MAUB011, MPCL011, MAUA012, MAUB012, MPCL012				
Co-requisites modules for module:	MPIB020, MPSA021, MAUA021, MAUB021; MAUA022, MAUB022, MPSA022				
Assessment criteria	At the completion of this module, the student is able to: <ul style="list-style-type: none"> Conduct an age- and case-appropriate interview through the selection of appropriate questions from a case history form, as well as display ethical and professional skills and a sensitivity to cultural diversity, demonstrating task management, contingency management, job environment and transfer skills Conduct a protocol of otoscopic examination and immittance measurements (tympanometry and acoustic reflexes); solve well-defined but unfamiliar problems using correct procedures and appropriate evidence through critical analysis and synthesis of information and communicate information reliably and coherently using academic/professional discourse conventions and formats appropriately, demonstrating task management, contingency management, job environment and transfer skills 				
Assessment criteria (continued)					

			<ul style="list-style-type: none">• Conduct and apply an age- and case-appropriate protocol during the conduction of pure tone audiometry (air conduction, bone conduction and masking), critically analyze and synthesize information and interpret accurately• Conduct and apply an age- and case-appropriate protocol during the conduction of speech audiometry (speech reception threshold, speech discrimination and masking) critically analyze and synthesize information and interpret accurately• Summarize audiometric results and explain it in a well-structured comprehensible manner during feedback to the client and/or significant others, through the critical analysis and synthesis of information as well as encouraging a multidisciplinary team approach• Summarize audiometric results and explain it in a written manner in report format, through the critical analysis and synthesis of information as well as encouraging a multidisciplinary team approach• Conduct a protocol during pure tone screening; solve well-defined but unfamiliar problems using correct procedures and appropriate evidence; present and communicate information reliably and coherently using academic/professional discourse conventions and formats appropriately, as well as participate actively and show openness to criticism to learn and improve clinical skill• Develop, motivate and implement a hearing conservation program in consultation with stakeholders through critical problem-solving using literature and acting as agents of change.			
Assessment method			Continuous: Multi-source Assignment (peer and self-assessment); Clinical Skill Observation; Report; Clinical test. Summative: Oral Examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Oral			
	Practical (duration)		1h			

	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MSLB021				
Module Name:	Child Language Disorders				
Content:	Child Language Disorders <ul style="list-style-type: none"> • What is Language? • Language Development • Language Disorders • Assessment for Language Disorders • Intervention for Language Disorders • Multicultural issues in Language Disorders 				
Learning Outcomes:	Demonstrate detailed knowledge and understanding of: <ul style="list-style-type: none"> • The models of language development; as well as the nature, causes, assessment and intervention of language disorders in children • Language development of pre-school children • Child language disorders i.t.o. the etiology, symptomatology, the role of adult models in the development of a language disorder • Terminology associated with Child Language Disorders • Assessment and management (intervention) of children with language disorders • The functions of the SLP in terms of Child Language Disorders and the role of the SLP when collaborating working with other professionals in various professional teams • Multi-cultural issues associated with Child Language Disorders. 				
Module Information:	SAQA Credits	NQF Level		CESM Code (3rd Order)	
	8	6		090203	
Delivery Information:	Campus	Full/Part Time		Period (Year/1st/2ndSem)	
	SMU	Full time		S1	
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	6				
Pre-requisite modules for this module:	MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				

Co-requisites module:			modules for MPIB020, MAUA 020, MSLA 020, MPSA021, MAUA021, MAUB021 MSLA021			
Assessment criteria			<ul style="list-style-type: none">• Demonstrate detailed knowledge and understanding of the following aspects related to Child Language Disorders:• The core concepts related to Child Language Disorders, prerequisites for language acquisition, as based on normal development• The nature of Child Language Disorders• Function as active member within a team• Communicate effectively through collaboration and by compiling a report based on assessment results• Assessment and management of Child Language Disorders• Ethical and professional decision-making.			
Assessment method			Continuous: Prepared class test; Team assignment; Case study simulations Summative: Semester Test; Examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MSLC021
Module Name:	Voice and Laryngectomy
Content:	<ul style="list-style-type: none"> • Introduction to and terminology associated with voice disorders, normal and abnormal voice, the biology of the voice mechanism and functions of the larynx • Origins and Etiologies of Voice Disorders (organic voice disorders, functional voice disorders, psychogenic voice disorders)

	disorders) <ul style="list-style-type: none"> Assessment of voice disorders Therapy, consultation and counseling of clients with voice disorders Laryngectomy: Background and introduction, surgery, dysphagia post laryngectomy, oesophageal voice. 				
Learning Outcomes:	At the end of this module the participants should be able to demonstrate detailed knowledge and understanding of: <ul style="list-style-type: none"> Anatomy and biology of the larynx in relation to normal voice functioning versus voice pathology Etiologies and classification of voice disorders Apply their knowledge of voice and its disorders to the identification, assessment, intervention and management of clients with voice problems in a culturally sensitive and ethical manner Explain and discuss issues related to laryngectomy and management thereof. 				
Module Information:	SAQA Credits	NQF Level		CESM Code (3rd Order)	
	4	6		090203	
Delivery Information:	Campus	Full/Part Time		Period (Year/1st/2ndSem)	
	SMU	Full time		S2	
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	6				
Pre-requisite modules for this module:	MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				
Co-requisites modules for module:	MPIB020, MAUA 020, MSLA 020, MSLA022, MAUB022, MSLC022, MSLD022, MPSA022, MSLA022				
Assessment criteria	Demonstrate detailed knowledge and understanding of the following aspects related to Voice and Laryngectomy Disorders: <ul style="list-style-type: none"> Discuss the voice mechanism and functioning of voice, as well as causes of voice problems (including cancer) Demonstrate understanding and detailed knowledge in terms of the prevention of voice problems Demonstrate understanding and detailed knowledge with regard to the assessment of voice problems based on a theoretical understanding of normal and pathological voice functioning (including issues related to laryngectomy) Intervention and management of individual clients with voice problems by making sound theoretical judgments based on evidence related to real world practice, as well as apply principles of ethics and professionalism 				

			<ul style="list-style-type: none">• Demonstrate and understanding and detailed knowledge in terms of laryngeal cancer, counselling for the operation, and the nature of the operation• Intervention and management of clients undergoing a laryngectomy.			
Assessment method			Continuous: tests; Team assignment Summative: Examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
		Theory (duration)	Theory			
		Practical (duration)	3h			
		% contribution to Summative Assessment Mark	100			
		Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MSLC022
Module Name:	Language Learning Disabilities
Content:	<ul style="list-style-type: none"> • Language, reading and learning in schools: What the SLPA needs to know: An Overview of LD and LLD • Assessment of language for learning • Intervention at “the-language-for-learning” period: • Auditory Processing/ Perceptual Disorder, Attention Deficit Hyperactivity Disorder, Dyslexia
Learning Outcomes:	<p>To demonstrate detailed knowledge and understanding of:</p> <ul style="list-style-type: none"> • The theory underlying language (for) learning disabilities as it is associated with physical, psychological and social aetiologies; problems associated with language development, auditory perceptual/processing disorders, cognitive disorders • Remedial practice in reading and writing problems including emergent literacy • Barriers to learning of culturally and linguistically diverse learners and young adult learners

		<ul style="list-style-type: none"> The importance of collaboration and teamwork among professionals in schools and with caregivers in the home environment Assessment and management of learners with LLD and related disorders effectively within the range of the South African context Communicate effectively regarding these disorders with clients, families, paraprofessionals and professionals. 			
Module Information:		SAQA Credits	NQF Level		CESM Code (3rd Order)
		4	6		090203
Delivery Information:		Campus	Full/Part Time		Period (Year/1st/2nd Sem)
		SMU	Full time		S2
Periods per week:		Classes	Practical	Tutorial	Seminars
		6			
Pre-requisite modules for this module:		MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012			
Co-requisites modules for module:		MPIB020, MAUA 020, MSLA 020, MSLA022, MAUA022, MSLB022, MSLD022, MAUB22, MPSA022			
Assessment criteria		<p>The student is able to:</p> <ul style="list-style-type: none"> Discuss the core concepts related to the importance of language development for learning Discuss the nature of Language Learning Disabilities Develop an assessment plan for learners with LLD and associated disorders e.g. ADHD; dyslexia etc. Develop a management plan for learners with LLD/L4L by selecting appropriate management options/ models, approaches to intervention Demonstrate how team members can contribute towards management of learners with LLD/ L4L Demonstrate an ability to make decisions and act in a professional and ethical manner Describe speech-language pathology services across linguistic and cultural diverse backgrounds and Demonstrate cultural and aesthetical sensitivity across a range of social contexts. 			
Assessment method		Continuous: Class test; Team assignment/ oral presentation; Case study simulations. Summative: Semester Test; Examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative	60%			

	Assessment Mark				
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MSLD022		
Module Name:	Craniofacial Abnormalities		
Content:	<ul style="list-style-type: none"> • Pre-and-post-natal development of Importance to Communication Development • Introduction to Craniofacial Disorders • Cleft Lip and Palate • Other Craniofacial Abnormalities • Velopharyngeal Insufficiency • Assessment and Diagnosis of Craniofacial Disorders • Intervention of Craniofacial Disorders 		
Learning Outcomes:	<p>To demonstrate detailed knowledge and understanding of:</p> <ul style="list-style-type: none"> • Pre- and postnatal development related to communication development and the effect of major syndromes related to craniofacial disorders • Cleft lip and palate as well as other cranio-facial disorders with associated velo-pharyngeal mechanism and its role in communication as related to craniofacial disorders • Assessment and diagnosis of communication disorders associated with cleft lip and palate • Intervention and related management of craniofacial disorders. 		
Module Information:	SAQA Credits	NQF Level	CESM Code (3rd Order)
	4	6	090203
Delivery Information:	Campus	Full/Part Time	Period (Year/1st/2ndSem)
	SMU	Full time	S2

Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		6				
Pre-requisite modules for this module:		MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				
Co-requisites modules for module:		MPIB020, MAUA 020, MSLA 020, MSLA022, MSLB022, MAUA022, MSLC022, MAUB22, MPSA022				
Assessment criteria		<p>The student is expected to:</p> <ul style="list-style-type: none"> • Discuss embryological development specific to the development of the head and neck structures • Describe craniofacial anomalies in regard to genetic concepts, related craniofacial disorders, and the velopharyngeal mechanism through integration of information and work as a team • Apply knowledge of assessment to specific clients • Develop an intervention programme for specific clients • Discuss the management of craniofacial anomalies and base their decisions on ethical guidelines within diverse contexts. 				
Assessment method		Continuous: Class Tests; Team assignment Summative: Examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MSLB020				
Module Name:	Clinical Speech-Language Pathology				
Content:	<ul style="list-style-type: none"> • The administrative process in SLP&A • Screening, Assessment, Diagnosis and Intervention of clients with Articulation Disorders, Phonological Developmental Delays, Childhood Language Disorders and Language Learning Disorders • Tests and assessment methods in the Department Speech Language Pathology and Audiology: Conducting and scoring or relevant assessment instruments • Working knowledge of appropriate therapy programmes in the Department Speech Language Pathology and Audiology • Teamwork • Guidelines for assessing and intervention of linguistically diverse populations in clinical practice • Report writing in communication disorders • Referencing appropriate sources of information in research • Ethical considerations 				
Learning Outcomes:	To identify, assess, diagnose, manage, consult and treat clients with: <ul style="list-style-type: none"> • Articulation Disorders, • Phonological Developmental Delays • Childhood Language Disorders. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	16		6		090203
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		Y
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
		4			6
Pre-requisite modules for this module:	MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				
Co-requisites modules for module:	MPIB020, MAUA 020, MPSA021, MAUA021, MAUB021, MSLA021, MSLB021, MSLA022, MAUA022, MAUB022, MSLC022, MSLD022, MPSA022				
Assessment criteria	Student is clinically competent in: <ul style="list-style-type: none"> • Identification of clients with articulation, phonological process and language disorders • Assessment of clients with articulation, phonological 				

			process and language disorders <ul style="list-style-type: none">• Report writing (which requires the integration of information, communication competence, as well as technological skills)• Intervention and management, as well as consultation of clients with articulation, phonological process and language disorders• All of the above should be dealt with in an ethical and culturally sensitive manner.			
Assessment method			Continuous: Structured direct observation, Multi-source assessment (self-assessment); global rating with comments & written report, feedback. Method: Assessment of report, planning, portfolio Summative: Oral exam			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Oral			
	Practical (duration)		1h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MSLA021
Module Name:	Psycholinguistics: Basic Concepts
Content:	<ul style="list-style-type: none"> • Study Unit 1: General Themes and Concepts • Study Unit 2: Linguistic Categorization • Study Unit 3: Psychological Mechanisms • Study Unit 4: Language Comprehension • Study Unit 5: Sentence Comprehension and Memory • Study Unit 6: Discourse Comprehension and Memory • Study Unit 7: The Production Of Speech and Language And Conversational Interaction
Learning Outcomes:	At the end of this module:

			<ul style="list-style-type: none"> Students will be able to demonstrate detailed knowledge and understanding of the theoretical aspects of language, its nature, structure, varieties and development Students will be empowered to perform language sampling and analysis in terms of syntax, phonology, pragmatics and semantics for both normal and disordered speech. 		
Module Information:			SAQA Credits	NQF Level	CESM Code (3rd Order)
			4	6	110101
Delivery Information:			Campus	Full/Part Time	Period (Year/1st/2ndSem)
			SMU	Full time	S1
Periods per week:			Classes	Practical	Tutorial
			4		
Pre-requisite modules for this module:			MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012		
Co-requisites modules for module:			MPIB020, MAUA 020, MSLA 020, MPSA021, MAUA021, MAUB021, MSLB021		
Assessment criteria			<p>The student is able to:</p> <ul style="list-style-type: none"> Describe the branch of psycholinguistics and explore the application of psycholinguistics to clinical work in communication disorders Critically evaluate the link between psycholinguistics and SLPA Discuss the importance of categorization as a cognitive process, by using a psycholinguistic framework to assess and treat communication problems Describe the various Psychological mechanisms, write individualised treatment plans for individuals whose problems might have similar linguistic descriptions but which are due to different underlying processing problems, as well as reflect on and develop respect and appreciation for the diversity in children. 		
Assessment method			Continuous: Written exercises Summative: Semester test; Examination		
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment	40%		

	Mark				
	Minimum final mark to pass (%)	50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)		MSLA022				
Module Name:		Psycholinguistics: Language Acquisition				
Content:		<ul style="list-style-type: none">• Language and The Brain• Ways of Studying Language Acquisition• Pre-Linguistic and Linguistic Phases in Language Acquisition• Words and Sentences• Language Input and Individual Differences in Language Development• Language Disability				
Learning Outcomes:		At the end of this module: <ul style="list-style-type: none">• Students will be able to show detailed knowledge of the theoretical aspects of language, its nature, structure, varieties and development• Students will be empowered to perform language sampling and analysis in terms of syntax, phonology, pragmatics and semantics for both normal and disordered speech.				
Module Information:		SAQA Credits		NQF Level		CESM Code (3rd Order)
		4		6		110101
Delivery Information:		Campus		Full/Part Time		Period (Year/1st/2ndSem)
		SMU		Full time		S2
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		4				
Pre-requisite modules for this module:		MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				

Co-requisites modules for module:			MPIB020, MAUA 020, MSLA 020, MSLD022, MSLB022, MAUA022, MSLC022, MAUB22, MPSA022			
Assessment criteria			The student is able to: <ul style="list-style-type: none">Identify and explain the structure of speech, identify the relationship between phases of speech processing development and phases of literacy development, and display an awareness and deeper sense of appreciation for the importance of studying psycholinguistics by doing independent research on the contribution it has made to the field SLPAIdentify and explain the structure of speech, identify the relationship between phases of speech processing development and phases of literacy development, and display an awareness and deeper sense of appreciation for the importance of studying psycholinguistics by doing independent research on the contribution it has made to the field SLPAShow a sound understanding of sentence comprehension, discourse comprehension and memory by describing it and utilise the event model to analyze comprehension.Discuss the production of speech and language and conversational interaction,Identify the stage at which speech errors in a given case history are made by using Fromkin’s model of production and prepare a case presentation within a group based on research.			
Assessment method			Continuous: Written exercises Summative: Semester test; Examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)		MPIB020			
Module Name:		Physiology for Speech Language Pathology and Audiology			
Content:		GENERAL PHYSIOLOGY Membrane physiology and excitable tissues, nervous system and the special sense. The neurology of speech, language and hearing. Physiology of respiration.			
Learning Outcomes:		<ul style="list-style-type: none"> The student will be able to demonstrate an understanding of the contribution of the body systems to the functions of the body associated with speech and language. The student will be able to demonstrate competency to measure selected physiological phenomena The student will display the ability to analyse problems of a physiological nature in the context of speech and language. 			
Module Information:		SAQA Credits	NQF Level		CESM Code (3rd Order)
		12	6		130801
Delivery Information:		Campus	Full/Part Time		Period (Year/1st/2ndSem)
		SMU	Full time		Y
Periods per week:		Classes	Practical	Tutorial	Seminars
		2	0.3		
Pre-requisite modules for this module:		MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012			
Co-requisites modules for module:		MAUA 020, MSLA 020, MPSA021, MAUA021, MAUB021, MSLA021, MSLB021, MSLA022, MAUA022, MAUB022, MSLC022, MSLD022, MPSA022			
Assessment criteria		Discuss and explain the following: <ul style="list-style-type: none"> Membrane physiology and excitable tissues. Nervous system and the special sense. The neurology of speech, language and hearing. Physiology of respiration. 			
Assessment method		Continuous: observation methods, oral questions, practical exercises and demonstrations, self-assessment and tests. Summative: written examination.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment	40%		

	Mark				
	Minimum final mark to pass (%)	50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory			
	Practical (duration)	2h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)		MPSA021			
Module Name:		Research, Assessment and Developmental Psychology			
Content:		Research Methods Psychological Assessment Developmental Psychology (Child)			
Learning Outcomes:		At the end of the module the student will: <ul style="list-style-type: none"> • Know, understand and apply the basic principles in social research • Know and understand the basic aspects of assessment across cultures and the different steps in social research • Know, understand and integrate the basic concepts and theories in child development • Know and integrate the ethical principles applicable in research, assessment, child development. 			
Module Information:		SAQA Credits	NQF Level		CESM Code (3rd Order)
		20	6		180101
Delivery Information:		Campus	Full/Part Time		Period (Year/1st/2ndSem)
		SMU	Full time		S1
Periods per week:		Classes	Practical	Tutorial	Seminars
		5	1	2	
Pre-requisite modules for this module:		MPCL011			
Co-requisites modules for module:		None			
Assessment criteria		At the end of the module students will: <ul style="list-style-type: none"> • Name, describe and apply the basic principles in social research • State and explain the basic aspects of assessment 			

			across cultures and the different steps in social research <ul style="list-style-type: none">List, describe and apply the basic concepts and theories in child developmentList, describe and integrate the ethical principles applicable in research, assessment, child development.			
Assessment method			Comprehensive, formative (includes group and individual assignments, and tests) and summative (examination) assessment. Practical work seminars, presentation of specific allocated case studies relevant to the degree.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MPSA022		
Module Name:	Personality, Medical and Social Psychology		
Content:	Social Psychology Personality Theories Medical Psychology		
Learning Outcomes:	At the end of the module the student will: <ul style="list-style-type: none"> Understand and apply the concepts applicable in social psychology. Know and understand the different personality theories Know and comprehend the position of medical psychology in within the discipline of psychology Know and integrate the ethical principles applicable in social psychology, medical psychology and personality theories. 		
Module Information:	SAQA Credits	NQF Level	CESM Code (3rd Order)

			20		6		180101	
Delivery Information:			Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)	
			SMU		Full time		S2	
Periods per week:			Classes	Practical	Tutorial	Seminars	Independent Learning	
			5	1	2		2	
Pre-requisite modules for this module:			MPSA021					
Co-requisites modules for module:			None					
Assessment criteria			At the end of the module students will: <ul style="list-style-type: none">• Name, describe and apply the basic principles in social research• State and explain the basic aspects of assessment across cultures and the different steps in social research• List, describe and apply the basic concepts and theories in child development• Explain and apply different concepts applicable in social psychology.• Name and describe the different personality theories• Recognize and explain the position of medical psychology within the discipline of psychology• List, describe and integrate the ethical principles applicable in social psychology, medical psychology and personality theories.					
Assessment method			Comprehensive, continuous (includes group and individual assignments, and tests) and summative (examination) assessment. Practical work seminars, presentation of specific allocated case studies relevant to the degree.					
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%					
		% Formative Assessment Mark	60%					
		% Summative Assessment Mark	40%					
	Minimum final mark to pass (%)		50%					
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4		
		Theory (duration)	Theory					
		Practical (duration)	3h					
		% contribution to	100					

	Summative Assessment Mark				
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MAUA031		
Module Name:	Electrophysiology		
Content:	<p>Electrophysiology:</p> <ul style="list-style-type: none"> • Introduction and Background to auditory evoked potentials • AEPs versus behavioural test measurements • Classification of AEP's • Auditory Brainstem Response • Steady-State responses (ASSR/SSR/SSEP) • Auditory middle-latency response (AMLR) • Auditory late-latency response • Auditory neuropathy • Oto-acoustic emissions • Electro-cochleography <p>Vestibular audiology:</p> <ul style="list-style-type: none"> • Revision of the anatomy and physiology of the peripheral and central vestibular systems • Prevalence and epidemiology of vestibular pathologies • Pathologies of the vestibular system • Test battery for assessment of balance function/dysfunction • vestibular test battery: bedside, ENG and VNG Vestibular rehabilitation • Clinical application of vestibular tests and correlation to other tests. • Team approach to vestibular management. • Research advancements, gaps and novelty in vestibular rehabilitation • Practical demonstration of the vestibular test battery 		
Learning Outcomes:	<p>Demonstrate detailed knowledge and understanding of:</p> <ul style="list-style-type: none"> • Understand the anatomy and physiology of the peripheral and central auditory and vestibular systems as well as the prevalence of common central and vestibular pathologies • Understand the various tests that comprise the electrophysiology and vestibular test battery • Evaluate the clinical application of electrophysiology and vestibular tests and correlation to other audiological tests • Evaluate and apply rehabilitation options and techniques for patients with vestibular disorders • Understand the research advancements, gaps and novelty in vestibular rehabilitation. 		
Module Information:	SAQA Credits	NQF Level	CESM Code (3rd Order)

	8		7		090202
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
	SMU		Full time		S1
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	6				
Pre-requisite modules for this module:	MAUA 020, MAUA021, MAUB021, MAUA022, MAUB022				
Co-requisites modules for module:	MAUA030, MSLA030, MNAA030, MAUB031,MSLA031, MSLB031, MSLC031, MPSB031				
Assessment criteria	<p>The student will be assessed through criterion-referenced tests according to the following criteria:</p> <ul style="list-style-type: none">• Listing the components of and explaining and discussing the anatomy and physiology of the peripheral and central auditory and vestibular systems in an illustrative, descriptive and diagrammatic manner• Describing and discussing the prevalence and pathophysiology of vestibular pathologies by applying contextual relevance and disease• Listing, identifying categorizing, comparing and distinguishing between the various pathologies of the vestibular system in detail by describing and comparing the types, symptoms and causes of the disorders. Emphasis is placed on the “big five” pathologies such as, Benign Paroxysmal Positional Vertigo, vestibular neuritis, Menieres disease, bilateral hypofunction and chronic subjective dizziness• Understanding, selecting and appraising the various tests that comprise the electrophysiology and vestibular battery for assessment of balance function/dysfunction by critically evaluating the range of these assessment techniques and the situations in which they may be used. Understanding must include ALL three components of the vestibular test battery: Bedside assessments, ENG and VNG tests• Critically evaluating and comparing the clinical application of electrophysiological and vestibular tests and correlation to other tests so that students can ensure reliability of results and interpret the results obtained from the test battery through interrogation of case studies• Identifying, explaining and describing rehabilitation options and techniques for patients with these disorders by aligning these treatment options to the pathology, patients case history and overall diagnosis through interrogation of case studies• Understanding, describing and defending the need for a team approach to management by listing the team				

			<p>members and providing an explanation for inclusion of the identified team members as well as their contribution to the assessment and management period. Students must be able to recognize the role of integrated services for the diagnosis and rehabilitation for patients with balance disorders through interrogation of case studies</p> <ul style="list-style-type: none">• Understanding, describing and evaluating the research advancements, gaps and novelty in electrophysiology and vestibular audiology by critically evaluating the evidence base required to carry out vestibular assessments reliably and interpret the results obtained from them as well as critically evaluate the evidence base and practice of vestibular rehabilitation• Demonstrating the tests done as part of the electrophysiology and vestibular test battery by selecting the test, setting up the patient, instructing the patient, setting up the patient, conducting the test, recording the results• Demonstrating abilities to write a report on patients test results by present information clearly in the form of a written report that is well constructed in terms of patient case history information, diagnostic audiological test findings, electrophysiology and/or vestibular assessment results, conclusion and integration, recommendations and referrals.			
Assessment method			Continuous: Prepared class test Summative: Semester test; Examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MAUC031				
Module Name:	Fitting Hearing Aids and Assistive Listening Devices				
Content:	<ul style="list-style-type: none"> • Basic terminology and development of hearing aids. • Basic components of hearing aids • Electro-acoustic characteristics of hearing aids. • Hearing aid circuitry and technology • Controls and functions of hearing aids • Limiting systems and compression • Distortion and feedback in hearing aids, and troubleshooting. • Types of hearing aids • Sound delivery systems • Hearing aid prescriptive strategies • Fitting specific auditory pathologies • Introduction to implantable devices • Assistive listening devices • Candidacy and selection criteria for hearing aid fitting • Patient motivation and person-centred care • Counselling and the need for aural rehabilitation • Considerations when fitting paediatric and special populations • Stages of hearing aid fitting 				
Learning Outcomes:	<p>The student is able to:</p> <ul style="list-style-type: none"> • Understand basic terminology and features of hearing aids • Understand and apply the technical background of hearing aids • Apply, analyse and evaluate selection and fitting of different types of hearing aids, as well as the aspects of hearing aid fitting • Understand, apply and analyse special considerations, procedures and techniques in hearing aid fitting • Apply, analyse and evaluate choices in the fitting of a specific patient. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	4		7		090202
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		S2
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	6				
Pre-requisite modules for this module:	MAUA 020, MAUA021, MAUB021, MAUA022, MAUB022				

Co-requisites modules for module:		MAUA030, MNAA030, MAUA031; MPSB031; MAUC032	
Assessment criteria		<p>At the successful completion of this module, students will be able to:</p> <ul style="list-style-type: none"> • Explain basic terminology of hearing aids • Summarize basic components and electro-acoustic characteristics of hearing aids • Describe and implement hearing aid circuitry and technology for a variety of hearing losses and hearing aids • Describe and implement controls and functions of hearing aids • Describe and implement limiting systems and compression for a variety of hearing losses and hearing aids • Describe and implement distortion and feedback in hearing aids • Select and use different types of hearing aids for a variety of hearing losses • Select and use sound delivery systems for a variety of hearing losses • Select and use hearing aid prescriptive strategies for the paediatric and adult population • Differentiate candidacy and selection criteria of hearing aids for the paediatric and adult population • Assess and justify patient motivation and person-centered care when fitting patients with hearing aids • Attribute specific considerations when fitting special populations • Implement the different stages of hearing aid fitting • Solve issues with noise reduction, distortion, feedback and occlusion for various scenarios • Analyze and deduce the fitting of specific auditory pathologies • Recommend and justify invasive devices and assistive listening devices for children and adults. 	
Assessment method		<p>Continuous assessment: Prepared short class tests; Team assignment using case study simulations; Semester test</p> <p>Summative assessment: Examination</p>	
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%
		% Formative Assessment Mark	60%
		% Summative Assessment Mark	40%
	Minimum final mark to		50%

	pass (%)				
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)		MAUD032			
Module Name:		Aural Rehabilitation			
Content:		<p>Aural Rehabilitation:</p> <ul style="list-style-type: none"> • Definitions, models and need for AR • Process of AR, development of auditory skills, speech and language • Educational management and assistive devices <p>Paediatric Aural Rehabilitation</p> <ul style="list-style-type: none"> • Developmental problems of children with untreated HL • Benefits of AR and early intervention • Assessment and intervention <p>Adult & Geriatric Aural Rehabilitation</p> <ul style="list-style-type: none"> • Differences between adult and paediatric AR • Assessment and intervention; counselling and family rehabilitation 			
Learning Outcomes:		<p>Demonstrate detailed knowledge and understanding of:</p> <ul style="list-style-type: none"> • Aural rehabilitation for various populations with hearing loss. • This includes understanding of theoretical components as well as application of aural rehabilitation intervention principles and practices. 			
Module Information:		SAQA Credits	NQF Level	CESM Code (3rd Order)	
		4	7	090202	
Delivery Information:		Campus	Full/Part Time	Period (Year/1st/2ndSem)	
		SMU	Full time	S1	
Periods per week:		Classes	Practical	Tutorial	Seminars
		6			
Pre-requisite modules for this module:		MAUA 020, MAUA021, MAUB021, MAUA022, MAUB022			

Co-requisites modules for module:		MAUA030, MSLA030, MNAA030, MAUC032, MSLA032, MSLB032, MAUB032, MPSB032			
Assessment criteria		<p>Demonstrate detailed knowledge and understanding of the following aspects related to Aural Rehabilitation by:</p> <ul style="list-style-type: none"> Describing the various approaches to paediatric, adult and geriatric aural habilitation and rehabilitation, and display the ability to map new knowledge onto a given body of theory; through logical thinking Discussing the importance of consulting with professionals, demonstrate the ability to fulfill the role of the audiologist as part of the multidisciplinary team as well as present and communicate information and own ideas and opinions in well-structured arguments Categorising management and intervention options for people with hearing loss to aid them in communication and develop culturally appropriate individualised intervention plans with the relevant management strategies Discussing theoretical underpinnings to counseling, assess the clients counselling needs through a variety of methods and utilize their existing support system through creative thinking and problem solving. 			
Assessment method		<p>Continuous: Multi-source Assignment (peer and self-assessment); Case study simulations; Class presentations; Written test; Assignment</p> <p>Summative assessment: Semester test; Examination</p>			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			
Module Code: (4 alphabetic & 3 numeric)		MAUB032			

Module Name:	Central Auditory Processing Disorders				
Content:	<ul style="list-style-type: none"> • Basic introduction to central auditory processing, terminology, definitions and aspects thereof • Neuroanatomy, neuroplasticity and specialized functions of the central auditory mechanisms • Nature, common indicators, and factors associated with a central auditory processing disorder • Assessment of central auditory processing, including the multidisciplinary approach towards assessment, screening and diagnostic testing of auditory processing, and electrophysiologic- and electro-acoustic testing • Putting together a central auditory processing test battery • Central auditory processing test protocols for the South African context • Diagnosing and profiling a central auditory processing disorder • Classification of a central auditory processing disorder • Management of a central auditory processing disorder, including the multidisciplinary approach towards management, and the components of managing a central auditory processing disorder. 				
Learning Outcomes:	<p>Students are expected to:</p> <ul style="list-style-type: none"> • Remember and understand basic terminology, definitions and aspects of central auditory processing • Understand the neuroanatomy, neuroplasticity and specialized functions of the central auditory mechanisms • Understand and apply the nature, common indicators, and factors associated with a central auditory processing disorder • Apply and analyze the assessment of central auditory processing • Apply, analyze and evaluate the results of central auditory processing assessment to diagnose and profile a central auditory processing disorder • Analyze and evaluate the management of a central auditory processing disorder. 				
Module Information:	SAQA Credits	NQF Level		CESM Code (3rd Order)	
	4	7		090202	
Delivery Information:	Campus	Full/Part Time		Period (Year/1st/2ndSem)	
	SMU	Full time		S2	
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	6				
Pre-requisite modules for this module:	MAUA 020, MAUA021, MAUB021, MAUA022, MAUB022				

Co-requisites module:		modules for			
		MAUA030, MNAA030, MAUC032, MAUA032, MPSB032			
Assessment criteria		<p>At the successful completion of this module, students will be able to:</p> <ul style="list-style-type: none"> • Define central auditory processing and describe the terminology and aspects thereof • Discuss the neuroanatomy, neuroplasticity and specialized functions of the central auditory mechanisms involved with auditory processing • Explain the nature, and examine the common indicators and factors associated with a central auditory processing disorder • Appraise the multidisciplinary approach towards assessment • Implement screening and diagnostic testing of central auditory processing • Examine electrophysiologic- and electro-acoustic tests for a specific patient and scenario • Construct a central auditory processing test battery for a specific patient. • Construct central auditory processing test protocols for patients from diverse South African contexts • Assess the results of central auditory processing tests • Diagnose, profile and classify a central auditory processing disorder • Defend the multidisciplinary approach towards central auditory processing management • Recommend a managing plan for a specific patient based on the components of central auditory processing disorder management. 			
Assessment criteria (continued)					
Assessment method		Continuous: Prepared short class tests; Team assignment using case study simulations; Semester Test Summative: Examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		
		% Summative Assessment Mark	40%		
	Minimum final mark to pass (%)		50%		
Summative Assessment			Paper 1	Paper 2	Paper 3
	Theory (duration)		Theory		
	Practical (duration)		3h		

	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MAUA030
Module Name:	Clinical Audiology
Content:	<p>Electrophysiology & Vestibular Audiology:</p> <ul style="list-style-type: none"> • Diagnostic electrophysiological (ABR/ASSR/OAE) assessments • Vestibular assessments (including VNG and bedside evaluations). • Provide vestibular therapy • Formulate diagnosis • Feedback to client regarding results and further intervention required • Report writing <p>Neonatal Screening:</p> <ul style="list-style-type: none"> • Identification of hearing loss • Prevention of hearing loss • Assessment of hearing loss • Intervention of hearing loss • Counseling of care-givers <p>Diagnostic Audiology:</p> <ul style="list-style-type: none"> • Case history • Interview • Otoscopic examination • Immittance measurements – tympanometry and acoustic reflexes • Pure tone audiometry (air, bone and masking) • Speech audiometry • Feedback and referrals <p>Educational Audiology:</p> <ul style="list-style-type: none"> • Hearing and CAPD screening in schools • Classroom modifications and teacher collaboration <p>ENT ward rounds:</p> <ul style="list-style-type: none"> • Participation of ENT ward rounds with other healthcare professionals at DGMAH <p>Ototoxicity screening:</p> <ul style="list-style-type: none"> • Taking a comprehensive patient case history • Selecting appropriate screening protocols for patients • Making appropriate recommendations
Learning Outcomes:	Show clinical competence by providing practical (hands-on) experience with electrophysiology and vestibular audiology, neonatal screening and diagnostic audiology. Specific outcomes in each of these competencies are as follows:

	<ul style="list-style-type: none"> • Apply the various basic newborn hearing screening and ototoxic screening protocols, as well as diagnostic, electrophysiology and bedside vestibular assessment on patients • Demonstrate the ability to do a patient case history interview, patient set-up, test selection, equipment set-up, protocol selection and test administration • Apply normative data to interpret screening and diagnostic results. • Demonstrate provide feedback, recommendations and referrals to patients • Identify appropriate intervention and make referrals if required • Demonstrate an understanding of pathologies and related management during the ENT ward rounds • Apply the basic clinical diagnostic Audiology test battery in practice and through hearing assessment simulation (Otis) • Demonstrate audio logical screening and support services within the educational context. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	4		7		090202
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		y
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
		8			
Pre-requisite modules for this module:	MAUA 020, MAUA021, MAUB021, MAUA022, MAUB022				
Co-requisites modules for module:	MSLA030, MNAA030, MAUA031, MSLA031, MSLB031, MSLC031, MPSB031, MAUC032, MSLA032, MSLB032, MAUA032, MPSB032, MAUB032				
Assessment criteria	<p>In electrophysiology the student will be required to:</p> <ul style="list-style-type: none"> • Select the appropriate test protocol and independently assess and manage the client accordingly; • Communicate effectively with clients • Collaborate with other professionals by communicating information in well-structured arguments • Deal with unfamiliar concrete and abstract problems and issues using evidence-based and theory driven solutions. <p>In terms of neonatal screening, the student should be able to:</p> <ul style="list-style-type: none"> • Demonstrate integrated knowledge through performing neonatal screening; • Identify relevant information from case history, • Communicate effectively with caregivers; deal with 				

Assessment criteria (continued)		<p>unfamiliar concrete and abstract problems and issues using evidence-based solutions and theory-driven arguments;</p> <ul style="list-style-type: none"> • Encourage a multidisciplinary approach and act as agents of change • Demonstrate task management, contingency management, job environment and transfer of skills. <p>For diagnostic audiology and ototoxicity the student should be able to:</p> <ul style="list-style-type: none"> • Conduct an age- and case-appropriate interview through the selection of appropriate questions from a case history form, display well-developed information retrieval skills together with the ability to critically analyze and synthesize information with results obtained from previous evaluations • Conduct and apply age- and case-appropriate protocol during the conduction of the basic audiometric test battery (otoscopic examination, immittance measurements, pure tone and speech audiometry) as well as critically analyze, evaluate, interpret and predict results • Summarize audiometric results and explain it in a well-structured comprehensible professional manner during feedback to the client, the parents, caregivers and/or significant others as well as through the critical analysis and synthesis of information in writing as well as encouraging a multidisciplinary team approach to the intervention of the client. • Collaborating with other professionals by communicating information in well-structured manner. <p>For Educational Audiology the student should be able to:</p> <ul style="list-style-type: none"> • Perform hearing and/or (C)APD screening • Perform diagnostic testing when deemed necessary • Interpret screening and/or diagnostic results • Formulate recommendations and/or referrals based on these findings • Present the results, findings and recommendations of the audiological testing procedures in a clear, concise and reader-specific, written format.
Assessment method		<p>Continuous: Report; Clinical Skill Observation</p> <p>Summative: Oral Examination</p>
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%
	% Formative Assessment Mark	60%
	% Summative Assessment Mark	40%
	Minimum final mark to pass (%)	50%

Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Oral			
	Practical (duration)	1h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)		MAUC032			
Module Name:		Clinical Speech-Language Pathology and Audiology – Hospital Practice			
Content:		<ul style="list-style-type: none"> • Hands on exposure to Speech, language and hearing health care services in a hospital setting. • Exposure to hospital administration. • Infection control measures within a hospital environment. • Working within a multidisciplinary and transdisciplinary team. • Reporting of patient information, keeping statistics and patient file entry and handling. 			
Learning Outcomes:		<p>Students must be able to:</p> <ul style="list-style-type: none"> • Understand the operation and management of a hospital environment • Observe and demonstrate clinical competence in the provision of speech, language and hearing services in the hospital setting • Understand and demonstrate hospital infection control measures • Understand and demonstrate ability to work within a multidisciplinary and transdisciplinary team • Demonstrate reporting of patient information, keeping statistics and patient file entry and handling. 			
Module Information:		SAQA Credits		NQF Level	
		4		7	
Delivery Information:		Campus		Full/Part Time	
		SMU		Full time	
Periods per week:		Classes	Practical	Tutorial	Seminars
			8		
Pre-requisite modules for this module:		MPIB020, MAUA 020, MSLA 020, MPSA021, MAUA021, MAUB021, MSLA021, MSLB021, MSLA022, MAUA022,			

			MAUB022, MSLC022, MSLD022, MPSA022, MSLA022			
Co-requisites modules for module:			MAUA030, MSLA030, MNAA030, MAUB032, MSLA032, MSLB032, MAUA032, MPSB032			
Assessment criteria			<p>Students will be assessed through observational and practical hands on sessions in:</p> <ul style="list-style-type: none"> • Understanding the operation and management of a hospital environment by engaging with hospital and departmental policies and protocols • Demonstrating clinical competence in the provision of BASIC speech, language and hearing services in the hospital setting relating to: case history taking, basic test battery, new-born hearing screening, speech and language assessments, voice and dysfluency assessments • Actively observing electrophysiology and vestibular testing in audiology, hearing aid fittings in the management of clients with a hearing loss including aural rehabilitation, video fluoroscopic procedures used to diagnose various forms of dysphagia in clients, voice and dysfluency management, management of patients with traumatic brain injury or stroke, evaluation and management of the patient's feeding and communication skills • Observing and demonstrating hospital infection control measures by wearing the appropriate PPE • Understanding and demonstrating ability to work within a multidisciplinary and transdisciplinary team by referring patients to the relevant medical professionals, consulting other professionals and participating in ward/ grand rounds if required • Demonstrating and reporting of patient information, keeping statistics and patient file entry and handling including the booking of patients. 			
Assessment method			Continuous assessment: Practical assessment; Report Summative assessment: Oral examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Oral			
	Practical (duration)		1h			

	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)		MSLA031			
Module Name:		Disorders of Fluency			
Content:		<ul style="list-style-type: none"> Theories and definition of stuttering Onset, development and symptoms Assessment Intervention Cluttering and other disorders of fluency 			
Learning Outcomes:		<p>At the end of the module students will be able to:</p> <ul style="list-style-type: none"> Show detailed knowledge and understanding of identification, assessment and treatment of clients (children and adults) with fluency disorders Understand and implement current theories and management approaches used with individuals representing the major cultural groups in South Africa, who display stuttering or related fluency disorders. This multicultural approach includes both didactic and practical components. 			
Module Information:		SAQA Credits	NQF Level		CESM Code (3rd Order)
		4	7		090203
Delivery Information:		Campus	Full/Part Time		Period (Year/1st/2ndSem)
		SMU	Full time		S1
Periods per week:		Classes	Practical	Tutorial	Seminars
		6			
Pre-requisite modules for this module:		MSLB021, MSLC022, MSLD022, MSLB022			
Co-requisites modules for module:		MAUA030, MSLA030, MNAA030, MAUB031, MAUA031, MSLB031, MSLC031, MPSB031			
Assessment criteria		<p>The student is able to:</p> <ul style="list-style-type: none"> Discuss the onset and development of the disorders of fluency, and demonstrate the understanding of the various disorders Portray a coherent and critical understanding of the rationale for the conducting of accurate measurement and precise assessment, conduct accurate measurements and apply correct decision making in the 			

			assessment in order to make an accurate and comprehensive differential diagnosis, communicate assessment information effectively to parents, caregivers, adult clients and significant others			
			<ul style="list-style-type: none">• Explain the need for an accurate, effective and efficient intervention program, identify an appropriate approach, put the approach into practice, manage the client and the problem efficiently and monitor progress, as well as demonstrate an understanding that the intervention process includes remediation of many other aspects, such as emotional wellbeing and attitudes and not working solely on speech behaviours• Demonstrate the ability to effectively communicate and work within a team.			
Assessment method			Continuous: Multi-source assessment (peer and self - assessment); Quizzes; worksheets; Case study simulations; Prepared class test; Assignment Summative: Semester Test; Examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
		Theory (duration)	Theory			
		Practical (duration)	3h			
		% contribution to Summative Assessment Mark	100			
		Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MSLB031
Module Name:	Dysphagia
Content:	<p>Dysphagia (Paediatric and Adult):</p> <ul style="list-style-type: none"> • Normal anatomy, physiology and embryology • Procedures for assessment of swallowing; Disorders of swallowing, NICU assessment, identification of stress signals and breast feeding • Airways and their management; Non-oral feeding; Clinical

	bedside examination <ul style="list-style-type: none"> • Management of swallowing disorders • Dysphagia in oral and laryngeal cancer clients • Swallowing disorders caused by neurologic lesions; Dysphagia in CVA clients; Dysphagia in head trauma, spinal cord injury and neurosurgical procedures • Dysphagia in progressive neurologic disease • Medical management, ethics and the interdisciplinary team. 				
Learning Outcomes:	At the end of the module students will be able to: <ul style="list-style-type: none"> • Understand the causes of dysphagia and the resultant symptoms • Assess and treat dysphagia effectively in the clinical practice using a well-rounded and systematic knowledge base • Plan and implement intervention and provide counselling to parents, caregivers, adult clients and significant others with regard to dysphagia. 				
Module Information:	SAQA Credits	NQF Level		CESM Code (3rd Order)	
	4	7		090203	
Delivery Information:	Campus	Full/Part Time		Period (Year/1st/2ndSem)	
	SMU	Full time		S1	
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	6				
Pre-requisite modules for this module:	MPCL012, MANC010, MSLD022, MSLB022				
Co-requisites modules for module:	MAUA030, MSLA030, MNAA030, MAUB031, MAUA031, MSLA031, MSLC031, MPSB031				
Assessment criteria	The student is able to: <ul style="list-style-type: none"> • Describe the anatomical structures, physiology of swallow and the neurology of the swallowing process according to the four swallowing phases (oral preparatory phase, voluntary oral phase, pharyngeal phase, oesophageal phase) • Discuss the causes of dysphagia • Explain and demonstrate the principles and procedures of the clinical examination of swallowing including various instrumental procedures and their specific advantages and limitations • Develop an intervention plan based on the clinical and/or instrumental assessment results • Counsel clients, families and caregivers regarding dietary adjustments and swallowing issues as well as being able to work in a team. 				

Assessment method			Continuous: Team assignment; Case study simulations; Prepared class test; Quizzes; worksheets Summative: Semester Test; Examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MSLC031
Module Name:	Neuro-motor Speech Disorders
Content:	<ul style="list-style-type: none"> • Introduction to neuro-motor speech disorders (Dysarthria and Apraxia) • Introduction to neuro-motor speech disorders • Speech and language production processes • Characteristics of neuro-motor speech disorders • Types of dysarthria • Apraxia of speech • ICF • Assessment of neuro-motor speech disorders • Differential diagnosis • Intervention of neuro-motor speech disorders (incl. tele-health) • Burden of disease
Learning Outcomes:	<p>At the end of the module students will be able to:</p> <ul style="list-style-type: none"> • Show an understanding and integrated knowledge of the phases involved in the normal speech production process according to literature • Show an understanding and integrated knowledge of various motor speech disorders in comparison with normal speech production processes • Show an understanding and integrated knowledge with

	<p>regard to the symptoms of dysarthria and apraxia of speech and relate these to the specific lesion sites in the brain</p> <ul style="list-style-type: none"> • Show an ability to access, process and manage information with regard to assessment of motor speech disorders in a manner that is culturally- and linguistically-relevant, ethical and professional, using the relevant theories and frameworks • Demonstrate competence to effectively manage a client with motor speech disorders and implement cultural- and linguistically- appropriate intervention measures using the relevant theories and frameworks. 				
Module Information:	SAQA Credits	NQF Level		CESM Code (3rd Order)	
	4	7		090203	
Delivery Information:	Campus	Full/Part Time		Period (Year/1st/2ndS em)	
	SMU	Full time		S1	
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	6				
Pre-requisite modules for this module:	MSLB021, MSLB022, MSLC022, MSLD022				
Co-requisites modules for module:	MAUA030, MSLA030, MNAA030, MAUB031, MAUA031, MSLA031, MSLB031, MPSB031				
Assessment criteria	<p>The students is able to:</p> <ul style="list-style-type: none"> • List the characteristics of motor speech disorders • Identify and describe the site of lesion in relation to the different types of motor speech disorders • Differentiate between apraxia of speech and dysarthria • Identify the various aspects that needs to be assessed and motor speech disorders that will enable differential diagnosis • Develop an assessment plan for motor speech disorders that will enable differential diagnosis • Construct a comprehensive management plan for the various types of dysarthria as well as apraxia • Formulate the role of the speech-language therapist within the interdisciplinary team involved in the intervention of persons with motor speech disorders • Determine the effect of neurological and motor speech disorders on the clients' level of health, functioning and disability. 				
Assessment method	<p>Continuous: assignment; class tests; semester tests</p> <p>Summative: Examination</p>				
Mark Structure:	Minimum Form Assessment Mark for	40%			

	exam admission (%)					
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
		Theory (duration)	Theory			
		Practical (duration)	3h			
		% contribution to Summative Assessment Mark	100			
		Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MSLA032
Module Name:	Adult Language Disorders
Content:	<ul style="list-style-type: none"> • Introduction to adult language disorders • Aphasia [prevalence, causes, neuropathology, classification, assessment (ICF), treatment (incl. AAC & Telehealth)] • Right Hemisphere Syndrome/ damage [prevalence, causes, neuropathology, assessment (ICF), treatment (incl. AAC & Telehealth)] • Dementia [prevalence, causes, neuropathology, classification, assessment (ICF), treatment (incl. AAC & Telehealth)] • Traumatic Brain Injury (TBI) [prevalence, causes, neuropathology, classification, assessment (ICF), treatment (incl. AAC & Telehealth)]
Learning Outcomes:	<p>To show knowledge and understanding of:</p> <ul style="list-style-type: none"> • Demonstrate well rounded knowledge of neuropathology resulting in aphasia, right hemisphere damage, traumatic brain injury (TBI) and dementia in adults based on prior knowledge of neurology and communication disorders • Show knowledge of the potential cognitive, social and communicative consequences resulting from neurogenic language disorders using the relevant theories and frameworks • Show an ability to access, process and manage information with regard to assessment of motor speech disorders in a manner that is culturally- and linguistically-relevant, ethical
Learning Outcomes (continued)	

	<p>and professional, using the relevant theories and frameworks</p> <ul style="list-style-type: none"> • Demonstrate competence to effectively manage a client with motor speech disorders and implement cultural- and linguistically- appropriate intervention measures using the relevant theories and frameworks. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	4		7		090203
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		S2
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	6				
Pre-requisite modules for this module:	MSLB021, MSLB022, MSLC022, MSLD022				
Co-requisites modules for module:	MAUA030, MSLA030, MNAA030, MAUC032, MAUB032, MSLB032, MAUA032, MPSB032				
Assessment criteria	<p>The student is able to:</p> <ul style="list-style-type: none"> • Discuss the neuropathology of Aphasia, Right Hemisphere Damage, Traumatic Brain Injury and Dementia • Distinguish between aphasia, Right hemisphere damage, Traumatic Brain Injury AND Dementia • Classify and differentiate between the various types of Aphasia and their site of lesion • Apply formal and informal assessment methods with Individuals with Aphasia, Right Hemisphere Damage, Traumatic Brain Injury and Dementia • Formulate a diagnosis based on links between observations and literature • Compile an accurate assessment and progress report • Consider individual differences & multicultural issues when planning and executing assessment and consultation with clients or significant others • Design an intervention plan for individuals with Aphasia, Right Hemisphere Damage, Traumatic Brain Injury and Dementia within the multilingual, multicultural South African context using the relevant theories and frameworks • Describe the role of the rehabilitation team, the client, family and the community in effecting and sustaining intervention outcomes. 				
Assessment method	<p>Continuous: assignment; class tests; semester test</p> <p>Summative: Examination</p>				
Mark Structure:	Minimum Form Assessment Mark for	40%			

	exam admission (%)					
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
		Theory (duration)	Theory			
		Practical (duration)	3h			
		% contribution to Summative Assessment Mark	100			
		Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)		MSLD032	
Module Name:		Early Communication Intervention	
Content:		<ul style="list-style-type: none"> • Introduction to ECI • ECI: Assessment Process • ECI: Intervention • Normal and Abnormal Feeding Patterns / Intervention • Assessment and Intervention in the Paralinguistic / Emerging Language Stages • Special populations 	
Learning Outcomes:		<p>To identify, assess and effectively treat:</p> <ul style="list-style-type: none"> • Understand the concept of prevention (primary, secondary & tertiary), identification of children at/establish risk for communication disorders • Assessment and intervention of babies, toddlers and young children at risk of communication disorders based on current best practices in a family-centered approach • Provide counselling to caregivers thereby reporting on their findings and progress, as well as manage the case in a professional manner and show sensitivity for diverse cultures. 	
Module Information:		SAQA Credits	NQF Level
		4	7
Delivery Information:		CESM Code (3rd Order)	Period (Year/1st/2ndSem)
		090203	

		SMU		Full time		S2
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
		6				
Pre-requisite modules for this module:		MSLB0321, MSLB022, MSLD022, MSLD022				
Co-requisites modules for module:		MAUA030, MSLA030, MNAA030, MAUC032, MAUB032, MSLA032, MAUA032, MPSB032				
Assessment criteria		<p>The student is able to:</p> <ul style="list-style-type: none"> • Discuss the theoretical principles and underpinnings of ECI across cultural boundaries • Develop a comprehensive assessment procedure and make a diagnosis, as well as plan the treatment and management of a child with early communication disorders (including special populations) • Discuss teamwork towards early communication disorders, as well as professional behavior across cultural and linguistic boundaries • Integrate information from various sources and communicate it effectively regarding these disorders with patients, families and professionals within a diverse society, and to work within a team. 				
Assessment method		Continuous: assignment; class tests Summative: semester tests; examinations				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3	MSLB030

numeric)					
Module Name:	Clinical Speech-Language Pathology				
Content:	<ul style="list-style-type: none"> • Assessment of Language Learning -and associated Disorders such as ADHD, Dyslexia, Auditory Processing/Perceptual Disorders. • Intervention of Language Learning - and associated Disorders such as ADHD, Dyslexia, Auditory Processing/ Perceptual Disorders • Team Work / Collaboration • Health promotion, prevention and intervention 				
Learning Outcomes:	<p>Demonstrate well rounded knowledge, skills and attitudes with regard to;</p> <ul style="list-style-type: none"> • The identification, assessment and intervention of school-aged learners presenting with Language Learning and related disorders in linguistic and cultural diverse setting and will include: • Remedial practice in reading and writing problems including emergent literacy • Barriers to learning of culturally and linguistically diverse learners • Collaboration and teamwork among professionals in schools and with caregivers in the home environment. <p>Assessment and management of learners with LLD and related disorders effectively within the range of the South African context.</p>				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	16		7		090203
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		Y
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
		4			5
Pre-requisite modules for this module:	MSLB021, MSLC021, MSLA020				
Co-requisites modules for module:	MAUA030, MNAA030, MAUA031, MSLA031, MSLB031, MAUA031, MSLC031, MPSB031, MAUC032, MSLA032, MSLB032, MAUA032, MPSB032, MAUB032				
Assessment criteria	<p>The student is able to:</p> <ul style="list-style-type: none"> • Design, implement monitor and report on programmes for learners with language learning and related disabilities • Plan and execute accurate identification and assessment of learners with language learning and related disabilities using both formal and informal methods of assessment, and effectively communicate results to significant others 				

			(and teachers) <ul style="list-style-type: none">• Formulate and implement guidelines for assessing linguistically diverse populations in clinical practice• Execute team work and active participation in the professional functions of collaboration and consultation• Report on and effectively communicate with clients, families, paraprofessionals and professionals.			
Assessment method			Continuous: Structured direct observation, Multi-source assessment (self-assessment); Assessment by supervising clinician (global rating with comments & written report); Written exercises; Assessment of report, planning, portfolio; Case study simulations Summative Assessment by a panel of internal and / or external examiners (oral examination); Written plans, and execution of plan embedded within an oral examination framework			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Oral			
	Practical (duration)		1h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MPSB031
Module Name:	Psychopathology, Research and Community Psychology
Content:	Research Methodology 2 Community Psychology Psychopathology
Learning Outcomes:	Students should have knowledge of/and understanding of survey research, sampling, data collection (scales of measurement and techniques of data collection), questionnaire design and community-centred research. They

	<p>must further understand how to interpret results and write report.</p> <p>Students must have knowledge and understanding of the following aspects of community psychology: the emergence and relevance of community psychology internationally and in developing societies and the South African context, The conceptual orientation of community psychology and the multidisciplinary knowledge base & planned community change. They must further have the ability to critically analyse perspectives of different paradigms.</p> <p>Students must have knowledge and understanding of abnormal behaviour in historical context, clinical assessment and diagnosis, anxiety disorders, somatoform and dissociative disorders, as well as mood disorders and suicide. They must understand and insight to apply and critically analyse personality disorders, schizophrenia and other psychotic disorders, as well as developmental disorders.</p> <p>Students must have knowledge and understanding of legal and ethical issues relating to research, community psychology and psychopathology.</p>				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	20		7		180101
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		Y
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	5	1	2		
Pre-requisite modules for this module:	MPSA021; MPSA022				
Co-requisites modules for module:	MAUA030, MSLA030, MNAA030, MAUB031, MSLA031, MSLA031. MAUA031,MSLC031				
Assessment criteria	<ul style="list-style-type: none"> Students should be able to describe, explain, discuss, analyses and evaluate concepts such as survey research, sampling, data collection (scales of measurement and techniques of data collection), questionnaire design and community-centred research. They must further be able to interpret results of report writing. Students must be able to define, describe, discuss, criticize, assess as well as differentiate between the following aspects of community psychology: the emergence and relevance of community psychology internationally and in developing societies and the South African context, the conceptual orientation of community psychology and the multidisciplinary knowledge base & planned community change. They must further have the 				

		<p>ability to demonstrate, explain critically analyse and differentiate perspectives of paradigms.</p> <ul style="list-style-type: none"> Students must be able to name, describe, demonstrate, define, differentiate, evaluate concepts of psychopathology such as abnormal behaviour in historical context, clinical assessment and diagnosis, anxiety disorders, somatoform and dissociative disorders, as well mood disorders and suicide. They must further be able to apply, differentiate, explain and critically analyse personality disorders, schizophrenia and other psychotic disorders, as well as developmental disorders. Students must be able to describe, demonstrate responsible legal and ethical values relating to research, community psychology and psychopathology. 			
Assessment method		Comprehensive, formative (includes group and individual assignments, and tests) and summative (examination) assessment. Practical work seminars, presentation of specific allocated case studies relevant to the degree.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MPSB032
Module Name:	Statistics, Therapeutic and Development Psychology
Content:	Behavioural Statistics Therapeutic Psychology Developmental Psychology (Adolescence and Adulthood)
Learning Outcomes:	Students should have knowledge and understanding of introduction to behavioural statistics, variables and levels of

Learning Outcomes (continued)	<p>measurement, dealing with data, basic descriptive statistics, tables, measures of central tendency, measures of dispersion and the normal curve.</p> <p>Students must have knowledge and understanding, as well as apply and critically analyse the following concepts of therapeutic psychology: counselling, common themes, characteristics of the counselling relationship, characteristics of a successful counsellor, and stages of the counselling process. They must further have the ability to apply and evaluate helping skills, probing skills, discovering skills and possible problems in the counselling relationship.</p> <p>Students must have knowledge and understanding research methods in developmental psychology. They must also apply and critically analyse theories of development. They must further have knowledge and understanding of middle childhood, adolescence and social development.</p>				
Module Information:	SAQA Credits	NQF Level		CESM Code (3rd Order)	
	24	7		180101	
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		Y
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	5	1	2		
Pre-requisite modules for this module:	MPSB021, MPSB022				
Co-requisites modules for module:	MAUA030,MSLA030,MNAA030,MSLA032,MAUB032,MSLB032, MAUC032,MAUA032				
Assessment criteria	<ul style="list-style-type: none"> Students should be able to describe, explain, discuss differentiate concepts of behavioural statistics such as, variables and levels of measurement, dealing with data, basic descriptive statistics, tables, measures of central tendency, measures of dispersion and the normal curve. Students must explain, demonstrate, identify, apply and critically analyse the following concepts of therapeutic psychology: counselling, common themes, characteristics of the counselling relationship, characteristics of a successful counsellor, and stages of the counselling process. They must further have the, explain, discuss, apply and evaluate helping skills, probing skills, discovering skills and possible problems in the counselling relationship Students must define, describe, discuss, and interpret research methods in developmental psychology. They must also describe, explain, apply, differentiate and critically analyse theories of development. They must further define, discuss, differentiate, evaluate and apply 				

			concepts such as middle childhood, adolescence and social development.			
Assessment method			Comprehensive, formative (includes group and individual assignments, and tests) and summative (examination) assessment. Practical work seminars, presentation of specific allocated case studies relevant to the degree.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MNAA030
Module Name:	Neuro-anatomy & Clinical Neurology for SLP & A
Content:	Organization of the nervous system, spinal cord, brainstem, cerebellum, diencephalon, basal nuclei, functional areas, speech and auditory related pathways, blood supply and related clinical disorders
Learning Outcomes:	<p>Students will:</p> <ul style="list-style-type: none"> • Understand the divisions and organization of the nervous system • Understand the anatomy and function (control centres) of the spinal cord and related clinical disorders • Understand anatomy, structural and functional relations of control centres in the brainstem, and related clinical disorders • Understand the basic anatomy of the cerebellum and related clinical disorders • Understand the basic anatomy of the diencephalon and the basal nuclei, and their related clinical disorders • Understand the location of various functional areas on the brain, their connection with each other and with other

	control centres, and their related clinical disorders <ul style="list-style-type: none"> • Understand the blood supply of the brain • Understand the control centres involved in verbal and non-verbal speech, language and auditory system • Understand the functional relation of control centres in different location in the brain and pathways involved • Understand the complexity of the speech pathway and clinical disorders associated with each of its components • Identify key structures in the brainstem, cerebellum and cerebral hemispheres 				
Module Information:	SAQA Credits	NQF Level		CESM Code (3rd Order)	
	8	7		130402	
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		Y
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	3				
Pre-requisite modules for this module:	MANC010, MPIB020				
Co-requisites modules for module:	MAUA030, MSLA030, MAUA031, MSLA031, MSLB031, MAUA031, MSLC031, MPSB031, MAUC032, MSLA032, MSLB032, MAUA032, MPSB032, MAUB032				
Assessment criteria	Students will: <ul style="list-style-type: none"> • Describe and differentiate the divisions/organisation of the nervous system • Describe and discuss the anatomy of the components of the brainstem • Discuss and describe the function of each control centre and functional area involved in speech, language and auditory system • Functionally relate the neural control centres in the brainstem with the functional areas. • Discuss and describe the clinical disorders associated with various neural speech and auditory control centres and presentation thereof • Discuss and outline all possible pathways involved in speech, language and auditory system • Discuss and describe the territorial blood supply of the brain and spinal cord and speech, language and auditory disorders associated with each arterial supply • Identify key structures in the brainstem and cerebellum and cerebral hemispheres 				
Assessment method	Three cumulative tests. Practical (spotter) assessment; examination				

Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
		Theory (duration)	Theory	Practical		
		Practical (duration)	3h	1hr		
		% contribution to Summative Assessment Mark	75	25		
		Sub minimum	40	40		

Module Code: (4 alphabetic & 3 numeric)	MAUC041
Module Name:	Advances in Audiology
Content:	<ul style="list-style-type: none"> New developments in the field of Audiology around the globe. Themes include: <ul style="list-style-type: none"> Advances in tinnitus and hyperacusis management Advances in implantable devices (expanded cochlear implant criteria, vestibular implants, Vibrant Soundbridge and Bonebridge). Advances in hearing aids and hearing aid technology Advances in mHealth and tele-audiology (including rural health in South Africa). Lifestyle hearing losses (e.g. hearing loss in diabetes mellitus patients) Latest developments in Audiology in South Africa, including newest research (e.g. HIV/AIDS, implantable devices) and new innovations (e.g. HearX mobile screening) Applying new developments in the field of Audiology to a specific patient Applying new developments in Audiology to the South African context Develop new practices and approaches in assessment and management of patients relevant to the South African context.
Learning Outcomes:	Students are expected to: <ul style="list-style-type: none"> Understand and apply new global developments in the field

			of Audiology on a variety of themes. <ul style="list-style-type: none"> • Apply, analyze and evaluate new developments in the field of Audiology to a specific patient. • Apply, analyze and evaluate new advances in Audiology within the South African context. • Create ethical and evidence-based practices relevant to the South African context, based on advances in the field of Audiology. 		
Module Information:			SAQA Credits	NQF Level	CESM Code (3rd Order)
			4	8	090202
Delivery Information:			Campus	Full/Part Time	Period (Year/1st/2ndSem)
			SMU	Full time	S1
Periods per week:			Classes	Practical	Tutorial
			4		
Pre-requisite modules for this module:			MAUA030, MAUA031, MAUB031, MPSB031, MAUA032, MAUB032		
Co-requisites modules for module:			MAUA030, MAUA031, MAUB031, MPSB031, MAUA032, MAUB032		
Assessment criteria			At the successful completion of this module, students will be able to: <ul style="list-style-type: none"> • Discuss and apply new developments in the field of Audiology according to particular themes (including advances in tinnitus and hyperacusis management, advances in implantable devices, advances in hearing aids and hearing aid technology, advances in mHealth and tele-audiology, lifestyle hearing losses, and latest developments in Audiology in South Africa) in an integrated manner • Use, infer, and defend/support new developments in the field of Audiology for a specific patient • Relate, investigate and critique new developments in Audiology for the South African context • Formulate new practices and approaches in assessment and management of patients relevant to the South African context. 		
Assessment method			Continuous: Team assignment; case simulations; class tests; semester tests Summative: Examination		
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
		% Formative Assessment Mark	60%		

	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)		MAUB041			
Module Name:		South African Sign Language			
Content:		<ul style="list-style-type: none"> • Introduction to South African Deaf Culture and South African Sign Language • Organization and structure of Deaf Culture • Using South African Sign Language to introduce oneself. • Exchanging of personal information through the use of South African Sign Language • Demographics of population • Case history 			
Learning Outcomes:		<p>Demonstrate detailed knowledge and understanding of the following:</p> <ul style="list-style-type: none"> • Basic South African Sign Language and Deaf Culture • How to communicate with the Deaf as well as to promote a sensitivity to the Deaf Culture by establishing a comprehensive and systematic knowledge together with a coherent and critical understanding of the principles and theories underlying the Deaf Culture. 			
Module Information:		SAQA Credits	NQF Level		CESM Code (3rd Order)
		8	8		090202
Delivery Information:		Campus	Full/Part Time		Period (Year/1st/2ndSem)
		SMU	Full time		S1
Periods per week:		Classes	Practical	Tutorial	Seminars
		4			
Pre-requisite modules for this module:		MAUA030, MAUA031, MAUB031, MAUA032 MAUB032			

Co-requisites modules for module:		MSLA040, MAUA040, MSLA041, MAUA041, MSLB041			
Assessment criteria		The student is able to: <ul style="list-style-type: none"> Describe the uniqueness of the Deaf Culture as well as the role of the Audiologist and how to communicate with this population Make sound theoretical judgments based on evidence and an ability to think about foundations, scope, and validity of knowledge gained as well as demonstrate sensitivity to culture diversity and willingness to continue to learn independently for continuing academic/professional development. 			
Assessment method		Continuous: Multi-source assessment (Peer and self-assessment); Written exercises; Assessment (global rating with comments); Written class test; Assignment Summative: Semester Test; Written exam			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory			
	Practical (duration)	3h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MAUA042
Module Name:	Practice Management
Content:	Practice Management <ul style="list-style-type: none"> Definition of strategy, strategic planning and strategic management Difference between strategic and operational planning Model of strategic planning SWOT Analysis Porter 5 forces model

	<ul style="list-style-type: none"> • Strategic objectives vs. alternative strategies (grand and generic) • Choosing the right strategy • Components of a business plan • Marketing mix vs. product mix • Price • Place • Promotion • Marketing plan • Competitive analysis • Advertising options • Kotler's 8 steps • Consumer Protection Act 				
Learning Outcomes:	Demonstrate detailed knowledge and understanding of: <ul style="list-style-type: none"> • Practice management principles within a speech-language pathology and/or audiology practice • The importance of strategic planning and marketing within the audiology practice. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	4		8		090202
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		S2
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	4				
Pre-requisite modules for this module:	MAUA030, MAUA031, MAUB031, MAUA032, MAUB032				
Co-requisites modules for module:	MSLA040, MAUA040, MAUB042, MAUC042, MSLB042, MSLA042				
Assessment criteria	The student is able to: <ul style="list-style-type: none"> • Differentiate strategic management from strategic planning, solve problems through logical thinking, make sound theoretical judgments based on evidence and an ability to think about foundations, scope, and validity of knowledge gained; as well as manage learning tasks autonomously, professionally and ethically and display the capacity to continue to learn independently for continuing academic/ professional development • Develop a business/marketing plan through logical and critical thinking; make sound theoretical judgments based on evidence in literature and show an appreciation for those who aid in guiding effective practice management based on ethical values. 				
Assessment method	Continuous: Class test; Group assignment / Presentation; Case study simulations				

			Summative: Semester test; Exam			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)			MAUD042			
Module Name:			Clinical Integrated Audiology			
Content:			<ul style="list-style-type: none"> Integrated cases in audiology Integration of Ear Nose and Throat, neurology, neurophysiology collaboration through grand rounds 			
Learning Outcomes:			<p>At the end of the module, the student will be able to:</p> <ul style="list-style-type: none"> Discuss the recent advances and current issues in Audiology as well as the importance of recent research and advances in providing appropriate assessment and management of clients with various pathologies/diagnosis of hearing loss and any other aspects relevant to the profession of audiology within the South African context Show clinical competence in the interpretation / recommendations / management in case presentations and discussions. 			
Module Information:			SAQA Credits	NQF Level	CESM Code (3rd Order)	
			4	8	090202	
Delivery Information:			Campus	Full/Part Time	Period (Year/1st/2ndS em)	
			SMU	Full time	S2	
Periods per week:			Classe	Practic	Tutorial	Seminars
						Independent

		s	al			Learning
		4				
Pre-requisite modules for this module:		MAUA030, MAUA031, MAUB031, MAUA032 MAUB032				
Co-requisites modules for module:		MSLA040, MAUA040, MAUA042, MAUC042, MSLB042, MSLA042				
Assessment criteria		<p>The student is able to:</p> <ul style="list-style-type: none"> Describe the role of the audiologist within a specialist scope of practice, reflect on own area of interest/specialty and make sound theoretical judgments based on evidence and an ability to think about foundations, scope, and validity of knowledge gained Apply the recent advances in audiology within the South African context, solve problems; and develop logical thinking, as well as use literature to become life-long learners. 				
Assessment method		Continuous: Case presentations Summative: Semester Test; Portfolio				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%				
	% Formative Assessment Mark	60%				
	% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)	50%				
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory (duration)	Theory				
	Practical (duration)	3h				
	% contribution to Summative Assessment Mark	100				
	Sub minimum	40				

Module Code: (4 alphabetic & 3 numeric)	MAUA040
Module Name:	Clinical Audiology
Content:	Paediatric Audiology Aural Rehabilitation: Electrophysiology & Vestibular Audiology: Fitting Hearing Aids and Assistive Listening Devices:

	Central Auditory Processing Disorders: Educational Audiology
Learning Outcomes:	<p>Apply theoretical knowledge in practice by providing practical (hands-on) experience:</p> <p>Paediatric Audiology:</p> <ul style="list-style-type: none"> • To obtain hearing thresholds in the paediatric population by conducting behavioural testing including BOA, VRA, and play Audiometry • To facilitate coherent and critical understanding of principles and theories underlying paediatric audiology <p>Aural Rehabilitation:</p> <ul style="list-style-type: none"> • By providing parent/caregiver counselling and intervention (rehabilitation) of an individual (adults and children) with a hearing loss • To facilitate coherent and critical understanding of the principles and theories underlying aural rehabilitation <p>Electrophysiology and Vestibular Audiology:</p> <ul style="list-style-type: none"> • By applying theoretical knowledge by providing practical (hands-on) experience to conduct electrophysiological assessment (ABR, ASSR, OAE) as well as vestibular and balance assessments • By making a diagnosis and provide feedback • By identifying appropriate intervention and make referrals if required <p>Fitting Hearing Aids and Assistive Listening Devices:</p> <ul style="list-style-type: none"> • To conduct basic clinical diagnostic audiological assessment, determine whether a client of any age requires a hearing aid, provide feedback, provide appropriate intervention in the form of hearing aid/s fitting and make referrals if required • By performing verification and validation of hearing aid fittings <p>Central Auditory Processing Disorders:</p> <ul style="list-style-type: none"> • To individually assess the individual with (C)APD, in order to diagnose and classify (C)APD, as well as determine remediation strategies through the clinical application of theoretical knowledge <p>Educational Audiology:</p> <ul style="list-style-type: none"> • By performing hearing and/or (C)APD screening, as well as diagnostic testing (when necessary), identify and diagnose problems and display ability to deal with unfamiliar concrete and abstract problems and issues using evidence-based solutions and theory-driven arguments • By identifying the effect of classroom acoustics on the child in the educational setting, present and communicate information and own ideas and opinions in well-structured arguments and interact effectively in a learning group.

Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	32		8		090202
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		Y
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
		24			
Pre-requisite modules for this module:	MAUA030, MAUA031, MAUB031, MAUA032 MAUB032				
Co-requisites modules for module:	MSLA040, MSLA041, MAUA041, MSLB041, MAUB041, MAUB042, MAUC042, MSLB042, MSLA042				
Assessment criteria	<p>At the end of this module the student should show clinical competence in the following areas and be able to:</p> <p>Paediatric Audiology:</p> <ul style="list-style-type: none"> • Select the appropriate test protocol and independently assess the client accordingly • Collaborate with other professionals showing an appreciation of the scope and boundaries of each profession • Communicate effectively with clients and provide counselling where relevant • Present the results, findings and recommendations of the audiological testing procedures in a clear, concise and reader-specific, written format • Adhere to code of ethics and professional behaviour as well as present and communicate academic/professional work effectively, catering for a range of audiences by using a range of various styles appropriate to the context <p>Aural Rehabilitation:</p> <ul style="list-style-type: none"> • Demonstrate the ability to independently minimize the communication deficits caused by hearing loss through evaluation of the audiology dimensions of the hearing loss • Discuss measures of communication disability and needs assessment • Discuss counselling and guidance in the use of hearing aids and assistive devices • Present the results, findings and recommendations of the audiological testing procedures in a clear, concise and reader-specific, written format • Develop auditory training; training in speech reading and communication strategies <p>Electrophysiology and Vestibular Audiology:</p> <ul style="list-style-type: none"> • Select the appropriate test protocol and independently assess the client accordingly 				

		<ul style="list-style-type: none"> • Communicate effectively with clients and provide counselling where relevant • Collaborate with other professionals • Present the results, findings and recommendations of the audiological testing procedures in a clear, concise and reader-specific, written format; • Adhere to code of ethics and professional behaviour • Fitting Hearing Aids and Assistive Listening Devices: • Obtain ear impressions of high quality from clients of all ages, as well as display the ability to solve problems through critical and logical thinking displaying cultural sensitivity • Select the appropriate hearing aid according to audiogram, specification sheet and client needs • Fit the hearing aid through use of fitting software • Perform real ear measurements (speech mapping) on clients of all ages • Summarize hearing aid fitting and verification results and explain it in a well-structured comprehensible professional manner during feedback to the client, the parents, caregivers and/or significant others as well as through the critical analysis and synthesis of information in writing as well as encouraging a multidisciplinary team approach to the intervention of the client <p>Central Auditory Processing Disorders:</p> <ul style="list-style-type: none"> • Select and perform the appropriate test battery from the (C)APD diagnostic test categories for any particular client • Analyse and interpret diagnostic (C)APD test results • Classify the sub-profile of the client with (C)APD • Formulate remediation strategies based on the client's (C)APD sub-profile • Present the results, findings and recommendations of the audiological testing procedures in a clear, concise and reader-specific, written format <p>Educational Audiology:</p> <ul style="list-style-type: none"> • Perform hearing and/or (C)APD screening • Perform diagnostic testing when deemed necessary • Interpret screening and/or diagnostic results • Formulate recommendations and/or referrals based on these findings • Present the results, findings and recommendations of the audiological testing procedures in a clear, concise and reader-specific, written format.
Assessment method		<p>Continuous: Report; Clinical Skill Observation; Paediatric Audiology: Clinical skill observation; Testing as the main audiologist; Assistant audiologist; Report</p> <p>Summative: Oral Examination</p>
Mark Structure:	Minimum Form Assessment Mark for	40%

	exam admission (%)					
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
		Theory (duration)	Oral			
		Practical (duration)	1h			
		% contribution to Summative Assessment Mark	100			
		Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)		MAUC042		
Module Name:		Clinical Speech-Language Pathology and Audiology – Rural Hospital Practice		
Content:		<ul style="list-style-type: none">• Hands on exposure to Speech, language and hearing health care services in a hospital setting• Exposure to hospital administration• Infection control measures within a hospital environment• Working within a multidisciplinary and transdisciplinary team• Reporting of patient information, keeping statistics and patient file entry and handling		
Learning Outcomes:		<p>Students must be able to:</p> <ul style="list-style-type: none">• Understand the operation and management of a hospital environment• Demonstrate clinical competence in the provision of speech, language and hearing services in the hospital setting• Understand and demonstrate hospital infection control measures.• Understand and demonstrate ability to work within a multidisciplinary and transdisciplinary team• Demonstrate reporting of patient information, keeping statistics and patient file entry and handling.		
Module Information:		SAQA Credits	NQF Level	CESM Code (3rd Order)
		4	8	090204

Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
		SMU		Full time		S2
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
			24			
Pre-requisite modules for this module:		MAUA030, MAUA031, MAUB031, MAUA032 MAUB032				
Co-requisites modules for module:		MSLA040, MAUA040, MAUB042, MAUA042, MSLB042, MSLA042				
Assessment criteria		<p>Students will be assessed through practical hands on sessions in:</p> <ul style="list-style-type: none">Understanding the operation and management of a hospital environment by engaging with hospital and departmental policies and protocolsDemonstrating clinical competence in the provision of speech, language and hearing services in the hospital setting relating to: Case history taking, Diagnostic, electrophysiology and vestibular testing in audiology, hearing aid fittings in the management of clients with a hearing loss including aural rehabilitation, new-born hearing screening, speech and language assessments, video fluoroscopic procedures used to diagnose various forms of dysphagia in clients, voice and dysfluency management, management of patients with traumatic brain injury or stroke, evaluation and management of the patient's feeding and communication skillsObserving and demonstrating hospital infection control measures by wearing the appropriate PPEUnderstanding and demonstrating ability to work within a multidisciplinary and transdisciplinary team by referring patients to the relevant medical professionals, consulting other professionals and participating in ward/ grand rounds if requiredDemonstrating and reporting of patient information, keeping statistics and patient file entry and handling including the booking of patients.				
Assessment criteria (continued)						
Assessment method		Continuous assessment: Practical assessment one: Mid evaluation (At 2 weeks into block) Practical assessment two: End evaluation (At 2 weeks into block) Summative assessment: Oral examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative	60%			

	Assessment Mark				
	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Oral			
	Practical (duration)	1h			
	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MSLB041		
Module Name:	Augmentative and Alternative Communication (AAC)		
Content:	<ul style="list-style-type: none"> • Introductions to and basic concepts and issues in AAC • Participation model • Vocabulary selection • The decision making process: (Unaided and aided systems including assisted devices) • Assessment in AAC based on the participation model and make suitable recommendations for intervention and management • Intervention and management of clients requiring AAC 		
Learning Outcomes:	<p>By the end of this module the students will be able to:</p> <ul style="list-style-type: none"> • Discuss and consider basic concepts and issues in AAC and show an appreciation for the nature and complexities of communication disorders experienced by people with little or no functional speech (PNFS) • Show an understanding of communication systems (both low-tech and high-tech systems) and select vocabulary for individuals with LNFS • Apply their knowledge of assessment procedures to individual clients with limited or no functional speech (LNFS) in order to select suitable AAC systems • Plan and develop intervention programmes for individuals across disability and age range: (beginning communicators, various developmental disabilities and for those with acquired disabilities) in an ethical and culturally sensitive manner. 		
Module Information:	SAQA Credits	NQF Level	CESM Code (3rd Order)

			12		8		090203	
Delivery Information:			Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)	
			SMU		Full time		S1	
Periods per week:			Classes	Practical	Tutorial	Seminars	Independent Learning	
			4					
Pre-requisite modules for this module:			MSLA030, MSLA031, MSLB031,MSLC031, MSLA032, MSLB032					
Co-requisites modules for module:			MSLA040, MAUA040, MAUB041, MAUA041, MSLB041					
Assessment criteria			<p>The students will be assessed in their ability to:</p> <ul style="list-style-type: none">• Critically discuss issues, research and methodologies that are relevant to AAC• Research, describe and discuss the nature and challenges experienced by individual clients, and how these can be managed with AAC• Plan an AAC assessment for individuals with LNFS across the disability range, interpret and effectively communicate assessment findings to stakeholders in an ethical and professional manner• Select an AAC communication system for individuals with LNFS across a wide range of disabilities and make suitable recommendations and referrals where necessary• Develop a communication programme for clients with severe communication difficulties within an ethical and culturally sensitive manner.					
Assessment method			Written assignments; tests; written examinations					
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%					
		% Formative Assessment Mark	60%					
		% Summative Assessment Mark	40%					
	Minimum final mark to pass (%)		50%					
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4		
	Theory (duration)		Theory					
	Practical (duration)		3h					
	% contribution to Summative Assessment Mark		100					

	Sub minimum	40			
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Module Code: (4 alphabetic & 3 numeric)	MSLC041				
Module Name:	Relevant Issues in SLP&A Practice				
Content: Content (continued)	<ul style="list-style-type: none"> • Code of ethics for Speech-Language Pathologists • HPCSA guidelines for good practice in the Health Care Professions • Social media in health care • POPI Act • CAPS • Education White papers • Learner diversity • Disability in the current SA context and within a Human Rights framework • Definitions of Community based Rehabilitation • Concepts in Community Based Rehabilitation • Multi-sectorial approach to rehabilitation • Different models of disability 				
Learning Outcomes:	Show knowledge and understanding of: <ul style="list-style-type: none"> • Ethical theories and guidelines that guide clinical practice and decision making • Education curricula and policies relevant to the field of Speech-Language Pathology • Community Based Rehabilitation, enhancing the quality of life for people with disabilities and their significant others by meeting basic needs in a multi-sectorial approach to rehabilitation. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	8		8		090204
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		S2
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
	4				
Pre-requisite modules for this module:	MSLA030, MSLA031, MSLB031,MSLC031, MSLA032, MSLB032				
Co-requisites modules for module:	MSLA040, MAUA040, MAUA042, MAUB042, MAUC042, MSLA042				
Assessment criteria	The student is able to: <ul style="list-style-type: none"> • Identify, address and manage emerging ethical issues through advanced processes of ethical decision-making, 				

			including monitoring and evaluation of consequences of these decisions <ul style="list-style-type: none">• Discuss issues related to the scope of practice and ethical issues related to the treatment of persons with speech and hearing disorders• Facilitate in-depth discussions regarding the ethics of the professions and be able to apply ethical and professional knowledge to different scenarios• Apply and integrate the relevant education policies and position statements to the field of Speech-Language Pathology and Audiology• Discuss and explain the elements of CBR that contribute to the sustainability of thereof, including the sectors and roles for the development and implementation of CBR.			
Assessment method			Continuous assessment: Multi-source assignment (peer and self-assessment); Semester test Summative assessment: Written examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
	Practical (duration)		3h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MSLC042
Module Name:	Clinical Speech Language Pathology
Content:	<ul style="list-style-type: none"> • Voice Disorders • Dysfluency • Early Childhood Intervention (ECI) • Paediatric Dysphagia • School management and teacher support (service learning)

	<ul style="list-style-type: none"> • Child Language Disorders (CLD) • Language Learning Disorders (LLD) 				
Learning Outcomes:	<p>To show clinical competence in prevention, identification, assessment, intervention, and management of:</p> <ul style="list-style-type: none"> • Clients with voice problems • Clients with dysfluency problems • Clients < 3years of age • Clients with language disorders • Clients with language-learning disorders • Show competence in working within a team. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	20		8		090203
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full time		S2
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
		12			8
Pre-requisite modules for this module:	MSLA030, MSLA031, MSLB031,MSLC031, MSLA032, MSLB032				
Co-requisites modules for module:	MSLA040, MAUA040, MSLA041, MAUA041, MSLB041, MAUB041, MAUB042, MAUC042, MSLB042, MSLA042				
Assessment criteria	<p>In working with clients with severe communication difficulties, the student is able to:</p> <ul style="list-style-type: none"> • Conduct a suitable assessment, integrate the information and communicate results and make recommendations in a culturally sensitive manner • Develop a communication programme for specific clients in consultation with all role players • Create a communication board that is suitable for a specific client • Plan the intervention • Show competence in managing service provision in a service-learning context. Responsibilities include: • Screening and assessment of clients with communication problems • Dissemination of information (e.g. awareness re the role of the Speech-Language Pathologist and Audiologist SLT & A in a school context, and relevant topics related to the context) • Classroom support: language and language for learning (literacy and numeracy skills) • Working within a team, and support of fellow students in 				

			managing clients with communication problems <ul style="list-style-type: none">• Administration and logistical arrangements of the service learning context• Conduct an initial consultation, integrate information and make suitable recommendations for communication intervention of clients with a range of communication disorders in an ethical and culturally sensitive manner.			
Assessment method			Continuous: Direct observation by supervisor with feedback; Self-evaluation; Session planning; Reports; Portfolio Summative assessment: Oral examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Oral			
	Practical (duration)		1h			
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MSLA042
Module Name:	Clinical Speech Language Pathology
Content:	<ul style="list-style-type: none"> • Neuro-motor / neurogenic communication disorders (apraxia, dysphagia, dysarthria, aphasia & TBI) • Augmentative and Alternative Communication (AAC)
Learning Outcomes:	To show clinical competence in the prevention, identification, assessment, intervention, and consultation of <ul style="list-style-type: none"> • Clients with severe communication difficulties who require AAC • Clients with neuro-motor / neurogenic communication disorders (apraxia, dysphagia, dysarthria, aphasia & TBI) • Demonstrate competence and understanding of the management of school teams, as well as the support of teachers and learners in the acquisition of literacy • Show competence in working in a team.

Module Information:		SAQA Credits		NQF Level		CESM Code (3 rd Order)
		20		8		090203
Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)
		SMU		Full time		S2
Periods per week:		Classes	Practical	Tutorial	Seminars	Independent Learning
			12			
Pre-requisite modules for this module:		MSLA030, MSLA031, MSLB031,MSLC031, ,MSLA032, MSLB032				
Co-requisites modules for module:		MSLA040, MAUA040, MAUB042, MAUC042, MSLB042, MAUC42MSLA040; MSLB041; MSLB042				
Assessment criteria		<p>In working with clients with severe communication difficulties (including neuro-motor and neurogenic communication disorders), the student is able to:</p> <ul style="list-style-type: none">• Conduct a suitable assessment, integrate the information and communicate results and make recommendations in a culturally sensitive manner• Develop a communication programme for specific clients in consultation with all role players• Create a communication board that is suitable for a specific client• Plan the intervention• Conduct an initial consultation, integrate information and make suitable recommendations for communication intervention of clients with a range of communication disorders in an ethical and culturally sensitive manner.				
Assessment criteria (continued)						
Assessment method		Continuous: Direct observation by supervisor with feedback; Self-evaluation; Session planning; Reports; Portfolio Summative assessment: Oral examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Oral			
	Practical (duration)		1h			

	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MSLA040				
Module Name:	Research Method and Report				
Content:	<ul style="list-style-type: none"> • Preparation of research proposal • Ethical clearance • Collecting, analysing and interpreting data • Preparation of research article 				
Learning Outcomes:	Demonstrate knowledge of research methodology and understand how to apply it in their research in an ethical manner.				
Module Information:	SAQA Credits	NQF Level		CESM Code (3rd Order)	
	12	8		090204	
Delivery Information:	Campus	Full/Part Time		Period (Year/1st/2ndSem)	
	SMU	Full time		Y	
Periods per week:	Classes	Practical	Tutorial	Seminars	Independent Learning
			2		5
Pre-requisite modules for this module:	MPSB031, MPSB032				
Co-requisites modules for module:	MSLA040, MAUA040, MSLA041, MAUA041, MSLB041, MAUB041, MAUB042, MAUC042, MSLB042, MSLA042				
Assessment criteria	<p>The student is able to:</p> <ul style="list-style-type: none"> • Critically review information and evaluate processes in the field of SPLA, in order to develop creative responses to problems and issues • Present and communicate results effectively by offering creative insights and rigorous interpretations • Demonstrate an ability to develop his/her own learning strategies which sustain independent learning and academic and professional development, and can interact effectively within the learning group as a means of enhancing learning. • Show ability to operate independently and take full responsibility for his/her own work. 				
Assessment method	Continuous: Continuous review and feedback; Literature review and proposal; Peer evaluation				

			Summative: Research report			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Research Paper			
	Practical (duration)					
	% contribution to Summative Assessment Mark		100			
	Sub minimum		40			

SHC B7 Bachelor of Audiology Degree Programme (BAUD01) (Year 1)
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RELATION TO OTHER RULES

General Rules of this department should be read in conjunction with the University Rules and except where otherwise laid down, expressly or by necessary implication, should hold for this academic Department.

SHC B7.1 SELECTION AND ADMISSION REQUIREMENTS**SHC B7.1.1 Selection**

For practical reasons only a limited number of applicants shall be admitted to the degree programme. Students are therefore selected on merit by a SHCS selection Committee

SHC B7.1.2 Admission

The General Rules apply. A candidate must comply with the conditions and meet the selection criteria as determined by the Discipline. The following minimum selection criteria will be followed:

National Senior Certificate (NSC) applicants

Applicants require a minimum Admission Point Score (APS), for the following compulsory subjects:

SUBJECTS	APS
Mathematics	4
English	4
Life Sciences	4
Any language at home or first additional level	4
Life Orientation	3
2 Additional Subjects	3 each
TOTAL	25

SHC B7.2 REGISTRATION AND CLINICAL REQUIREMENTS**SHC B7.2.1 Registration with the Health Professions Council of South Africa (HPCSA)**

All students should, after registration with University, register with the HPCSA. Students who are re-admitted to the University after exclusion should re-register with the HPCSA of the relevant year. Students are responsible for the payment of the once-off re-registration fee.

SHC B7.2.2 Clinical requirements

A minimum of 400 clinical hours in Audiology are required.

SHC B7.2.3 Community service

Community service is a compulsory component for all South African final year students upon completion of qualification. Application for Community service with Department of Health remains the responsibility of student.

SHC B7.3 ASSESSMENT

A student should sit for both continuous and summative assessment. No exemption of summative assessment will be given.

SHC B7.3.1 Contribution of continuous and summative assessment to the final mark

- (i) When calculating the final mark following a summative assessment, the different contribution of the continuous and the summative marks are 60% and 40% respectively.
- (ii) A minimum of 40% must be obtained in all parts / divisions / papers of summative assessment opportunities (Clinical + Theory) to pass a course.

SHC B7.3.2 Supplementary examinations

- (i) A student qualifies for supplementary assessment provided s/he has a final mark between 45%-49% where the final mark consists of the continuous assessment mark (60%) and the summative assessment mark (40%).
- (ii) If the final mark achieved is 50% or more, but the summative assessment mark is below 40%, the student will qualify for a supplementary assessment.

SHC B7.3.3 Sick continuous assessment

The sick continuous assessment may assume any format, not necessarily the same format as the standard assessment.

SHC B7.4 REQUIREMENTS FOR PROGRESSION TO NEXT LEVEL OF STUDY

- (xi) A minimum pass mark for all modules is 50%. To pass a module, the student must obtain no less than 40% for each part/division of the theoretical component of that module. A distinction will be awarded for subjects passed with 75% and above.
- (xii) If a student fails the theoretical component of a subject/module and passes the clinical component of a subject/module, the student would not be allowed to continue with the next year of study.
- (xiii) If a student fails the clinical component of a module and passes the theoretical component of a module, the student may not continue with the next year of study.
- (xiv) A student who fails a theoretical module cannot register for the related clinical module.
- (xv) To pass a clinical component of a course, the student must achieve an overall pass mark of 50%.
- (xvi) All the modules specified in the curriculum in a specific year of study must be passed in order to be promoted to the next year of study.
- (xvii) No carrying of professional subject modules is allowed in any of the years in the B AUD course.
- (xviii) No professional subject modules may be taken in advance in any of the years of the B AUD course.
- (xix) A final-year student who fails to complete the required research project during the academic year will be allowed to finish the project within a maximum period of eight weeks at the beginning of the following year. Failure to comply with this arrangement will result in re-registering and re-payment for this research module.
- (xx) If a student can produce evidence of credits obtained for modules / subjects passed at another accredited university, the request for promotion will be considered.

SHC B7.5 GRANTING OF DEGREE

The B AUD degree will be awarded when all modules of all the respective years have been passed and all clinical requirements, as per the HPCSA, have been met.

SHC B7.5.1 Awarding of the degree with distinction

The degree with distinction is awarded to a student who obtains a minimum of 75% in all modules of the final year of study.

SHC B7.5.2 Failure of final year

- (i) A final year student who fails any of the B AUD **theoretical** modules following a full assessment cycle where applicable, may be admitted to a special supplementary assessment period during the following year. If a student fails this special supplementary assessment, the student has to re-register for the theoretical modules for that academic year. In addition, the student has to complete all clinical rotations in B AUD for the academic year, covering all the clinical modules/parts/divisions/blocks of the clinical for the courses.
- (ii) A final year student who fails one of the B AUD **clinical** modules/parts/divisions/ blocks will be required to attend a clinical rotation in this failed block in the subsequent academic year and will be assessed in the block again. If a student fails, this assessment the student has to attend a full clinical rotation and will be assessed at the end of the year.

SHC B7.6 Curriculum Information

CURRICULUM INFORMATION									
School:	Health Care Sciences								
Qualification Name:	Bachelor of Audiology				Qualification Code:	BAUD01			
Campus:	Sefako Makgatho Health Sciences University				Last Revision date:	New programme			
Total SAQA Credits for Qualification:		518			Is this a fixed Curriculum:		Yes		
PERIOD OF STUDY / YEAR LEVEL 1					PERIOD OF STUDY / YEAR LEVEL 1				
1 st Semester					2 nd Semester				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit ⁴	Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 6 semester modules are COMPULSORY					The following 6 semester modules are COMPULSORY				
ANAT011	S1	N	8	0.062	PSIO012	S2	N	8	0.062
ENGL011	S1	N	12	0.094	RISP012	S2	Y	8	0.062
PSYC011	S1	Y	8	0.062	PECH012	S2	Y	12	0.094
IHCS011	S1	Y	12	0.094	ISAD012	S2	Y	12	0.094
HCOM011	S1	Y	12	0.094	PPIC012	S2	Y	12	0.094
ILSA011	S1	Y	12	0.094	AUAS012	S2	Y	12	0.094
Total Credits for Semester 1 Modules			64	0.5	Total credits for Semester 2 Modules			64	0.5
TOTAL CREDITS FOR YEAR LEVEL 1: SAQA CREDITS = 128; HEMIS CREDITS = 1									

PERIOD OF STUDY / YEAR LEVEL 2				
Year Modules				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following year module is COMPULSORY				
CLAU020	Y	Y	24	0.188
Total Credits for Year Modules			24	0.188
1 st Semester				
The following 4 semester modules are COMPULSORY				
RADP021	S1	Y	12	0.094
APAF021	S1	Y	12	0.094
OCAU021	S1	Y	12	0.094
PAED021	S1	Y	12	0.094

PERIOD OF STUDY / YEAR LEVEL 2				
2 nd Semester				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 6 semester modules are COMPULSORY				
NEUR022	S2	N	8	0.062
PSYC022	S2	Y	8	0.062
AUAS022	S2	Y	8	0.062
AUPD022	S2	Y	8	0.062
ASLD022	S2	Y	12	0.094
DCSL022	S2	Y	12	0.094

Total Credits for Semester 1 Modules	48	0.376	Total credits for Semester 2 Modules	56	0.436
TOTAL CREDITS FOR YEAR LEVEL 2: SAQA CREDITS = 128; HEMIS CREDITS = 1					

PERIOD OF STUDY / YEAR LEVEL 3				
Year				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 2 year modules are COMPULSORY				
CLAU030	Y	Y	60	0.468
REST030	Y	Y	16	0.125
Total Credits for Year Modules			76	0.593
1 st Semester				
The following 2 semester modules are COMPULSORY				
AREA031	S1	Y	12	0.094
ASLD031	S1	Y	16	0.125
Total Credits for Semester 1 Modules			28	0.219
TOTAL CREDITS FOR YEAR LEVEL 3: SAQA CREDITS = 128; HEMIS CREDITS = 1				

PERIOD OF STUDY / YEAR LEVEL 3				
2 nd Semester				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following semester module is COMPULSORY				
VAUD032	S2	Y	24	0.188
Total credits for Semester 2 Modules			24	0.188
TOTAL CREDITS FOR YEAR LEVEL 3: SAQA CREDITS = 128; HEMIS CREDITS = 1				

PERIOD OF STUDY / YEAR LEVEL 4				
Year				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 2 year modules are COMPULSORY				
AREC040	Y	Y	30	0.22
CLAU040	Y	Y	80	0.6
Total Credits for Year Modules			110	0.82
1 st Semester				
The following 2 semester modules are COMPULSORY				
BELD041	S1	Y	12	0.09
AAUD041	S1	Y	12	0.09
Total Credits for Semester 1 Modules			24	0.18
TOTAL CREDITS FOR YEAR LEVEL 4: SAQA CREDITS = 134; HEMIS CREDITS = 1				

PERIOD OF STUDY / YEAR LEVEL 4				
2 nd Semester				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
Total credits for Semester 2 Modules				
TOTAL CREDITS FOR YEAR LEVEL 4: SAQA CREDITS = 134; HEMIS CREDITS = 1				

Module Code: (4 alphabetic & 3 numeric)	
ANAT011	
Module Name:	
ANATOMY FOR SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY	
Module Content:	
<ul style="list-style-type: none"> • Introduction to Anatomy • Gross anatomy of the: <ul style="list-style-type: none"> ○ Thorax and back ○ Upper limb ○ Head and neck ○ Central nervous system • Embryology 	

	<ul style="list-style-type: none"> Histology 				
Learning Outcomes:	KNOWLEDGE: By the end of this module, student must be able to: <ul style="list-style-type: none"> ILO1: Identify basic structures in the brain, head and neck, thorax and back and upper limb. ILO2: Name components of the vocal apparatus and the auditory system. ILO3: Discuss clinical disorders associated with each component of the vocal apparatus and auditory system. ILO4: Describe the nerve and blood supply of the head and neck, thorax and back and upper limb. ILO5: Describe the embryology of the head, face and various components of the auditory system and vocal apparatus. ILO6: Relate presented clinical disorders of the speech apparatus and auditory system to embryology. ILO7: Outline the histology of various structures in the head, neck, and thorax. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	8		5		130402
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Contact Full-time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6	1 (2 hours)	0	0	3
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	ENGL011, PSYC011, RISP011, HCOM011, ILSA011, ISAD012, AUAS012				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> AC1: Explain the anatomical position and different planes and sections of the human body. AC2: Explain and understand terminology used to explain direction, position, movements and relationships of a structure or action of a structure. AC3: Classify different joints and bones. 				

		<ul style="list-style-type: none"> • AC4: Differentiate and understand different types of muscles and attachment of muscles, histologically as well as macroscopic. • AC5: Differentiate between the central nervous system and peripheral nervous system and know their components, respectively. • AC6: Describe the basic anatomy of the thorax and its contents. • AC7: Describe the basic anatomy of the back. • AC8: Discuss the basic anatomy of the upper limb. • AC9: Describe the skeleton of the face and cranium. • AC10: Describe each group of muscles in the head and neck and explain their role in speech. • AC11: Describe the components of the vocal apparatus. • AC12: Describe and discuss the nerve supply and blood supply of the vocal tract. • AC13: Describe the anatomy of the ear and explain its various functional units. • AC14: Describe the basic anatomy of the brain and the branches of the cranial nerves supplying components of the vocal apparatus. • AC15: Discuss the embryology of the head, face, ear and tongue. • AC16: Discuss the specific embryological origin of the components of the vocal apparatus and their related embryological disorders. • AC17: Explain the basic histology of head and neck. 			
Assessment Methods:		Formative Assessment: Six main tests each consisting of theory, practical (spotter) and computer tests. Summative Assessment: Examination (written) x 3 hr examination			
Marks Structure		Min Formative Assessment mark for exam admission (%)		40%	
		Final mark =	% Formative Assess Mark		60%
			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)		50%	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Practical		
	Duration	3 hours	1 hour		
	% contribution to Summative Assessment Mark	80%	20%		

	Sub minimum	40%	40%		
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Module Code: (4 alphabetic & 3 numeric)	ENGL011				
Module Name:	ENGLISH FOR HEALTH SCIENCES				
Content:	<ul style="list-style-type: none"> • Academic Reading – basic and intermediate • Academic/Scientific Writing - basic and intermediate • Formal Oral Communication/Discourse and Presentation • Listening 				
Learning Outcomes:	<p>KNOWLEDGE: By the end of this module, student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Academic Reading – basic and intermediate <ul style="list-style-type: none"> ○ Read efficiently with insight ○ Identify main ideas and supporting statements ○ Condense information into notes ○ Draw information from graphs and tables ○ Encode meaning using principles of word formation and scientific terminology. • ILO2: Academic/Scientific Writing - basic and intermediate <ul style="list-style-type: none"> ○ Present information in acceptable formats ○ In line with formal academic writing conventions, compose an academic essay by synthesizing information from multiple sources and acknowledging sources. • ILO3: Oral Communication and Presentation <ul style="list-style-type: none"> ○ Discuss in pairs, small groups and class. ○ Make formal presentations with the help of PowerPoint slides. ○ Demonstrate awareness of different types of Speech Acts within a formal environment and employ appropriate politeness strategies and language choices in formal academic discourse/dialogue. • ILO4: Listening <ul style="list-style-type: none"> ○ Demonstrate understanding of overall message of a big class lecture by means of paraphrase, summary and/or note taking. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	12		5		110104
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full Time		1 st
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6	0	0	0	0

Pre-requisite modules for this module:	None
Co-requisites modules for module:	ANAT011, PSYC011, RISP012, IHCS011, HCOM011, ILSA011, PECH012, ISAD012, PPIC012, AUAS012
ASSESSMENT:	Formative and Summative
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1: Academic Reading – basic and intermediate <ul style="list-style-type: none"> ○ Understand and draw information stated explicitly and implicitly ○ Identify the main ideas of a given text ○ Present information precisely in tables and graphs ○ Paraphrase author's statements ○ Summarise a long text into essentials • AC2: Academic/Scientific Writing - basic and intermediate <ul style="list-style-type: none"> ○ Construct acceptable sentences ○ Generate well-structured, coherent paragraphs ○ Select, organize and present information in accordance with scientific writing conventions ○ Master basic grammar, punctuation and spelling • AC3: Oral Communication and Presentation <ul style="list-style-type: none"> ○ Participate in group and class discussions ○ Use PowerPoint effectively to present an academic topic ○ Employ appropriate politeness strategies and language choices in formal academic discourse/dialogue • AC4: Listening <ul style="list-style-type: none"> ○ Demonstrate listening with understanding through the use of paraphrase, summary and note taking during a big class lecture
Assessment methods	<p>Formative Assessment: Formative assessment – 4 tasks Formative assessment – 3 tasks Assessments may include: Reading Comprehension; Language use in context (Cloze); Paraphrase; Sentence and Paragraph construction, Academic/Scientific text-types and essay; Summary; Note making; Graphic presentation of information; various forms of assessment (by means of tasks) decided by the individual lecturer; Connectives and Discourse Markers; Punctuation; Formal Style and Appropriate Register; Principles of Word Formation (general academic vocabulary and scientific terminology).</p> <p>Summative Assessment: Examination (written) x 3 hr examination</p>

Marks Structure:		Min Formative Assessment mark for exam admission (%)			40%
		Final mark =	% Formative Assess Mark		60%
			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)			50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	% of Exam Mark	100%			

Module Code: (4 alphabetic & 3 numeric)		PSYC011			
Module Name:		PSYCHOLOGY I			
Content:		<ul style="list-style-type: none"> Foundations of Psychology Learning Theories Developmental Psychology Personality, emotions, motivation, and stress Psychophysiology 			
Learning Outcomes		KNOWLEDGE: By the end of this module, student must be able to: <ul style="list-style-type: none"> ILO1: Understand the basic principles and processes of psychology. ILO2: Understand and apply knowledge and link it to theories ILO3: Understand human development, personality, emotion, and stress. ILO4: Understand the link between mind and body. 			
Module Information:		SAQA Credits		NQF Level	CESM Code (3rd Order)
		8		5	180101
Delivery Information:		Campus		Full/Part Time	Period (1st/2ndSem)
		SMU		Full time	1 st
Periods per week:		Classes	Practicals	Tutorial	Seminars
		6,5	0	0	0
Pre-requisite modules for this module:		None			
Co-requisites modules for module:		None			
ASSESSMENT:		Formative and Summative			

Assessment Criteria		<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1: Name, describe, explain, apply, compare, and differentiate all the knowledge gathered in psychology I and link theories in their specific discipline and their studies. • AC2: Students must be able to apply a basic understanding of human development; personality; emotion; motivation and stress; and cognitive processes. • AC3: Students must be able to explain the link between mind and body interaction. • AC4: Students must be able to explain the role of social interaction and apply it to their specific field. • AC5: Students must be able to describe and explain the basic principles of interpersonal skills and be able to apply it to their specific field. 			
Assessment Methods		<p>Formative assessment: Group and individual assignments Tests Practical work seminars Presentation of specific allocated case studies relevant to the thrust of the degree</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>			
Marks Structure		Min Formative Assessment mark for exam admission (%)		40%	
		Final mark =	% Formative Assess Mark	60%	
			% Summative Assess Mark	40%	
		Min Final Assessment mark to pass (%)		50%	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	% of Exam Mark	100%			
	Sub minimum	40%			
Module Code: (4 alphabetic & 3 numeric)		IHCS011			

Module Name:	INTRODUCTION TO HEALTH AND THE SOUTH AFRICAN HEALTH CARE SYSTEM
Module Content:	<ul style="list-style-type: none"> • The definition of health and well-being. • The health care system of South Africa (Primary Health Care, Secondary, Tertiary). • The re-engineering of Primary Health Care • Social determinants of health • Equity versus equality • National Health Insurance plan • The health acts, policies that ethical principles that govern the South African healthcare system. • International Classification of Functioning, Disability, and Health and Batho Pele principles. • Interprofessional education and collaborative practice • Burden of disease • Cultural competency and cultural responsiveness • Health Professions Council of South Africa guidelines on multilingualism. • Traditional medicine • Observation of services at various levels of health care • Community engagement: Principles and approaches • Conducting a needs analysis of health care services in a rural context • Digital healthcare: Policies, procedures and ethical framework • Introduction and terminology relating to entrepreneurship in healthcare and business management • Facilitators and barriers to entrepreneurship • Basic business skills (financial planning, communication and leadership, networking, time management, problem solving)
Learning Outcomes:	<p>KNOWLEDGE:</p> <p>By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Understand health and determinants of health and how health impacts on wellbeing and functioning. • ILO2: Understand the structure and functioning of the South African healthcare system and the policies and acts that govern best practice. • ILO3: Understand cultural competency in healthcare as well as how different approaches to medical care need to be considered and integrated. • ILO4: Evaluate services at different health care levels through a hospital observation. • ILO5: Analyse and evaluate the findings of a needs analysis conducted within a rural context. • ILO6: Understand terminology, barriers, and facilitators to entrepreneurship and evaluate and appraise approaches to business management and basic business skills. <p>SKILLS:</p>

	<p>By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Pedagogical skills: Understanding the module content, develop an appreciation for communication and its importance of healthcare, reading and summarizing skills as well as logical thinking skills. • Interpersonal skills: Collaboration with others, to engage in meaningful communication during class group work. • Personal skills: Time management, goal setting, planning, setting priorities. • Administrative, basic business and management skills: Time management, study skills, note record keeping. <p>VALUES/ATTITUDES:</p> <p>By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Develop the skills of planning and organization within a team, learning through interaction, develop listening and observational skills. • Demonstrate qualities of responsibility towards their own learning by studying the reading material and relevant documents. • Develop qualities of respect for all cultures, cultural diversity, and tolerance. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
	12		1		090203
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		Full time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (70 Hours)	0	1 (10 Hours)	0	3 (40 Hours) Total NSH = 120 Hours
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p>				

	<ul style="list-style-type: none"> • AC1 (linked to ILO1): Describing and discussing health and determinants of health and how health impacts on wellbeing and functioning. • AC2 (linked to ILO1): Describing and discussing the principles guiding the quality of life for people of South Africa by meeting basic health needs and ensuring inclusion of people with disabilities in a multi-sectorial approach to rehabilitation. • AC3 (linked to ILO1): Explaining the principles that underlie strategies for health promotion, and for working effectively in a team, (group, organization and, community). • AC4 (linked to ILO2): Classifying, describing, and explaining the structure and functioning of the SA healthcare system and the policies and acts that govern best practice. • AC5 (linked to ILO3): Describing and discussing cultural competency in healthcare. • AC6 (linked to ILO3): Discussing the challenges presented by multilingualism in the South African context as well as the core concepts, related to service delivery in multicultural contexts, and apply of principles of intervention in communication pathology diverse-contexts. • AC7 (linked to ILO4): Classifying, describing, and explaining services at different health care levels through a hospital observation. • AC8 (linked to ILO5): Analyse and evaluate the findings of a need's analysis conducted within a rural context. • AC9 (linked to ILO6): Describing and explaining terminology, barriers, and facilitators to entrepreneurship. • AC10 (linked to ILO6): Describe and evaluate approaches to business management and basic business skills. <p><u>SKILLS:</u> By the end of this module, student must have developed the following skills:</p> <ul style="list-style-type: none"> • Problem solving skills by identifying and solving problems through critical and creative thinking. • Self-responsibility skills by organising and managing yourself/ your activities responsibly/ effectively • Communications skills by communicating effectively using oral and written format • Reading and summarising skills by engaging and answering questions relating to the core reading material. • Working within a team as they engage in groups conducting a needs analyses of health care services in a rural context. • Basic business management skills by identifying and solving basic business skills. <p><u>VALUES/ ATTITUDES:</u> By the end of this module, students must have developed the following inherent values/ attitudes:</p>
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		<ul style="list-style-type: none"> Care and concern for all people (honesty). Respect for diversity (integrity and honesty throughout the learning process). Desire for Formative learning, excellence, and innovation (optimism). 			
Assessment Methods:		Formative assessment: 1x written test (integrated LO1-LO6) eliciting skills of basic integration of knowledge (including MCQ's short and long answer questions). 1x multi-source assignment (peer and self-assessment) Oral class presentation Summative assessment: Examination (written) x 3 hr examination			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark	60	
			% Summative Assess Mark	40	
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 hours			
	Sub minimum	40			
	% Distribution (if more than one "Paper")	100			

Module Code: (4 alphabetic & 3 numeric)	HCOM011
Module Name:	HUMAN COMMUNICATION DEVELOPMENT ACROSS THE LIFESPAN
Module Content:	<ul style="list-style-type: none"> Anatomy and physiology (outer, middle, inner ear, central auditory pathways, communication, and language centers of the brain). Auditory development across the lifespan. The speech communication process – The speech organs: position and function, production phase. The acoustics, physical characteristics, and measurement of sound. Typical human development (perinatal-postnatal). Developmental childhood milestones. Speech/language development during: Infancy, the toddler years, preschool and school-age. Introduction to literacy development.

	<ul style="list-style-type: none"> • Adult language use. • Introduction to Sign Language and Deaf Culture: Learning basic signs and orientation to legislature respective to deaf culture and sign language. 		
Learning Outcomes:	<p><u>KNOWLEDGE:</u> By the end of this module, student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Understand the various anatomical structures and physiological processes that contribute to human communication including normal auditory functioning and the speech mechanism. • ILO2: Understand and apply the principles of the acoustics of sound. • ILO3: Understand typical human development from the prenatal, peri-natal, and postnatal stages of development including typical developmental milestones. • ILO4: Understand speech, language, and literacy development across the age span (infancy-school-aged) including adult language use. • ILO5: Understand the legislature respective to deaf culture and sign language as well as apply their knowledge in an ability to use basic signs. <p><u>SKILLS:</u> By the end of this module, student must have developed the following skills:</p> <ul style="list-style-type: none"> • Pedagogical skills: Understanding the module content, develop an appreciation for communication and its importance in human existence, reading and summarizing skills as well as logical thinking skills. • Interpersonal skills: Collaboration with others, to engage in meaningful communication during class group work. • Personal skills: Time management, goal setting, planning, setting priorities. • Administrative and management skills: Time management, study skills, note record keeping. • Basic Sign Language skills. <p><u>VALUES/ ATTITUDES:</u> By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Care and concern for all people (honesty). • Respect for diversity (integrity and honesty throughout the learning process). • Desire for Formative learning, excellence, and innovation (optimism). 		
Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3 rd Order)
	12	1	090203
Delivery Information:	Campus	Full/Part Time	Period

					(1 st /2 nd Sem)
	SMU		Full time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (70 Hours)	0	1 (10 Hours)	0	3 (40 Hours)
					Total NSH = 120 Hours
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	ANAT011				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i>				
	<p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none">• AC1 (linked to ILO1): Defining, listing, describing and explaining the various anatomical structures including the peripheral and central pathways and physiological process that contribute to human communication so that students are able to distinguish and differentiate the roles and functions of the different anatomical structures.• AC2 (linked to ILO2): Defining, listing, describing, and explaining the principles of the acoustics, of sound in terms of its physical characteristics and measurement.• AC3 (linked to ILO3): Defining, listing, describing, and explaining typical human development from the prenatal, peri-natal and postnatal stages of development demonstrating understanding of sequential development.• AC4 (linked to ILO3): Listing, describing, and discussing the typical developmental milestones in children in terms of the physical development for children from birth to age 12 in an orderly and sequential manner.• AC5 (linked to ILO4): Describing, and discussing speech, language, and literacy development across the age span (infancy-school-aged) in terms of related key concepts, terminology, and process of development in an orderly and sequential manner.• AC6 (linked to ILO4): Describing and explaining adult language use in terms of related key concepts, terminology, and process of development in an orderly and sequential manner.• AC7 (linked to ILO5): Describing and discussing the relevance and application of the legislature respective to deaf culture and sign language by applying it to context relevant scenarios as well to as to demonstrate their ability to use basic signs through practical demonstrations.				

		<p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and practical assessments:</p> <ul style="list-style-type: none"> • Basic integration skills by linking the anatomy and physiological process to communication development. • Reflection skills by describing the importance and value of human communication. • Logical thinking skills by students describe the orderly process of communication development. • Reading and summarizing skills by engaging and answering questions relating to the core reading material. • Basic signing skills by demonstrating basic signing abilities within group practicals. • Working within a team as they engage in class group work tasks. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Appreciation for other colleagues' input and considerations as they work within teams elicited through a peer-evaluation questionnaire. • Respect for colleagues as they work within teams elicited through a peer-evaluation questionnaire. • Commitment to the learning and reflection process through a self-evaluation questionnaire. 			
Assessment Methods:		<p>Formative assessment: 1x written test assessing learning outcomes ILO1-ILO5 (consisting of MCQs set using an item analysis approach for quality assurance) 1x written test (integrated ILO6-ILO10) eliciting skills of basic integration of knowledge. 1x group assessment/practical (assessing basic sign language skills)</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution	100%			

	(if more than one "Paper")				
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Module Code: (4 alphabetic & 3 numeric)	ILSA011
Module Name:	INTRODUCTION TO LINGUISTICS FOR SPEECH-LANGUAGE THERAPISTS AND AUDIOLOGISTS
Module Content:	<ul style="list-style-type: none"> • Studying sound and the role of the speech organs • The phonetic classification of consonants • Voicing and airstream mechanisms • Obstruents and sonorants in South African languages • The phonetic classification of vowels • Glides and diphthongs • Introduction to grammar • Lexical and phrasal categories • Nouns and noun phrases • Verbs and verb phrases • Clauses and sentences
Learning Outcomes:	<p><u>KNOWLEDGE:</u> By the end of this module, student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Understand the role of speech organs as well as the development of phonetics and phonology with emphasis on transcription of normal and disordered sound production. • ILO2: Understand phonetics and phonology of the South African languages and its relevance in the professions of SLP and audiology. • ILO3: Understand the main linguistic issues that are to be considered in the local context, showing cultural awareness. • ILO4: Remember and understand the terms 'grammar', orthographic words, and lexemes. • ILO5: Analyse the differences between clauses and sentences and draw a tree diagram, indicating the parts of speech in given sentences. <p><u>SKILLS:</u> By the end of this module, student must have developed the following skills:</p> <ul style="list-style-type: none"> • Personal skills: Time management and planning • Interpersonal skills: Working in groups • Administrative skills: Planning and coordination <p><u>VALUES/ATTITUDES:</u> By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Respect for diversity.

	<ul style="list-style-type: none"> • Tolerance and understanding to different SA cultures and languages. • Collaboration, sharing and team spirit. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	12		1		090203
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (70 Hours)	0	1 (10 Hours)	0	3 (40 Hours)
	Total NSH = 120 Hours				
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	ANAT011, HCOM011				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Describing and explaining the role of speech organs in the development of phonetics and phonology. • AC2 (linked to ILO1): Describing and discussing phonetics and phonology by explaining, identifying, and locating the different places and manners of articulation for both vowel and consonant sounds. • AC3 (linked to ILO2): classifying and describing the phonetics and phonology of the South African languages by identifying and using appropriate methods and procedures in the analyses of speech and language samples. • AC4 (linked to ILO3): Defining and differentiating between key grammatical concepts. • AC5 (linked to ILO4): Describing and discussing the differences between clauses and sentences. • AC6 (linked to ILO5): Describing and discussing their understanding of grammatical concepts by drawing a tree diagram indicating the parts of speech in given sentences. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p>				

		<ul style="list-style-type: none"> • Personal skills by self-evaluation of time management and planning skills. • Administrative and management skills by analyzing ingredient choice and making sound decisions. • Interpersonal skills by engaging with group members. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation</p> <ul style="list-style-type: none"> • Respect for diversity. • Tolerance and understanding to different SA cultures and languages. • Collaboration, sharing and team spirit. 			
Assessment Methods:		<p>Formative Assessment: 1 x Written Semester Test (ILO1-ILO5) 1x Class Test (ILO1-ILO2) 1 x Assignment (ILO3-ILO4)</p> <p>Summative Assessment: Examination (written) x 3 hr examination</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	PSIO012
Module Name:	PHYSIOLOGY FOR AUDIOLOGY AND SPEECH-LANGUAGE PATHOLOGY
Module Content:	<ul style="list-style-type: none"> • Membrane physiology and excitable tissues. • Nervous system and the special sense. • The neurology of speech, language, and hearing. • Physiology of respiration.

Learning Outcomes:	KNOWLEDGE: By the end of this module, student must be able to: <ul style="list-style-type: none"> • ILO1: Demonstrate an understanding of the contribution of the body systems to the functions of the body associated with speech and language. • ILO2: Demonstrate competency to measure selected physiological phenomena. • ILO3: Display the ability to analyse problems of a physiological nature in the context of speech and language. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	8		5		130801
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		Contact Full-time		2 nd
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	2	1		0	7
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	ANAT011, PSYC011, RISP012, ENGL011, HCOM011, ISAD012, PPIC012, AUAS012				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1: Discuss and explain membrane physiology and excitable tissues. • AC2: Discuss and explain nervous system and the special sense. • AC3: Discuss and explain the neurology of speech, language, and hearing. • AC4: Discuss and explain the physiology of respiration. 				
Assessment Methods:	<p>Formative assessment: Observation Oral questions Practical exercises and demonstration Self-assessment Tests Not all formative assessments are scored, but feedback is provided. Scored formative assessments contribute 60% towards the final mark.</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>				

Marks Structure:		Min Formative Assessment mark for exam admission (%)			40%
		Final mark =	% Formative Assess Mark		60%
			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)			50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	RISP012
Module Name:	RESEARCH, INTERPERSONAL SKILLS AND SOCIAL PSYCHOLOGY
Content:	<ul style="list-style-type: none"> • Interpersonal skills • Cognitive processes • Reception and sensation memory • Social psychology • Introduction to research
Learning Outcomes	<p>KNOWLEDGE: By the end of this module, student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Have a basic understanding of cognitive processes. • ILO2: Understand the role of social interaction and link it to their specific field. • ILO3: Know and understand the basic principles of interpersonal skills and research. <p>SKILLS By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Pedagogical skills: Understanding the module content, develop an appreciation for communication and its importance of healthcare, reading and summarizing skills as well as logical thinking skills. • Interpersonal skills: Collaboration with others, to engage in meaningful communication during class group work. • Personal skills: Time management, goal setting, planning, setting priorities.

	<ul style="list-style-type: none"> • Administrative and management skills: Time management, study skills, note record keeping. <p>VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Develop the skills of planning and organization within a team, learning through interaction, develop listening and observational skills. • Demonstrate qualities of responsibility towards their own learning by studying the reading material and relevant documents. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	8		5		180101
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		2 nd
Periods per week: = 34 weeks	Classes	Practicals	Tutorial	Seminars	Independent Learning
	5,5	0	2	0	0
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and Summative				
Assessment Criteria	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1: Naming, describing, explaining, applying, comparing, and differentiating all the knowledge gathered in psychology I and link theories in their specific discipline and their studies. • AC2: Understanding of human development; personality; emotion; motivation and stress; and cognitive processes. • AC3: Explaining the role of social interaction and applying it to their specific field. • AC4: Describing and explaining the basic principles of interpersonal skills and applying it to their specific field. 				
Assessment Methods	<p>Formative assessment: Group and individual assignments Tests Practical work seminars Presentation of specific allocated case studies relevant to the thrust</p>				

		of the degree			
		Summative assessment: Examination (written) x 3 hr examination			
Marks Structure		Min Formative Assessment mark for exam admission (%)			40%
		Final mark =	% Formative Assess Mark		60%
			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)			50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	% of Exam Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	PECH012
Module Name:	PROFESSIONALISM, ETHICS, AND COMMUNICATION AS A HEALTHCARE PROFESSIONAL
Module Content:	<ul style="list-style-type: none"> • Medical terminology and avoidance of medical jargon. • Professional attributes as a healthcare professional. • Emotional quotient or intelligence • Respect and empathy in communication. • Communication within an inter-professional team. • Patient-centred communication. • Language and intercultural communication (cultural responsiveness when working with linguistically diverse populations). • Communication sensitivity in accordance to health literacy needs. • Working with an interpreter. • Introduction to case history interviews, counselling, and effective feedback skills. • Breaking bad news. • Stages of grief. • Practical and personal skills involved in working with individuals in a counselling context. • Right to choice of healthcare options. • Explaining concepts of consent, assent, privacy, and confidentiality to the patient. • Role play as a practical to develop interview and feedback skills • Infection control measures. • E-health and its role in patient care.

Learning Outcomes:	<p><u>KNOWLEDGE:</u> By the end of this module, student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Understand medical terminology relating the field of study, South African context as well as to the healthcare profession at large. • ILO2: Understand how language, culture, communication and inter professional communication informs best practice. • ILO3: Understand communication, interview, feedback, and counselling skills to communicate in group situations. • ILO4: Understand the importance of infection control strategies and precautions within any health care setting in the South African context. • ILO5: Understand the role of e-health in patient care. <p><u>SKILLS:</u> By the end of this module, student must have developed the following skills:</p> <ul style="list-style-type: none"> • Personal skills: Reading and summarizing of information whilst engaging in reading material. • Administrative skills: Ability to implement infection control strategies and precautions within any health care setting in the South African context. • Interpersonal skills: Ability to reflect on the importance of communication, develop and demonstrate interview, feedback and counselling skills, working within a team while engaging in group work tasks. <p><u>VALUES/ATTITUDES:</u> By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Take responsibility for their own learning and commitment to the learning and reflection process. • Show an appreciation for communication and its importance in human existence. • Show an appreciation and respect for other colleagues' input and considerations as they work within teams • Show a positive, unconditional regard for the wellbeing of a patient by showing a genuine openness, within the counselling relationship while maintaining a professional focus. • Show empathic understanding, and the ability to see things from the patient's perspective. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	12		1		090203
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		2 nd
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent

					Learning
	8 (64 Hours)	0	1 (12 Hours)	0	5 (44 Hours) Total NSH = 120 Hours
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none">• AC1 (linked to ILO1): Defining and interpreting medical terminology relating the field of study, SA context as well as to the healthcare profession at large.• AC2 (linked ILO2): Describing how language, culture, communication and inter professional communication informs best practice.• AC3 (linked ILO3): Demonstrating effective communication and interview, feedback, and counselling skills to communicate in group situations during role play.• AC4 (linked ILO4): Demonstrating the control and prevention of disease transmission in audiology practice including published infection control guidelines.• AC5 (linked to ILO 5): Describing the role of e-health in patient care. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none">• Personal skills in reading and summarizing of information whilst engaging in reading material.• Administrative skills in implementing infection control strategies and precautions within any health care setting in the South African context.• Interpersonal skills in reflecting on the importance of communication, develop and demonstrate interview, feedback and counselling skills, working within a team while engaging in group work tasks. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none">• Taking responsibility for their own learning and commitment to the learning and reflection process.				

		<ul style="list-style-type: none"> • Showing an appreciation for communication and its importance in human existence. • Showing an appreciation and respect for other colleagues' input and considerations as they work within teams • Showing a positive, unconditional regard for the wellbeing of a patient by showing a genuine openness, within the counselling relationship while maintaining a professional focus. • Showing empathic understanding, and the ability to see things from the patient's perspective. 			
Assessment Methods:		Formative assessment: 1x written test (integrated ILO1-ILO5) eliciting skills of basic integration of knowledge (including MCQ's short and long answer questions). 1x assignment (role play) (ILO3) relating to demonstrating interview, feedback and counselling skills which will be assessed Summative assessment: Examination (written) x 3 hr examination			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	ISAD012
Module Name:	INTRODUCTION TO SPEECH, LANGUAGE AND AUDITORY DISORDERS ACROSS THE LIFESPAN
Module Content:	<ul style="list-style-type: none"> • Auditory disorders (Hearing loss across the lifespan, Otitis media, Cerumen and foreign bodies, TORCH Syndromes, Collapsed ear canals, Ototoxicity, and basic pharmacology (incl. Tuberculosis), Auditory Processing Disorders, Hyperacusis, Diabetes). • Early Hearing Detection and Intervention (incl. JCIH risk factors for congenital or early-onset hearing loss).

	<ul style="list-style-type: none"> • Speech disorders (Speech sound system disorders, Craniofacial disorders, Fluency disorders, Motor speech disorders, Swallowing). • Language disorders (Early, Communication Intervention, Childhood language disorders, Language learning disorders, Acquired neurogenic language disorders, Syndromes, and genetic disorders [Down's syndrome, autism spectrum disorders, etc.]). • Other disorders (Attention Deficit/Hyperactivity Disorder and Attention Deficit Disorder, HIV/AIDS). • Observation at ENT ward rounds. 		
Learning Outcomes:	<p>KNOWLEDGE: By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Remember and understand common speech, language, and auditory disorders across the lifespan. • ILO2: Remember and understand the key features, (including the causes, as well as the signs and symptoms) of common auditory, speech and language disorders. • ILO3: Create and plan promotion, prevention, identification of common auditory, speech and language disorders. <p>SKILLS: By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Pedagogical skills: Understanding subject and its central organizing concepts, integrative and interpretive skills. • Interpersonal skills: Working within a team or a group, to engage in meaningful communication. • Reflective skills: Critically examine own conceptions with those of others, problem-solving. • Personal skills: Time management, goal setting, planning, setting priorities. • Administrative and management skills: Analytical skills that allow for making of sound decisions and investigate problems, planning and managing co-curricular activities. <p>VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Respect and appreciation of diversity in peers and patients. • Show a positive, unconditional regard for the well-being of patients. • Appreciation for professional and ethical behavior. • Appreciation for benefits of working in a group or team. • Appreciation of the scope and boundaries of each profession. 		
Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3 rd Order)
	12	1	090203
Delivery Information:	Campus	Full/Part Time	Period (1 st /2 nd Sem)

	SMU		Full time		2 nd
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (70 Hours)	1 (10 Hours)	1 (10 Hours)	0	3 (30 Hours) Total NSH = 120 Hours
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	PSIO012, PPIC012				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Know and understand common speech, language, and auditory disorders across the lifespan by listing, describing, and discussing common speech, language, and auditory disorders across the lifespan. • AC2 (linked to ILO2): Know and understand the key features, (including the causes, as well as the signs and symptoms) of common auditory, speech and language disorders by listing, identifying, describing, and discussing signs and symptoms of common disorders. • AC3 (linked to ILO3): Create and plan promotion, prevention, identification of common auditory, speech and language disorders by describing, designing, developing promotion, prevention and identification activities and strategies. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none"> • Pedagogical skills by selecting, analysing, and appraising promotion, identification, assessment and management strategies and techniques based on individual and cases and various contexts. • Interpersonal skills by engaging with group. • Reflective skills by correcting misunderstandings of content during assessment feedback with the lecture. • Personal skills by submitting assessment times timeously and ensuring sufficient time for independent learning in preparation for assignments and tests. • Administrative and management skills by analysing and selecting appropriate prevention, promotion and identification techniques and tools. 				

		<p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Respect and appreciation of diversity in peers and patients. • Show a positive, unconditional regard for the well-being of patients. • Appreciation for professional and ethical behaviour. • Appreciation for benefits of working in a group or team. • Appreciation of the scope and boundaries of each profession. 			
Assessment Methods:		<p>Formative assessment: 2x written tests (integrated ILO1-ILO3) eliciting skills of basic integration of knowledge (including MCQ's, short and long answer questions). 1x assignment (ILO1-ILO3) (including written assignment, presentation, and poster)</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	PPIC012
Module Name:	PROMOTION, PREVENTION, AND IDENTIFICATION OF HEALTH AND COMMUNICATION DISORDERS
Module Content:	<p>Theoretical component:</p> <ul style="list-style-type: none"> • Promotion of health/healthcare. • Prevention and its relation to burden of disease. • Barriers to Health Promotion and Disease Prevention in Rural Areas. • Opportunities for Health – Promotion and Disease Prevention in Rural Areas.

	<ul style="list-style-type: none"> • Understanding screening terminology and principles such as sensitivity, specificity, true positives etc. • Introduction to aspects of community Psychology: (guest lecturing by experts): <ul style="list-style-type: none"> ○ Understand the multiple influences of the social environment on health and wellness. ○ Learn to build collaborative relationships with community members, groups, and organizations to solve social problems. ○ Understand oppression and working towards ways to reduce social inequalities, and work with marginalized people toward their empowerment. ○ Build collaborative relationships with community members, groups, and organizations to solve social problems. ○ Understand advocacy, lobbying, community mobilization, and community networking. <p>Practical component:</p> <ul style="list-style-type: none"> • Screening for possible hearing problems • Orientation to the screening protocols and tools. • Orientation to the audiogram. • Classification of hearing loss. • Record keeping • Designing and implanting screening programs. • Education of parents /teachers/professionals in the prevention of: Language impairment, language-based literacy disorders, feeding, stroke prevention, fluency, Auditory Processing Disorders. • Practical at schools, and community level. • Conducting community health profiles.
<p>Learning Outcomes:</p>	<p><u>KNOWLEDGE:</u></p> <p>By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Understand and conduct health promotion, disease prevention, identification, and its strategies in different contexts. • ILO2: Understand and implement screening protocols, tests, tools, criteria, terminologies as well as record keeping. • ILO3: Understand the different aspects of community psychology and how social, health, political, religious, cultural and socio-economic issues can impact on health and wellbeing. <p><u>SKILLS:</u></p> <p>By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Administrative and management skills: Planning, coordination (appropriate forms e.g. case history form and audiogram), ability to develop results recording and record keeping skills (report writing), and referencing and appropriate sources of information (report). • Interpersonal skills: Collaboration with others, to engage in meaningful communication; ethical conduct (conduct oneself in a professional and ethical manner).

	<ul style="list-style-type: none"> • Reflective skills: Problem solving skills and develop logical thinking, critically examine own conceptions with those of others. <p>VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Demonstrate a willingness to work with others and develop an appreciation of working in groups to resolve problems. • Appreciate the complexity related to determining the appropriateness of the various tests available based on different criteria for different target populations. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
	12		1		090202
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		Full time		2 nd
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (70 Hours)	1 (10 Hours)	1 (10 Hours)	0	3 (30 Hours) Total NSH = 120 Hours
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	HCOM011, ISAD012				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Define health promotion and disease prevention. • AC2 (linked to ILO2): List and define terminology associated to screening programs. • AC3 (linked to ILO2): Show and demonstrate knowledge of screening protocols and tools. • AC4 (linked to ILO2): Show and demonstrate how to establish and conduct screening programs for different populations, contexts, and conditions. • AC5 (linked to ILO2): Demonstrate an understanding of the behavioural screening test procedure. • AC6 (linked to ILO2): Show their ability to make decisions regarding choice of screening tests and their criteria. 				

		<ul style="list-style-type: none"> • AC7 (linked to ILO2): Conduct hearing screening individually and in groups and demonstrate an understanding of instrumentation utilized in screening. • AC8 (linked to ILO2): Show understanding of the record keeping strategies required for the screening of hearing. • AC9: (Linked to ILO3): Conduct community profiling by evaluating social, political, social, cultural and religious aspects of health. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none"> • Consolidate and synthesise the theory to practice. • Display professional and ethical behaviours in the clinic and trouble shooting skills and infection control measures. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Care and concern for all people (honesty). • Respect for diversity (integrity). • Commitment and dedication to the profession (self-motivation, self-confidence, enthusiasm). • Collaboration, sharing and team spirit (co-operation, enthusiasm). • Desire for Formative learning, excellence, and innovation (optimism). 			
Assessment Methods:		<p>Formative assessment: 2x written tests assessing ILO1-ILO2 eliciting skills of basic integration of knowledge (including MCQ's, short and long answer questions). 1x assignment assessing ILO2 (including written assignment, presentation, poster and compiling a screening and assessment kit).</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark	60	
			% Summative Assess Mark	40	
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more	100%			

	than one "Paper")				
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Module Code: (4 alphabetic & 3 numeric)	AUAS012
Module Name:	AUDIOLOGICAL ASSESSMENT I
Module Content:	<ul style="list-style-type: none"> • Case history taking and interviews. • Tuning fork tests • Practical tuning for tests. • Role play of case history taking. • Otoscopic examinations. • Practical of peer Otoscopic evaluations. • Tympanometry • Practical for tympanometry • Pure tone audiometry (air and bone conduction). • Practical for pure tone audiometry. • Masking for air and bone conduction. • Practical for air and bone conduction masking. • Speech audiometry (Speech Reception threshold and speech discrimination). • Practical speech audiometry • Measurement of normal hearing and correlation of tests. • Feedback and recommendations. • Report writing
Learning Outcomes:	<p><u>KNOWLEDGE:</u></p> <p>By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Understand how to conduct case history interviews, feedback sessions and understand the testing principles, purpose, and procedure of the basic diagnostic audiological test battery. • ILO2: Understand the purposes, values, and limitations of all test procedures, understand test instructions to patient, perform basic audiological tests, and analyse and interpret basic diagnostic audiological test results. • ILO3: Implement appropriate intervention strategies as well as making appropriate recommendations and referrals for a diverse range of adult populations. • ILO4: Demonstrate the ability to communicate information verbally and in writing. <p><u>SKILLS:</u></p> <p>By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Administrative and management skills: Planning, coordination (appropriate forms e.g. case history form and audiogram), ability to develop writing and presentation skills (report writing), and referencing and appropriate sources of information (report).

	<ul style="list-style-type: none"> • Interpersonal skills: Collaboration with others, to engage in meaningful communication; ethical conduct (conduct oneself in a professional and ethical manner). • Reflective skills: Problem solving skills and develop logical thinking, critically examine own conceptions with those of others. <p>VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Care and concern for all people (honesty). • Respect for diversity (integrity). • Commitment and dedication to the profession (self-motivation, self-confidence, enthusiasm). • Collaboration, sharing and team spirit (co-operation, enthusiasm). • Desire for Formative learning, excellence, and innovation (optimism). 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
	12		1		090202
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		Full time		2 nd
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (70 Hours)	1 (10 Hours)	1 (10 Hours)	0	3 (30 Hours) Total NSH = 120 Hours
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	HCOM011; ISAD012, PPIC012				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Explain the testing principles, purpose, and procedure of the basic diagnostic audiological test battery. • AC2 (linked to ILO2): Interpret the results obtained from the basic diagnostic audiology test battery • AC3 (linked to ILO3): Identify appropriate intervention strategies and make appropriate recommendations and referrals for a diverse range of adult populations 				

		<ul style="list-style-type: none"> • AC4 (linked to ILO2,3): Applying the cross-check principle to analyze results and explain how they correlate. • AC5: (linked to ILO4): Critically examine own conceptions and observation with those of others. • AC6: (linked to ILO5): Critically examine or reflect your skills and those of your peers during the role play. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and practical assessments:</p> <ul style="list-style-type: none"> • Basic integration skills by linking the anatomy and physiological process to auditory development. • Reflection skills by describing the importance and value of the audiology test battery. • Logical thinking skills by students describe the orderly process of communication development. • Working within a team as they engage in class group work tasks. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Appreciation for other colleagues' input and considerations as they work within teams elicited through a peer-evaluation questionnaire. • Respect for colleagues as they work within teams elicited through a peer-evaluation questionnaire. • Commitment to the learning and reflection process through a self-evaluation questionnaire. 			
Assessment Methods:		<p>Formative assessment: 2x written tests (Quiz & semester test) (integrated ILO1-ILO3) eliciting skills of basic integration of knowledge (including MCQ's short and long answer questions). 1x assignment (role play) relating to demonstrating interview, feedback and counselling skills which will be assessed. 1x practical test/assessment relating to the clinical component</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			

	% Distribution (if more than one "Paper")	100%			
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Module Code: (4 alphabetic & 3 numeric)	RADP021				
Module Name:	RESEARCH, ASSESSMENT AND DEVELOPMENTAL PSYCHOLOGY				
Content:	<ul style="list-style-type: none"> • Developmental psychology • Personality theories 				
Learning Outcomes	KNOWLEDGE: By the end of this module, student must be able to: <ul style="list-style-type: none"> • ILO1: Know and understand the basic concepts in child development, social and medical psychology. • ILO2: Know and understand different personality theories. • ILO3: Know and understand the ethical principles applicable in child development, social and medical psychology and personality theories 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	12		5		180101
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		Full time		1 st
Periods per week: = 34 weeks	Classes	Practicals	Tutorial	Seminars	Independent Learning
	5	1,5	0	0	0
Pre-requisite modules for this module:	PSYC011, RISP012				
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and Summative				
Assessment Criteria	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1: Listing, describing, and applying basic concepts in social, medical and child developmental psychology. • AC2: Naming and describing different personality theories 				

		<ul style="list-style-type: none">• AC3: Recognizing and explaining the position of medical psychology within the discipline of psychology• AC4: Listing and describing the ethical principles applicable in social and medical psychology and personality theories.			
Assessment Methods		Formative assessment: Group and individual assignments Tests Practical work seminars Presentation of specific allocated case studies relevant to the thrust of the degree Summative assessment: Examination (written) x 3 hr examination			
Marks Structure		Min Formative Assessment mark for exam admission (%)		40%	
		Final mark =	% Formative Assess Mark		60%
			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)			50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	% of Exam Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	APAF021
Module Name:	AUDITORY PATHOLOGY AND AUDIOMETRIC FINDINGS
Module Content:	<ul style="list-style-type: none"> • Various pathologies will be discussed in terms of the following classification systems: <ul style="list-style-type: none"> ○ Site of lesion ○ Age of onset ○ Cause ○ Time course ○ Effect on auditory system ○ Audiometric findings ○ Medical/other findings ○ Referral/recommendations/treatment options through a decision-making model • The pathologies that will be covered include: <ul style="list-style-type: none"> ○ Outer ear: Pinna and external auditory meatus ○ Cerumen management

	<ul style="list-style-type: none"> ○ Middle ear: Tympanic membrane and ossicular chain pathologies ○ Cochlea: Pathologies effecting the Cochlea Outer Hair Cells and Inner Hair Cells, and Cochlea fluids. ○ Effects of chemical and pharmacological agents on the auditory and vestibular systems. ○ Eighth nerve disorders, facial nerve disorders and Central Auditory Nervous Systems. ○ Tinnitus: Neurophysiological model of tinnitus ○ Hyperacusis and pseudohyperacusis ○ HIV/AIDS in audiology: pathophysiology of the disease, concomitant conditions, acquired conditions because of HIV/AIDS and treatment impact on the auditory system. ○ Diabetes and hearing loss. 		
Learning Outcomes:	<p><u>KNOWLEDGE:</u> By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Understand the different auditory pathologies in terms of where the pathology lies and its impact on the anatomy and physiology of the auditory system. • ILO2: Understand the symptomatology, etiologies/s, disease process and site of lesion. • ILO3: Analyse and evaluate the audiometric findings associated with the various pathologies. • ILO4: Apply information relating to medical/other findings associated to the pathology to better understand the diagnosis. • ILO5: Evaluate the referral/recommendations/management options through a decision-making model. <p><u>SKILLS:</u> By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Pedagogical skills: Reading and summarizing skills, basic integration skills, organizing concepts, logical thinking, and problem-solving skills. • Interpersonal skills: Collaboration with others, to engage in meaningful communication. • Personal skills: Time management, dedication to the learning process, teamwork skills). • Administrative and management skills: Organizational skills, time management. <p><u>VALUES/ATTITUDES:</u> By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Care and concern for all people (honesty). • Desire for Formative learning and excellence. 		
Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3 rd Order)
	12	2	090202

Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (70 Hours)	0	1 (10 Hours)	0	3 (40 Hours)
					Total NSH = 120 Hours
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	ANAT011, PSIO012, HCOM011, ISAD012, AUAS012				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Listing and defining with correct understanding ALL auditory pathologies covered by applying the classification system to differentiate between pathologies. • AC2 (linked to ILO1): describing the location of the pathology and how it affects the anatomy and physiology of the auditory system so that students may be able to identify the site of lesion. • AC3 (linked to ILO2): Listing and describing the symptomatology, etiologies, disease process and site of lesion so that students can differentiate between the pathologies which will allow for a differential diagnosis. • AC4 (linked to ILO3/ILO4): Describing and interpreting the audiometric findings associated with the various pathologies to allow for differential diagnosis as well as to identify the relationship between the pathology and the audiometric findings. Students must be able to justify their decision of a pathology based on the audiometric findings through a decision-making model. • AC5 (linked to ILO3/ILO4): Listing and describing medical/other findings so that students may be able to facilitate the appropriate recommendations, referrals and/or management options. • AC6 (linked to ILO5): Selecting, explaining and defending the referral/recommendations/treatment options through a decision-making model which will be based on basic application of the theoretical underpinning of the pathology as well as on the audiometric findings <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p>				

		<ul style="list-style-type: none"> • Basic integration skills by linking the pathology to changes in anatomy and physiological processes as well as to the classification system. • Logical thinking skills by students describing the onset, progression and how this caused audiological problems. • Reading and summarizing skills by engaging and answering questions relating to the core reading material. • Working within a team as they engage in class group work tasks. • Working and functioning optimally within a group. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • An appreciation for other colleagues' input and considerations as they work within teams elicited through a peer-evaluation questionnaire. • Respect for colleagues as they work within teams elicited through a peer-evaluation questionnaire. • Commitment to the learning and reflection process through a self-evaluation questionnaire. 			
Assessment Methods:		<p>Formative assessment: 1x written test assessing learning outcomes ILO1-ILO4 (consisting of MCQs set using an item analysis approach for quality assurance) 1x written test (integrated ILO1-ILO6) eliciting skills of basic integration of knowledge.</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic)	OCAU021

& 3 numeric)	
Module Name:	OCCUPATIONAL AUDIOLOGY
Module Content:	<ul style="list-style-type: none"> • Definition of noise • Effects of noise on the human being • Effects of noise on hearing • Damage Risk Criteria • Noise surveys • Noise control • Hearing Conservation Program • Audiometry (Baseline, Screening, Diagnostic, Exit) • Compensation • Noise induced hearing loss • Permanent Disablements and Percentage Hearing Loss • South African Legislation and Regulations • Practical at industries
Learning Outcomes:	<p><u>KNOWLEDGE:</u> By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Understand noise and its effects on human beings. • ILO2: Understand the scope of practice of an industrial audiologist. • ILO3: Understand the importance of hearing conservation programmes and noise surveys. • ILO4: Understand the various industrial audiology screening test battery. • ILO5: Understand Noise Induced hearing loss. • ILO6: Understand and apply the formula in the calculation and application of Permanent Disablements and Percentage Loss of Hearing. • ILO7: Perform occupational audiometry and noise surveys, and implement noise control and hearing conservation programs. <p><u>SKILLS:</u> By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Administrative and management skills: Planning, coordination, ability to develop writing and presentation skills, referencing and appropriate sources of information. • Interpersonal skills: Collaboration with others, to engage in meaningful communication, ethical conduct (conduct oneself in a professional and ethical manner). • Pedagogical skills: Understanding subject and its central organizing concept, make links between observations/practice and literature, Problem solving skills and develop logical thinking. <p><u>VALUES/ATTITUDES:</u> By the end of this module, students must have developed the following inherent values/ attitudes:</p>

	<ul style="list-style-type: none"> • Commitment and dedication to the profession (self-motivation, self-confidence, enthusiasm). • Collaboration, sharing and team spirit (co-operation and working efficiently as part of a group). • Desire for Formative learning, excellence, and innovation (show responsibility towards own learning and development). 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	12		2		090202
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6 (50 Hours)	2 (20 Hours)	1 (10 Hours)	0	3 (40 Hours)
	Total NSH = 120 Hours				
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	ISAD012, PPIC012				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Listing the effects of noise on human beings. • AC2 (linked to ILO2): Explaining the roles of an industrial audiologist. • AC3 (linked to ILO3): Explaining and motivating the purpose and importance of noise surveys and hearing conservation programs. • AC4 (linked to ILO4): Comparing and contrasting between the various (e.g. baseline, periodic, exit) screening protocols. • AC5 (linked to ILO5): Describing the characteristics of Noise Induced Hearing Loss (NIHL). • AC6 (linked to ILO6): Calculating the Permanent Disablement and Percentage Loss of Hearing to determine if the patient is compensable. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p>				

		<ul style="list-style-type: none">Administrative and management skills: Develop a case history form that can be used in industrial audiology, prepare a power point presentation for the workers informing them of a chosen topic.Interpersonal skills: Collaboration with others, to engage in meaningful communication, role play to determine if ethical dilemmas and how to best resolve them, case studies for problem solving skills and developing logical thinking.Pedagogical skills: Understanding subject and its central organizing concept through case studies and role play to make links between observations/practice and literature. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none">Critical examining or reflecting on own skills and those of peers during the role play.			
Assessment Methods:		<p>Formative assessment: 2x written tests (Quiz & semester test) (integrated ILO1-ILO6) eliciting skills of basic integration of knowledge (including MCQ's short and long answer questions). 1x assignment including role play/power point presentation or fieldwork of noise survey. Clinical skill observation by supervisor (integrated ILO1-ILO4)</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	PAED021
Module Name:	PAEDIATRIC AUDIOLOGY

<p>Module Content:</p>	<ul style="list-style-type: none"> • Introduction to hearing and hearing loss in children. • Early Hearing Detection and Intervention (EHDI) principles (including new-born hearing screening approaches, JCIH risk factors). • Behavioural testing of children aged 0-5 years (Behavioural Observation Audiometry, Visual Response Audiometry, Conditioned Play Audiometry, and Play Audiometry). • Paediatric hearing evaluations of special populations. • Identification of hearing loss in the schools. • Counselling: Breaking the bad news. • Management of children with hearing impairment. • Family-centred approach
<p>Learning Outcomes:</p>	<p><u>KNOWLEDGE:</u> By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Understand key terms, rules, concepts, established principles, and theories. • ILO2: Understand the appropriate test protocols to obtain reliable audiological results in this population, as well as case management. • ILO3: Understand new-born hearing screening and EHDI principles and applications. • ILO4: Understand communication and interviews, feedback and counselling skills when working with families. <p><u>SKILLS:</u> By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Personal skills: Reading and summarizing of information whilst engaging in reading material, integrative skills; connecting skills and knowledge from multiple sources and experiences, applying skills and practicing in various settings; utilizing diverse and even contradictory points of view; and, understanding issues and positions contextually, interpretative skills to closely examine ideas, to identify assumptions, reasons and claims, and to gather detailed information from case presentations, creative thinking by “thinking outside the box”. • Administrative skills: Organizational skills; critical thinking by approaching problems in a consistent and systematic way. • Interpersonal skills: Working within a team while engaging in group work tasks, referral skills, problem-solving skills that help to identify the problem, propose solutions, choose the best one, and implement it. <p><u>VALUES/ATTITUDES:</u> By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Take responsibility for their own learning and commitment to the learning and reflection process. • Show responsibility to patient care in paediatrics.

	<ul style="list-style-type: none"> • Show an appreciation for ethical behaviour in assessment and intervention of the paediatric population. • Show an appreciation and respect for other colleagues' input and considerations as they work within team. • Show a positive, unconditional regard for the wellbeing of a patient by show a genuine openness, within the counselling relationship while maintaining a professional focus. • Show empathic understanding, and the ability to see things from the patient's perspective. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	12		2		090202
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (70 Hours)	0	1 (10 Hours)	0	3 (40 Hours)
					Total NSH = 120 Hours
Pre-requisite modules for this module:	HCOM011, ISAD012, PPIC012, AUAS012				
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Discussing the appropriate audiometric protocols to obtain hearing thresholds in the paediatric/neonatal population as well as the factors that influence hearing in children • AC2 (linked to ILO2): Adapting audiometric test protocols to test paediatrics with special needs • AC3 (linked to ILO3): Discussing hearing screening protocols to be implemented in schools • AC4 (linked to ILO4): Developing culturally appropriate management plans for patients by solving well-defined but unfamiliar problems using correct procedures and appropriate evidence; and identifying learning needs and take initiative to address these needs while following a family-centred approach. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-</p>				

		referenced tests and assignments: <ul style="list-style-type: none"> • Personal skills in reading and summarizing of information whilst engaging in reading material, integrative skills; connecting skills and knowledge from multiple sources and experiences, applying skills and practicing in various settings; utilizing diverse and even contradictory points of view; and, understanding issues and positions contextually, interpretative skills to closely examine ideas, to identify assumptions, reasons and claims, and to gather detailed information from case presentations, creative thinking by “thinking outside the box”. • Administrative skills and critical thinking by approaching problems in a consistent and systematic way. • Interpersonal skills by working within a team while engaging in group work tasks, referral skills, problem-solving skills that help to identify the problem, propose solutions, choose the best one, and implement it. Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation: <ul style="list-style-type: none"> • Taking responsibility for their own learning and commitment to the learning and reflection process. • Showing responsibility to patient care in paediatrics. • Showing an appreciation for ethical behaviour in assessment and intervention of the paediatric population. • Showing an appreciation and respect for other colleagues’ input and considerations as they work within team. • Showing a positive, unconditional regard for the wellbeing of a patient by show a genuine openness, within the counselling relationship while maintaining a professional focus. • Showing empathic understanding, and the ability to see things from the patient’s perspective. 			
Assessment Methods:		Formative assessment: 2x written tests (integrated ILO1-ILO4) eliciting skills of basic integration of knowledge (including MCQ’s short and long answer questions) 1x assignment (relating to ILO4). Summative assessment: Examination (written) x 3 hr examination			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.

	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	NEUR022		
Module Name:	NEUROANATOMY AND CLINICAL NEUROLOGY FOR SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY		
Module Content:	Organization of the nervous system, spinal cord, brainstem, cerebellum, diencephalon, basal nuclei, functional areas, speech and auditory related pathways, blood supply and related clinical disorders.		
Learning Outcomes:	<p>KNOWLEDGE: By the end of this module, student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Understand the divisions and organization of the nervous system. • ILO2: Understand the anatomy and function (control centres) of the spinal cord and related clinical disorders. • ILO3: Understand anatomy, structural and functional relations of control centres in the brainstem, and related clinical disorders. • ILO4: Understand the basic anatomy of the cerebellum and related clinical disorders. • ILO5: Understand the basic anatomy of the diencephalon and the basal nuclei, and their related clinical disorders. • ILO6: Understand the location of various functional areas on the brain, their connection with each other and with other control centres, and their related clinical disorders. • ILO7: Understand the blood supply of the brain. • ILO8: Understand the control centres involved in verbal and non-verbal speech, language, and auditory system. • ILO9: Understand the functional relation of control centres in different location in the brain and pathways involved. • ILO10: Understand the complexity of the speech pathway and clinical disorders associated with each of its components. • ILO11: Identify key structures in the brainstem, cerebellum, and cerebral hemispheres. 		
Module Information:	SAQA Credits	NQF Level	CESM Code (3rd Order)
	8	6	130402
Delivery Information:	Campus	Full/Part Time	Period (1st/2ndSem)
	SMU	Contact Full-time	2 nd

Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	3	1	0	0	6
Pre-requisite modules for this module:	ANAT011, PSIO012				
Co-requisites modules for module:	APAF021, AUAS022, AUPD022, CLAU020				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none">• AC1: Describing and differentiating the divisions/organisation of the nervous system.• AC2: Describing and discussing the anatomy of the components of the brainstem.• AC3: Discussing and describing the function of each control centre and functional area involved in speech, language and auditory system.• AC4: Functionally relating the neural control centres in the brainstem with the functional areas.• AC5: Discussing and describing the clinical disorders associated with various neural speech and auditory control centres and presentation thereof.• AC6: Discussing and outlining all possible pathways involved in speech, language, and auditory system.• AC7: Discussing and describing the territorial blood supply of the brain and spinal cord and speech, language and auditory disorders associated with each arterial supply.• AC8: Identifying key structures in the brainstem and cerebellum and cerebral hemispheres.				
Assessment Methods:	<p>Formative Assessment: Three main accumulative tests. Test 1 is only theory. Test 2 and 3 is composed of theory test and practical (spotter) test each. All three main tests are used in calculating the formative assessment mark.</p> <p>Summative Assessment: Examination (written) x 3 hr examination</p>				
Marks Structure	Min Formative Assessment mark for exam admission (%)				40%
	Final mark =	% Formative Assess Mark			60%
		% Summative Assess Mark			40%
	Min Final Assessment mark to pass (%)				50%

Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Practical		
	Duration	3 hours	1 hour		
	% contribution to Summative Assessment Mark	80%	20%		
	Sub minimum	40%	40%		

Module Code: (4 alphabetic & 3 numeric)	PSYC022				
Module Name:	PSYCHOLOGY II				
Content:	<ul style="list-style-type: none"> Medical psychology Social psychology 				
Learning Outcomes	KNOWLEDGE: By the end of this module, student must be able to: <ul style="list-style-type: none"> ILO1: Know and understand the basic concepts social and medical psychology. ILO2: Know and understand the ethical principles applicable in, social and medical psychology. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	8		6		180101
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		Full time		2 nd
Periods per week: = 34 weeks	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6	1,5	0	0	0
Pre-requisite modules for this module:	PSYC011, RISP012				
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and Summative				
Assessment Criteria	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness</p>				

		in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in: <ul style="list-style-type: none">• AC1: Listing, describing, and applying basic concepts in social, medical and child developmental psychology.• AC2: Naming and describing different personality theories.• AC3: Recognizing and explaining the position of medical psychology within the discipline of psychology.• AC4: Listing and describing the ethical principles applicable in social and medical psychology and personality theories.			
Assessment Methods		Formative assessment: Group and individual assignments Tests Practical work seminars Presentation of specific allocated case studies relevant to the thrust of the degree Summative assessment: Examination (written) x 3 hr examination			
Marks Structure		Min Formative Assessment mark for exam admission (%)		40%	
		Final mark =	% Formative Assess Mark		60%
			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)			50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	% of Exam Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	AUAS022
Module Name:	AUDIOLOGICAL ASSESSMENT II
Module Content:	<ul style="list-style-type: none"> • Site of lesion testing: • Acoustic Reflex Threshold Test • Eustachian Tube Dysfunction Test (ETD) • Recruitment tests: Metz Test, ABLB AND AMLB, SISI • Tone decay tests: Rosenberg and Carhart's tone decay tests. • Tests for Functional (non-organic hearing loss): Lombard test, Stenger pure tone and speech test, Confusion techniques, SPAR calculation.

	<ul style="list-style-type: none"> • Oto-Acoustic Emissions: spontaneous, transient, Distortion product OAEs. • Electrocochleography test • Auditory Brainstem Response test (ABR) • Auditory Steady State Response Test (ASSR) • Middle Latency Response Test (MLR) • Late Responses • Conducting the various tests through practical sessions • Test result interpretation and integration • Feedback to patient regarding results and further intervention required • Report writing
Learning Outcomes:	<p><u>KNOWLEDGE:</u> By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Understand the value of Site of Lesion tests outlined in this module and critically evaluate the clinical relevance and clinical application of the various SOL tests. • ILO2: Understand and apply the test process and procedure and test protocols in obtaining test results. • ILO3: Analyse both normal and abnormal test results for all Site of Lesion tests. • ILO4: Understand the characteristics of the audiology test systems/instrumentation used and to apply knowledge to apply troubleshooting techniques demonstrate the test procedures. • ILO5: Apply normative data to analyse test results for all the Site of Lesion tests outlined in this module and to create a patient report summarizing all the test results. <p><u>SKILLS:</u> By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Pedagogical skills: Making of sound decisions and investigate problems, planning and managing co-curricular activities, logical thinking skills, integration skills, reading and summarizing skills, analytical skills. • Reflective skills: Critically examine own conceptions with those of others. • Personal skills: Working within groups, goal setting, planning, setting priorities. • Administrative and management skills: Time management, note taking and record keeping. <p><u>VALUES/ATTITUDES:</u> By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Care and concern for all people (honesty) • Commitment and dedication to the profession (self-motivation, self-confidence, enthusiasm) • Commitment to the learning and reflection process.

	<ul style="list-style-type: none"> Professionalism Accountability Flexibility 				
Module Information:	SAQA Credits	ITS Course Level Code		CESM Code (3 rd Order)	
	8	2		090202	
Delivery Information:	Campus	Full/Part Time		Period (1 st /2 nd Sem)	
	SMU	Full time		2 nd	
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6 (52 hours)	0	1 (10 hours)	0	3 (18 hours)
	Total NSH = 80 Hours				
Pre-requisite modules for this module:	AUAS012, HCOM011, ISAD012				
Co-requisites modules for module:	CLAU020				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> AC1 (linked to ILO1): Describing and explaining the purpose and value of SOL tests by outlining why the test is done, how it is done, the advantages, disadvantages value and clinical application as well as aligning its relevance to the evolving scope of practice. AC2 (linked to ILO2): Explaining and discussing test process and procedure by outlining the steps, calculations, prior considerations, and patient preparation. AC3 (linked to ILO3): Identifying and describing both normal and abnormal test results for all SOL tests by applying the normative data. AC4 (linked to ILO4): Practically demonstrate how the test is performed by giving correct patient instructions, doing correct patient set-up, choosing the correct protocol, recording the correct results. AC5 (linked to ILO4): Understanding the characteristics of the audiology test systems/instrumentation used by setting up and selecting the correct test parameters and identifying challenges and to apply troubleshooting techniques relating to the equipment, the environment and the patient. 				

		<ul style="list-style-type: none"> • AC6 (linked to ILO4): Applying the appropriate test protocols in obtaining test results by understanding how the protocols differ and its application to different age/population/disease groups. • AC7 (linked to ILO5): Interpreting test results for all the SOL tests outlined in this module by differentiating between the different normative data and by applying age appropriate normative data. • AC8 (linked to ILO5): Compiling a report of test results that include patient case history, basic test battery results, site of lesion test results, interpretation of all results, conclusion on possible diagnosis and referrals and recommendations. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none"> • Basic integration skills by linking the results of the basic test battery test results to the site of lesion test results to confirm the diagnosis. • Reflection skills by reflecting on the test results and correlate it other clinical information, e.g. case history information. • Integration skills by integrating all clinical information to derive the SOL for the patient's auditory problem. • Reading and summarizing skills by engaging and answering questions relating to the core reading material. • Working within a team as they engage in class group work tasks. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Appreciation for other colleagues' input and considerations as they work within teams elicited through a peer-evaluation questionnaire. • Respect for colleagues as they work within teams elicited through a peer-evaluation questionnaire. • Commitment to the learning and reflection process through a self-evaluation questionnaire. 			
Assessment Methods:		<p>Formative assessment: 1x written test assessing learning outcomes ILO1-ILO5 (consisting of MCQs set using an item analysis approach for quality assurance) 1x written test (integrated ILO6-ILO9) eliciting skills of basic integration of knowledge.</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)		50	
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory /	Theory	Choose an item.	Choose an	Choose an

Paper:	Practical			item.	item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	AUPD022
Module Name:	AUDITORY PROCESSING DISORDERS
Module Content:	<ul style="list-style-type: none"> • Basic introduction to central auditory processing, terminology, definitions, and aspects thereof. • Neuroanatomy, neuroplasticity, and specialized functions of the central auditory mechanisms. • Nature, common indicators, and factors associated with an auditory processing disorder. • Assessment of auditory processing, including <ul style="list-style-type: none"> ○ The multidisciplinary approach towards assessment ○ Screening and diagnostic testing of auditory processing ○ Electrophysiologic- and electro-acoustic testing ○ Putting together an auditory processing test battery ○ Auditory processing test protocols for the South African context • Diagnosing and profiling an auditory processing disorder. • Classification of an auditory processing disorder. • Management of an auditory processing disorder, including: <ul style="list-style-type: none"> ○ The multidisciplinary approach towards management ○ Components of managing an auditory processing disorder
Learning Outcomes:	<p>KNOWLEDGE:</p> <p>By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Remember and understand basic terminology, definitions, and aspects of auditory processing. • ILO2: Understand the neuroanatomy, neuroplasticity, and specialized functions of the central auditory mechanisms. • ILO3: Understand and apply the nature, common indicators, and factors associated with an auditory processing disorder. • ILO4: Apply and analyse the assessment of auditory processing. • ILO5: Apply, analyse and evaluate the results of auditory processing assessment to diagnose and profile an auditory processing disorder. • ILO6: Analyse and evaluate the management of an auditory processing disorder.

	<p><u>SKILLS:</u> By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Personal skills: Planning, goal setting and time-management • Interpersonal skills: Working within a team, sharing, and learning communication and collaboration through interaction • Problem solving skills: Develop reasoning skills and logical thinking. <p><u>VALUES/ATTITUDES:</u> By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Self-confidence and desire towards Formative learning, excellence, and innovation. • Integrity, respect and sensitivity towards diverse backgrounds, populations, and cultures. • Care and concern for all people. • Ethical conduct. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	8		2		090202
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		2 nd
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6 (52 hours)	0	1 (10 hours)	0	3 (18 hours)
					Total NSH = 80 Hours
Pre-requisite modules for this module:	ANAT011, PSIO012, ISAD012, PPIC012, AUAS012				
Co-requisites modules for module:	APAF021, NEUR022, AUAS022, CLAU020				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Defining auditory processing and describing the terminology and aspects thereof. • AC2 (linked to ILO2): Discussing the neuroanatomy, neuroplasticity and specialized functions of the central auditory mechanisms involved with auditory processing. 				

	<ul style="list-style-type: none"> • AC3 (linked to ILO3): Explaining the nature, and examining the common indicators and factors associated with an auditory processing disorder. • AC4 (linked to ILO4): Appraising the multidisciplinary approach towards assessment for a specific patient and scenario. • AC5 (linked to ILO4): Implementing screening and diagnostic testing of auditory processing for a specific patient and scenario. • AC6 (linked to ILO4): Examining electrophysiologic- and electro-acoustic tests for a specific patient and scenario. • AC7 (linked to ILO4): Constructing an auditory processing test battery for a specific patient. • AC8 (linked to ILO4): Constructing auditory processing test protocols for patients from diverse South African contexts. • AC9 (linked to ILO5): Assessing the results of auditory processing tests, and diagnosing, profiling, and classifying an auditory processing disorder. • AC10 (linked to ILO6): Defending the multidisciplinary approach towards auditory processing management • AC11 (linked to ILO6): Recommending a managing plan for a specific patient, based on the components of auditory processing disorder management. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none"> • Personal skills, during planning of assignments, setting of goals and time-management when completing assignments and preparing for tests. • Interpersonal skills in the collaboration with others and working within a team, and by engaging in meaningful communication, when completing assignments. • Problem solving skills in studying case studies for an assignment while developing reasoning skills and logical thinking. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Commitment and dedication to the profession indicating self-confidence and desire towards Formative learning, excellence, and innovation, through self-evaluation. • Commitment towards their own learning by engaging with the learning and reading materials through self-evaluation. • Integrity, respect and sensitivity towards different populations and cultures through self-evaluation. • Care and concern for all people through self-evaluation. • Ethical conduct through self-evaluation.
Assessment Methods:	<p>Formative assessment:</p> <p>1x written test, assessing learning outcomes ILO1-ILO3 (consisting of MCQs set using an item analysis approach for quality assurance) as well as short answer questions.</p>

		1x team assignment , assessing ILO4-ILO6 (including a case study and report writing). 1x written test , integrating ILO1-ILO6 (eliciting skills of basic integration of knowledge) Summative assessment: Examination (written) x 3 hr examination			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)			40
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)			50
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one “Paper”)	100%			

Module Code: (4 alphabetic & 3 numeric)	ASLD022
Module Name:	ASSISTIVE LISTENING DEVICES I
Module Content:	<ul style="list-style-type: none"> • Basic terminology and development of hearing aids. • Basic components of hearing aids. • Electro-acoustic characteristics of hearing aids. • Hearing aid circuitry and technology. • Controls and functions of hearing aids. • Limiting systems and compression. • Distortion and feedback in hearing aids. • Different type of hearing aids. • Sound delivery systems. • Hearing aid prescriptive strategies. • Candidacy and selection criteria for hearing aid fitting. • Patient motivation and person-centred care in hearing aid fitting • Considerations when fitting special populations. • Noise reduction, distortion, feedback, and occlusion management. • Fitting specific auditory pathologies • Invasive devices and assistive listening devices for adults. • Counselling and the need for aural rehabilitation.

Learning Outcomes:	<p><u>KNOWLEDGE:</u> By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Understand basic terminology and features of hearing aids. • ILO2: Understand and apply the technical background of hearing aids. • ILO3: Apply, analyse, and evaluate selection and fitting of different types of hearing aids, as well as the aspects of hearing aid fitting. • ILO4: Understand, apply, and analyse special considerations, procedures, and techniques in hearing aid fitting. • ILO5: Apply, analyse, and evaluate choices in the fitting of a specific patient. <p><u>SKILLS:</u> By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Personal skills: Planning, time-management. • Interpersonal skills: Collaboration with others, working within a team. <p><u>VALUES/ATTITUDES:</u> By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Self-motivation • Commitment towards their own learning by engaging with the learning and reading materials • Integrity, respect and sensitivity towards different populations and cultures. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
	12		2		090202
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		Full time		2 nd
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (70 Hours)	0	1 (10 Hours)	0	3 (40 Hours)
					Total NSH = 120 Hours
Pre-requisite modules for this module:	HCOM011, ISAD012, PPIC012, AUAS012				
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i>				

	<p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Explaining basic terminology of hearing aids. • AC2 (linked to ILO2): Discussing basic components of hearing aids. • AC3 (linked to ILO2): Classifying and explaining electro-acoustic characteristics of hearing aids. • AC4 (linked to ILO2): Describing and implementing hearing aid circuitry and technology. • AC5 (linked to ILO2): Describing controls and functions of hearing aids. • AC6 (linked to ILO2): Describing and putting into practice limiting systems and compression for a variety of hearing losses and hearing aids. • AC7 (linked to ILO2): Classifying and demonstrating distortion and feedback in hearing aids. • AC8 (linked to ILO3): Selecting and using different types of hearing aids for a variety of hearing losses in the adult population. • AC9 (linked to ILO3): Selecting and applying sound delivery systems for a variety of hearing losses and hearing aids in the adult population. • AC10 (linked to ILO3): Selecting and using hearing aid prescriptive strategies for the adult population. • AC11 (linked to ILO4): Differentiating candidacy and selection criteria of hearing aids for the adult population • AC12 (linked to ILO4): Assessing and justifying patient motivation and person-centred care when fitting adults with hearing aids. • AC13 (linked to ILO4): Attributing specific considerations when fitting special populations. • AC14 (linked to ILO4): Implementing the different stages of hearing aid fitting. • AC15 (linked to ILO5): Solving issues with noise reduction, distortion, feedback, and occlusion for various scenarios. • AC16 (linked to ILO5): Analysing and recommending the fitting of specific auditory pathologies. • AC17 (linked to ILO5): Recommending and justifying invasive devices and assistive listening devices for adults. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none"> • Personal skills, during planning of assignments and time-management when completing assignments and preparing for tests. • Interpersonal skills in the collaboration with others and working within a team, and by engaging in meaningful communication, when completing assignments.
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		<p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Commitment and dedication to the profession indicating self-motivation, through self-evaluation. • Commitment towards their own learning by engaging with the learning and reading materials through self-evaluation. • Integrity, respect and sensitivity towards different populations and cultures through self-evaluation. 			
Assessment Methods:		<p>Formative assessment: 1x written test, assessing learning outcomes ILO1-ILO3 (consisting of MCQs set using an item analysis approach for quality assurance) as well as short answer questions. 1x team assignment, assessing ILO3-ILO4 (including a case study and report writing). 1x written test, integrating ILO1-ILO5 (eliciting skills of basic integration of knowledge)</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40			
	% Distribution (if more than one "Paper")	100			

Module Code: (4 alphabetic & 3 numeric)	DCSL022
Module Name:	DEAF CULTURE AND SOUTH AFRICAN SIGN LANGUAGE
Module Content:	<ul style="list-style-type: none"> • Deaf Culture • History and legislature of Sign Language • Social and medical models of Deafness

	<ul style="list-style-type: none"> • Status of South African Sign Language • Basic communication with first language South African Sign Language users 		
Learning Outcomes:	<p><u>KNOWLEDGE:</u> By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Understand terminology and content related to of Deaf Culture and history of Sign Language. • ILO2: Understand and apply South African legislature for the Deaf community. • ILO3: Analyse the social and medical models of Deafness • ILO4: Understand and apply basic communication with the Deaf and people using South African Sign Language. • ILO5: Analyse, synthesise, and evaluate a signed monologue on a familiar topic <p><u>SKILLS:</u> By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Personal skills: Time management, planning, • Administrative and management skills: Planning, coordination • Interpersonal skills: Working in a group, culturally sensitive • Problem solving skills: Decision-making and creative, critical thinking. • Research skills: Collecting, analysing, organizing, and critically evaluating information. • Integrative skills: Connecting skills and knowledge from multiple sources and experiences. • Referral skills • Interpretative skills: Closely examine ideas, to identify assumptions, reasons, and claims, and to gather detailed information from cases presentations. <p><u>VALUES/ATTITUDES:</u> By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Advocating for communication disorders and promoting a sensitivity to speech sound disorders. • Develop an appreciation and respect for diversity (beliefs, values, disability, language, human rights). • Take responsibility in their self-directed learning. • Develop an appreciation for ethical decision making. • Show a positive, unconditional regard for the wellbeing of a patient.; show a genuine openness, within the clinical context interaction with various stakeholders while maintaining a professional focus, • Show empathic understanding, and the ability to see things from the patient's perspective 		
Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3 rd Order)

		<ul style="list-style-type: none"> • Demonstrate satisfactory research skills in Collecting, analysing, organizing and critically evaluating literature. • Demonstrate satisfactory integrative skills by connecting skills and knowledge from multiple sources (include own background) and experiences (including own experiences). • Demonstrate satisfactory referral skills and interpretative skills: to closely examine ideas, to identify assumptions, reasons and claims, and to gather detailed information from cases presentations. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Advocating for communication disorders and promoting a sensitivity to speech sound disorders. • Developing an appreciation and respect for diversity (beliefs, values, disability, language, human rights). • Taking responsibility in their self-directed learning. • Developing an appreciation for ethical decision making. • Showing a positive, unconditional regard for the wellbeing of a patient.; show a genuine openness, within the clinical context interaction with various stakeholders while maintaining a professional focus. • Showing empathic understanding, and the ability to see things from the patient's perspective. 			
Assessment Methods:		<p>Formative assessment: Multi-source assessment (Peer and self-assessment) 1x practical assessment by lecturer (integrated ILO4 and ILO5) eliciting use of South African Sign Language 1x written test (integrated ILO1-ILO5) eliciting skills of basic integration of knowledge (including MCQ's short and long answer questions). 1x assignment (class presentation) relating to demonstrating skills, values, and knowledge</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			

	% Distribution (if more than one "Paper")	100%			
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Module Code: (4 alphabetic & 3 numeric)	CLAU020
Module Name:	CLINICAL AUDIOLOGY I
Module Content:	<ul style="list-style-type: none"> • Case history and conducting the case history interview • Otoscopic examination • Immittance measurements (Tympanometry) • Pure Tone Audiometry • Masking • Speech audiometry • Formulation of the diagnosis and recommendations • Feedback to patient • Feedback and recommendations • Report writing
Learning Outcomes:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>The student's <u>SKILLS</u> will be assessed in:</p> <ul style="list-style-type: none"> • ILO1: Apply age appropriate case interview skills through the selection of appropriate questions from a case history form. • ILO2: Apply tests that comprise the basic test battery which includes: Otoscopy, tympanometry, pure tone audiometry (air and bone conduction and masking), speech audiometry (speech reception threshold, speech discrimination and masking). • ILO3: Analyse the basic diagnostic audiological results. • ILO4: Apply normative data and critically reasoning skills by communicating information verbally and in writing. • ILO5: Apply the appropriate intervention strategies as well as making appropriate recommendations and referrals for a diverse range of adult populations. • ILO6: Plan and coordinate the clinical session by selecting the appropriate forms e.g. case history form and audiogram. • ILO7: Apply writing and presentation skills (report writing), referencing and appropriate sources of information (report). <p><u>VALUES/ATTITUDES:</u></p> <p>By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Care and concern for all people (honesty). • Respect for diversity (integrity).

	<ul style="list-style-type: none"> • Commitment and dedication to the profession (self-motivation, self-confidence, enthusiasm). • Collaboration, sharing and team spirit (co-operation, enthusiasm). • Desire for Formative learning, excellence, and innovation (optimism). 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	24		2		090202
Delivery Information:	Campus		Full/Part Time		Period (Y/1 st /2 nd Sem)
	SMU		Full time		Y
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	0	18 (130 Hours)	3 (24 Hours)	0	12 (86 Hours)
	Total NSH = 240 Hours				
Pre-requisite modules for this module:	PECH012, ISAD012, PPIC012, AUAS012				
Co-requisites modules for module:	APAF021, AUAS022				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>Students must be able to demonstrate: accuracy and competence in the clinical assessment and management of a patient. This will be assessed using a graded marking rubric including a self-evaluation of performance. The formative assessment form will also include constructive written feedback to the students focusing on areas requiring improvement. The student will also be assessed on the completion of a clinical report, which will be evaluated using a graded marking rubric.</i></p> <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through clinical skill observation and clinical reports:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Selecting and developing appropriate questions to include in the information getting interviews. • AC2 (linked to ILO2): Conduct basic audiological test battery following the departmental procedure by applying the theoretical concepts relating to assessment of hearing in adults in practice through hands-on experience, which includes: Otoscopy, tympanometry, pure tone audiometry (air and bone conduction and masking), speech audiometry (speech reception threshold, speech discrimination and masking). • AC3 (linked to ILO3): Interpret the results obtained from the basic diagnostic audiology test battery. • AC4 (linked to ILO4): Identify appropriate intervention strategies and make appropriate recommendations and referrals for a diverse range of adult populations. 				

		<ul style="list-style-type: none"> • AC5 (linked to ILO5): Apply the cross-check principle to analyse results and explain how they correlate. Critique whether the professional is conducting him/herself in an ethical manner. • AC6 (linked to ILO6): Critically examine self-ability to coordinate, plan and coordinate sessions. • AC7 (linked to ILO7): writing and presenting patient findings through an integrated patient report. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Critically examine or reflect own skills and those of peers during clinical practice. 			
Assessment Methods:		<p>Formative assessment: Clinical skill observation by supervisor (integrated ILO1-ILO4) 2x Practical tests: (integrated ILO1-ILO5) eliciting skills of basic integration of knowledge 1x Clinical report</p> <p>Summative assessment: Oral examination x 1 hr/ Clinical test based on a clinical case study</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Practical	Choose an item.	Choose an item.	Choose an item.
	Duration	1 Hour			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	AREA031
Module Name:	AURAL (RE)HABILITATION AND EDUCATIONAL AUDIOLOGY
Module Content:	<ul style="list-style-type: none"> • Definitions, models and need for Aural Rehabilitation (AR) (process of AR, development of auditory skills, effects of hearing impairment on speech and language and co-morbidity factors in hearing impairment).

	<ul style="list-style-type: none"> • Paediatric Aural (Re)habilitation (developmental problems of children with untreated hearing loss, benefits of AR and early intervention, assessment, and intervention (incl. ICF-CY), family-centred rehabilitation and management). • Adult & Geriatric Aural Rehabilitation (differences between adult and paediatric AR, assessment, and intervention). • Application of South African Sign Language. • Educational audiology (historical and current perspectives, educational system in the South Africa context, scope of practice and minimum competencies of the educational audiologist, roles and responsibilities of an educational audiologist, service delivery models). • Educational methodologies (challenges of teaching a child with hearing impairment, educational goals for a child with hearing impairment, hearing screening, identification and conservation in an educational context, classroom acoustics). • Counselling • Ethical considerations in AR and educational audiology.
Learning Outcomes:	<p>KNOWLEDGE: By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Understand aural rehabilitation for various populations with hearing loss. This includes understanding of theoretical components as well as application of aural rehabilitation assessment and intervention principles and practices. • ILO2: Understand the history and current perspectives of education in relation to children with HL in the South African context, including appropriate service delivery models that can be used within different schools and regions within the South African context. • ILO3: Understand the roles and responsibilities of an educational audiologist, including hearing health promotion and hearing conservation in the education setting as well as classroom acoustics and its impact on learning for the learner with hearing impairment. • ILO4: Understand the needs of the individual with a hearing loss and design culturally appropriate individual education intervention plans using the relevant theories and frameworks. • ILO5: Understand ethical considerations when working with an individual with a hearing impairment. <p>SKILLS: By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Personal skills: Reading and summarizing of information whilst engaging in reading material, applying skills and practices in various settings; utilizing diverse and even contradictory points of view; and, understanding issues and positions contextually, Problem-solving skills that help to identify the problem, propose solutions, choose the best one, and implement it, creative thinking

	<p>by “thinking outside the box”, interpretative skills to closely examine ideas, to identify assumptions, reasons and claims, and to gather detailed information from case presentations, demonstrate detailed use of correct SASL structures and understanding of sustained signed conversations.</p> <ul style="list-style-type: none"> • Administrative skills: Integrative skills; connecting skills and knowledge from multiple sources and experiences, Critical thinking by approaching problems in a consistent and systematic way. • Interpersonal skills: Ability to reflect on the importance of communication, develop and demonstrate interview, feedback and counselling skills, working within a team while engaging in group work tasks, referral skills. <p>VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Take responsibility for their own learning and commitment to the learning and reflection process. • Responsibility to patient care. • Show an appreciation for other colleagues’ input and considerations as they work within teams. • Show a positive, unconditional regard for the wellbeing of a patient by showing a genuine openness, within the counselling relationship while maintaining a professional focus. • Show empathic understanding, and the ability to see things from the patient’s perspective. • Show an appreciation of aural rehabilitation, South African Sign Language and Deaf Culture and educational audiology. • Show an appreciation for ethical behaviour in assessment and intervention of the hearing impaired. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
	12		3		090202
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		Full time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (70 Hours)	0	1 (10 Hours)	0	3 (40 Hours)
					Total NSH = 120 Hours
Pre-requisite modules for this module:	PAED021, ASLD022, DCSL022, CLAU020				
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<i>The student will be assessed according to the following standards,</i>				

criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.

Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical KNOWLEDGE (through criterion-referenced tests and assignments) in:

- **AC1 (linked to ILO1):** Describing the various approaches to paediatric, adult, and geriatric aural habilitation and rehabilitation, and display ability to map new knowledge onto a given body of theory; through logical thinking.
- **AC2 (linked to ILO1):** Assessment and intervention in paediatrics, adults, and geriatrics with hearing impairment to aid them in communication and develop culturally appropriate individualised intervention plans with the relevant management strategies.
- **AC3 (linked to ILO2):** Identifying and discussing challenges, problems and solutions related to the South African educational system.
- **AC4 (linked to ILO3):** Describing the role of the educational audiologist in the process of evaluation and rehabilitation of the individual with a hearing impairment.
- **AC5 (linked to ILO3):** Discussing the importance of counselling and consulting with professionals, demonstrating the ability to fulfil the role of the audiologist as part of the multidisciplinary team as well as presenting and communicating information, own ideas, and opinions in well-structured arguments.
- **AC6 (linked to ILO4):** Describing the factors, educational goals and needs which affect the educational status of the individual with a hearing loss.
- **AC7 (linked to ILO5):** Discussing the roles and responsibilities, scope of practice and code of ethics pertaining to aural rehabilitation and educational audiology
- **AC8 (linked to ILO5):** Analysing case studies, identifying possible ethical dilemmas and providing possible solutions in aural rehabilitation and educational audiology.

Students must be able to show evidence of development of the following SKILLS that will be evaluated through criterion-referenced tests and assignments:

- Demonstrating effective communication, interview, feedback, and counselling skills to communicate in group situations during role play.
- Using specific sign language expressions in familiar and unfamiliar topics and facilitating discussions with Deaf individuals or groups of Deaf people using SASL.
- Describing and interpreting signed conversations and sustained signed dialogues between first-language signers.
- Discussing Deaf cultural aspects of SASL when using it in various contexts.

		<p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Taking responsibility for their own learning and commitment to the learning and reflection process. • Taking responsibility for patient care. • Showing an appreciation for other colleagues' input and considerations as they work within teams. • Showing a positive, unconditional regard for the wellbeing of a patient by showing a genuine openness, within the counselling relationship while maintaining a professional focus. • Showing empathic understanding, and the ability to see things from the patient's perspective. • Showing an appreciation of aural rehabilitation, South African Sign Language and Deaf Culture and educational audiology. • Showing an appreciation for ethical behaviour in assessment and intervention of the hearing impaired. 			
Assessment Methods:		<p>Formative assessment: 2x written test (integrated ILO1-ILO5) eliciting skills of basic integration of knowledge (including MCQ's short and long answer questions) 1x assignment (including written assignment (ILO3, ILO4) and group assignment (role play) (ILO1) relating to demonstrating aural rehabilitation sessions Sign Language component: Multi-source assessment (Peer and self-assessment).</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark	60	
			% Summative Assess Mark	40	
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	ASLD031
Module Name:	ASSISTIVE LISTENING DEVICES II
Module Content:	<ul style="list-style-type: none"> • Requirements for paediatric hearing aid fitting such as assessment requirements, appropriate equipment and experience or expertise in fitting children with hearing aids. • Candidacy and pre-selection issues and procedures when fitting children. • Circuitry and signal processing required for paediatric hearing aid fitting. • Hearing aid selection and fitting considerations for paediatric hearing aid fitting. • Importance of verification and validation hearing aid orientation and training, follow-up, and referral in paediatric hearing aid fitting. • Practical demonstration of paediatric hearing aid fitting, verification and validation. • Implantable devices and assistive listening devices for children. • Fitting of specific hearing losses (e.g. ANSD, minimal hearing loss). • Management of hearing aid features. • Impact of environment, listening behaviour and age of child on incidental learning of the child fitted with hearing aids. • Hearing aid benefit in everyday environments. • Hearing aid safety. • Family-centred approach in fitting the paediatric patient with hearing aids, such as counselling, person-centred care, and parent guidance principles. • Entrepreneurship with regards to hearing aid sales, state tender and medical aids/NHS.
Learning Outcomes:	<p><u>KNOWLEDGE:</u> By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Remember and understand the requirements for paediatric hearing aid fitting. • ILO2: Understand and apply the considerations in fitting the paediatric patient with hearing aids. • ILO3: Apply, analyse, and evaluate the challenges in paediatric hearing aid fitting. • ILO4: Apply, analyse, and evaluate the family-centred approach in fitting the paediatric patient with hearing aids. • ILO5: Analyse and evaluate entrepreneurship with regards to hearing aid sales, state tender and medical aids/NHS. <p><u>SKILLS:</u> By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Personal skills: Planning, goal setting and time-management

	<ul style="list-style-type: none"> • Interpersonal skills: Working within a team and learning communication and collaboration through interaction • Problem solving skills: Develop reasoning skills and logical thinking. • Administrative, basic business and management skills: Time management, study skills, note record keeping. <p>VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Self-confidence and enthusiasm towards life-long learning and excellence. • Integrity, respect and sensitivity towards diverse backgrounds, populations, and cultures. • Care and concern for all people. • Ethical conduct. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
	16		3		090202
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		Full time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	12 (86 Hours)	0	2 (16 Hours)	0	8 (58 Hours) Total NSH = 160 Hours
Pre-requisite modules for this module:	APAF021, NEUR022, AUAS022, CLAU020				
Co-requisites modules for module:	AREA031, CLAU030				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Discussing the assessment requirements, appropriate equipment and experience or expertise in fitting children with hearing aids. • AC2 (linked to ILO2): Implementing candidacy and pre-selection issues and procedures when fitting the paediatric patient with hearing aids, hearing aid selection and fitting considerations, as well as implantable devices and assistive listening devices specific to the paediatric population. 				

	<ul style="list-style-type: none"> • AC3 (linked to ILO2): Explaining circuitry and signal processing important for the paediatric population. • AC4 (linked to ILO2): Describing the process and explaining the importance of verification and validation, hearing aid orientation and training, as well as follow-up and referral in the paediatric population. • AC5 (linked to ILO2): Examining the fitting of specific hearing losses and preparing and reviewing management of hearing aid features. • AC6 (linked to ILO3): Arguing the impact of environment, listening behaviour and age of child on incidental learning and hearing aid benefit in everyday environments, and assessing hearing aid safety. • AC7 (linked to ILO4): Using and justifying the family-centered approach in fitting paediatric patients with hearing aids, such as counselling, person-centered care, and parent/caregiver guidance principles. • AC8 (linked to ILO5): Analysing, evaluating and implementing entrepreneurship with regards to hearing aid sales, state tender and medical aids/NHS. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none"> • Personal skills, during planning of assignments, setting of goals and time-management when completing assignments and preparing for tests. • Interpersonal skills in the collaboration with others and working within a team, and by engaging in meaningful communication, when completing assignments. • Problem solving skills in studying case studies for an assignment while developing reasoning skills and logical thinking. • Basic business management skills by identifying and solving basic business skills. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Commitment and dedication to the profession indicating self-confidence and enthusiasm towards life-long learning and excellence, through self-evaluation. • Commitment towards their own learning by engaging with the learning and reading materials through self-evaluation. • Integrity, respect and sensitivity towards different populations and cultures through self-evaluation. • Care and concern for all people through self-evaluation. • Ethical conduct through self-evaluation.
Assessment Methods:	<p>Formative assessment: 1x written test, assessing learning outcomes ILO1-ILO3 (consisting of MCQs set using an item analysis approach for quality assurance) as</p>

		well as short answer questions. 1x team assignment , assessing ILO4 (including a case study and report writing). 1x written test , integrating ILO1-ILO4 (eliciting skills of basic integration of knowledge) Summative assessment: Examination (written) x 3 hr examination			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)			40
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)			50
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one “Paper”)	100%			

Module Code: (4 alphabetic & 3 numeric)	VAUD032
Module Name:	VESTIBULAR AUDIOLOGY
Module Content:	<ul style="list-style-type: none"> • Revision of the anatomy and physiology of the peripheral and central vestibular systems. • Prevalence and epidemiology of vestibular pathologies in adults and children. • Pathologies of the vestibular system (central and peripheral). • Vestibular assessment techniques and the situations in which they may be used. • Bedside versus laboratory testing. • Sensitivity and specificity of the vestibular test battery • Vestibular management for adults and children. • Discussion on the evidence base required to carry out vestibular assessments reliably and interpret the results obtained from them. • Critically evaluate the evidence base and practice of vestibular rehabilitation.

	<ul style="list-style-type: none"> • The role of integrated services for the diagnosis and rehabilitation and team approach to vestibular management. • Clinical application of vestibular tests and correlation to other tests. • Research advancements, gaps, and novelty in vestibular rehabilitation. • Practical clinical component consisting of demonstrations of the bedside and ENG/VNG vestibular test battery. • One week observational block at a vestibular clinic at a local hospital
Learning Outcomes:	<p><u>KNOWLEDGE:</u> By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Understand the anatomy and patho/physiology of the peripheral and central vestibular systems, the importance of vestibular audiology as well as to evaluate the research advancements, gaps, and novelty in vestibular audiology. • ILO2: Understand the prevalence of vestibular pathologies and apply knowledge of the pathologies to be able to distinguish between the various pathologies of the vestibular system for both adults and children. • ILO3: Evaluate the various tests and test results that comprise the vestibular battery for assessment of balance function/dysfunction in terms of their clinical application, sensitivity, and specificity. • ILO4: Apply the various rehabilitation options and techniques for patients in accordance to their specific vestibular disorder including taking a team approach to vestibular management for both adults and children. • ILO5: Observation and demonstration of bedside and laboratory tests on peers and to create a patient vestibular report by applying the relevant motivation, normative data and making necessary recommendations. • ILO6: Evaluate a clinical test scenario by observing patient testing at a vestibular clinic. <p><u>SKILLS:</u> By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Pedagogical skills: Making of sound decisions and investigate vestibular conditions, logical thinking skills in diagnosing and managing patients with vestibular conditions. • Reflective skills: Critically examine own learning and performance in the module. • Personal skills: Working within groups, goal setting, planning, setting priorities. • Administrative and management skills: Time management, note taking and record keeping. • Observation skills: Observing patient testing at a local vestibular clinic. <p><u>VALUES/ATTITUDES:</u></p>

	<p>By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Care and concern for patients with vestibular disorders. • Commitment and dedication to the profession by understanding the value, need and importance of vestibular management. • Commitment to the learning and reflection process. • Professionalism • Accountability in learning, going through the reading material and videos as well as practicing the tests during their self-study time. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
	24		3		090202
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		Full time		2 nd
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	15 (90 Hours)	4 (30 Hours)	4 (30 Hours)	4 (30 Hours)	8 (60 Hours)
	Total NSH = 240 Hours				
Pre-requisite modules for this module:	APAF021, NEUR022, AUAS022, CLAU020				
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Listing the components of and explaining and discussing the anatomy and physiology of the peripheral and central vestibular systems in an illustrative, descriptive, and diagrammatic manner. • AC2 (linked to ILO1): Describing and discussing the prevalence and epidemiology of vestibular pathologies by applying contextual relevance and disease burden. • AC3 (linked to ILO2): Listing, identifying categorizing, comparing, and distinguishing between the various pathologies of the vestibular system in detail by describing and comparing the types, symptoms and causes of the disorders. Emphasis is placed on the “big five” pathologies such as, Benign Paroxysmal Positional Vertigo, vestibular neuritis, Meniere’s disease, bilateral hypofunction, and chronic subjective dizziness. 				

	<ul style="list-style-type: none"> • AC4 (linked to ILO3): Understanding, selecting and appraising the various tests that comprise the vestibular battery for assessment of balance function/dysfunction by critically evaluating the range of vestibular assessment techniques and the situations in which they may be used. Understanding must include ALL three components of the vestibular test battery: Bedside assessments, ENG and VNG tests. • AC5 (linked to ILO3): Critically evaluating and comparing the clinical application of vestibular tests and correlation to other tests so that students can ensure reliability of results and interpret the results obtained from the test battery through interrogation of case studies. • AC6 (linked to ILO4): Identifying, explaining, and describing rehabilitation options and techniques for patients with vestibular disorders by aligning these treatment options to the pathology, patients case history and overall diagnosis through interrogation of case studies. • AC7 (linked to ILO4): understanding, describing and defending the need for a team approach to vestibular management by listing the team members and providing an explanation for inclusion of the identified team members as well as their contribution to the assessment and management period. Students must be able to recognize the role of integrated services for the diagnosis and rehabilitation for patients with balance disorders through interrogation of case studies. • AC8 (linked to ILO4): Understanding, describing and evaluating the research advancements, gaps and novelty in vestibular rehabilitation by critically evaluating the evidence base required to carry out vestibular assessments reliably and interpret the results obtained from them as well as critically evaluate the evidence base and practice of vestibular rehabilitation. • AC9 (linked to ILO5 & ILO6): Demonstrating abilities to write a vestibular observation and clinical report on patients test results by present information clearly in the form of a written report that is well constructed in terms of patient case history information, diagnostic audiological test findings, vestibular assessment results, conclusion and integration, recommendations and referrals. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none"> • Intellectual skills through the critical appraisal of scientific literature. • Analytical skills which is intricately linked to the student's ability to manage a vestibular patient by analysing the patient's symptoms, related medical/audiological information. Students must be able to critically analyse and objectively interpret information/data. • Problem solving skills during both the theoretical and practical component by demonstrating good problem-solving skills during
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		<p>diagnosing a patient and during testing when encountering technical or patient related variables.</p> <ul style="list-style-type: none"> Independent learning as students engage with reading material, video clips and other learning material. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> An appreciation for other colleagues' input and considerations as they work within teams elicited through a peer-evaluation questionnaire. Respect for colleagues as they work within teams elicited through a peer-evaluation questionnaire. Commitment to the learning and reflection process through a self-evaluation questionnaire. 			
Assessment Methods:		<p>Formative assessment: 1x written test assessing learning outcomes ILO1-ILO3 (consisting of MCQs set using an item analysis approach for quality assurance) as well as short and long answer questions. 1x written test (integrated ILO4-ILO6 eliciting skills of basic integration of knowledge, including a case study and report writing).</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark	60	
			% Summative Assess Mark	40	
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	REST030
Module Name:	RESEARCH AND STATISTICS
Module Content:	<ul style="list-style-type: none"> Introduction to research paradigms and frameworks. Identifying the research question/purpose.

	<ul style="list-style-type: none"> • Introduction to qualitative research methods (incl. characteristics of qualitative research methods). • Introduction to quantitative research methods (incl. characteristics of quantitative research methods). • Methods of data collection and sampling. • Common quantitative and qualitative tools. • Qualitative analysis approaches (incl. organizing data, computer assisted data management, transcription and coding, thematic analysis, narrative analysis, discourse analysis). • Biostatistics (application of statistical principles, e.g. purpose and strengths of statistics, tools and techniques for data collection, descriptive vs inferential statistics, standard deviation, confidence intervals, to questions and problems in medicine and health). • Reliability vs validity issues in research (incl. pilot testing and bias). • Ethics in research. • Research project administration (requirements for submission, deadlines for submissions of research proposals & research projects, research contract, roles and responsibilities of the supervisor, assessment guidelines).
Learning Outcomes:	<p><u>KNOWLEDGE:</u> By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Know and understand research paradigm and frameworks for qualitative and quantitative research methods. • ILO2: Know, understand, apply, analyse, and evaluate qualitative and quantitative research tools, procedures, and data analysis methods. • ILO3: Understand, analyse, and evaluate ethical principles in research. • ILO4: Design a research proposal/report. • ILO5: Complete a research proposal. <p><u>SKILLS:</u> By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Pedagogical skills: Understanding subject and its central organizing concepts, integrative and interpretive skills. • Interpersonal skills: Working within a team or a group, to engage in meaningful communication. • Reflective skills: Critically examine own conceptions with those of others, problem-solving. • Personal skills: Time management, goal setting, planning, setting priorities. • Administrative and management skills: Analytical skills that allow for making of sound decisions and investigate problems, planning and managing co-curricular activities, employ American Psychological Association (APA) formats for citations of print and electronic materials. <p><u>VALUES/ATTITUDES:</u></p>

	<p>By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Consolidate and synthesise the theory to practice. • Demonstrate responsibility towards their own learning. • Group/teamwork. • Commitment to completing research proposal. • Appreciation for research needs within the south African context. • Responsibility to advancing knowledge within the profession. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
	16		3		090202
Delivery Information:	Campus		Full/Part Time		Period (Y/1st/2ndSem)
	SMU		Full time		Y
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	12 (86 Hours)		2 (16 Hours)		8 (58 Hours)
					Total NSH = 160 Hours
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Know and understand research paradigm and frameworks for qualitative and quantitative research methods by listing, describing, and discussing research paradigms and frameworks. • AC2 (linked to ILO2): Know, understand, apply, analyse and evaluate qualitative and quantitative research tools, procedures and data analysis methods by identifying, describing, explaining, employing, comparing and appraising qualitative and quantitative research tools, procedures and data analysis methods. • AC3 (linked to ILO3): Understand, analyse, and evaluate ethical principles in research by discussing, relating, and employing various ethical principles during the research process. • AC4 (linked to ILO1-ILO4): Design a research proposal/report by selecting and preparing key elements of a research proposal/report. 				

		<ul style="list-style-type: none"> • AC5 (linked to ILO1-ILO5): Complete a research proposal by selecting and preparing key elements of a research proposal. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none"> • Pedagogical skills by selecting, analysing, and appraising research methodologies, procedures, and data analysis methods. • Interpersonal skills by engaging with groups. • Reflective skills by correcting misunderstandings of content during assessment feedback with the lecturer. • Personal skills by submitting assessment times timeously and ensuring sufficient time for independent learning in preparation for assignments and tests. • Administrative and management skills by analysing and selecting appropriate research frameworks, procedures, and tools. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Consolidate and synthesise the theory to practice. • Demonstrate responsibility towards their own learning. • Group/teamwork. • Commitment to completing research proposal. • Appreciation for research needs within the South African context. • Responsibility to advancing knowledge within the profession. 			
Assessment Methods:		<p>Formative assessment: 2x written test (integrated ILO1-ILO5) eliciting skills of basic integration of knowledge (including MCQ's short and long answer questions). 1x assignment (ILO1-ILO5) (complete research proposal)</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more	100%			

	than one "Paper")				
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Module Code: (4 alphabetic & 3 numeric)	CLAU030
Module Name:	CLINICAL AUDIOLOGY II
Module Content:	<ul style="list-style-type: none"> • Case history taking/ case history interviews/ case history extraction through questionnaires. • Grand rounds at the ENT wards: observation of diverse in-patients at the ENT ward/s. • Newborn hearing screening. • Diagnostics: Otoscopy, Pure tone audiometry, (tympanometry & Acoustic Reflex testing, Speech audiometry (SRT & SDT), OAEs, ABR, MLR, P300, LLR, EcochG, ASSR. • Paediatric audiology: BOA, VRA, Play audiometry. • Assistive Listening Devices for adults: Selection, fitting, verification, and validation of hearing aids, earmould fitting and modification, fine tuning and troubleshooting of hearing aids. • Auditory processing assessment and management. • Vestibular audiology: Bedside evaluations, ENG and/or VNG evaluations. • Aural Rehabilitation: Hearing aid monitoring, parent/caregiver counselling, selection of communication modalities, speech and language stimulation, provision of teacher/learner/parent support programs. Feedback to the patient and counselling. • Educational Audiology: Screening within the school context, consultation and presentations to school management, classroom modification techniques, development of individualised programs within the school context. • Industrial Audiology: Identification of NIHL and/or SIHL, prevention of NIHL and/or SIHL, assessment of NIHL and/or SIHL, intervention of NIHL and/or SIHL, planning and implementing a noise conservation programme, counselling of workers in the industrial setting, feedback to patient/s regarding results and further intervention required. • Formulation of diagnosis, feedback, recommendations, and referrals. • Report writing
Learning Outcomes:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>The student's <u>SKILLS</u> will be assessed in:</p> <ul style="list-style-type: none"> • ILO1: Apply patient interview and feedback skills to obtain essential case history information from the patient and significant others as well as to deliver appropriate feedback to the patient and significant others.

	<ul style="list-style-type: none"> • ILO2: Evaluate and apply appropriate screening protocols and diagnostic assessment tests (including basic audiology tests, site of lesions, ENG/VNG and bedside vestibular tests) for patients and to select the appropriate testing apparatus. • ILO3: Apply the normative data for all audiological test procedures, evaluate and analyse the audiological test results and integrate all clinical findings in a patient report. • ILO4: Create an appropriate management plan for patient based on effective recommendations and referrals, including a rationale for the selection and fitting of assistive listening devices, referral for further testing, medical management etc. that ensures continuity of care. • ILO5: Create and evaluate the outcomes of health promotion and disease prevention programmes within the school context as well as to provide educational programmes for hearing and hearing loss management within the school context. • ILO6: Create and evaluate noise/solvent induced hearing loss prevention and promotion programmes as well as noise conservation programmes within the occupational setting. • ILO7: Apply approaches, procedures and recommendations learnt through the observation of diverse in-patients during grand rounds at the ENT wards. • ILO8: Apply logical thinking skills, integration skills, communication skills, analytical skills, adaptability skills, -infection control skills, record keeping skills and report writing skills. <p>VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Care and concern for all people (honesty). • Respect for diversity (integrity). • Commitment and dedication to the profession (self-motivation, self-confidence, enthusiasm). • Collaboration, sharing and team spirit (co-operation, enthusiasm). • Desire for Formative learning, excellence, and innovation (optimism). 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
	60		3		090202
Delivery Information:	Campus		Full/Part Time		Period (Y/1st/2ndSem)
	SMU		Full time		Y
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	0	26 (450 Hours)	1 (10 Hours)	0	8 (215 Hours)
					Total NSH = 600 Hours

Pre-requisite modules for this module:	APAF021, AUAS022, RADP021, CLAU020, PAED021, ASLD022, DCSL022, AUPD022, OCAU021
Co-requisites modules for module:	VAUD032, AREA031
ASSESSMENT:	Formative and Summative
Assessment Criteria:	<p><i>Students must be able to demonstrate: accuracy and competence in the clinical assessment and management of a patient. This will be assessed using a graded marking rubric including a self-evaluation of performance. The formative assessment form will also include constructive written feedback to the students focusing on areas requiring improvement. The student will also be assessed on the completion of a clinical report, which will be evaluated using a graded marking rubric.</i></p> <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through clinical skill observation and clinical reports:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Conducting patient interviews and/or extract case history information using well developed or adapted case history interview schedules, extraction forms and/or questionnaires. • AC2 (linked to ILO2): Selecting and applying appropriate diagnostic assessment tests for patients with various auditory pathologies by selecting these tests from the battery of tests (basic, SOL, vestibular, paediatric). • AC3 (linked to ILO2): Demonstrating their ability to select and use the appropriate testing apparatus by taking an age-related approach to the clinical situation. • AC4 (linked to ILO2): Applying the normative data for all audiological test procedures by using age appropriate protocols provided for the various tests. • AC5 (linked to ILO3): Integrating and critiquing the audiological test results using cross check and triangulation principles. • AC6 (linked to ILO3): Formulating feedback to the patient in a culturally relevant, linguistically appropriate manner. • AC7 (linked to ILO4): Formulating appropriate recommendations and referral based on integration of all the clinical information. • AC8 (linked to ILO4): Interpreting and integrating all clinical findings in a patient report that is succinct, professionally written and developed and which outlines all the relevant clinical information, including the appendices of test results. • AC9 (linked to ILO4): Formulate a rationale for the selection and fitting of hearing aids/s based on a sound understanding of the specifications of the hearing aid. • AC10 (linked to ILO4): Select and defend their choice of hearing aid, earmould type, style and modification based on a sound understanding of the specifications of the hearing aid, together with

	<p>the type, degree and configuration of the hearing reflected on the audiogram as well as on the age and expectations of the patient.</p> <ul style="list-style-type: none"> • AC11 (linked to ILO5): Conduct, develop and coordinate and promotion programs within the school context. • AC12 (linked to ILO5): Conduct, develop and coordinate programs for learners within the educational setting that is contextually, culturally, and linguistically relevant and age appropriate in a coordinated manner using the appropriate guidelines, equipment, and policies. • AC13 (linked to ILO6): Perform and interpret all necessary screening and diagnostic tests to identify/ diagnose NIHL and/or SIHL, as well as select and develop an appropriate continuity of care plan for the patient by making appropriate recommendations and referrals based on integration of all the clinical information. • AC14 (linked to ILO4,5): Construct and formulate management plans that ensure continuity of care by taking the patients, age, socio-economic, geographical, and cultural characteristics into consideration. • AC15 (linked to ILO4,5): Showing logical thinking by selecting the appropriate assessment tests and protocols and reaching a diagnosis based on logically integrating the clinical information, communication skills with the patient, significant others, supervisor, colleagues and other professionals, demonstrating analytical skills by analysing all the clinical test results to ensure its reliability and validity. • AC16 (linked to ILO3,4,5): Demonstrating infection control skills by wearing appropriate clinical attire, use of gloves and masks (if necessary), disinfecting clinical equipment and appropriate disposal of waste. Demonstrating good record keeping skills by entering patient results on the appropriate forms and entry into patient files or information systems if required. • AC17 (linked to ILO7,8): Demonstrating good report writing skills by producing a patient report that is professionally written and developed, succinct, and with the necessary appendices. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Critically examine or reflect own skills and those of peers during clinical practice. 		
Assessment Methods:	<p>Formative assessment: Clinical skill observation by supervisor (integrated ILO1-ILO4) Clinical report x 2 Grand rounds observation report x 2</p> <p>Summative assessment: Oral examination x 1 hr/ Clinical test based on a clinical case study</p>		
Assessment Weighting:	Min Formative Assessment mark for exam admission (%)		40
	Final mark =	% Formative Assess Mark	60

			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)			50
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Practical	Choose an item.	Choose an item.	Choose an item.
	Duration	1 Hour			
	Sub minimum	40%			
	% Distribution (if more than one “Paper”)	100%			

Module Code: (4 alphabetic & 3 numeric)	BELD041
Module Name:	BUSINESS MANAGEMENT, ENTREPRENEURSHIP AND LEADERSHIP DEVELOPMENT
Module Content:	<ul style="list-style-type: none"> • Entrepreneurship in healthcare • Definition of strategy, strategic planning, and strategic management. • Difference between strategic and operational planning. • Model of strategic planning. • SWOT Analysis • Porter 5 forces model • Strategic objectives vs. alternative strategies (grand and generic). • Choosing the right strategy. • Components of a business plan. • Marketing mix vs. product mix. • Price of assessment, intervention, and hearing aids • Place (location) of practice • Promotion of practice within HPCSA rules. • Marketing plan • Competitive analysis • Advertising options for the practitioner within the HPCSA rules. • Consumer Protection Act • Ethics and leadership development: <ul style="list-style-type: none"> ○ Ethical frameworks ○ Ethics in business and people management ○ Leadership development ○ What is leadership? ○ Leadership versus Management ○ Models and frameworks of leadership ○ Case studies of leaders (global and local) • Global citizenship and international collaboration

Learning Outcomes:	<p><u>KNOWLEDGE:</u> By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Demonstrate entrepreneurial leadership and management competencies. • ILO2: Apply different entrepreneurial approaches in the different aspects related to setting up an audiology practice. • ILO3: Understand and apply practice management principles within an audiology practice. • ILO4: Understand and evaluate the importance of strategic planning and marketing within the audiology practice. • ILO5: Understand and apply and differentiate strategic management from strategic planning. <p><u>SKILLS:</u> By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Management and business skills: Develop an understanding of prioritizing, goal setting and time-management, collaboration, decision- making and planning through team interaction, critically examining own conceptions, and investigating problems to develop reasoning skills. • Problem solving skills: Solve problems through logical thinking, make sound theoretical judgments based on evidence and an ability to think about foundations, scope, and validity of knowledge gained. • Personal skills: Manage learning tasks autonomously, professionally, and ethically, and display the capacity to continue to learn independently for continuing academic/ professional development. • Leadership skills: manage to lead self and others (staff and community) using effective communication, motivation, delegation, positivity, trustworthiness, flexibility and creativity. <p><u>VALUES/ATTITUDES:</u> By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Self-motivation and desire towards Formative learning, excellence, and innovation. • Commitment and dedication to the profession. • Integrity, respect and sensitivity towards diverse backgrounds, populations, and cultures. • Care and concern for all people. • Ethical conduct. • Ethical business management and management of people. 		
Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3 rd Order)
	12	4	090202
Delivery Information:	Campus	Full/Part Time	Period

					(1 st /2 nd Sem)
	SMU		Full time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (70 Hours)	0	1 (10 Hours)	0	3 (40 Hours)
	Total NSH = 120 Hours				
Pre-requisite modules for this module:	CLAU030				
Co-requisites modules for module:	CLAU040				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Examining, discussing, and applying entrepreneurial leadership and management competencies • AC2 (linked to ILO2): Applying different entrepreneurial approaches in the different aspects related to setting up an audiology practice • AC3 (linked to ILO3): Examining and critiquing the core issues in a private practice. • AC4 (linked to ILO3): Critically discussing and examining a private practice competitive analysis and advantage, using Porter's 5 Forces. • AC5 (linked to ILO3): Discussing and applying ethical principles in practice management. • AC6 (linked to ILO4): Critically discussing, distinguishing, and identifying the dis/advantage of various advertising options. • AC7 (linked to ILO4): Examining, discussing, and applying the steps of a marketing plan. • AC8 (linked to ILO5): Creating, differentiating, distinguishing and critically discussing a business plan and strategic plan. • AC9 (linked to ILO5): Critically discussing and critiquing the 12 steps of strategic planning.. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none"> • Management skills by analysing and selecting appropriate research frameworks, procedures, and tools. • Problem solving skills by demonstrating good problem-solving skills during class discussions and completing assignments. 				

		<ul style="list-style-type: none"> Personal skills by submitting assessment times timeously and ensuring sufficient time for independent learning in preparation for assignments and tests. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> Commitment and dedication to the profession indicating self-confidence and enthusiasm towards life-long learning and excellence, through self-evaluation. Commitment towards their own learning by engaging with the learning and reading materials through self-evaluation. Integrity, respect and sensitivity towards different populations and cultures through self-evaluation. Care and concern for all people through self-evaluation. Ethical conduct through self-evaluation. 			
Assessment Methods:		<p>Formative assessment: Multi-source assessment (peer and self-assessment), 1x Semester test 1x Assessment: 1x oral case presentation of a case study: Ethical leadership and associated leadership style of a selected leader of choice.</p> <p>Case study simulations</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark	60	
			% Summative Assess Mark	40	
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	AAUD041

Module Name:	ADVANCES IN AUDIOLOGY
Module Content:	<ul style="list-style-type: none"> • New developments in the field of Audiology around the globe. Themes include: <ul style="list-style-type: none"> ○ Advances in tinnitus and hyperacusis management, such as modern expectations towards tinnitus and hyperacusis management. ○ Advances in implantable devices, including expanded cochlear implant criteria, vestibular implants, Vibrant Soundbridge and Bonebridge, AdHear, ossicle prosthesis using 3D-printing technology. ○ Advances in hearing aids and hearing aid technology, such as healthable hearing aids, acoustic-motion sensors in hearing aids, sound quality advances and innovations in hearing aids, rechargeability advances and hearing aid interaction with smart devices. ○ Advances in tele-audiology. ○ Advances in person-centred care, including newest tools available for audiologists (e.g. 'My Hearing Loss Explained' tool). ○ Lifestyle hearing losses, such as noise-induced hearing loss among teenagers, or hearing loss in diabetes mellitus type 2 patients ○ Latest developments in Audiology in South Africa, including newest research (e.g. HIV/AIDS, implantable devices) and new innovations (e.g. HearX mobile screening). • Applying new developments in the field of Audiology to a specific patient. • Applying new developments in Audiology to the South African context. • Develop new practices and approaches in assessment and management of patients relevant to the South African context. • Innovation and creativity within current societal challenges • Fourth Industrial Revolution and the impact on the Audiology profession
Learning Outcomes:	<p><u>KNOWLEDGE:</u> By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Understand new global developments in the field of Audiology. • ILO2: Apply, analyse and evaluate new developments in the field of Audiology to a specific patient. • ILO3: Apply, analyse and evaluate new advances in Audiology within the South African context. • ILO4: Create ethical and evidence-based practices relevant to the South African context, based on advances in the field of Audiology. <p><u>SKILLS:</u> By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Personal skills: Prioritizing, goal setting and time-management.

	<ul style="list-style-type: none"> • Interpersonal skills: Working within a team, decision-making and collaboration through team interaction. • Problem solving skills: Investigating problems to develop reasoning skills. • Reflective skills: Critically examining own conceptions. <p>VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Self-motivation and desire towards Formative learning, excellence, and innovation. • Commitment and dedication to the profession. • Integrity, respect and sensitivity towards diverse backgrounds, populations, and cultures. • Care and concern for all people. • Ethical conduct. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
	12		4		090202
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		Full time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (70 Hours)	0	1 (10 Hours)	0	3 (40 Hours) Total NSH = 120 Hours
Pre-requisite modules for this module:	VAUD032, AREA031, ASLD031, CLAU030				
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Discuss new developments in the field of Audiology around the globe according to particular themes, including advances in tinnitus and hyperacusis management, advances in implantable devices, advances in hearing aids and hearing aid technology, advances in tele-audiology, advances in person-centered care, lifestyle hearing losses, and latest developments in Audiology in South Africa. 				

	<ul style="list-style-type: none"> • AC2 (linked to ILO2): Use, infer, and defend/support new developments in the field of Audiology for a specific patient. • AC3 (linked to ILO3): Relate, investigate, and critique new developments in Audiology for the South African context. • AC4 (linked to ILO4): Formulate new practices and approaches in assessment and management of patients relevant to the South African context. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none"> • Personal skills, during planning of assignments, setting of goals and time-management when completing assignments and preparing for tests. • Interpersonal skills in the collaboration with others and working within a team, and by engaging in meaningful communication, when completing assignments. • Problem solving skills in studying case studies for an assignment while developing reasoning skills and logical thinking. • Reflective skills by critically examining own conceptions through assignments. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Commitment and dedication to the profession indicating Self-confidence and desire towards Formative learning, excellence, and innovation, through self-evaluation. • Commitment towards their own learning by engaging with the learning and reading materials through self-evaluation. • Integrity, respect and sensitivity towards different populations and cultures through self-evaluation. • Care and concern for all people through self-evaluation. • Ethical conduct through self-evaluation. 		
Assessment Methods:	<p>Formative assessment: 1x written test, assessing learning outcomes ILO1-ILO2 (consisting of MCQs set using an item analysis approach for quality assurance) as well as short answer questions. 1x team assignment, assessing ILO2-ILO4 (including a case study and report writing). 1x written test, integrating ILO1-ILO4 (eliciting skills of basic integration of knowledge)</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>		
Assessment Weighting:	Min Formative Assessment mark for exam admission (%)		40
	Final mark =	% Formative Assess Mark	60
		% Summative Assess Mark	40

		Min Final Assessment mark to pass (%)			50
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	AREC040
Module Name:	APPLIED RESEARCH
Module Content:	<ul style="list-style-type: none"> • Critical review of Literature based on suitable search procedures • Collecting, analysing, and interpreting data • Preparation of research article consisting of: An Introduction and rationale, Literature review, Methodology, Results and Interpretation, Critical review of the study and a Conclusion and Recommendations. • Poster presentation to disseminate the research.
Learning Outcomes:	<p><u>KNOWLEDGE:</u> By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Submit a research proposal (developed in 3rd year) to SMUREC and all other relevant stakeholders to obtain ethical clearance certificate and permission to conduct the research. • ILO2: Show competence in conducting a systematic review of the literature, data collection, analyses and interpretation and integrating findings with literature. • ILO3: Prepare and present a research poster. <p><u>SKILLS:</u> By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Personal skills: Time management, communication skills • Administrative skills: Planning and coordination • Interpersonal skills: Working in a group and with stakeholders in the research field. • Problem solving skills and logical thinking • Professionalism and ethical conduct <p><u>VALUES/ATTITUDES:</u> By the end of this module, students must have developed the</p>

	following inherent values/ attitudes: <ul style="list-style-type: none"> Care and concern for the well-being of all people (honesty). Respect for diversity (integrity). Commitment and dedication to the profession (self-motivation, self-confidence, enthusiasm). Collaboration, sharing and team spirit (co-operation, enthusiasm) Desire for Formative learning, excellence, and innovation (optimism). 				
Module Information:	SAQA Credits	ITS Course Level Code		CESM Code (3rd Order)	
	30	4		090202	
Delivery Information:	Campus		Full/Part Time		Period (Y/1st/2ndSem)
	SMU		Full time		Y
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6 (53 Hours)	0	2 (20 Hours)		227 Hours
					Total NSH = 300 Hours
Pre-requisite modules for this module:	REST030				
Co-requisites modules for module:	CLAU040				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> AC1 (linked to ILO1): Developing an ethically acceptable and methodologically accurate protocol. AC2 (linked to ILO2): Critically appraise the literature and compile a literature review as suitable background to the research to develop creative responses to problems and issues using scientific writing. AC3 (linked to ILO2): Collecting the data in an ethically and professional manner. AC4 (linked to ILO2): Organizing and analyse the data by drawing connections among ideas and scientific findings and integrate the results to develop creative insights and rigorous interpretations. AC5 (linked to ILO2): Summarizing the findings and critically appraise the research. AC6 (linked to ILO2): Formulating suitable recommendations for future research. 				

	<ul style="list-style-type: none"> • AC7 (linked to ILO2): Effectively drawing conclusions from the research. • AC8 (linked to ILO2): Recommending future research suggestions to solve similar problems. • AC9 (linked to ILO3): Presenting and communicating results in a research report and poster presentation. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none"> • Personal skills, during planning of research project, data collection and writing of research report, setting of goals and time-management when completing research report and preparing research poster. • Administrative skills, in organising and capturing of data collected, as well as writing and submitting work timeously to research supervisor. • Interpersonal skills in the collaboration with others and working within a team, and by engaging in meaningful communication, when completing research project and report. • Problem solving skills and logical thinking in handling obstacles throughout the research process developing reasoning skills in writing the literature review, discussion, and conclusion, as well as interpreting results. • Professionalism and ethical conduct while conducting research and presenting the research in a report and poster presentation. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Honesty and integrity in collecting data and reporting on research results. • Self-motivation, self-confidence, and enthusiasm in engaging in and completing the research project. • Collaboration, sharing and team spirit in engaging in and completing the research project. • Desire for Formative learning, excellence, and innovation in engaging in and completing the research project.
Assessment Methods:	<p>Formative assessment: Students will be graded for (ILO1-ILO2)</p> <ul style="list-style-type: none"> • Literature review • Methodology • Results and interpretations • Conclusions and Recommendations • Peer review <p>Summative assessment:</p> <ul style="list-style-type: none"> • Research Report (internal and external examiner reports) (ILO2) • Research Poster (ILO3)

Assessment Weighting:		Min Formative Assessment mark for exam admission (%)			40
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)			50
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical		Research report	Research Poster	Choose an item.
	Duration				
	Sub minimum		40%	40%	
	% Distribution (if more than one “Paper”)		60%	40%	

Module Code: (4 alphabetic & 3 numeric)	CLAU040
Module Name:	CLINICAL AUDIOLOGY III
Module Content:	<ul style="list-style-type: none"> • Auditory Processing Disorders, (APD) • Ototoxicity monitoring (multidisciplinary with Pharmacy Department) • Electrophysiology & Vestibular Audiology • Assistive Listening Devices – Paediatrics and Aural Rehabilitation • Hospital Practice • Community-Based Prevention and Promotion • Integrated Cases
Learning Outcomes:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>The student's <u>SKILLS</u> will be assessed in:</p> <ul style="list-style-type: none"> • ILO1: Applying appropriate patient preparation, assessment, and diagnosis in diagnostic testing (AEP, vestibular testing, APD testing, ototoxicity monitoring and hearing aid fitting) in all healthcare contexts (primary, secondary, and tertiary) across the lifespan. • ILO2: Conducting audiological intervention and rehabilitation across the age span, by applying the ICF framework. • ILO3: Implementing community-based prevention programmes and wellness strategies with regards to hearing

	<ul style="list-style-type: none"> • ILO4: Completing administrative tasks required with patient management in all healthcare settings (primary, secondary, and tertiary) • ILO5: Showing clinical competence in the interpretation/ recommendations/ management in case presentations and discussions. • Personal skills: Integrative skills; connecting skills and knowledge from multiple sources and experiences, applying skills and practices in various settings; utilizing diverse and even contradictory points of view; and, understanding issues and positions contextually, problem-solving skills that help to identify the problem, propose solutions, choose the best one, and implement it, creative thinking by “thinking outside the box”, interpretative skills to closely examine ideas, to identify assumptions, reasons and claims, and to gather detailed information from case presentations. • Administrative skills: Problem-solving skills that help to identify the problem, propose solutions, choose the best one, and implement it, critical thinking by approaching problems in a consistent and systematic way. • Interpersonal skills: Referral skills and showing competence when working within a team approach. <p>VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Take responsibility for their own learning and commitment to the learning and reflection process • Show responsibility to patient care • Show an appreciation for professional and ethical behaviour • Show an appreciation for other colleagues’ input and considerations as they work within teams • Show respect for colleagues as they work within teams • Show a positive, unconditional regard for the wellbeing of a patient by showing a genuine openness, within the counselling relationship while maintaining a professional focus • Show empathic understanding, and the ability to see things from the patient’s perspective. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
	80		4		090202
Delivery Information:	Campus		Full/Part Time		Period (Y/1st/2ndSem)
	SMU		Full time		Y
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	0	35 (600)	2 (20)	0	10 (180 Hours)

		Hours)	Hours)		Total NSH = 800 Hours
Pre-requisite modules for this module:	AREA031, ASLD031, VAUD032, CLAU030				
Co-requisites modules for module:	AAUD041, BELD041				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>Students must be able to demonstrate: accuracy and competence in the clinical assessment and management of a patient. This will be assessed using a graded marking rubric including a self-evaluation of performance. The formative assessment form will also include constructive written feedback to the students focusing on areas requiring improvement. The student will also be assessed on the completion of a clinical report, which will be evaluated using a graded marking rubric.</i></p> <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through clinical skill observation and clinical reports:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Selecting and performing appropriate assessment protocols in (C)APD, ototoxicity monitoring paediatric hearing aid fitting, electrophysiology (ABR, ASSR, OAE) and vestibular disorders and independently assessing patients accordingly. • AC2 (linked to ILO1): Analysing and interpreting assessment information obtained in (C)APD, ototoxicity monitoring paediatric hearing aid fitting, electrophysiology (ABR, ASSR, OAE) and vestibular disorders, and making appropriate diagnoses. • AC3 (linked to ILO1): Demonstrating effective communication, interview, feedback, and counselling skills to communicate with patients and team members. • AC4 (linked to ILO1): Summarizing assessment results and explain it in a well-structured comprehensible professional manner during feedback to the patient, the parents, caregivers and/or significant others as well as through the critical analysis and synthesis of information in writing while encouraging a multidisciplinary team approach to the intervention of the patient • AC5 (linked to ILO2): Formulating and implementing appropriate intervention and remediation strategies in (C)APD, ototoxicity monitoring paediatric hearing aid fitting, electrophysiology (ABR, ASSR, OAE) and vestibular disorders. • AC6 (linked to ILO3-ILO4): Providing comprehensive audiological services for screening, diagnostic and intervention in all healthcare contexts (primary, secondary, and tertiary) and implementing community-based prevention programmes and wellness strategies with regards to hearing 				

		<ul style="list-style-type: none"> • AC7 (linked to ILO5): Demonstrating clinical competence in the interpretation/ recommendations/management in case presentations and discussions. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Taking responsibility for their own learning and commitment to the learning and reflection process. • Showing responsibility to patient care. • Showing an appreciation for professional and ethical behaviour. • Showing an appreciation for other colleagues' input and considerations as they work within teams. • Showing respect for colleagues as they work within teams. • Showing a positive, unconditional regard for the wellbeing of a patient by showing a genuine openness, within the counselling relationship while maintaining a professional focus. • Showing empathic understanding, and the ability to see things from the patient's perspective. 			
Assessment Methods:		<p>Formative assessment: Clinical skill observation by supervisor (integrated ILO1-ILO5) Clinical reports as determined by each clinical block</p> <p>Summative assessment: Oral examination x 1 hr</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark	60	
			% Summative Assess Mark	40	
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

SHC B8 Bachelor of Speech-Language Pathology Degree Programme (BSLP01)
(Year 1 & 2)

RELATION TO OTHER RULES

General Rules of this department should be read in conjunction with the University Rules and except where otherwise laid down, expressly or by necessary implication, should hold for this academic Department.

SHC B8.1 SELECTION AND ADMISSION REQUIREMENTS

SHC B8.1.1 Selection

For practical reasons only a limited number of applicants shall be admitted to the degree programme. Students are therefore selected on merit by a SHCS selection Committee

SHC B8.1.2 Admission

The General Rules apply. A candidate must comply with the conditions and meet the selection criteria as determined by the Discipline. The following minimum selection criteria will be followed:

National Senior Certificate (NSC) applicants

Applicants require a minimum Admission Point Score (APS), for the following compulsory subjects:

SUBJECTS	APS
Mathematics	4
English	4
Life Sciences	4
Any language at home or first additional level	4
Life Orientation	3
2 Additional Subjects	3 each
TOTAL	25

SHC B8.2 REGISTRATION AND CLINICAL REQUIREMENTS

SHC B8.2.1 Registration with the Health Professions Council of South Africa (HPCSA)

All students should, after registration with University, register with the HPCSA. Students who are re-admitted to the University after exclusion should re-register with the HPCSA of the relevant year. Students are responsible for the payment of the once-off re-registration fee.

SHC B8.2.2 Clinical requirements

A minimum of 400 clinical hours in Speech-Language Pathology are required.

SHC B8.2.3 Community service

Community service is a compulsory component for all South African final year students upon completion of qualification. Application for Community service with Department of Health remains the responsibility of student.

SHC B8.3 ASSESSMENT

A student should sit for both continuous and summative assessment. No exemption of summative assessment will be given.

SHC B8.3.1 Contribution of continuous and summative assessment to the final mark

- (iii) When calculating the final mark following a summative assessment, the different contribution of the continuous and the summative marks are 60% and 40% respectively.
- (iv) A minimum of 40% must be obtained in all parts / divisions / papers of summative assessment opportunities (Clinical + Theory) to pass a course.

SHC B8.3.2 Supplementary examinations

- (iii) A student qualifies for supplementary assessment provided s/he has a final mark between 45%-49% where the final mark consists of the continuous assessment mark (60%) and the summative assessment mark (40%).
- (iv) If the final mark achieved is 50% or more, but the summative assessment mark is below 40%, the student will qualify for a supplementary assessment.

SHC B8.3.3 Sick continuous assessment

The sick continuous assessment may assume any format, not necessarily the same format as the standard assessment.

SHC B8.4 REQUIREMENTS FOR PROGRESSION TO NEXT LEVEL OF STUDY

- (xxi) A minimum pass mark for all modules is 50%. To pass a module, the student must obtain no less than 40% for each part/division of the theoretical component of that module. A distinction will be awarded for subjects passed with 75% and above.
- (xxii) If a student fails the theoretical component of a subject/module and passes the clinical component of a subject/module, the student would not be allowed to continue with the next year of study.
- (xxiii) If a student fails the clinical component of a module and passes the theoretical component of a module, the student may not continue with the next year of study.
- (xxiv) A student who fails a theoretical module cannot register for the related clinical module.
- (xxv) To pass a clinical component of a course, the student must achieve an overall pass mark of 50%.
- (xxvi) All the modules specified in the curriculum in a specific year of study must be passed in order to be promoted to the next year of study.
- (xxvii) No carrying of professional subject modules is allowed in any of the years in the B SLP course.
- (xxviii) No professional subject modules may be taken in advance in any of the years of the B SLP course.
- (xxix) A final-year student who fails to complete the required research project during the academic year will be allowed to finish the project within a maximum period of eight weeks at the beginning of the following year. Failure to comply with this arrangement will result in re-registering and re-payment for this research module.
- (xxx) If a student can produce evidence of credits obtained for modules / subjects passed at another accredited university, the request for promotion will be considered.

SHC B8.5 GRANTING OF DEGREE

The B SLP degree will be awarded when all modules of all the respective years have been passed and all clinical requirements, as per the HPCSA, have been met.

SHC B8.5.1 Awarding of the degree with distinction

The degree with distinction is awarded to a student who obtains a minimum of 75% in all modules of the final year of study.

SHC B8.5.2 Failure of final year

- (iii) A final year student who fails any of the B SLP **theoretical** modules following a full assessment cycle where applicable, may be admitted to a special supplementary assessment period during the following year. If a student fails this special supplementary assessment, the student has to re-register for the theoretical modules for that academic year. In addition, the student has to complete all clinical rotations in B SLP for the academic year, covering all the clinical modules/parts/divisions/blocks of the clinical for the courses.
- (iv) A final year student who fails one of the B SLP **clinical** modules/parts/divisions/ blocks will be required to attend a clinical rotation in this failed block in the subsequent academic year and will be assessed in the block again. If a student fails, this assessment the student has to attend a full clinical rotation and will be assessed at the end of the year.

SHC B8.6 Curriculum Information

CURRICULUM INFORMATION										
School:	Health Care Sciences									
Qualification Name:	Bachelor of Speech-Language Pathology				Qualification Code:		(To be confirmed)			
Campus:	Sefako Makgatho Health Sciences University				Last Revision date:		New programme			
Total SAQA Credits for Qualification:		518			Is this a fixed Curriculum:		Yes			
PERIOD OF STUDY / YEAR LEVEL 1						PERIOD OF STUDY / YEAR LEVEL 1				
1 st Semester						2 nd Semester				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit ⁴		Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 6 semester modules are COMPULSORY						The following 6 semester modules are COMPULSORY				
ANAT011	S1	N	8	0.062		PSIO012	S2	N	8	0.062
ENGL011	S1	N	12	0.094		RISP012	S2	Y	8	0.062
PSYC011	S1	Y	8	0.062		PECH012	S2	Y	12	0.094
IHCS011	S1	Y	12	0.094		ISAD012	S2	Y	12	0.094
HCOM011	S1	Y	12	0.094		PPIC012	S2	Y	12	0.094
ILSA011	S1	Y	12	0.094		Speech sound system disorders	S2	Y	12	0.094
Total Credits for Semester 1 Modules			64	0.5	Total credits for Semester 2 Modules			64	0.5	
TOTAL CREDITS FOR YEAR LEVEL 1: SAQA CREDITS = 128; HEMIS CREDITS = 1										

PERIOD OF STUDY / YEAR LEVEL 2				
1 st Semester				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit ⁴
The following 6 semester modules are COMPULSORY				
RADP021	S1	Y	12	0.094
Applied linguistics	S1	Y	8	0.062
Early communication	S1	Y	12	0.094

PERIOD OF STUDY / YEAR LEVEL 2				
2 nd Semester				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 6 semester modules are COMPULSORY				
NEUR022	S2	N	8	0.062
PSYC022	S2	Y	8	0.062
Specific speech sound	S2	Y	12	0.094

intervention					disorders				
Child language disorders	S1	Y	16	0.125	AUPD022	S2	Y	8	0.062
Clinical Speech-Language Pathology I	S1	Y	16	0.125	DCSL022	S2	Y	12	0.094
					Clinical Speech-Language Pathology II	S2	Y	16	0.126
Total Credits for Semester 1 Modules			64	0.5	Total credits for Semester 2 Modules			64	0.5
TOTAL CREDITS FOR YEAR LEVEL 1: SAQA CREDITS = 128; HEMIS CREDITS = 1									

PERIOD OF STUDY / YEAR LEVEL 3				
Year				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following year module is COMPULSORY				
REST030	Y	Y	16	0.124
Total Credits for Year Modules			16	0.124
1 st Semester				
The following 4 semester modules are COMPULSORY				
AREA031	S1	Y	12	0.094
Adult dysphagia and motor speech disorders	S1	Y	12	0.094
Acquired neurogenic language disorders	S1	Y	12	0.094
Clinical Speech-Language Pathology III	S1	Y	20	0.156
Total Credits for Semester 1 Modules			56	0.438
TOTAL CREDITS FOR YEAR LEVEL 3: SAQA CREDITS = 128; HEMIS CREDITS = 1				

PERIOD OF STUDY / YEAR LEVEL 3				
2 nd Semester				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 2 semester modules are COMPULSORY				
Paediatric dysphagia and motor speech disorders	S2	Y	16	0.125
Clinical Speech-Language Pathology IV	S2	Y	40	0.312
Total credits for Semester 2 modules			56	0.438
TOTAL CREDITS FOR YEAR LEVEL 3: SAQA CREDITS = 128; HEMIS CREDITS = 1				

PERIOD OF STUDY / YEAR LEVEL 4

PERIOD OF STUDY / YEAR LEVEL 4

Year				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The following 2 year modules are COMPULSORY				
AREC040	Y	Y	30	0.22
Clinical Speech-Language Pathology V	Y	Y	80	0.6
Total Credits for Year Modules			110	0.82
1 st Semester				
The following 2 semester modules are COMPULSORY				
BELD041	S1	Y	12	0.09
Relevant issues in Speech-Language Pathology practice	S1	Y	12	0.09
Total Credits for Semester 1 Modules			24	0.18

2 nd Semester				
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
Total credits for Semester 2 Modules				

TOTAL CREDITS FOR YEAR LEVEL 4: SAQA CREDITS = 134; HEMIS CREDITS = 1				
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Module Code: (4 alphabetic & 3 numeric)	ANAT011
Module Name:	ANATOMY FOR SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY
Module Content:	<ul style="list-style-type: none"> • Introduction to Anatomy • Gross anatomy of the: <ul style="list-style-type: none"> ○ Thorax and back ○ Upper limb ○ Head and neck ○ Central nervous system • Embryology • Histology
Learning Outcomes:	<p>KNOWLEDGE:</p> <p>By the end of this module, student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Identify basic structures in the brain, head and neck, thorax and back and upper limb. • ILO2: Name components of the vocal apparatus and the auditory system. • ILO3: Discuss clinical disorders associated with each component of the vocal apparatus and auditory system. • ILO4: Describe the nerve and blood supply of the head and neck, thorax and back and upper limb. • ILO5: Describe the embryology of the head, face and various components of the auditory system and vocal apparatus.

	<ul style="list-style-type: none"> • ILO6: Relate presented clinical disorders of the speech apparatus and auditory system to embryology. • ILO7: Outline the histology of various structures in the head, neck, and thorax. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	8		5		130402
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		Contact Full-time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6	1 (2 hours)	0	0	3
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	ENGL011, PSYC011, RISP011, HCOM011, ILSA011, ISAD012, AUAS012				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1: Explain the anatomical position and different planes and sections of the human body. • AC2: Explain and understand terminology used to explain direction, position, movements and relationships of a structure or action of a structure. • AC3: Classify different joints and bones. • AC4: Differentiate and understand different types of muscles and attachment of muscles, histologically as well as macroscopic. • AC5: Differentiate between the central nervous system and peripheral nervous system and know their components, respectively. • AC6: Describe the basic anatomy of the thorax and its contents. • AC7: Describe the basic anatomy of the back. • AC8: Discuss the basic anatomy of the upper limb. • AC9: Describe the skeleton of the face and cranium. • AC10: Describe each group of muscles in the head and neck and explain their role in speech. • AC11: Describe the components of the vocal apparatus. • AC12: Describe and discuss the nerve supply and blood supply of the vocal tract. 				

		<ul style="list-style-type: none"> • AC13: Describe the anatomy of the ear and explain its various functional units. • AC14: Describe the basic anatomy of the brain and the branches of the cranial nerves supplying components of the vocal apparatus. • AC15: Discuss the embryology of the head, face, ear and tongue. • AC16: Discuss the specific embryological origin of the components of the vocal apparatus and their related embryological disorders. • AC17: Explain the basic histology of head and neck. 			
Assessment Methods:		Formative Assessment: Six main tests each consisting of theory, practical (spotter) and computer tests. Summative Assessment: Examination (written) x 3 hr examination			
Marks Structure		Min Formative Assessment mark for exam admission (%)		40%	
		Final mark =	% Formative Assess Mark		60%
			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)		50%	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Practical		
	Duration	3 hours	1 hour		
	% contribution to Summative Assessment Mark	80%	20%		
	Sub minimum	40%	40%		

Module Code: (4 alphabetic & 3 numeric)	ENGL011
Module Name:	ENGLISH FOR HEALTH SCIENCES
Content:	<ul style="list-style-type: none"> • Academic Reading – basic and intermediate • Academic/Scientific Writing - basic and intermediate • Formal Oral Communication/Discourse and Presentation • Listening
Learning Outcomes:	KNOWLEDGE: By the end of this module, student must be able to: <ul style="list-style-type: none"> • ILO1: Academic Reading – basic and intermediate <ul style="list-style-type: none"> ○ Read efficiently with insight

	<ul style="list-style-type: none"> ○ Identify main ideas and supporting statements ○ Condense information into notes ○ Draw information from graphs and tables ○ Encode meaning using principles of word formation and scientific terminology. • ILO2: Academic/Scientific Writing - basic and intermediate <ul style="list-style-type: none"> ○ Present information in acceptable formats ○ In line with formal academic writing conventions, compose an academic essay by synthesizing information from multiple sources and acknowledging sources. • ILO3: Oral Communication and Presentation <ul style="list-style-type: none"> ○ Discuss in pairs, small groups and class. ○ Make formal presentations with the help of PowerPoint slides. ○ Demonstrate awareness of different types of Speech Acts within a formal environment and employ appropriate politeness strategies and language choices in formal academic discourse/dialogue. • ILO4: Listening <ul style="list-style-type: none"> ○ Demonstrate understanding of overall message of a big class lecture by means of paraphrase, summary and/or note taking. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	12		5		110104
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SMU		Full Time		1 st
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6	0	0	0	0
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	ANAT011, PSYC011, RISP012, IHCS011, HCOM011, ILSA011, PECH012, ISAD012, PPIC012, AUAS012				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1: Academic Reading – basic and intermediate <ul style="list-style-type: none"> ○ Understand and draw information stated explicitly and implicitly ○ Identify the main ideas of a given text 				

		<ul style="list-style-type: none"> ○ Present information precisely in tables and graphs ○ Paraphrase author's statements ○ Summarise a long text into essentials ● AC2: Academic/Scientific Writing - basic and intermediate <ul style="list-style-type: none"> ○ Construct acceptable sentences ○ Generate well-structured, coherent paragraphs ○ Select, organize and present information in accordance with scientific writing conventions ○ Master basic grammar, punctuation and spelling ● AC3: Oral Communication and Presentation <ul style="list-style-type: none"> ○ Participate in group and class discussions ○ Use PowerPoint effectively to present an academic topic ○ Employ appropriate politeness strategies and language choices in formal academic discourse/dialogue ● AC4: Listening <ul style="list-style-type: none"> ○ Demonstrate listening with understanding through the use of paraphrase, summary and note taking during a big class lecture 			
Assessment methods		<p>Formative Assessment: Formative assessment – 4 tasks Formative assessment – 3 tasks Assessments may include: Reading Comprehension; Language use in context (Cloze); Paraphrase; Sentence and Paragraph construction, Academic/Scientific text-types and essay; Summary; Note making; Graphic presentation of information; various forms of assessment (by means of tasks) decided by the individual lecturer; Connectives and Discourse Markers; Punctuation; Formal Style and Appropriate Register; Principles of Word Formation (general academic vocabulary and scientific terminology).</p> <p>Summative Assessment: Examination (written) x 3 hr examination</p>			
Marks Structure:		Min Formative Assessment mark for exam admission (%)		40%	
		Final mark =	% Formative Assess Mark		60%
			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)		50%	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	% of Exam Mark	100%			

Module Code: (4 alphabetic & 3 numeric)	PSYC011

Module Name:	PSYCHOLOGY I				
Content:	<ul style="list-style-type: none"> • Foundations of Psychology • Learning Theories • Developmental Psychology • Personality, emotions, motivation, and stress • Psychophysiology 				
Learning Outcomes	KNOWLEDGE: By the end of this module, student must be able to: <ul style="list-style-type: none"> • ILO1: Understand the basic principles and processes of psychology. • ILO2: Understand and apply knowledge and link it to theories • ILO3: Understand human development, personality, emotion, and stress. • ILO4: Understand the link between mind and body. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3rd Order)
	8		5		180101
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		Full time		1 st
Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6,5	0	0	0	0
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and Summative				
Assessment Criteria	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1: Name, describe, explain, apply, compare, and differentiate all the knowledge gathered in psychology I and link theories in their specific discipline and their studies. • AC2: Students must be able to apply a basic understanding of human development; personality; emotion; motivation and stress; and cognitive processes. • AC3: Students must be able to explain the link between mind and body interaction. • AC4: Students must be able to explain the role of social interaction and apply it to their specific field. 				

		<ul style="list-style-type: none"> AC5: Students must be able to describe and explain the basic principles of interpersonal skills and be able to apply it to their specific field. 			
Assessment Methods		Formative assessment: Group and individual assignments Tests Practical work seminars Presentation of specific allocated case studies relevant to the thrust of the degree Summative assessment: Examination (written) x 3 hr examination			
Marks Structure		Min Formative Assessment mark for exam admission (%)		40%	
		Final mark =	% Formative Assess Mark	60%	
			% Summative Assess Mark	40%	
		Min Final Assessment mark to pass (%)		50%	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	% of Exam Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	IHCS011
Module Name:	INTRODUCTION TO HEALTH AND THE SOUTH AFRICAN HEALTH CARE SYSTEM
Module Content:	<ul style="list-style-type: none"> The definition of health and well-being. The health care system of South Africa (Primary Health Care, Secondary, Tertiary). The re-engineering of Primary Health Care Social determinants of health Equity versus equality National Health Insurance plan The health acts, policies that ethical principles that govern the South African healthcare system. International Classification of Functioning, Disability, and Health and Batho Pele principles. Interprofessional education and collaborative practice Burden of disease Cultural competency and cultural responsiveness

	<ul style="list-style-type: none"> • Health Professions Council of South Africa guidelines on multilingualism. • Traditional medicine • Observation of services at various levels of health care • Community engagement: Principles and approaches • Conducting a needs analysis of health care services in a rural context • Digital healthcare: Policies, procedures and ethical framework • Introduction and terminology relating to entrepreneurship in healthcare and business management • Facilitators and barriers to entrepreneurship • Basic business skills (financial planning, communication and leadership, networking, time management, problem solving)
Learning Outcomes:	<p><u>KNOWLEDGE:</u> By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Understand health and determinants of health and how health impacts on wellbeing and functioning. • ILO2: Understand the structure and functioning of the South African healthcare system and the policies and acts that govern best practice. • ILO3: Understand cultural competency in healthcare as well as how different approaches to medical care need to be considered and integrated. • ILO4: Evaluate services at different health care levels through a hospital observation. • ILO5: Analyse and evaluate the findings of a needs analysis conducted within a rural context. • ILO6: Understand terminology, barriers, and facilitators to entrepreneurship and evaluate and appraise approaches to business management and basic business skills. <p><u>SKILLS:</u> By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Pedagogical skills: Understanding the module content, develop an appreciation for communication and its importance of healthcare, reading and summarizing skills as well as logical thinking skills. • Interpersonal skills: Collaboration with others, to engage in meaningful communication during class group work. • Personal skills: Time management, goal setting, planning, setting priorities. • Administrative, basic business and management skills: Time management, study skills, note record keeping. <p><u>VALUES/ATTITUDES:</u> By the end of this module, students must have developed the following inherent values/ attitudes:</p>

	<ul style="list-style-type: none"> • Develop the skills of planning and organization within a team, learning through interaction, develop listening and observational skills. • Demonstrate qualities of responsibility towards their own learning by studying the reading material and relevant documents. • Develop qualities of respect for all cultures, cultural diversity, and tolerance. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	12		1		090203
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (70 Hours)	0	1 (10 Hours)	0	3 (40 Hours)
					Total NSH = 120 Hours
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Describing and discussing health and determinants of health and how health impacts on wellbeing and functioning. • AC2 (linked to ILO1): Describing and discussing the principles guiding the quality of life for people of South Africa by meeting basic health needs and ensuring inclusion of people with disabilities in a multi-sectorial approach to rehabilitation. • AC3 (linked to ILO1): Explaining the principles that underlie strategies for health promotion, and for working effectively in a team, (group, organization and, community). • AC4 (linked to ILO2): Classifying, describing, and explaining the structure and functioning of the SA healthcare system and the policies and acts that govern best practice. • AC5 (linked to ILO3): Describing and discussing cultural competency in healthcare. 				

	<ul style="list-style-type: none"> • AC6 (linked to ILO3): Discussing the challenges presented by multilingualism in the South African context as well as the core concepts, related to service delivery in multicultural contexts, and apply of principles of intervention in communication pathology diverse-contexts. • AC7 (linked to ILO4): Classifying, describing, and explaining services at different health care levels through a hospital observation. • AC8 (linked to ILO5): Analyse and evaluate the findings of a need's analysis conducted within a rural context. • AC9 (linked to ILO6): Describing and explaining terminology, barriers, and facilitators to entrepreneurship. • AC10 (linked to ILO6): Describe and evaluate approaches to business management and basic business skills. <p>SKILLS: By the end of this module, student must have developed the following skills:</p> <ul style="list-style-type: none"> • Problem solving skills by identifying and solving problems through critical and creative thinking. • Self-responsibility skills by organising and managing yourself/ your activities responsibly/ effectively • Communications skills by communicating effectively using oral and written format • Reading and summarising skills by engaging and answering questions relating to the core reading material. • Working within a team as they engage in groups conducting a needs analyses of health care services in a rural context. • Basic business management skills by identifying and solving basic business skills. <p>VALUES/ ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Care and concern for all people (honesty). • Respect for diversity (integrity and honesty throughout the learning process). • Desire for Formative learning, excellence, and innovation (optimism). 		
Assessment Methods:	<p>Formative assessment: 1x written test (integrated LO1-LO6) eliciting skills of basic integration of knowledge (including MCQ's short and long answer questions). 1x multi-source assignment (peer and self-assessment) Oral class presentation</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>		
Assessment Weighting:	<table border="1"> <tr> <td data-bbox="608 1995 1246 2029">Min Formative Assessment mark for exam</td> <td data-bbox="1246 1995 1406 2029">40</td> </tr> </table>	Min Formative Assessment mark for exam	40
Min Formative Assessment mark for exam	40		

		admission (%)			
		Final mark =	% Formative Assess Mark	60	
			% Summative Assess Mark	40	
		Min Final Assessment mark to pass (%)			50
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 hours			
	Sub minimum	40			
	% Distribution (if more than one "Paper")	100			

Module Code: (4 alphabetic & 3 numeric)	HCOM011
Module Name:	HUMAN COMMUNICATION DEVELOPMENT ACROSS THE LIFESPAN
Module Content:	<ul style="list-style-type: none"> • Anatomy and physiology (outer, middle, inner ear, central auditory pathways, communication, and language centers of the brain). • Auditory development across the lifespan. • The speech communication process – The speech organs: position and function, production phase. • The acoustics, physical characteristics, and measurement of sound. • Typical human development (perinatal-postnatal). • Developmental childhood milestones. • Speech/language development during: Infancy, the toddler years, preschool and school-age. • Introduction to literacy development. • Adult language use. • Introduction to Sign Language and Deaf Culture: Learning basic signs and orientation to legislature respective to deaf culture and sign language.
Learning Outcomes:	<p>KNOWLEDGE:</p> <p>By the end of this module, student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Understand the various anatomical structures and physiological processes that contribute to human communication including normal auditory functioning and the speech mechanism. • ILO2: Understand and apply the principles of the acoustics of sound. • ILO3: Understand typical human development from the prenatal, peri-natal, and postnatal stages of development including typical developmental milestones.

	<ul style="list-style-type: none">• ILO4: Understand speech, language, and literacy development across the age span (infancy-school-aged) including adult language use.• ILO5: Understand the legislature respective to deaf culture and sign language as well as apply their knowledge in an ability to use basic signs. <p>SKILLS: By the end of this module, student must have developed the following skills:</p> <ul style="list-style-type: none">• Pedagogical skills: Understanding the module content, develop an appreciation for communication and its importance in human existence, reading and summarizing skills as well as logical thinking skills.• Interpersonal skills: Collaboration with others, to engage in meaningful communication during class group work.• Personal skills: Time management, goal setting, planning, setting priorities.• Administrative and management skills: Time management, study skills, note record keeping.• Basic Sign Language skills. <p>VALUES/ ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none">• Care and concern for all people (honesty).• Respect for diversity (integrity and honesty throughout the learning process).• Desire for Formative learning, excellence, and innovation (optimism).				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	12		1		090203
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (70 Hours)	0	1 (10 Hours)	0	3 (40 Hours)
					Total NSH = 120 Hours
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	ANAT011				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	The student will be assessed according to the following standards,				

criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.

Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical KNOWLEDGE (through criterion-referenced tests and assignments) in:

- **AC1 (linked to ILO1):** Defining, listing, describing and explaining the various anatomical structures including the peripheral and central pathways and physiological process that contribute to human communication so that students are able to distinguish and differentiate the roles and functions of the different anatomical structures.
- **AC2 (linked to ILO2):** Defining, listing, describing, and explaining the principles of the acoustics, of sound in terms of its physical characteristics and measurement.
- **AC3 (linked to ILO3):** Defining, listing, describing, and explaining typical human development from the prenatal, peri-natal and postnatal stages of development demonstrating understanding of sequential development.
- **AC4 (linked to ILO3):** Listing, describing, and discussing the typical developmental milestones in children in terms of the physical development for children from birth to age 12 in an orderly and sequential manner.
- **AC5 (linked to ILO4):** Describing, and discussing speech, language, and literacy development across the age span (infancy-school-aged) in terms of related key concepts, terminology, and process of development in an orderly and sequential manner.
- **AC6 (linked to ILO4):** Describing and explaining adult language use in terms of related key concepts, terminology, and process of development in an orderly and sequential manner.
- **AC7 (linked to ILO5):** Describing and discussing the relevance and application of the legislature respective to deaf culture and sign language by applying it to context relevant scenarios as well as to demonstrate their ability to use basic signs through practical demonstrations.

Students must be able to show evidence of development of the following SKILLS that will be evaluated through criterion-referenced tests and practical assessments:

- Basic integration skills by linking the anatomy and physiological process to communication development.
- Reflection skills by describing the importance and value of human communication.
- Logical thinking skills by students describe the orderly process of communication development.
- Reading and summarizing skills by engaging and answering questions relating to the core reading material.
- Basic signing skills by demonstrating basic signing abilities within group practicals.

		<ul style="list-style-type: none"> Working within a team as they engage in class group work tasks. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> Appreciation for other colleagues' input and considerations as they work within teams elicited through a peer-evaluation questionnaire. Respect for colleagues as they work within teams elicited through a peer-evaluation questionnaire. Commitment to the learning and reflection process through a self-evaluation questionnaire. 			
Assessment Methods:		<p>Formative assessment: 1x written test assessing learning outcomes ILO1-ILO5 (consisting of MCQs set using an item analysis approach for quality assurance) 1x written test (integrated ILO6-ILO10) eliciting skills of basic integration of knowledge. 1x group assessment/practical (assessing basic sign language skills)</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	ILSA011
Module Name:	INTRODUCTION TO LINGUISTICS FOR SPEECH-LANGUAGE THERAPISTS AND AUDIOLOGISTS
Module Content:	<ul style="list-style-type: none"> Studying sound and the role of the speech organs The phonetic classification of consonants Voicing and airstream mechanisms Obstruents and sonorants in South African languages

	<ul style="list-style-type: none"> • The phonetic classification of vowels • Glides and diphthongs • Introduction to grammar • Lexical and phrasal categories • Nouns and noun phrases • Verbs and verb phrases • Clauses and sentences 				
Learning Outcomes:	<p><u>KNOWLEDGE:</u> By the end of this module, student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Understand the role of speech organs as well as the development of phonetics and phonology with emphasis on transcription of normal and disordered sound production. • ILO2: Understand phonetics and phonology of the South African languages and its relevance in the professions of SLP and audiology. • ILO3: Understand the main linguistic issues that are to be considered in the local context, showing cultural awareness. • ILO4: Remember and understand the terms 'grammar', orthographic words, and lexemes. • ILO5: Analyse the differences between clauses and sentences and draw a tree diagram, indicating the parts of speech in given sentences. <p><u>SKILLS:</u> By the end of this module, student must have developed the following skills:</p> <ul style="list-style-type: none"> • Personal skills: Time management and planning • Interpersonal skills: Working in groups • Administrative skills: Planning and coordination <p><u>VALUES/ATTITUDES:</u> By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Respect for diversity. • Tolerance and understanding to different SA cultures and languages. • Collaboration, sharing and team spirit. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	12		1		090203
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (70 Hours)	0	1 (10 Hours)	0	3 (40 Hours)
	Total NSH = 120				

					Hours
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	ANAT011, HCOM011				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Describing and explaining the role of speech organs in the development of phonetics and phonology. • AC2 (linked to ILO1): Describing and discussing phonetics and phonology by explaining, identifying, and locating the different places and manners of articulation for both vowel and consonant sounds. • AC3 (linked to ILO2): classifying and describing the phonetics and phonology of the South African languages by identifying and using appropriate methods and procedures in the analyses of speech and language samples. • AC4 (linked to ILO3): Defining and differentiating between key grammatical concepts. • AC5 (linked to ILO4): Describing and discussing the differences between clauses and sentences. • AC6 (linked to ILO5): Describing and discussing their understanding of grammatical concepts by drawing a tree diagram indicating the parts of speech in given sentences. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none"> • Personal skills by self-evaluation of time management and planning skills. • Administrative and management skills by analyzing ingredient choice and making sound decisions. • Interpersonal skills by engaging with group members. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation</p> <ul style="list-style-type: none"> • Respect for diversity. • Tolerance and understanding to different SA cultures and languages. • Collaboration, sharing and team spirit. 				
Assessment Methods:	Formative Assessment: 1 x Written Semester Test (ILO1-ILO5)				

		1x Class Test (ILO1-ILO2) 1 x Assignment (ILO3-ILO4) Summative Assessment: Examination (written) x 3 hr examination			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)			40
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)			50
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one “Paper”)	100%			

Module Code: (4 alphabetic & 3 numeric)	PSIO012		
Module Name:	PHYSIOLOGY FOR AUDIOLOGY AND SPEECH-LANGUAGE PATHOLOGY		
Module Content:	<ul style="list-style-type: none"> • Membrane physiology and excitable tissues. • Nervous system and the special sense. • The neurology of speech, language, and hearing. • Physiology of respiration. 		
Learning Outcomes:	KNOWLEDGE: By the end of this module, student must be able to: <ul style="list-style-type: none"> • ILO1: Demonstrate an understanding of the contribution of the body systems to the functions of the body associated with speech and language. • ILO2: Demonstrate competency to measure selected physiological phenomena. • ILO3: Display the ability to analyse problems of a physiological nature in the context of speech and language. 		
Module Information:	SAQA Credits	NQF Level	CESM Code (3rd Order)
	8	5	130801
Delivery Information:	Campus	Full/Part Time	Period (1st/2ndSem)

		SMU		Contact Full-time	2 nd	
Periods per Week:		Classes	Practicals	Tutorial	Seminars	Independent Learning
		2	1		0	7
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		ANAT011, PSYC011, RISP012, ENGL011, HCOM011, ISAD012, PPIC012, AUAS012				
ASSESSMENT:		Formative and Summative				
Assessment Criteria:		<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none">• AC1: Discuss and explain membrane physiology and excitable tissues.• AC2: Discuss and explain nervous system and the special sense.• AC3: Discuss and explain the neurology of speech, language, and hearing.• AC4: Discuss and explain the physiology of respiration.				
Assessment Methods:		<p>Formative assessment: Observation Oral questions Practical exercises and demonstration Self-assessment Tests Not all formative assessments are scored, but feedback is provided. Scored formative assessments contribute 60% towards the final mark.</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>				
Marks Structure:		Min Formative Assessment mark for exam admission (%)				40%
		Final mark =		% Formative Assess Mark		60%
				% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)				50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory				
	Duration	3 hours				
	% contribution to Summative	100%				

	Assessment Mark				
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	RISP012		
Module Name:	RESEARCH, INTERPERSONAL SKILLS AND SOCIAL PSYCHOLOGY		
Content:	<ul style="list-style-type: none"> • Interpersonal skills • Cognitive processes • Reception and sensation memory • Social psychology • Introduction to research 		
Learning Outcomes	<p><u>KNOWLEDGE:</u> By the end of this module, student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Have a basic understanding of cognitive processes. • ILO2: Understand the role of social interaction and link it to their specific field. • ILO3: Know and understand the basic principles of interpersonal skills and research. <p><u>SKILLS</u> By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Pedagogical skills: Understanding the module content, develop an appreciation for communication and its importance of healthcare, reading and summarizing skills as well as logical thinking skills. • Interpersonal skills: Collaboration with others, to engage in meaningful communication during class group work. • Personal skills: Time management, goal setting, planning, setting priorities. • Administrative and management skills: Time management, study skills, note record keeping. <p><u>VALUES/ATTITUDES:</u> By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Develop the skills of planning and organization within a team, learning through interaction, develop listening and observational skills. • Demonstrate qualities of responsibility towards their own learning by studying the reading material and relevant documents. 		
Module Information:	SAQA Credits	NQF Level	CESM Code (3rd Order)
	8	5	180101

Delivery Information:		Campus		Full/Part Time		Period (1 st /2 nd Sem)
		SMU		Full time		2 nd
Periods per week: = 34 weeks		Classes	Practicals	Tutorial	Seminars	Independent Learning
		5,5	0	2	0	0
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
ASSESSMENT:		Formative and Summative				
Assessment Criteria		<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none">• AC1: Naming, describing, explaining, applying, comparing, and differentiating all the knowledge gathered in psychology I and link theories in their specific discipline and their studies.• AC2: Understanding of human development; personality; emotion; motivation and stress; and cognitive processes.• AC3: Explaining the role of social interaction and applying it to their specific field.• AC4: Describing and explaining the basic principles of interpersonal skills and applying it to their specific field.				
Assessment Methods		<p>Formative assessment: Group and individual assignments Tests Practical work seminars Presentation of specific allocated case studies relevant to the thrust of the degree</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>				
Marks Structure		Min Formative Assessment mark for exam admission (%)				40%
		Final mark =	% Formative Assess Mark			60%
			% Summative Assess Mark			40%
		Min Final Assessment mark to pass (%)				50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory				
	Duration	3 hours				

	% of Exam Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	PECH012
Module Name:	PROFESSIONALISM, ETHICS, AND COMMUNICATION AS A HEALTHCARE PROFESSIONAL
Module Content:	<ul style="list-style-type: none"> • Medical terminology and avoidance of medical jargon. • Professional attributes as a healthcare professional. • Emotional quotient or intelligence • Respect and empathy in communication. • Communication within an inter-professional team. • Patient-centred communication. • Language and intercultural communication (cultural responsiveness when working with linguistically diverse populations). • Communication sensitivity in accordance to health literacy needs. • Working with an interpreter. • Introduction to case history interviews, counselling, and effective feedback skills. • Breaking bad news. • Stages of grief. • Practical and personal skills involved in working with individuals in a counselling context. • Right to choice of healthcare options. • Explaining concepts of consent, assent, privacy, and confidentiality to the patient. • Role play as a practical to develop interview and feedback skills • Infection control measures. • E-health and its role in patient care.
Learning Outcomes:	<p><u>KNOWLEDGE:</u></p> <p>By the end of this module, student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Understand medical terminology relating the field of study, South African context as well as to the healthcare profession at large. • ILO2: Understand how language, culture, communication and inter professional communication informs best practice. • ILO3: Understand communication, interview, feedback, and counselling skills to communicate in group situations. • ILO4: Understand the importance of infection control strategies and precautions within any health care setting in the South African context. • ILO5: Understand the role of e-health in patient care. <p><u>SKILLS:</u></p>

	<p>By the end of this module, student must have developed the following skills:</p> <ul style="list-style-type: none"> • Personal skills: Reading and summarizing of information whilst engaging in reading material. • Administrative skills: Ability to implement infection control strategies and precautions within any health care setting in the South African context. • Interpersonal skills: Ability to reflect on the importance of communication, develop and demonstrate interview, feedback and counselling skills, working within a team while engaging in group work tasks. <p><u>VALUES/ATTITUDES:</u></p> <p>By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Take responsibility for their own learning and commitment to the learning and reflection process. • Show an appreciation for communication and its importance in human existence. • Show an appreciation and respect for other colleagues' input and considerations as they work within teams • Show a positive, unconditional regard for the wellbeing of a patient by showing a genuine openness, within the counselling relationship while maintaining a professional focus. • Show empathic understanding, and the ability to see things from the patient's perspective. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
	12		1		090203
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		Full time		2 nd
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (64 Hours)	0	1 (12 Hours)	0	5 (44 Hours)
					Total NSH = 120 Hours
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness</p>				

	<p>in connecting relevant theoretical KNOWLEDGE (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Defining and interpreting medical terminology relating the field of study, SA context as well as to the healthcare profession at large. • AC2 (linked ILO2): Describing how language, culture, communication and inter professional communication informs best practice. • AC3 (linked ILO3): Demonstrating effective communication and interview, feedback, and counselling skills to communicate in group situations during role play. • AC4 (linked ILO4): Demonstrating the control and prevention of disease transmission in audiology practice including published infection control guidelines. • AC5 (linked to ILO 5): Describing the role of e-health in patient care. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none"> • Personal skills in reading and summarizing of information whilst engaging in reading material. • Administrative skills in implementing infection control strategies and precautions within any health care setting in the South African context. • Interpersonal skills in reflecting on the importance of communication, develop and demonstrate interview, feedback and counselling skills, working within a team while engaging in group work tasks. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Taking responsibility for their own learning and commitment to the learning and reflection process. • Showing an appreciation for communication and its importance in human existence. • Showing an appreciation and respect for other colleagues' input and considerations as they work within teams • Showing a positive, unconditional regard for the wellbeing of a patient by showing a genuine openness, within the counselling relationship while maintaining a professional focus. • Showing empathic understanding, and the ability to see things from the patient's perspective.
Assessment Methods:	<p>Formative assessment:</p> <p>1x written test (integrated ILO1-ILO5) eliciting skills of basic integration of knowledge (including MCQ's short and long answer questions).</p> <p>1x assignment (role play) (ILO3) relating to demonstrating interview, feedback and counselling skills which will be assessed</p>

		Summative assessment: Examination (written) x 3 hr examination			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark	60	
			% Summative Assess Mark	40	
		Min Final Assessment mark to pass (%)			50
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	ISAD012
Module Name:	INTRODUCTION TO SPEECH, LANGUAGE AND AUDITORY DISORDERS ACROSS THE LIFESPAN
Module Content:	<ul style="list-style-type: none"> • Auditory disorders (Hearing loss across the lifespan, Otitis media, Cerumen and foreign bodies, TORCH Syndromes, Collapsed ear canals, Ototoxicity, and basic pharmacology (incl. Tuberculosis), Auditory Processing Disorders, Hyperacusis, Diabetes). • Early Hearing Detection and Intervention (incl. JCIH risk factors for congenital or early-onset hearing loss). • Speech disorders (Speech sound system disorders, Craniofacial disorders, Fluency disorders, Motor speech disorders, Swallowing). • Language disorders (Early, Communication Intervention, Childhood language disorders, Language learning disorders, Acquired neurogenic language disorders, Syndromes, and genetic disorders [Down's syndrome, autism spectrum disorders, etc.]). • Other disorders (Attention Deficit/Hyperactivity Disorder and Attention Deficit Disorder, HIV/AIDS). • Observation at ENT ward rounds.
Learning Outcomes:	<u>KNOWLEDGE:</u> By the end of this module, the student must be able to: <ul style="list-style-type: none"> • ILO1: Remember and understand common speech, language, and auditory disorders across the lifespan.

	<ul style="list-style-type: none"> • ILO2: Remember and understand the key features, (including the causes, as well as the signs and symptoms) of common auditory, speech and language disorders. • ILO3: Create and plan promotion, prevention, identification of common auditory, speech and language disorders. <p>SKILLS: By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Pedagogical skills: Understanding subject and its central organizing concepts, integrative and interpretive skills. • Interpersonal skills: Working within a team or a group, to engage in meaningful communication. • Reflective skills: Critically examine own conceptions with those of others, problem-solving. • Personal skills: Time management, goal setting, planning, setting priorities. • Administrative and management skills: Analytical skills that allow for making of sound decisions and investigate problems, planning and managing co-curricular activities. <p>VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Respect and appreciation of diversity in peers and patients. • Show a positive, unconditional regard for the well-being of patients. • Appreciation for professional and ethical behavior. • Appreciation for benefits of working in a group or team. • Appreciation of the scope and boundaries of each profession. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
	12		1		090203
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		Full time		2 nd
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (70 Hours)	1 (10 Hours)	1 (10 Hours)	0	3 (30 Hours) Total NSH = 120 Hours
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	PSIO012, PPIC012				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the</i>				

	<p><i>stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Know and understand common speech, language, and auditory disorders across the lifespan by listing, describing, and discussing common speech, language, and auditory disorders across the lifespan. • AC2 (linked to ILO2): Know and understand the key features, (including the causes, as well as the signs and symptoms) of common auditory, speech and language disorders by listing, identifying, describing, and discussing signs and symptoms of common disorders. • AC3 (linked to ILO3): Create and plan promotion, prevention, identification of common auditory, speech and language disorders by describing, designing, developing promotion, prevention and identification activities and strategies. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none"> • Pedagogical skills by selecting, analysing, and appraising promotion, identification, assessment and management strategies and techniques based on individual and cases and various contexts. • Interpersonal skills by engaging with group. • Reflective skills by correcting misunderstandings of content during assessment feedback with the lecture. • Personal skills by submitting assessment times timeously and ensuring sufficient time for independent learning in preparation for assignments and tests. • Administrative and management skills by analysing and selecting appropriate prevention, promotion and identification techniques and tools. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Respect and appreciation of diversity in peers and patients. • Show a positive, unconditional regard for the well-being of patients. • Appreciation for professional and ethical behaviour. • Appreciation for benefits of working in a group or team. • Appreciation of the scope and boundaries of each profession.
Assessment Methods:	<p>Formative assessment:</p> <p>2x written tests (integrated ILO1-ILO3) eliciting skills of basic integration of knowledge (including MCQ's, short and long answer questions).</p> <p>1x assignment (ILO1-ILO3) (including written assignment, presentation, and poster)</p>

		Summative assessment: Examination (written) x 3 hr examination			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark	60	
			% Summative Assess Mark	40	
		Min Final Assessment mark to pass (%)			50
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	PPIC012
Module Name:	PROMOTION, PREVENTION, AND IDENTIFICATION OF HEALTH AND COMMUNICATION DISORDERS
Module Content:	<p>Theoretical component:</p> <ul style="list-style-type: none"> • Promotion of health/healthcare. • Prevention and its relation to burden of disease. • Barriers to Health Promotion and Disease Prevention in Rural Areas. • Opportunities for Health – Promotion and Disease Prevention in Rural Areas. • Understanding screening terminology and principles such as sensitivity, specificity, true positives etc. • Introduction to aspects of community Psychology: (guest lecturing by experts): <ul style="list-style-type: none"> ○ Understand the multiple influences of the social environment on health and wellness. ○ Learn to build collaborative relationships with community members, groups, and organizations to solve social problems. ○ Understand oppression and working towards ways to reduce social inequalities, and work with marginalized people toward their empowerment. ○ Build collaborative relationships with community members, groups, and organizations to solve social problems.

	<ul style="list-style-type: none"> ○ Understand advocacy, lobbying, community mobilization, and community networking. <p>Practical component:</p> <ul style="list-style-type: none"> • Screening for possible hearing problems • Orientation to the screening protocols and tools. • Orientation to the audiogram. • Classification of hearing loss. • Record keeping • Designing and implanting screening programs. • Education of parents /teachers/professionals in the prevention of: Language impairment, language-based literacy disorders, feeding, stroke prevention, fluency, Auditory Processing Disorders. • Practical at schools, and community level. • Conducting community health profiles. 		
Learning Outcomes:	<p><u>KNOWLEDGE:</u> By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Understand and conduct health promotion, disease prevention, identification, and its strategies in different contexts. • ILO2: Understand and implement screening protocols, tests, tools, criteria, terminologies as well as record keeping. • ILO3: Understand the different aspects of community psychology and how social, health, political, religious, cultural and socio-economic issues can impact on health and wellbeing. <p><u>SKILLS:</u> By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Administrative and management skills: Planning, coordination (appropriate forms e.g. case history form and audiogram), ability to develop results recording and record keeping skills (report writing), and referencing and appropriate sources of information (report). • Interpersonal skills: Collaboration with others, to engage in meaningful communication; ethical conduct (conduct oneself in a professional and ethical manner). • Reflective skills: Problem solving skills and develop logical thinking, critically examine own conceptions with those of others. <p><u>VALUES/ATTITUDES:</u> By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Demonstrate a willingness to work with others and develop an appreciation of working in groups to resolve problems. • Appreciate the complexity related to determining the appropriateness of the various tests available based on different criteria for different target populations. 		
Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3 rd Order)

	12		1		090202
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		2 nd
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (70 Hours)	1 (10 Hours)	1 (10 Hours)	0	3 (30 Hours) Total NSH = 120 Hours
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	HCOM011, ISAD012				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i>				
	<p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none">• AC1 (linked to ILO1): Define health promotion and disease prevention.• AC2 (linked to ILO2): List and define terminology associated to screening programs.• AC3 (linked to ILO2): Show and demonstrate knowledge of screening protocols and tools.• AC4 (linked to ILO2): Show and demonstrate how to establish and conduct screening programs for different populations, contexts, and conditions.• AC5 (linked to ILO2): Demonstrate an understanding of the behavioural screening test procedure.• AC6 (linked to ILO2): Show their ability to make decisions regarding choice of screening tests and their criteria.• AC7 (linked to ILO2): Conduct hearing screening individually and in groups and demonstrate an understanding of instrumentation utilized in screening.• AC8 (linked to ILO2): Show understanding of the record keeping strategies required for the screening of hearing.• AC9: (Linked to ILO3): Conduct community profiling by evaluating social, political, social, cultural and religious aspects of health. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none">• Consolidate and synthesise the theory to practice.				

		<ul style="list-style-type: none"> Display professional and ethical behaviours in the clinic and trouble shooting skills and infection control measures. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> Care and concern for all people (honesty). Respect for diversity (integrity). Commitment and dedication to the profession (self-motivation, self-confidence, enthusiasm). Collaboration, sharing and team spirit (co-operation, enthusiasm). Desire for Formative learning, excellence, and innovation (optimism). 			
Assessment Methods:		<p>Formative assessment: 2x written tests assessing ILO1-ILO2 eliciting skills of basic integration of knowledge (including MCQ's, short and long answer questions). 1x assignment assessing ILO2 (including written assignment, presentation, poster and compiling a screening and assessment kit).</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark	60	
			% Summative Assess Mark	40	
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	SSSD012
Module Name:	SPEECH SOUND SYSTEM DISORDERS
Module Content:	<ul style="list-style-type: none"> The role of speech language pathologist in working with people with speech sound disorders.

	<ul style="list-style-type: none"> • Description of speech sound disorders (cultural and linguistic competence). • Etiological factors associated with speech disorders. • Principles and procedures underlying the assessment and diagnosis of speech sound disorders. • Intervention of speech sound disorders.
Learning Outcomes:	<p><u>KNOWLEDGE:</u> By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Show knowledge and understanding of the role of a speech language pathologist working in different settings • ILO2: Show knowledge and understanding of a typical and atypical speech sound development • ILO3: Understand the different types of speech sound disorders. • ILO4: Apply the knowledge of speech sound disorders to identify etiological factors associated with speech sound disorders. • ILO5: Analyse and synthesise the fundamental principles and procedures used in planning various assessment practices for speech sound disorders. • ILO6: Analyse and synthesise the fundamental principles and procedures used in planning various intervention practices for speech sound disorders. <p><u>SKILLS:</u> By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Personal skills: Time management, planning. • Administrative and management skills: Planning, coordination. • Interpersonal skills: Working in a group, culturally sensitive. • Problem solving skills: Decision-making and creative, critical thinking. • Research skills: Collecting, analysing, organizing, and critically evaluating information. • Integrative skills: Connecting skills and knowledge from multiple sources and experiences. • Referral skills. • Interpretative skills: To closely examine ideas, to identify assumptions, reasons, and claims, and to gather detailed information from cases presentations. <p><u>VALUES/ATTITUDES:</u> By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Advocating for communication disorders and promoting a sensitivity to speech sound disorders. • Develop an appreciation and respect for diversity (beliefs, values, disability, language, human rights). • Take responsibility in their self-directed learning. • Develop an appreciation for ethical decision making.

	<ul style="list-style-type: none"> • Show a positive, unconditional regard for the wellbeing of a client; show a genuine openness, within the clinical context interaction with various stakeholders while maintaining a professional focus. • Show empathic understanding, and the ability to see things from the client's perspective. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	12		1		090203
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		2 nd
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (70 Hours)	1 (10 Hours)	1 (10 Hours)	0	3 (30 Hours) Total NSH = 120 Hours
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	ENGL011, PSYC011, RISP012, ANAT011, PSIO012, PECH012, HCOM011, ILSA012, ISAD012, PPIC012				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Identify and explain the role of a speech language pathologist working in different settings. • AC2 (linked to ILO2): Identify and explain a typical and atypical speech sound development. • AC3 (linked to ILO3): Classify the different types of speech sound disorders. • AC4 (linked to ILO4): Select etiological factors associated with speech sound disorders. • AC5 (linked to ILO5): Choose and design appropriate assessment practices for speech sound disorders. • AC6 (linked to ILO6): Choose and design appropriate intervention practices for speech sound disorders. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none"> • Demonstrate satisfactory personal skills development in time management and good planning by being on time and completing tasks timeously. 				

	<ul style="list-style-type: none"> • Demonstrate satisfactory administrative and management skills by appropriate and timely submissions. • Demonstrate satisfactory interpersonal skills by being able to work efficiently in allocated groups, being culturally and linguistically sensitive to fellow students, staff, and clients. • Demonstrate satisfactory problem-solving skills by being independent in decision-making, show creativity and critical thinking in class activities. • Demonstrate satisfactory research skills in Collecting, analysing, organizing and critically evaluating literature. • Demonstrate satisfactory integrative skills by connecting skills and knowledge from multiple sources (include own background) and experiences (including own experiences). • Demonstrate satisfactory referral skills and interpretative skills: to closely examine ideas, to identify assumptions, reasons, and claims, and to gather detailed information from cases presentations. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Advocating for communication disorders and promoting a sensitivity to speech sound disorders. • Developing an appreciation and respect for diversity (beliefs, values, disability, language, human rights). • Taking responsibility in their self-directed learning. • Developing an appreciation for ethical decision making. • Showing a positive, unconditional regard for the wellbeing of a client; show a genuine openness, within the clinical context interaction with various stakeholders while maintaining a professional focus. • Showing empathic understanding, and the ability to see things from the client's perspective. 		
Assessment Methods:	<p>Continuous assessment: 2x written test (integrated ILO1-ILO6) eliciting skills of basic integration of knowledge (including MCQ's short and long answer questions). 1x assignment (class presentation) relating to demonstrating skills, values, and knowledge 1x practical test/assessment relating to the clinical component</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>		
Assessment Weighting:	Min Formative Assessment mark for exam admission (%)		40
	Final mark =	% Formative Assess Mark	60
		% Summative Assess Mark	40
	Min Final Assessment mark to pass (%)		50

Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)		RADP021			
Module Name:		RESEARCH, ASSESSMENT AND DEVELOPMENTAL PSYCHOLOGY			
Content:		<ul style="list-style-type: none"> Developmental psychology Personality theories 			
Learning Outcomes		KNOWLEDGE: By the end of this module, student must be able to: <ul style="list-style-type: none"> ILO1: Know and understand the basic concepts in child development, social and medical psychology. ILO2: Know and understand different personality theories. ILO3: Know and understand the ethical principles applicable in child development, social and medical psychology and personality theories 			
Module Information:		SAQA Credits		NQF Level	CESM Code (3rd Order)
		12		5	180101
Delivery Information:		Campus		Full/Part Time	Period (1st/2ndSem)
		SMU		Full time	1 st
Periods per week: = 34 weeks		Classes	Practicals	Tutorial	Seminars
		5	1,5	0	0
Pre-requisite modules for this module:		PSYC011, RISP012			
Co-requisites modules for module:		None			
ASSESSMENT:		Formative and Summative			
Assessment Criteria		The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.			

		Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in: <ul style="list-style-type: none">• AC1: Listing, describing, and applying basic concepts in social, medical and child developmental psychology.• AC2: Naming and describing different personality theories• AC3: Recognizing and explaining the position of medical psychology within the discipline of psychology• AC4: Listing and describing the ethical principles applicable in social and medical psychology and personality theories.			
Assessment Methods		Formative assessment: Group and individual assignments Tests Practical work seminars Presentation of specific allocated case studies relevant to the thrust of the degree Summative assessment: Examination (written) x 3 hr examination			
Marks Structure		Min Formative Assessment mark for exam admission (%)		40%	
		Final mark =	% Formative Assess Mark		60%
			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)			50%
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	% of Exam Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	APLG021
Module Name:	APPLIED LINGUISTICS
Module Content:	<ul style="list-style-type: none"> • General themes and concepts • Linguistic categorisation • Psychological mechanisms • Language comprehension • Sentence comprehension and memory • Discourse comprehension and memory • The production of speech and language and conversational interaction

	<ul style="list-style-type: none"> • Language and the brain • Ways of studying language acquisition • Pre-linguistic and linguistic phases in language acquisition • Words and sentences • Language input and individual differences in language development • Language disability 				
Learning Outcomes:	<p><u>KNOWLEDGE:</u> By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Understand and describe psycholinguistics. • ILO2: Apply psycholinguistic concepts to clinical work in communication disorders. • ILO3: Understand the theoretical aspects of language, its nature, structure, varieties, and development. • ILO4: Conduct and analyse a language sample. <p><u>SKILLS:</u> By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Pedagogical skills: Know [due to experience and expertise] “where to start” intervention, tailored to each individual client; facilitate and use strategies that are optimal for scaffolding language acquisition. • Interpersonal Skills: Work collaboratively in a group as well as engage with young children. • Reflective Skills: Critically evaluate own conceptions with those of others. and carry out structured observations to provide feedback. <p><u>VALUES/ATTITUDES:</u> By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Appreciation for the multicultural and multi-linguistic nature of the South African landscape and view it as a bonus –value-added - rather than a hindrance. • Advocating for academic and linguistic development across languages and cultures in South Africa. • Comfortable with cultural and linguistic diversity in all contexts – high tolerance of ambiguity. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	8		2		090203
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6 (52)	0	1 (10)	0	3 (18 hours)

	hours)		hours)		Total NSH = 80 Hours
Pre-requisite modules for this module:	ISAD012, ENGL011				
Co-requisites modules for module:	PSYC022, ECOM021 , CLAD021 , CSLP021				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Describing the branch of psycholinguistics and exploring the application of psycholinguistics to clinical work in communication disorders. • AC2 (linked to ILO2): Critically evaluating the link between psycholinguistics and SLPA. • AC3 (linked to ILO2): Discussing the importance of categorisation as a cognitive process, by using a psycholinguistic framework to assess and treat communication problems. • AC4 (linked to ILO3): Describing the various Psychological mechanisms, writing individualize treatment plans for individuals whose problems might have similar linguistic descriptions but which are due to different underlying processing problems, as well as reflect on and develop respect and appreciation for the diversity in children. • AC5 (linked to ILO3): Identifying and explaining the structure of speech, identifying the relationship between phases of speech processing development and phases of literacy development, and displaying an awareness and deeper sense of appreciation for the importance of studying psycholinguistics by doing independent research on the contribution it has made to the field SLPA. • AC6 (linked to ILO4): Showing a sound understanding of sentence comprehension, discourse comprehension and memory by describing it and utilize the event model to analyse comprehension. • AC7 (linked to ILO3, ILO4): Discussing the production of speech and language and conversational interaction. • AC8 (linked to ILO3, ILO4): Identifying the stage at which speech errors in each case history are made by using Fromkin's model of production and prepare a case presentation within a group based on research. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p>				

		<ul style="list-style-type: none"> • Select the appropriate level at which to initiate assessment and intervention, tailored to each individual client. • Ability to facilitate and use strategies that are optimal for scaffolding language acquisition. • Work collaboratively in a group as well as engage with young children. • Critically evaluate own conceptions with those of others. and carry out structured observations to provide feedback. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Appreciation for the multicultural and multi-linguistic nature of the South African landscape and view it as a bonus –value-added - rather than a hindrance. • Advocating for academic and linguistic development across languages and cultures in South Africa. • Comfortable with cultural and linguistic diversity in all contexts – high tolerance of ambiguity. 			
Assessment Methods:		<p>Continuous Assessment: 1x Written Semester Test (ILO1 – ILO4) 1x Class Test (ILO1 – ILO2) 1x Assignment (ILO3, ILO4)</p> <p>Summative Assessment: Examination (written) x 3 hr examination</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	ECOM021
Module Name:	EARLY COMMUNICATION INTERVENTION

<p>Module Content:</p>	<ul style="list-style-type: none"> • Introduction to Early Communication Intervention (ECI): Neuro-typical development • Theoretical underpinnings for ECI • Service delivery in ECI • Promotion, prevention, and identification • Assessment • Introduction to therapy in ECI • Communication intervention in the NICU • Hanen approach to communication development • Kangaroo Mother Care (KMC): A strategy to facilitate mother-infant communication in high-risk infants in different contexts • A neonatal communication intervention programme • Services in the NICU • Special populations • Augmentative and Alternative communication
<p>Learning Outcomes:</p>	<p>KNOWLEDGE: By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Show an understanding of neuro-typical development of normal language and communication skills; theoretical underpinnings; and different service models of ECI. • ILO2: Design appropriate individualized assessment plan/procedures for infants and children presenting with diverse communication disorders/disabilities as well as special populations. • ILO3: Design adequate individualized intervention plans using appropriate approaches and or Augmentation for infants and children presenting with communication disorders/disabilities as well as for special populations. • ILO4: Render counselling and support to families of infants and children with communication disorders/disabilities. • ILO5: Create platforms that will address the concepts of promotion, prevention, and identification of children with communication disorders/disabilities. <p>SKILLS: By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Pedagogical skills: Understanding subject and its central organizing concepts, integrative and interpretive skills. • Interpersonal skills: Working within a team or a group, to engage in meaningful communication. • Reflective skills: Critically examine own conceptions with those of others, problem-solving. • Personal skills: Time management, goal setting, planning, setting priorities. • Administrative and management skills: Analytical skills that allow for making of sound decisions and investigate problems, planning and managing co-curricular activities.

	<p><u>VALUES/ATTITUDES:</u> By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Respect and appreciation of diversity in peers and clients. • Appreciation for professional and ethical behaviour in assessment and intervention of infants and children with communication disorders/disabilities. • Awareness of the influence of contextual factors i.e. culture and language. • Become agents of change by educating parents and teachers and promoting communication development. • Show a positive, unconditional regard for the wellbeing of a client. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	12		2		090203
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (70 Hours)	0	1 (10 Hours)	0	3 (40 Hours)
					Total NSH = 120 Hours
Pre-requisite modules for this module:	HCOM011, PECH012, ISAD012, PPIC012, ILSA012				
Co-requisites modules for module:	RADP021, APLG021, CLAD021, CSLP021				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): know and understand the neuro-typical development of normal language and communication skills; theoretical underpinning and different service delivery models of ECI thereby defining and discussing these concepts. • AC2 (linked to ILO2): know and understand the 4 levels of early childhood assessment framework for children with communication disorders/disabilities by mentioning and explaining the level of early childhood intervention. • AC3(linked to ILO3): Formulate a diagnosis based on assessment principles and a wide range of etiologies thereby 				

	<p>gathering and interpreting assessment findings in different context.</p> <ul style="list-style-type: none"> • AC4 (linked to ILO3): Develop an intervention plan based on various intervention approaches and techniques and or Augmentative Alternative communication for infants and children with communication disorders/disabilities thereby selecting adequate intervention approaches. • AC5 (linked to ILO4): conduct counselling for families and caregivers regarding communication adjustments/ strategies and their responsibility as part of the team by sensitively discussing the nature of their child diagnosis and available intervention systems. • AC6 (linked to ILO5): Design an information pamphlet that will outline the concepts of promotion, prevention (at different levels) and identification of infants and children who might be at risk/ established risk of communication disorders. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none"> • Pedagogical skills by selecting, analysing, and appraising promotion, identification, assessment and management strategies and techniques based on individual and cases and available responses across various contexts. • Interpersonal skills by engaging with groups. • Reflective skills by correcting misunderstandings of content during assessment feedback with the lecturer critically examine own conceptions with those of others, problem-solving. • Personal skills through time management, goal setting, planning, and setting priorities. • Administrative and management skills through analytical skills that allow for making of sound decisions and investigate problems, planning and managing co-curricular activities. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Respect and appreciation of diversity in peers and clients. • Show a positive, unconditional regard for the well-being of clients. • Appreciation for professional and ethical behaviour. • Appreciation for benefits of working in a group or team. • Appreciation of the scope and boundaries of each profession.
Assessment Methods:	<p>Continuous assessment:</p> <p>2x written tests (integrated ILO1-ILO5) eliciting skills of basic integration of knowledge (including MCQ's, short and long answer questions).</p> <p>1x assignment (including written assignment/ presentation/ communication board, poster/ compiling a screening and assessment kit).</p>

		Summative assessment: Examination (written) x 3 hr examination			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)			40
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)			50
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one “Paper”)	100%			

Module Code: (4 alphabetic & 3 numeric)	CLAD021
Module Name:	CHILD LANGUAGE DISORDERS
Module Content:	<ul style="list-style-type: none"> • Normal development: sensory integration, models / theories of language acquisition, speech perception • Quadruple burden of disease • Nature of Language Disorders – ICF-CY • Effect of the environment on Language Disorder ICF-CY • Typical versus atypical patterns of language development • Assessment of CLD/ LLD (ICF-CY) • Classification of Language Disorders • Development of Language Disorders from birth to six and from six to adolescence • Phonological awareness, language for learning and literacy • Auditory Perceptual/ Processing Disorders (APD), Attention Deficit Hyperactivity Disorder (ADHD) as underlying causes of LLD/ L4L disabilities • Dyslexia, reading and writing disorders (disorders associated with LLD). • Management of CLD/ LLD
Learning Outcomes:	KNOWLEDGE: By the end of this module, the student must be able to: <ul style="list-style-type: none"> • ILO1: Know and understand the core concepts or pre-requisites related to normal language; emergent literacy and literacy acquisition / development

	<ul style="list-style-type: none">• ILO2: Know and understand the nature, nurture & causes related to Child Language Disorders and the impact on scholastic achievement• ILO3: Analyse the effect of Auditory Perceptual/ Processing Disorders (APD), Attention Deficit Hyperactivity Disorder (ADHD) as underlying causes or co-morbid conditions associated with CLD/ LLD and dyslexia.• ILO4: Apply, analyse, and evaluate suitable assessment procedures for clients/ learners with a possible CLD / LLD from diverse linguistic and cultural backgrounds in the South African context.• ILO5: Apply, analyse, and evaluate suitable intervention models and approaches for CLD/ LLD learners in the South African education context. <p>SKILLS: By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none">• Pedagogical skills: Research literature and integration skills.• Interpersonal skills: Teamship and communication skills.• Reflective skills: Critically examine own conceptions with those of others, problem-solving.• Administrative and management skills: Analytical skills that allow for making of sound decisions and investigate problems, planning and managing co-curricular activities. <p>VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none">• Respect for diversity (integrity).• Act in a professional and ethical manner.• Appreciation of working in a group.• Commitment				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	16		2		090203
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	12 (86 Hours)		2 (16 Hours)		8 (58 Hours)
					Total NSH = 160 Hours
Pre-requisite modules for this module:	HCOM011, ISAD012, PPIC012, ILSA012, SSSD012				
Co-requisites modules for module:	RADP021, APLG021 , ECOM021 , CSLP021				

ASSESSMENT:	Formative and Summative
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Discussing and explaining the core concepts and pre-requisites for normal language development. • AC2 (linked to ILO2): Describing the nature, nurture & causes of Child Language Disorders. • AC3 (linked to ILO2): Explaining Child Language Disorders (CLD) and Language Learning Disorders (LLD) in learners as based on typical and atypical language development (ICF-CY framework). • AC4 (linked to ILO2): Explaining the impact of these disorders (CLD and LLD) on scholastic achievement. • AC5 (linked to ILO3): Relating and examining the effect of Auditory Perceptual/ Processing Disorders (APD), Attention Deficit Hyperactivity Disorder (ADHD) as underlying causes or co-morbid conditions on CLD, LLD and dyslexia. • AC6 (linked to ILO4): Creating an awareness of the Speech-Language Therapist's role in school-aged children's language and literacy development in the South African educational context. • AC7 (linked to ILO4): Selecting suitable assessment models and procedures for learners/ clients with a possible CLD/ LLD clients from diverse linguistic and cultural backgrounds. • AC8 (linked to ILO4): Examining the assessment results and providing applicable feedback to the different stakeholders. • AC9 (linked to ILO5): Selecting models of service delivery in the pre-school and school-aged population that are relevant and specific to the South African context (such as collaborative consultation, prevention, and promotion). • AC10 (linked to ILO5): Selecting and/or formulating suitable management programmes for CLD/ LLD clients/ learners from diverse linguistic and cultural backgrounds embedded within the South African curriculum (CAPS). • AC11 (linked to ILO5): Selecting and/or formulating suitable management programmes for CLD/ LLD clients/ learners from diverse linguistic and cultural background, including language, literacy, and related co-morbid conditions. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none"> • Administrative and management skills; problem solving by analyzing assessment and management programmes.

		<ul style="list-style-type: none"> • Interpersonal skills; communication skills by engaging with peers/ group members in presenting assignments and group presentations. • Respect and diversity for all stakeholders in assessment; management. • Research literature & integration skills to gain knowledge by linking the co-morbid conditions with CLD/ LLD and understanding and for problem solving. • Logical thinking skills the onset and progression that might have caused language disorders and / scholastic problems. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • An appreciation for working in a group as well as an appreciation of diversity within this group as they work within teams elicited through a peer-evaluation questionnaire. • Respect for colleagues as they work within teams elicited through a peer-evaluation questionnaire. • Commitment to the learning process through a self-evaluation questionnaire. • Ethical and professional behaviour by handing in on time and being truthful in a self - and peer evaluation questionnaire. 			
Assessment Methods:		<p>Continuous assessment: 1x written test (integrated ILO1-ILO5) eliciting skills of basic integration of knowledge (including MCQ's, short and long answer questions). 1x assignment (including written assignment/ presentation).</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark	60	
			% Summative Assess Mark	40	
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	CSLP021
Module Name:	CLINICAL SPEECH-LANGUAGE PATHOLOGY I
Module Content:	<ul style="list-style-type: none"> • Screening and assessment of communication disorders and speech sound disorders in young children. • Basic approaches to assessment and intervention of communication and speech sound disorders in young children (evidence-based early communication intervention). • Emergent language (play, play assessment and CP). • Informal and formal assessment methods of communication disorders and speech sound disorders. • Principles and procedures underlying the identification, prevention, assessment, and diagnosis of speech sound disorders. • Intervention of communication (Early Communication Intervention) and speech sound disorders.
Learning Outcomes:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>The student's <u>SKILLS</u> will be assessed in:</p> <ul style="list-style-type: none"> • ILO1: Know and understand the concept of prevention (primary, secondary & tertiary), identification of children at/establish risk for communication and speech sound disorders. • ILO2: Understand and apply acquired knowledge in assessment and intervention of babies, toddlers, and young children at risk of communication and speech sound disorders based on current best practices in a family-centered approach. • ILO3: Analyse and synthesise findings from assessments to provide appropriate intervention for babies, toddlers and young children with communication and speech sound disorders based on current best practices. • ILO4: Evaluate provision of services to babies, toddlers, and young children at risk of or with communication and speech sound disorders based on current best practices. <ul style="list-style-type: none"> • Personal skills: Time management, planning. • Administrative and management skills: Planning, coordination. • Interpersonal skills: Working in a group, culturally sensitive • Problem solving skills: Decision-making and creative, critical thinking. • Research skills: Collecting, analysing, organizing, and critically evaluating information. • Integrative skills: Connecting skills and knowledge from multiple sources and experiences. • Referral skills

	<ul style="list-style-type: none"> • Interpretative skills: To closely examine ideas, to identify assumptions, reasons, and claims, and to gather detailed information from case presentations. <p>VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Advocating for communication disorders and promoting a sensitivity to speech sound disorders. • Develop an appreciation and respect for diversity (beliefs, values, disability, language, human rights). • Take responsibility in their self-directed learning. • Develop an appreciation for ethical decision making. • Show a positive, unconditional regard for the wellbeing of a client; show a genuine openness, within the clinical context interaction with various stakeholders while maintaining a professional focus. • Show empathic understanding, and the ability to see things from the client's perspective. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	16		2		090203
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	0	12 (86 Hours)	2 (16 Hours)		8 (58 Hours)
					Total NSH = 160 Hours
Pre-requisite modules for this module:	ENGL011, PSYC011, RISP012, HCOM011, ISAD012, PPIC012, ILSA012, SSSD012				
Co-requisites modules for module:	RADP021, APLG021 , ECOM021 , CLAD021				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>Students must be able to demonstrate: accuracy and competence in the clinical assessment and management of a patient. This will be assessed using a graded marking rubric including a self-evaluation of performance. The formative assessment form will also include constructive written feedback to the students focusing on areas requiring improvement. The student will also be assessed on the completion of a clinical report, which will be evaluated using a graded marking rubric.</i></p> <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through clinical skill observation and clinical reports:</p>				

	<ul style="list-style-type: none"> • AC1 (linked to ILO1): Defining and outlining the concept of prevention (primary, secondary, and tertiary) and identification of children at/establish risk for communication and speech sound disorders. • AC2 (linked to ILO2): Demonstrating and applying acquired knowledge in assessment and intervention of babies, toddlers, and young children at risk of communication and speech sound disorders based on current best practices in a family-centered approach. • AC3 (linked to ILO3): Selecting and designing appropriate assessment approaches for babies, toddlers and young children with communication and speech sound disorders based on current culturally sensitive best practices. • AC4 (linked to ILO3): Selecting and designing appropriate intervention approaches for babies, toddlers and young children with communication and speech sound disorders based on current culturally sensitive best practices. • AC5 (linked to ILO4): Evaluating provision of services to babies, toddlers, and young children at risk of or with communication and speech sound disorders based on current best practices. • AC6 (linked to ILO1–ILO4): Demonstrating satisfactory personal skills development in time management and good planning by being on time and completing tasks timeously. • AC7 (linked to ILO1–ILO4): Demonstrating satisfactory administrative and management skills by appropriate and timely submissions. • AC8 (linked to ILO1–ILO4): Demonstrating satisfactory interpersonal skills by being able to work efficiently in allocated groups, being culturally and linguistically sensitive to fellow students, staff, and clients. • AC9 (linked to ILO1–ILO4): Demonstrating satisfactory problem-solving skills by being independent in decision-making, showing creativity and critical thinking in clinical activities. • AC10 (linked to ILO1–ILO4): Demonstrating satisfactory research skills in collecting, analysing, organizing and critically evaluating literature in preparation for clinical sessions. • AC11 (linked to ILO1–ILO4): Demonstrating satisfactory integrative skills by connecting skills and knowledge from multiple sources (include own background) and experiences (including own experiences). • AC12 (linked to ILO1–ILO4): Demonstrating satisfactory interpretative and referral skills. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Advocating for communication disorders and promoting a sensitivity to speech sound disorders. • Developing an appreciation and respect for diversity (beliefs, values, disability, language, human rights).
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		<ul style="list-style-type: none"> • Taking responsibility in their self-directed learning. • Developing an appreciation for ethical decision making. • Showing a positive, unconditional regard for the wellbeing of a client.; show a genuine openness, within the clinical context interaction with various stakeholders while maintaining a professional focus. • Showing empathic understanding, and the ability to see things from the client's perspective. 			
Assessment Methods:		Continuous assessment: Structural direct observation (integrated ILO1-ILO4) – Assessment by clinical supervisor (global rating with comments and written feedback) Clinical skill observation by supervisor (integrated ILO1-ILO4) Clinical reports as determined by the assignment of clients at each clinical site. Summative assessment: Oral examination x 1 hr			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Practical	Choose an item.	Choose an item.	Choose an item.
	Duration	1 Hour			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	NEUR022
Module Name:	NEUROANATOMY AND CLINICAL NEUROLOGY FOR SPEECH-LANGUAGE PATHOLOGY AND AUDIOLOGY
Module Content:	Organization of the nervous system, spinal cord, brainstem, cerebellum, diencephalon, basal nuclei, functional areas, speech and auditory related pathways, blood supply and related clinical disorders.
Learning Outcomes:	KNOWLEDGE: By the end of this module, student must be able to: <ul style="list-style-type: none"> • ILO1: Understand the divisions and organization of the nervous system.

	<ul style="list-style-type: none"> • ILO2: Understand the anatomy and function (control centres) of the spinal cord and related clinical disorders. • ILO3: Understand anatomy, structural and functional relations of control centres in the brainstem, and related clinical disorders. • ILO4: Understand the basic anatomy of the cerebellum and related clinical disorders. • ILO5: Understand the basic anatomy of the diencephalon and the basal nuclei, and their related clinical disorders. • ILO6: Understand the location of various functional areas on the brain, their connection with each other and with other control centres, and their related clinical disorders. • ILO7: Understand the blood supply of the brain. • ILO8: Understand the control centres involved in verbal and non-verbal speech, language, and auditory system. • ILO9: Understand the functional relation of control centres in different location in the brain and pathways involved. • ILO10: Understand the complexity of the speech pathway and clinical disorders associated with each of its components. • ILO11: Identify key structures in the brainstem, cerebellum, and cerebral hemispheres. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	8		6		130402
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Contact Full-time		2 nd
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	3	1	0	0	6
Pre-requisite modules for this module:	ANAT011, PSIO012				
Co-requisites modules for module:	AUPD022, APLG021, CLAD021, CSLP021				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1: Describing and differentiating the divisions/organisation of the nervous system. • AC2: Describing and discussing the anatomy of the components of the brainstem. 				

		<ul style="list-style-type: none"> • AC3: Discussing and describing the function of each control centre and functional area involved in speech, language and auditory system. • AC4: Functionally relating the neural control centres in the brainstem with the functional areas. • AC5: Discussing and describing the clinical disorders associated with various neural speech and auditory control centres and presentation thereof. • AC6: Discussing and outlining all possible pathways involved in speech, language, and auditory system. • AC7: Discussing and describing the territorial blood supply of the brain and spinal cord and speech, language and auditory disorders associated with each arterial supply. • AC8: Identifying key structures in the brainstem and cerebellum and cerebral hemispheres. 			
Assessment Methods:		<p>Formative Assessment: Three main accumulative tests. Test 1 is only theory. Test 2 and 3 is composed of theory test and practical (spotter) test each. All three main tests are used in calculating the formative assessment mark.</p> <p>Summative Assessment: Examination (written) x 3 hr examination</p>			
Marks Structure		Min Formative Assessment mark for exam admission (%)		40%	
		Final mark =	% Formative Assess Mark	60%	
			% Summative Assess Mark	40%	
		Min Final Assessment mark to pass (%)		50%	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Practical		
	Duration	3 hours	1 hour		
	% contribution to Summative Assessment Mark	80%	20%		
	Sub minimum	40%	40%		

Module Code: (4 alphabetic & 3 numeric)	PSYC022
Module Name:	PSYCHOLOGY II
Content:	<ul style="list-style-type: none"> • Medical psychology

	<ul style="list-style-type: none"> Social psychology 				
Learning Outcomes	KNOWLEDGE: By the end of this module, student must be able to: <ul style="list-style-type: none"> ILO1: Know and understand the basic concepts social and medical psychology. ILO2: Know and understand the ethical principles applicable in, social and medical psychology. 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	8		6		180101
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		2 nd
Periods per week: = 34 weeks	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6	1,5	0	0	0
Pre-requisite modules for this module:	PSYC011, RISP012				
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and Summative				
Assessment Criteria	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> AC1: Listing, describing, and applying basic concepts in social, medical and child developmental psychology. AC2: Naming and describing different personality theories. AC3: Recognizing and explaining the position of medical psychology within the discipline of psychology. AC4: Listing and describing the ethical principles applicable in social and medical psychology and personality theories. 				
Assessment Methods	<p>Formative assessment: Group and individual assignments Tests Practical work seminars Presentation of specific allocated case studies relevant to the thrust of the degree</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>				
Marks Structure	Min Formative Assessment mark for exam admission (%)				40%

		Final mark =	% Formative Assess Mark		60%
			% Summative Assess Mark		40%
		Min Final Assessment mark to pass (%)			
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
	Duration	3 hours			
	% of Exam Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	SSSC022
Module Name:	SPECIFIC SPEECH SOUND DISORDERS
Module Content:	<p>Voice Disorders and Laryngectomy</p> <ul style="list-style-type: none"> • Introduction to and terminology associated with voice disorders, normal abnormal voice, the biology of the voice mechanism and the functions of the larynx. • Etiologies and classification of voice disorders. • Assessment of voice disorders. • Therapy, counselling, and management of clients with voice disorders. • Laryngectomy: Background and introduction, surgery, dysphagia post-laryngectomy, oesophageal voice. <p>Craniofacial Anomalies</p> <ul style="list-style-type: none"> • Prenatal development related to communication development. • Postnatal development • Introduction to Craniofacial anomalies. • Cleft Lip and Palate • Other craniofacial anomalies. • Velopharyngeal insufficiency • Assessment and diagnoses of Craniofacial disorders. • Intervention and management of Craniofacial Disorders. <p>Fluency disorders</p> <ul style="list-style-type: none"> • Theories and definition of stuttering • Onset, development, and symptoms • Assessment of fluency disorders • Intervention and management of fluency disorders • Cluttering and other disorders of fluency
Learning Outcomes:	<p><u>KNOWLEDGE:</u></p> <p>By the end of this module, the student must be able to:</p>

	<ul style="list-style-type: none"> • ILO1: Understand the core concepts related to voice, cranio-facial anomalies, and fluency disorders (including functioning of voice, voice velopharyngeal function and underlying theories of fluency disorders). • ILO2: Understand and show detailed knowledge of the etiologies of voice, craniofacial anomalies, and fluency disorders. • ILO3: Apply suitable assessment procedures for clients with one or more of the disorders of voice (including laryngectomy), fluency or craniofacial anomalies, and interpret assessment data to provide suitable feedback to the different stakeholders. • ILO4: Develop suitable intervention and management programmes for clients presenting with either voice (including laryngectomy), fluency or craniofacial disorders as based on based on assessment findings of specific clients). <p>SKILLS: By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Personal skills: Time management, planning. • Administrative skills: Planning, coordination. • Interpersonal skills: Appreciation of the importance of working in a team/group, and communication skills and appreciation of the importance of engagement with all role players. • Problem solving skills: Ability to solve problems and develop logical thinking. • Demonstrate an ability to act in a professional and ethical manner. <p>VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Care and concern for all people (honesty). • Respect for diversity (integrity). • Commitment and dedication to the profession (self-motivation, self-confidence, enthusiasm). • Collaboration, sharing and team spirit (co-operation, enthusiasm). • Desire for continuous learning, excellence, and innovation (optimism). 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
	12		2		090203
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		Full time		2 nd
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (64 Hours)		1 (12 Hours)		5 (44 Hours)
					Total NSH = 120 Hours

Pre-requisite modules for this module:	ANAT011, PSYC011, RISP012, IHCS011, HCOM011, PSIO012, ISAD012, PPIC012
Co-requisites modules for module:	NEUR022, RADP021
ASSESSMENT:	Formative and Summative
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Discussing the voice mechanism and functioning of voice, as well as causes of voice problems (including cancer). • AC2 (linked to ILO1): Preparing a pamphlet for the prevention of voice problems and voice hygiene. • AC3 (linked to ILO2): Discussing craniofacial anomalies with regards to genetic concepts, embryological development specific to the head and neck structures in relation to communication functioning in a counselling session with a parent of a child with craniofacial anomalies. • AC4 (linked to ILO3, ILO4): Discussing craniofacial anomalies with regards to genetic concepts, embryological development specific to the head and neck structures in relation to communication functioning in a counselling session of a parent of a child with specific/ significant other. • AC5 (linked to ILO2-ILO4): Explaining velo-pharyngeal functioning and its role in communication as related to craniofacial disorders to a multi-disciplinary team. • AC6 (linked to ILO1-ILO2): Explaining the onset and development of disorders of fluency as based on several theories and apply to specific cases as a group assignment. • AC7 (linked to ILO3): Selecting suitable assessment procedures for a client with one or more specific speech disorders (voice, dysfluency or craniofacial disorders). • AC8 (linked to ILO3-ILO4): Applying correct decision-making to make an accurate and comprehensive differential diagnosis by reviewing assessment results, and to communicate assessment information effectively to significant others/parents. • AC9 (linked to ILO4): Developing an intervention and management programme for clients with a voice (including laryngectomy), dysfluency or craniofacial disorder. • AC10 (linked to ILO1-ILO4): Demonstrating awareness to effectively communicate and work within a group or a team. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p>

		<ul style="list-style-type: none"> • Pedagogical skills by selecting, analysing and appraising promotion, identification, assessment and management strategies and techniques based on individual and cases and available responses across various contexts. • Interpersonal skills by engaging with groups. • Reflective skills by correcting misunderstandings of content during assessment feedback with the lecturer critically examine own conceptions with those of others, problem-solving. • Personal skills through time management, goal setting, planning, setting priorities. • Administrative and management skills through analytical skills that allow for making of sound decisions and investigate problems, planning and managing co-curricular activities. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Show appreciation of working in a group. • Show respect and appreciation of diversity in peers and clients. • Show understanding of professional and ethical behaviour. • Awareness of the influence of contextual factors i.e. culture and language. • Research literature for problem solving. • Become agents of change by educating parents and teachers and significant others. 			
Assessment Methods:		<p>Continuous assessment: 2x written tests (integrated ILO1-ILO4) eliciting skills of basic integration of knowledge (including MCQ's, short and long answer questions). 1x group assignment (including written assignment/ presentation).</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark	60	
			% Summative Assess Mark	40	
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one	100%			

	"Paper")				
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Module Code: (4 alphabetic & 3 numeric)	AUPD022
Module Name:	AUDITORY PROCESSING DISORDERS
Module Content:	<ul style="list-style-type: none"> • Basic introduction to central auditory processing, terminology, definitions, and aspects thereof. • Neuroanatomy, neuroplasticity, and specialized functions of the central auditory mechanisms. • Nature, common indicators, and factors associated with an auditory processing disorder. • Assessment of auditory processing, including <ul style="list-style-type: none"> ○ The multidisciplinary approach towards assessment ○ Screening and diagnostic testing of auditory processing ○ Electrophysiologic- and electro-acoustic testing ○ Putting together an auditory processing test battery ○ Auditory processing test protocols for the South African context • Diagnosing and profiling an auditory processing disorder. • Classification of an auditory processing disorder. • Management of an auditory processing disorder, including: <ul style="list-style-type: none"> ○ The multidisciplinary approach towards management ○ Components of managing an auditory processing disorder
Learning Outcomes:	<p><u>KNOWLEDGE:</u></p> <p>By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Remember and understand basic terminology, definitions, and aspects of auditory processing. • ILO2: Understand the neuroanatomy, neuroplasticity, and specialized functions of the central auditory mechanisms. • ILO3: Understand and apply the nature, common indicators, and factors associated with an auditory processing disorder. • ILO4: Apply and analyse the assessment of auditory processing. • ILO5: Apply, analyse and evaluate the results of auditory processing assessment to diagnose and profile an auditory processing disorder. • ILO6: Analyse and evaluate the management of an auditory processing disorder. <p><u>SKILLS:</u></p> <p>By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Personal skills: Planning, goal setting and time-management • Interpersonal skills: Working within a team, sharing, and learning communication and collaboration through interaction • Problem solving skills: Develop reasoning skills and logical thinking.

	<p><u>VALUES/ATTITUDES:</u> By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Self-confidence and desire towards Formative learning, excellence, and innovation. • Integrity, respect and sensitivity towards diverse backgrounds, populations, and cultures. • Care and concern for all people. • Ethical conduct. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
	8		2		090202
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		Full time		2 nd
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6 (52 hours)	0	1 (10 hours)	0	3 (18 hours)
					Total NSH = 80 Hours
Pre-requisite modules for this module:	ANAT011, PSIO012, ISAD012, PPIC012				
Co-requisites modules for module:	NEUR022, CLAD021, CSLP022				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Defining auditory processing and describing the terminology and aspects thereof. • AC2 (linked to ILO2): Discussing the neuroanatomy, neuroplasticity and specialized functions of the central auditory mechanisms involved with auditory processing. • AC3 (linked to ILO3): Explaining the nature, and examining the common indicators and factors associated with an auditory processing disorder. • AC4 (linked to ILO4): Appraising the multidisciplinary approach towards assessment for a specific patient and scenario. • AC5 (linked to ILO4): Implementing screening and diagnostic testing of auditory processing for a specific patient and scenario. • AC6 (linked to ILO4): Examining electrophysiologic- and electro-acoustic tests for a specific patient and scenario. 				

	<ul style="list-style-type: none"> • AC7 (linked to ILO4): Constructing an auditory processing test battery for a specific patient. • AC8 (linked to ILO4): Constructing auditory processing test protocols for patients from diverse South African contexts. • AC9 (linked to ILO5): Assessing the results of auditory processing tests, and diagnosing, profiling, and classifying an auditory processing disorder. • AC10 (linked to ILO6): Defending the multidisciplinary approach towards auditory processing management • AC11 (linked to ILO6): Recommending a managing plan for a specific patient, based on the components of auditory processing disorder management. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none"> • Personal skills, during planning of assignments, setting of goals and time-management when completing assignments and preparing for tests. • Interpersonal skills in the collaboration with others and working within a team, and by engaging in meaningful communication, when completing assignments. • Problem solving skills in studying case studies for an assignment while developing reasoning skills and logical thinking. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Commitment and dedication to the profession indicating self-confidence and desire towards Formative learning, excellence, and innovation, through self-evaluation. • Commitment towards their own learning by engaging with the learning and reading materials through self-evaluation. • Integrity, respect and sensitivity towards different populations and cultures through self-evaluation. • Care and concern for all people through self-evaluation. • Ethical conduct through self-evaluation. 	
Assessment Methods:	<p>Formative assessment: 1x written test, assessing learning outcomes ILO1-ILO3 (consisting of MCQs set using an item analysis approach for quality assurance) as well as short answer questions. 1x team assignment, assessing ILO4-ILO6 (including a case study and report writing). 1x written test, integrating ILO1-ILO6 (eliciting skills of basic integration of knowledge)</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>	
Assessment Weighting:	Min Formative Assessment mark for exam admission (%)	40

		Final mark =	% Formative Assess Mark	60	
			% Summative Assess Mark	40	
		Min Final Assessment mark to pass (%)			50
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	DCSL022
Module Name:	DEAF CULTURE AND SOUTH AFRICAN SIGN LANGUAGE
Module Content:	<ul style="list-style-type: none"> Deaf Culture History and legislature of Sign Language Social and medical models of Deafness Status of South African Sign Language Basic communication with first language South African Sign Language users
Learning Outcomes:	<p><u>KNOWLEDGE:</u> By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> ILO1: Understand terminology and content related to of Deaf Culture and history of Sign Language. ILO2: Understand and apply South African legislature for the Deaf community. ILO3: Analyse the social and medical models of Deafness ILO4: Understand and apply basic communication with the Deaf and people using South African Sign Language. ILO5: Analyse, synthesise, and evaluate a signed monologue on a familiar topic <p><u>SKILLS:</u> By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> Personal skills: Time management, planning, Administrative and management skills: Planning, coordination Interpersonal skills: Working in a group, culturally sensitive Problem solving skills: Decision-making and creative, critical thinking.

	<ul style="list-style-type: none"> • Research skills: Collecting, analysing, organizing, and critically evaluating information. • Integrative skills: Connecting skills and knowledge from multiple sources and experiences. • Referral skills • Interpretative skills: Closely examine ideas, to identify assumptions, reasons, and claims, and to gather detailed information from cases presentations. <p>VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Advocating for communication disorders and promoting a sensitivity to speech sound disorders. • Develop an appreciation and respect for diversity (beliefs, values, disability, language, human rights). • Take responsibility in their self-directed learning. • Develop an appreciation for ethical decision making. • Show a positive, unconditional regard for the wellbeing of a patient.; show a genuine openness, within the clinical context interaction with various stakeholders while maintaining a professional focus, • Show empathic understanding, and the ability to see things from the patient's perspective 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
	12		2		090203
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		Full time		2 nd
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (70 Hours)	0	1 (10 Hours)	0	3 (40 Hours)
					Total NSH = 120 Hours
Pre-requisite modules for this module:	HCOM011				
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p>				

	<ul style="list-style-type: none"> • AC1 (linked to ILO1): Defining and demonstrating understanding of Deaf Culture and history of Sign Language • AC2 (linked to ILO2): Outlining and linking South African legislature to Deaf culture and Deaf community • AC3 (linked to ILO3): Distinguishing the social and medical models of Deafness. • AC4 (linked to ILO4): Interpreting and using basic communication with a first language Sign Language user. • AC5 (linked to ILO5): Taking part in a signed monologue on a familiar topic, respond using current Sign Language structures, parameters and classifiers and make sound judgement on the use of South African Sign Language. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none"> • Demonstrate satisfactory personal skills development in time management and good planning by being on time and completing tasks timeously. • Demonstrate satisfactory administrative and management skills by appropriate and timely submissions. • Demonstrate satisfactory interpersonal skills by being able to work efficiently in allocated groups, being culturally and linguistically sensitive to fellow students, staff, and patients. • Demonstrate satisfactory problem-solving skills by being independent in decision-making, show creativity and critical thinking in class activities. • Demonstrate satisfactory research skills in Collecting, analysing, organizing and critically evaluating literature. • Demonstrate satisfactory integrative skills by connecting skills and knowledge from multiple sources (include own background) and experiences (including own experiences). • Demonstrate satisfactory referral skills and interpretative skills: to closely examine ideas, to identify assumptions, reasons and claims, and to gather detailed information from cases presentations. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Advocating for communication disorders and promoting a sensitivity to speech sound disorders. • Developing an appreciation and respect for diversity (beliefs, values, disability, language, human rights). • Taking responsibility in their self-directed learning. • Developing an appreciation for ethical decision making. • Showing a positive, unconditional regard for the wellbeing of a patient.; show a genuine openness, within the clinical context interaction with various stakeholders while maintaining a professional focus.
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		<ul style="list-style-type: none"> Showing empathic understanding, and the ability to see things from the patient's perspective. 			
Assessment Methods:		<p>Formative assessment: Multi-source assessment (Peer and self-assessment) 1x practical assessment by lecturer (integrated ILO4 and ILO5) eliciting use of South African Sign Language 1x written test (integrated ILO1-ILO5) eliciting skills of basic integration of knowledge (including MCQ's short and long answer questions). 1x assignment (class presentation) relating to demonstrating skills, values, and knowledge</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	CSLP022
Module Name:	CLINICAL SPEECH-LANGUAGE DISORDERS II
Module Content:	<ul style="list-style-type: none"> ICF-CY framework Bronfenbrenner's eco-systemic theory SLP in the educational context Collaborative, consultative, and pull-out models Intervention approaches Adaptations for special populations. Evidence-based practice Group- versus individual intervention
Learning Outcomes:	<i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the</i>

	<p><i>stated learning outcomes.</i></p> <p>The student's <u>SKILLS</u> will be assessed in:</p> <ul style="list-style-type: none"> • ILO1: Apply knowledge on how to identify, assess (including multilingual and multicultural) clients / learners with language delays, childhood language disorders, language-learning disorders and related comorbid disorders (including phonological awareness, auditory processing, dyslexia, ADHD, and literacy) based on knowledge of the nature and etiology thereof and relevant literature. • ILO2: Analyse and evaluate the language behavior of clients / learners with possible language delays, childhood language disorders, language-learning disorders and related comorbid disorders (including phonological awareness, auditory processing, dyslexia, ADHD, and literacy) from diverse linguistic and cultural backgrounds in the South African context. • ILO3: Evaluate assessment findings and create a relevant assessment report integrating teamwork, collaboration, and applicable documentation i.e. portfolio's for learners suitable for the South African context. • ILO4: Evaluate, analyse and apply relevant service delivery models; programmes and approaches for learners with possible language disorders (including co-morbidities such as phonological awareness- auditory processing- , dyslexia-, ADHD, and literacy problems) from diverse linguistic and cultural backgrounds in the South African context. • ILO5: Apply the ability to collaborate and support all stakeholders in the South African educational context. • Pedagogical skills: Research literature and integration skills. • Interpersonal skills: Teamship and communication skills. • Reflective skills: Critically examine own conceptions with those of others, problem-solving. • Administrative and management skills: Analytical skills that allow for making of sound decisions and investigate problems, planning and managing co-curricular activities. • Act in a professional and ethical manner <p><u>VALUES/ATTITUDES:</u></p> <p>By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Respect and appreciation of diversity (integrity) • Professional and ethical behavior • Commitment • Care and concern for all people (honesty) • Become agents of change 		
Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3 rd Order)

	16		2		090203
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		2 nd
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	0	12 (86 Hours)	2 (16 Hours)		8 (58 Hours) Total NSH = 160 Hours
Pre-requisite modules for this module:	ENGL011, PSYC011, RISP011, HCOM011, ISAD012, PPIC012, ILSA011				
Co-requisites modules for module:	RADP021 <ul style="list-style-type: none">Child language disordersClinical Speech-Language Pathology I				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>Students must be able to demonstrate: accuracy and competence in the clinical assessment and management of a patient. This will be assessed using a graded marking rubric including a self-evaluation of performance. The formative assessment form will also include constructive written feedback to the students focusing on areas requiring improvement. The student will also be assessed on the completion of a clinical report, which will be evaluated using a graded marking rubric.</i></p> <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through clinical skill observation and clinical reports:</p> <ul style="list-style-type: none">AC1 (linked to ILO1): Implementing suitable assessment models and (formal and informal) measures to identify clients / learners from diverse linguistic and cultural backgrounds with child language disorders, language-learning disorders and related comorbid disorders (phonological awareness, auditory processing, dyslexia, ADHD, and literacy).AC2 (linked to ILO2-ILO4): Differentiating between the language behavior of clients / learners with possible language delays, childhood language disorders, language-learning disorders, and related comorbid disorders (phonological awareness, auditory processing, dyslexia, ADHD, and literacy).AC3 (linked to ILO1): Relating, examining, and explaining the effect of Auditory Perceptual/ Processing Disorders (APD), Attention Deficit Hyperactivity Disorder (ADHD) as underlying causes or co-morbid conditions on CLD, LLD and dyslexia.AC4 (linked to ILO3): Selecting suitable assessment models and (informal and formal) procedures for learners / clients with a possible CLD /LLD clients from diverse linguistic and cultural backgrounds.				

	<ul style="list-style-type: none"> • AC5 (linked to ILO3-ILO4): Examining and comparing assessment findings and create an accurate assessment report integrating teamwork, collaboration, and relevant documentation i.e. portfolio's relevant for the South African educational context. • AC6 (linked to ILO4): Providing applicable feedback to the different stakeholders in the educational context. • AC7 (linked to ILO1-ILO5): Demonstrating the role of the SLT in the South African educational context to all relevant stakeholders. • AC8 (linked to ILO5): Selecting and implementing suitable intervention/ management programmes (embedded within the South African curriculum (CAPS) for CLD/ LLD clients/ learners from diverse linguistic and cultural backgrounds. • AC9 (linked to ILO1-ILO5): Administrative and management skills; problem solving by analyzing and implementing assessment and management programmes. • AC10 (linked to ILO2-ILO4): Interpersonal skills; communication skills by engaging with peers/ clients/ learners and all relevant stakeholders during assessment and management. • AC11 (linked to ILO1-ILO5): Respect and diversity for all stakeholders in assessment and management. • AC12 (linked to ILO1-ILO4): Research literature and integration skills to gain knowledge by linking the co-morbid conditions with CLD/ LLD and for problem solving. • AC13 (linked to ILO1-ILO3): Logical thinking regarding the onset and progression that might have caused language disorders and/ scholastic problems. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • An appreciation for working in a group as well as an appreciation of diversity within this group as they work within teams elicited through a peer-evaluation questionnaire and self-evaluation during feedback. • Respect for colleagues as they work within teams elicited through a peer-evaluation questionnaire. • Commitment to the learning and clinical process through a self-evaluation checklist and feedback. • Ethical and professional behaviour by handing reports and plans in on time and being truthful in a self- and peer evaluation questionnaire/ checklist. • Ethical and professional conduct in the management of clients, application and presenting of programmes and in collaborating and support of all stakeholders through self- and peer evaluation questionnaire/ checklist.
Assessment Methods:	<p>Continuous assessment: Structural direct observation (integrated ILO1-ILO4) – Assessment by clinical supervisor (global rating with comments and written feedback). Clinical skill observation by supervisor (integrated ILO1-ILO4) Clinical reports as determined by the assignment of clients at each</p>

		clinical site.			
		Summative assessment: Oral examination x 1 hr			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)			40
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)			50
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Practical	Choose an item.	Choose an item.	Choose an item.
	Duration	1 Hour			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	AREA031
Module Name:	AURAL (RE)HABILITATION AND EDUCATIONAL AUDIOLOGY
Module Content:	<ul style="list-style-type: none"> Definitions, models and need for Aural Rehabilitation (AR) (process of AR, development of auditory skills, effects of hearing impairment on speech and language and co-morbidity factors in hearing impairment). Paediatric Aural (Re)habilitation (developmental problems of children with untreated hearing loss, benefits of AR and early intervention, assessment, and intervention (incl. ICF-CY), family-centred rehabilitation and management). Adult & Geriatric Aural Rehabilitation (differences between adult and paediatric AR, assessment, and intervention). Application of South African Sign Language. Educational audiology (historical and current perspectives, educational system in the South Africa context, scope of practice and minimum competencies of the educational audiologist, roles and responsibilities of an educational audiologist, service delivery models). Educational methodologies (challenges of teaching a child with hearing impairment, educational goals for a child with hearing impairment, hearing screening, identification and conservation in an educational context, classroom acoustics). Counselling

	<ul style="list-style-type: none"> Ethical considerations in AR and educational audiology.
Learning Outcomes:	<p>KNOWLEDGE: By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> ILO1: Understand aural rehabilitation for various populations with hearing loss. This includes understanding of theoretical components as well as application of aural rehabilitation assessment and intervention principles and practices. ILO2: Understand the history and current perspectives of education in relation to children with HL in the South African context, including appropriate service delivery models that can be used within different schools and regions within the South African context. ILO3: Understand the roles and responsibilities of an educational audiologist, including hearing health promotion and hearing conservation in the education setting as well as classroom acoustics and its impact on learning for the learner with hearing impairment. ILO4: Understand the needs of the individual with a hearing loss and design culturally appropriate individual education intervention plans using the relevant theories and frameworks. ILO5: Understand ethical considerations when working with an individual with a hearing impairment. <p>SKILLS: By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> Personal skills: Reading and summarizing of information whilst engaging in reading material, applying skills and practices in various settings; utilizing diverse and even contradictory points of view; and, understanding issues and positions contextually, Problem-solving skills that help to identify the problem, propose solutions, choose the best one, and implement it, creative thinking by “thinking outside the box”, interpretative skills to closely examine ideas, to identify assumptions, reasons and claims, and to gather detailed information from case presentations, demonstrate detailed use of correct SASL structures and understanding of sustained signed conversations. Administrative skills: Integrative skills; connecting skills and knowledge from multiple sources and experiences, Critical thinking by approaching problems in a consistent and systematic way. Interpersonal skills: Ability to reflect on the importance of communication, develop and demonstrate interview, feedback and counselling skills, working within a team while engaging in group work tasks, referral skills. <p>VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes:</p>

	<ul style="list-style-type: none"> • Take responsibility for their own learning and commitment to the learning and reflection process. • Responsibility to patient care. • Show an appreciation for other colleagues' input and considerations as they work within teams. • Show a positive, unconditional regard for the wellbeing of a patient by showing a genuine openness, within the counselling relationship while maintaining a professional focus. • Show empathic understanding, and the ability to see things from the patient's perspective. • Show an appreciation of aural rehabilitation, South African Sign Language and Deaf Culture and educational audiology. • Show an appreciation for ethical behaviour in assessment and intervention of the hearing impaired. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	12		3		090202
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (70 Hours)	0	1 (10 Hours)	0	3 (40 Hours)
					Total NSH = 120 Hours
Pre-requisite modules for this module:	<ul style="list-style-type: none"> • Child Language Disorders • Early Communication Intervention • Clinical Speech-Language Pathology I • Clinical Speech-Language Pathology II 				
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Describing the various approaches to paediatric, adult, and geriatric aural habilitation and rehabilitation, and display ability to map new knowledge onto a given body of theory; through logical thinking. • AC2 (linked to ILO1): Assessment and intervention in paediatrics, adults, and geriatrics with hearing impairment to aid them in communication and develop culturally appropriate individualised intervention plans with the relevant management strategies. 				

	<ul style="list-style-type: none"> • AC3 (linked to ILO2): Identifying and discussing challenges, problems and solutions related to the South African educational system. • AC4 (linked to ILO3): Describing the role of the educational audiologist in the process of evaluation and rehabilitation of the individual with a hearing impairment. • AC5 (linked to ILO3): Discussing the importance of counselling and consulting with professionals, demonstrating the ability to fulfil the role of the audiologist as part of the multidisciplinary team as well as presenting and communicating information, own ideas, and opinions in well-structured arguments. • AC6 (linked to ILO4): Describing the factors, educational goals and needs which affect the educational status of the individual with a hearing loss. • AC7 (linked to ILO5): Discussing the roles and responsibilities, scope of practice and code of ethics pertaining to aural rehabilitation and educational audiology • AC8 (linked to ILO5): Analysing case studies, identifying possible ethical dilemmas and providing possible solutions in aural rehabilitation and educational audiology. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none"> • Demonstrating effective communication, interview, feedback, and counselling skills to communicate in group situations during role play. • Using specific sign language expressions in familiar and unfamiliar topics and facilitating discussions with Deaf individuals or groups of Deaf people using SASL. • Describing and interpreting signed conversations and sustained signed dialogues between first-language signers. • Discussing Deaf cultural aspects of SASL when using it in various contexts. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Taking responsibility for their own learning and commitment to the learning and reflection process. • Taking responsibility for patient care. • Showing an appreciation for other colleagues' input and considerations as they work within teams. • Showing a positive, unconditional regard for the wellbeing of a patient by showing a genuine openness, within the counselling relationship while maintaining a professional focus. • Showing empathic understanding, and the ability to see things from the patient's perspective. • Showing an appreciation of aural rehabilitation, South African Sign Language and Deaf Culture and educational audiology.
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		<ul style="list-style-type: none">Showing an appreciation for ethical behaviour in assessment and intervention of the hearing impaired.			
Assessment Methods:		Formative assessment: 2x written test (integrated ILO1-ILO5) eliciting skills of basic integration of knowledge (including MCQ's short and long answer questions) 1x assignment (including written assignment (ILO3, ILO4) and group assignment (role play) (ILO1) relating to demonstrating aural rehabilitation sessions Sign Language component: Multi-source assessment (Peer and self-assessment). Summative assessment: Examination (written) x 3 hr examination			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	ADMD031
Module Name:	ADULT DYSPHAGIA AND MOTOR SPEECH DISORDERS
Module Content:	<ul style="list-style-type: none"> Normal anatomy and physiology (swallowing and motor speech production). Symptoms associated with swallowing and motor speech disorders. Swallowing and motor speech disorders in various populations (neurological lesions, stroke, head trauma, burns, spinal cord injury, oral and laryngeal cancer, progressive neurological disease, etc.). Promotion, prevention, and identification. Clinical bedside examination.

	<ul style="list-style-type: none"> • Procedures for assessment (swallowing and motor speech production) (incl. ICF and AAC). • Airways and their management (non-oral feeding). • Medical management (swallowing and motor speech disorders). • Therapeutic management (swallowing and motor speech disorders) (incl. patient-centered care, and telehealth). • Augmentative and alternative communication. • Ethics 		
Learning Outcomes:	<p><u>KNOWLEDGE:</u> By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Know and understand normal anatomy and physiology involved in swallowing and/or speech production. • ILO2: Know and understand the causes of swallowing and motor speech disorders, as well as their resultant symptoms. • ILO3: Create and plan promotion, prevention, identification, assessment and management of swallowing and motor speech disorders (incl. tele-habilitation and AAC). • ILO4: Apply the ICF and person-centered care for the assessment and intervention of clients with swallowing and motor speech disorders. • ILO5: Understand, analyse, and evaluate ethical principles in the management of clients with swallowing and motor speech disorders. <p><u>SKILLS:</u> By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Pedagogical skills: Understanding subject and its central organizing concepts, integrative and interpretive skills. • Interpersonal skills: Working within a team or a group, to engage in meaningful communication. • Reflective skills: Critically examine own conceptions with those of others, problem-solving. • Personal skills: Time management, goal setting, planning, setting priorities. • Administrative and management skills: Analytical skills that allow for making of sound decisions and investigate problems, planning and managing co-curricular activities. <p><u>VALUES/ATTITUDES:</u> By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Respect and appreciation of diversity in peers and clients. • Show a positive, unconditional regard for the well-being of clients. • Appreciation for professional and ethical behaviour. • Appreciation for benefits of working in a group or team. • Appreciation of the scope and boundaries of each profession. 		
Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3 rd Order)

	12		3		090203
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (64 Hours)	0	1 (12 Hours)	2.5 (22 Hours)	2.5 (22 Hours) Total NSH = 120 Hours
Pre-requisite modules for this module:	NEUR022, RADP021, APLG021				
Co-requisites modules for module:	ANLD031				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i>				
	<p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none">• AC1 (linked to ILO1): Know and understand normal anatomy and physiology involved in swallowing and/or speech production by identifying, defining, and describing the anatomical structures and neurology of the swallowing and speech production process.• AC2 (linked to ILO1): Know and understand normal anatomy and physiology involved in swallowing and/or speech production by describing, explaining, and summarizing the physiology of swallowing according to the four swallowing phases and phases of speech production.• AC3 (linked to ILO2): Know and understand the causes of swallowing and speech disorders, as well as their resultant symptoms by identifying, listing, discussing the causes and symptoms of swallowing and motor speech disorders.• AC4 (linked to ILO3): Create and plan promotion, prevention, identification, assessment and management of swallowing and speech disorders by selecting, recommending and describing appropriate plan promotion, prevention, identification, assessment and management strategies for clients at risk of/or presenting with swallowing and motor speech disorders.• AC5 (linked to ILO3): Creating and planning promotion, prevention, identification, assessment and management of swallowing and motor speech disorders by predicting and formulating a diagnosis based on assessment findings.• AC5: (linked to ILO4): Applying the ICF and person-centered care frameworks for the assessment and intervention of clients with swallowing and speech disorders by using and employing the				

		<p>frameworks during assessment and management of clients with swallowing and/or motor speech disorders.</p> <ul style="list-style-type: none"> • AC6: (linked to ILO5): Understand, analyse and evaluate ethical principles in the management of clients with swallowing and speech disorders by discussing, relating, and categorizing various ethical principles in the management of clients with swallowing and or motor speech disorders. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none"> • Pedagogical skills by selecting, analysing and appraising promotion, identification, assessment and management strategies and techniques based on individual and cases and available resources across various contexts. • Interpersonal skills by engaging with groups. • Reflective skills by correcting misunderstandings of content during assessment feedback with the lecturer. • Personal skills by submitting assessment times timeously and ensuring sufficient time for independent learning in preparation for assignments and tests. • Administrative and management skills by analysing and selecting appropriate assessment and management techniques and tools. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Respect and appreciation of diversity in peers and clients. • Show a positive, unconditional regard for the well-being of clients. • Appreciation for professional and ethical behaviour. • Appreciation for benefits of working in a group or team. • Appreciation of the scope and boundaries of each profession. 			
Assessment Methods:		<p>Continuous assessment: 2x written tests (integrated ILO1-ILO5) eliciting skills of basic integration of knowledge (including MCQ's, short and long answer questions). 1x assignment (ILO1-ILO3) (including written assignment/ presentation/ poster/ compiling a screening and assessment kit).</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)		50	
Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory /	Theory	Choose an	Choose an	Choose an

Paper:	Practical		item.	item.	item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	ANLD031
Module Name:	ACQUIRED NEUROGENIC LANGUAGE DISORDERS
Module Content:	<ul style="list-style-type: none"> • Normal anatomy and physiology for language production. • Neuropathology of acquired neurogenic language disorders. • Symptoms associated with acquired neurogenic language disorders. • Acquired neurogenic language disorders in various populations (aphasia, right hemisphere damage, traumatic brain injury, dementia). • Promotion, prevention, and identification. • Clinical bedside examination. • Procedures for assessment for the different acquired neurogenic language disorders (incl. ICF and ICF-CY). • Medical and therapeutic management (incl. telehealth, patient-centered care and/or family-centered care). • Augmentative and alternative communication. • Ethics
Learning Outcomes:	<p><u>KNOWLEDGE:</u> By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Know and understand normal anatomy and physiology involved in language production. • ILO2: Know and understand the causes of acquired neurogenic language disorders, as well as their resultant symptoms. • ILO3: Create and plan promotion, prevention, identification, assessment, and management of acquired neurogenic language disorders (incl. tele-habilitation and AAC). • ILO4: Apply the ICF, ICF-CY, person-centered care and family-centered care for the assessment and intervention of clients with acquired neurogenic language disorders. • ILO5: Understand, analyse, and evaluate ethical principles in the management of clients with acquired neurogenic language disorders. <p><u>SKILLS:</u> By the end of this module, the student must have developed the</p>

	<p>following skills:</p> <ul style="list-style-type: none"> • Pedagogical skills: Understanding subject and its central organizing concepts, integrative and interpretive skills. • Interpersonal skills: Working within a team or a group, to engage in meaningful communication. • Reflective skills: Critically examine own conceptions with those of others, problem-solving. • Personal skills: Time management, goal setting, planning, setting priorities. • Administrative and management skills: Analytical skills that allow for making of sound decisions and investigate problems, planning and managing co-curricular activities. <p>VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Respect and appreciation of diversity in peers and clients. • Show a positive, unconditional regard for the well-being of clients. • Appreciation for professional and ethical behaviour. • Appreciation for benefits of working in a group or team. • Appreciation of the scope and boundaries of each profession. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
	12		3		090203
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		Full time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (64 Hours)	0	1 (12 Hours)	1 (12 Hours)	4 (32 hours) Total NSH = 120 Hours
Pre-requisite modules for this module:	NEUR022, RADP021, ECOM021, CLAD021, APLG021				
Co-requisites modules for module:	ADMD031, CSLP031				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Know and understand normal anatomy and physiology involved in language production by identifying, 				

	<p>defining and describing the anatomical structures and neurology of the language production process</p> <ul style="list-style-type: none"> • AC2 (linked to ILO2): Know and understand the causes of acquired neurogenic language disorders, as well as their resultant symptoms by identifying, listing, discussing the causes and symptoms of language disorders • AC3 (linked to ILO3): Create and plan promotion, prevention, identification, assessment and management of acquired neurogenic language disorders by selecting, recommending and describing appropriate plan promotion, prevention, identification, assessment and management strategies for clients at risk of/or presenting with acquired neurogenic language disorders • AC4 (linked to ILO3): Create and plan promotion, prevention, identification, assessment, and management of acquired neurogenic language disorders by predicting and formulating a diagnosis based on assessment findings • AC5 (linked to ILO4): Apply the ICF, ICF-CY, person-centered care and family-centered care frameworks for the assessment and intervention of clients with acquired neurogenic language disorders by using and employing the frameworks during assessment and management of clients language disorders • AC6 (linked to ILO5): Understand, analyse and evaluate ethical principles in the management of clients with acquired neurogenic language disorders by discussing, relating and categorizing various ethical principles in the management of clients with acquired neurogenic language disorders <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none"> • Pedagogical skills by selecting, analysing, and appraising promotion, identification, assessment and management strategies and techniques based on individual and cases and available responses across various contexts. • Interpersonal skills by engaging with groups. • Reflective skills by correcting misunderstandings of content during assessment feedback with the lecturer. • Personal skills by submitting assessment times timeously and ensuring sufficient time for independent learning in preparation for assignments and tests. • Administrative and management skills by analysing and selecting appropriate assessment and management techniques and tools. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Respect and appreciation of diversity in peers and clients. • Show a positive, unconditional regard for the well-being of clients. • Appreciation for professional and ethical behaviour. • Appreciation for benefits of working in a group or team.
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		<ul style="list-style-type: none"> Appreciation of the scope and boundaries of each profession. 			
Assessment Methods:		<p>Continuous assessment: 2x written tests (integrated ILO1-ILO5) eliciting skills of basic integration of knowledge (including MCQ's, short and long answer questions). 1x assignment (ILO1-ILO3) (including written assignment, presentation, poster and compiling a screening and assessment kit).</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark	60	
			% Summative Assess Mark	40	
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	CSLP031
Module Name:	CLINICAL SPEECH- LANGUAGE PATHOLOGY III
Module Content:	<ul style="list-style-type: none"> ECI (including special populations including craniofacial anomalies, syndromes; cerebral palsy) Voice disorders Fluency disorders
Learning Outcomes:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>The student's <u>SKILLS</u> will be assessed in:</p> <ul style="list-style-type: none"> ILO1: Show clinical competence in the prevention, identification, and assessment of speech disorders associated with young children <3 years of age (including special populations e.g. craniofacial anomalies, syndromes; cerebral palsy).

	<ul style="list-style-type: none"> • ILO2: Demonstrate the ability to effectively prevent, identify and assess, and treat individuals of all ages with voice disorders (including laryngectomy) and /or fluency disorders. • ILO3: Compile an accurate assessment report and effectively work as part of a multi/inter-disciplinary rehabilitation team to provide optimal, integrated services to children with speech/communication disorders, as well as those all individuals with voice (including laryngectomy) and fluency disorders, as well as the family / significant others. • ILO4: Develop prevention and promotion programmes for schools (Voice, and Dysfluency, as well as for all children (0-3 years) requiring early childhood intervention (ECI). • Pedagogical skills: Understanding subject and its central organizing concepts, integrative and interpretive skills. • Interpersonal skills: Working within a team or a group, to engage in meaningful communication. • Reflective skills: Critically examine own conceptions with those of others, problem-solving. • Personal skills: Time management, goal setting, planning, setting priorities. • Administrative and management skills: Analytical skills that allow for making of sound decisions and investigate problems, planning and managing co-curricular activities, employ American Psychological Association (APA) formats for citations of print and electronic materials. <p>VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Appreciation of working in a team. • Respect and appreciation of diversity in clients. • Professional and ethical behaviour. • Awareness of the influence of contextual factors i.e. culture and language. • Research literature for problem solving. • Become agents of change by educating clients, significant others, and team members. • Consolidate and synthesise the theory to practice. • Demonstrate responsibility towards their own learning. • Group/teamwork • Appreciation for research needs within the South African context. • Responsibility to advancing knowledge within the profession. 		
Module Information:	SAQA Credits	ITS Course Level Code	CESM Code (3rd Order)
	20	3	090203
Delivery Information:	Campus	Full/Part Time	Period (1st/2ndSem)

	SMU		Full time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	0	8 (140 Hours)	1 (10 Hours)	0	3 (50 Hours)
					Total NSH = 200 Hours
Pre-requisite modules for this module:	RADP021, NEUR022, APLG021, ECOM021, SSSD022, CSLP021, CSLP022				
Co-requisites modules for module:	ANLD031				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<i>Students must be able to demonstrate: accuracy and competence in the clinical assessment and management of a patient. This will be assessed using a graded marking rubric including a self-evaluation of performance. The formative assessment form will also include constructive written feedback to the students focusing on areas requiring improvement. The student will also be assessed on the completion of a clinical report, which will be evaluated using a graded marking rubric.</i>				
	Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through clinical skill observation and clinical reports: <ul style="list-style-type: none">• AC1 (linked to ILO1-ILO4): Planning and conducting a suitable assessment, integrate the information and effectively communicate results with suitable recommendations in a culturally sensitive manner in working with clients with voice and fluency disorders, and also those requiring early childhood intervention (including those from special populations e.g. craniofacial anomalies, syndromes and cerebral palsy).• AC2 (linked to ILO1-ILO4): Develop and implement a communication programme for specific clients in consultation with all role players in working with clients with voice and fluency disorders, and also those requiring early childhood intervention (including those from special populations e.g. craniofacial anomalies, syndromes and cerebral palsy).• AC3 (linked to ILO1-ILO4): Create a communication system that is suitable for a specific client in working with clients with voice and fluency disorders, and also those requiring early childhood intervention (including those from special populations e.g. craniofacial anomalies, syndromes and cerebral palsy).• AC4 (linked to ILO1-ILO4): Consult with caregivers and significant others in the implementation of the intervention in working with clients with voice and fluency disorders, and also those requiring early childhood intervention (including those from special populations e.g. craniofacial anomalies, syndromes and cerebral palsy).				

		Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation: <ul style="list-style-type: none"> • Demonstrating empathy to the patient and significant others. • Demonstrating respect and tolerance toward the patient, colleagues, supervisor, and significant others. • Evaluating commitment to the learning and reflection process through a student-supervisor feedback session. • Demonstrating professionalism in behaviour, body, and verbal language. • Showing accountability and ethical practice by ensuring continuity of care to the patient. • Show flexibility in their thinking, planning and decision making by their willingness to adapt to a new context, test scenario or test situation. 			
Assessment Methods:		Continuous assessment: Structural direct observation (integrated ILO1-ILO4) – Assessment by clinical supervisor (global rating with comments and written feedback) Clinical skill observation by supervisor (integrated ILO1-ILO4) Clinical reports as determined by each clinical block/ site Session planning Self-evaluation Summative assessment: Oral examination x 1 hr			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	PDMD032
Module Name:	PAEDIATRIC DYSPHAGIA AND MOTOR SPEECH DISORDERS

<p>Module Content:</p>	<ul style="list-style-type: none"> • Normal anatomy, physiology, and embryology (swallowing and speech production). • Swallowing and speech disorders of various causes (neurological lesions; dysphagia in CVA clients; dysphagia in head trauma, spinal cord injury and neurosurgical procedures). • Procedures for assessment of swallowing and speech disorders in NICU (clinical bedside evaluation). • Airways and their management (non-oral feeding). • Therapeutic management of swallowing disorders. • Childhood apraxia • Childhood dysarthria • Medical management, ethics, and interdisciplinary team. • Promotion, prevention, and identification. • Augmentative and alternative communication.
<p>Learning Outcomes:</p>	<p><u>KNOWLEDGE:</u> By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Know and understand normal anatomy, physiology involved in swallowing and/or speech production. • ILO2: Know and understand the causes of swallowing and motor speech disorders, as well as their resultant symptoms (e.g. apraxia and dysarthria). • ILO3: Create and plan promotion, prevention, identification, assessment and management of swallowing and childhood motor speech disorders (incl. tele-habilitation and AAC). • ILO4: Apply the ICF and person-centered care for the assessment and intervention of clients with swallowing and childhood motor speech disorders (e.g. apraxia and dysarthria). • ILO5: Understand, analyse, and evaluate ethical principles in the management of clients with swallowing and childhood motor speech disorders. <p><u>SKILLS:</u> By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Pedagogical skills: Understanding subject and its central organizing concepts, integrative and interpretive skills. • Interpersonal skills: Working within a team or a group, to engage in meaningful communication. • Reflective skills: Critically examine own conceptions with those of others, problem-solving. • Personal skills: Time management, goal setting, planning, setting priorities. • Administrative and management skills: Analytical skills that allow for making of sound decisions and investigate problems, planning and managing co-curricular activities. <p><u>VALUES/ATTITUDES:</u> By the end of this module, students must have developed the following inherent values/ attitudes:</p>

	<ul style="list-style-type: none">• Respect and appreciation of diversity in peers and clients.• Show a positive, unconditional regard for the well-being of clients.• Appreciation for professional and ethical behavior.• Appreciation for benefits of working in a group or team.• Appreciation of the scope and boundaries of each profession.				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	16		3		090203
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		2 nd
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	12 (86 Hours)		2 (16 Hours)		8 (58 Hours)
					Total NSH = 160 Hours
Pre-requisite modules for this module:	NEUR022, SSSD022 , ECOM021 , CSLP021 , CSLP022				
Co-requisites modules for module:	CSLP031				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i>				
	<p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none">• AC1 (linked to ILO1): Know and understand normal anatomy and physiology involved in swallowing and/or speech production by identifying, defining, and describing the anatomical structures and neurology of the swallowing and motor speech production process.• AC2 (linked to ILO1): Know and understand normal anatomy and physiology involved in swallowing and/or speech production by describing, explaining, and summarizing the physiology of swallowing according to the four swallowing phases and phases of speech production.• AC3 (linked to ILO2): Identify, list, and discuss the causes and symptoms of swallowing and motor speech disorders in children.• AC4 (linked to ILO3): Create and plan a programme for the promotion, prevention, identification, assessment and management of swallowing and motor speech disorders in children.• AC5 (linked to ILO3): Formulate a diagnosis based on assessment findings for clients with swallowing and/or motor speech disorders in children.				

		<ul style="list-style-type: none"> • AC6 (linked to ILO5): Understand, analyse and evaluate ethical principles in the (therapeutic and medical) management of clients with swallowing and motor speech disorders by discussing, relating and categorizing various ethical principles in the management of clients with swallowing and or motor speech disorders. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none"> • Pedagogical skills by selecting, analysing, and appraising promotion, identification, assessment and management strategies and techniques based on individual and cases and available responses across various contexts. • Interpersonal skills by engaging with groups. • Reflective skills by correcting misunderstandings of content during assessment feedback with the lecturer critically examine own conceptions with those of others, problem-solving. • Personal skills time management, goal setting, planning, setting priorities. • Administrative and management skills analytical skills that allow for making of sound decisions and investigate problems, planning and managing co-curricular activities. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Respect and appreciation of diversity in peers and clients. • Show a positive, unconditional regard for the well-being of clients. • Appreciation for professional and ethical behaviour. • Appreciation for benefits of working in a group or team. • Appreciation of the scope and boundaries of each profession. 			
Assessment Methods:		<p>Continuous assessment: 2x written tests (integrated ILO1-ILO5) eliciting skills of basic integration of knowledge (including MCQ's, short and long answer questions). 1x assignment (e.g. written assignment/ presentation/ communication board, poster/ compiling a screening and assessment kit).</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)		50	
Summative		Paper 1	Paper 2	Paper 3	Paper 4

Assessment Paper:	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	CSLP032
Module Name:	CLINICAL SPEECH-LANGUAGE PATHOLOGY IV
Module Content:	<ul style="list-style-type: none"> • Aphasia • Apraxia • TBI • Adult Dysphagia • ICF • Client-centered approach • Evidence-based practice • Group intervention
Learning Outcomes:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>The student's <u>SKILLS</u> will be assessed in:</p> <ul style="list-style-type: none"> • ILO1: Understand, apply, analyse and evaluate effective assessment/ appraisal for patients and clients from diverse linguistic and cultural backgrounds with neuro-motor and neurogenic communication. • ILO2: Analyse and evaluate assessment findings to differentiate between different neuro-motor and neurogenic language disorders. • ILO3: Create an accurate assessment report integrating teamwork, collaboration, client records and documentation suitable for the South African context. • ILO4: Evaluate, analyse and apply suitable counselling and consultation to individuals, significant others, and relevant stakeholders from diverse linguistic and cultural backgrounds. • ILO5: Create and apply suitable integrated multi-disciplinary rehabilitation programmes to individuals / groups with neuro-motor or acquired language disorders and to the family / significant others in the South African context. • ILO6: Create a plan for client reintegration into society and/ or the workplace.

	<ul style="list-style-type: none"> • Respect for diversity (integrity) • Teamship/ Interpersonal skills • Problem solving • Communication skills • Responsibility for self and others • Act in a professional and ethical manner • Administrative and management skills (analytical skills) • Research literature for problem solving/ integration skills • Agents of change <p>VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Appreciation of working in a group • Respect and appreciation of diversity (integrity) • Professional and ethical behavior • Commitment • Care and concern for all people (honesty) • Ethical and professional behaviour 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	40		3		090203
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		2 nd
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	0	16 (280 Hours)	2 (20 Hours)	0	6 (100 Hours) Total NSH = 400 Hours
Pre-requisite modules for this module:	RADP021, NEUR022, APLG021				
Co-requisites modules for module:	ADMD031, ANLD031, CSLP031				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>Students must be able to demonstrate: accuracy and competence in the clinical assessment and management of a patient. This will be assessed using a graded marking rubric including a self-evaluation of performance. The formative assessment form will also include constructive written feedback to the students focusing on areas requiring improvement. The student will also be assessed on the completion of a clinical report, which will be evaluated using a graded marking rubric.</i></p> <p>Students must be able to show evidence of development of the</p>				

	<p>following <u>SKILLS</u> that will be evaluated through clinical skill observation and clinical reports:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Select and implement suitable assessment models and (formal and informal) measures for patients and clients from diverse linguistic and cultural backgrounds with neuro-motor and neurogenic communication • AC2 (linked to ILO2): Examine the assessment findings to differentiate between different neuro-motor and neurogenic language disorders • AC3 (linked to ILO3): Formulate an accurate assessment report (integrating teamwork, collaboration, relevant client records and documentation) suitable for the South African context • AC4 (linked to ILO4): Provide suitable counselling and consultation to individuals with neuro-motor and neurogenic language disorders from diverse linguistic and cultural backgrounds • AC5 (linked to ILO5): Provide counselling and consultation to significant others and other relevant stakeholders from diverse linguistic and cultural backgrounds • AC6 (linked to ILO5): Develop and implement integrated multi-disciplinary rehabilitation programmes to individuals / groups with neuro-motor or acquired language disorders in the South African context • AC7 (linked to ILO5): Develop a plan for client reintegration into society and/ or the workplace. • AC8 (linked to ILO1-ILO6): Administrative and management skills; problem solving by analyzing and implementing assessment and management programmes. • AC9 (linked to ILO1-ILO6): Interpersonal skills; communication skills by engaging with peers/ clients/ learners and all relevant stakeholders during assessment and management. • AC10 (linked to ILO1-ILO6): Respect and diversity for all stakeholders in assessment; management. • AC11 (linked to ILO1-ILO5): Research literature and integration skills to gain knowledge by linking the condition with relevant literature and problem solving. • AC12 (linked ILO1-ILO6): Logical thinking skills the onset / cause and progression of the disorder as well as the management thereof. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • An appreciation for working in a group as well as an appreciation of diversity within this group as they work within teams elicited through a peer-evaluation questionnaire and self-evaluation during feedback • Respect for colleagues as they work within teams elicited through a peer-evaluation questionnaire
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		<ul style="list-style-type: none"> • Commitment to the learning and clinical process through a self-evaluation checklist and feedback • Ethical and professional behaviour by handing reports and plans in on time and being truthful in a self - and peer evaluation questionnaire/ checklist • Ethical and professional conduct in the management of clients, application and presenting of programmes and in collaborating and support of all stakeholders, utilising a self - and peer evaluation questionnaire/ checklist. 			
Assessment Methods:		Continuous assessment: Structural direct observation (integrated ILO1-ILO6) – Assessment by clinical supervisor (global rating with comments and written feedback) Clinical skill observation by supervisor (integrated ILO1-ILO6) Clinical reports as determined by each clinical block Summative assessment: Oral examination x 1 hr			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark	60	
			% Summative Assess Mark	40	
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Practical	Choose an item.	Choose an item.	Choose an item.
	Duration	1 Hour			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	REST030
Module Name:	RESEARCH AND STATISTICS
Module Content:	<ul style="list-style-type: none"> • Introduction to research paradigms and frameworks. • Identifying the research question/purpose. • Introduction to qualitative research methods (incl. characteristics of qualitative research methods). • Introduction to quantitative research methods (incl. characteristics of quantitative research methods). • Methods of data collection and sampling.

	<ul style="list-style-type: none"> • Common quantitative and qualitative tools. • Qualitative analysis approaches (incl. organizing data, computer assisted data management, transcription and coding, thematic analysis, narrative analysis, discourse analysis). • Biostatistics (application of statistical principles, e.g. purpose and strengths of statistics, tools and techniques for data collection, descriptive vs inferential statistics, standard deviation, confidence intervals, to questions and problems in medicine and health). • Reliability vs validity issues in research (incl. pilot testing and bias). • Ethics in research. • Research project administration (requirements for submission, deadlines for submissions of research proposals & research projects, research contract, roles and responsibilities of the supervisor, assessment guidelines).
Learning Outcomes:	<p><u>KNOWLEDGE:</u> By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Know and understand research paradigm and frameworks for qualitative and quantitative research methods. • ILO2: Know, understand, apply, analyse, and evaluate qualitative and quantitative research tools, procedures, and data analysis methods. • ILO3: Understand, analyse, and evaluate ethical principles in research. • ILO4: Design a research proposal/report. • ILO5: Complete a research proposal. <p><u>SKILLS:</u> By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Pedagogical skills: Understanding subject and its central organizing concepts, integrative and interpretive skills. • Interpersonal skills: Working within a team or a group, to engage in meaningful communication. • Reflective skills: Critically examine own conceptions with those of others, problem-solving. • Personal skills: Time management, goal setting, planning, setting priorities. • Administrative and management skills: Analytical skills that allow for making of sound decisions and investigate problems, planning and managing co-curricular activities, employ American Psychological Association (APA) formats for citations of print and electronic materials. <p><u>VALUES/ATTITUDES:</u> By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Consolidate and synthesise the theory to practice. • Demonstrate responsibility towards their own learning. • Group/teamwork.

	<ul style="list-style-type: none"> • Commitment to completing research proposal. • Appreciation for research needs within the south African context. • Responsibility to advancing knowledge within the profession. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	16		3		090202
Delivery Information:	Campus		Full/Part Time		Period (Y/1 st /2 nd Sem)
	SMU		Full time		Y
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	12 (86 Hours)		2 (16 Hours)		8 (58 Hours)
					Total NSH = 160 Hours
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Know and understand research paradigm and frameworks for qualitative and quantitative research methods by listing, describing, and discussing research paradigms and frameworks. • AC2 (linked to ILO2): Know, understand, apply, analyse and evaluate qualitative and quantitative research tools, procedures and data analysis methods by identifying, describing, explaining, employing, comparing and appraising qualitative and quantitative research tools, procedures and data analysis methods. • AC3 (linked to ILO3): Understand, analyse, and evaluate ethical principles in research by discussing, relating, and employing various ethical principles during the research process. • AC4 (linked to ILO1-ILO4): Design a research proposal/report by selecting and preparing key elements of a research proposal/report. • AC5 (linked to ILO1-ILO5): Complete a research proposal by selecting and preparing key elements of a research proposal. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p>				

		<ul style="list-style-type: none"> • Pedagogical skills by selecting, analysing, and appraising research methodologies, procedures, and data analysis methods. • Interpersonal skills by engaging with groups. • Reflective skills by correcting misunderstandings of content during assessment feedback with the lecturer. • Personal skills by submitting assessment times timeously and ensuring sufficient time for independent learning in preparation for assignments and tests. • Administrative and management skills by analysing and selecting appropriate research frameworks, procedures, and tools. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Consolidate and synthesise the theory to practice. • Demonstrate responsibility towards their own learning. • Group/teamwork. • Commitment to completing research proposal. • Appreciation for research needs within the South African context. • Responsibility to advancing knowledge within the profession. 			
Assessment Methods:		<p>Formative assessment: 2x written test (integrated ILO1-ILO5) eliciting skills of basic integration of knowledge (including MCQ's short and long answer questions). 1x assignment (ILO1-ILO5) (complete research proposal)</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	BELD041
Module Name:	BUSINESS MANAGEMENT, ENTREPRENEURSHIP AND LEADERSHIP DEVELOPMENT
Module Content:	<ul style="list-style-type: none"> • Entrepreneurship in healthcare • Definition of strategy, strategic planning, and strategic management. • Difference between strategic and operational planning. • Model of strategic planning. • SWOT Analysis • Porter 5 forces model • Strategic objectives vs. alternative strategies (grand and generic). • Choosing the right strategy. • Components of a business plan. • Marketing mix vs. product mix. • Price of assessment, intervention, and hearing aids • Place (location) of practice • Promotion of practice within HPCSA rules. • Marketing plan • Competitive analysis • Advertising options for the practitioner within the HPCSA rules. • Consumer Protection Act • Ethics and leadership development: <ul style="list-style-type: none"> ○ Ethical frameworks ○ Ethics in business and people management ○ Leadership development ○ What is leadership? ○ Leadership versus Management ○ Models and frameworks of leadership ○ Case studies of leaders (global and local) • Global citizenship and international collaboration
Learning Outcomes:	<p>KNOWLEDGE: By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Demonstrate entrepreneurial leadership and management competencies. • ILO2: Apply different entrepreneurial approaches in the different aspects related to setting up an audiology practice. • ILO3: Understand and apply practice management principles within an audiology practice. • ILO4: Understand and evaluate the importance of strategic planning and marketing within the audiology practice. • ILO5: Understand and apply and differentiate strategic management from strategic planning. <p>SKILLS: By the end of this module, the student must have developed the following skills:</p>

	<ul style="list-style-type: none"> • Management and business skills: Develop an understanding of prioritizing, goal setting and time-management, collaboration, decision- making and planning through team interaction, critically examining own conceptions, and investigating problems to develop reasoning skills. • Problem solving skills: Solve problems through logical thinking, make sound theoretical judgments based on evidence and an ability to think about foundations, scope, and validity of knowledge gained. • Personal skills: Manage learning tasks autonomously, professionally, and ethically, and display the capacity to continue to learn independently for continuing academic/ professional development. • Leadership skills: manage to lead self and others (staff and community) using effective communication, motivation, delegation, positivity, trustworthiness, flexibility and creativity. <p>VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Self-motivation and desire towards Formative learning, excellence, and innovation. • Commitment and dedication to the profession. • Integrity, respect and sensitivity towards diverse backgrounds, populations, and cultures. • Care and concern for all people. • Ethical conduct. • Ethical business management and management of people. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
	12		4		090202
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		Full time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (70 Hours)	0	1 (10 Hours)	0	3 (40 Hours)
					Total NSH = 120 Hours
Pre-requisite modules for this module:	<ul style="list-style-type: none"> • Clinical Speech-Language Pathology III • Clinical Speech-Language Pathology IV 				
Co-requisites modules for module:	<ul style="list-style-type: none"> • Clinical Speech-Language Pathology V 				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i>				

	<p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Examining, discussing, and applying entrepreneurial leadership and management competencies • AC2 (linked to ILO2): Applying different entrepreneurial approaches in the different aspects related to setting up an audiology practice • AC3 (linked to ILO3): Examining and critiquing the core issues in a private practice. • AC4 (linked to ILO3): Critically discussing and examining a private practice competitive analysis and advantage, using Porter's 5 Forces. • AC5 (linked to ILO3): Discussing and applying ethical principles in practice management. • AC6 (linked to ILO4): Critically discussing, distinguishing, and identifying the dis/advantage of various advertising options. • AC7 (linked to ILO4): Examining, discussing, and applying the steps of a marketing plan. • AC8 (linked to ILO5): Creating, differentiating, distinguishing and critically discussing a business plan and strategic plan. • AC9 (linked to ILO5): Critically discussing and critiquing the 12 steps of strategic planning.. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none"> • Management skills by analysing and selecting appropriate research frameworks, procedures, and tools. • Problem solving skills by demonstrating good problem-solving skills during class discussions and completing assignments. • Personal skills by submitting assessment times timeously and ensuring sufficient time for independent learning in preparation for assignments and tests. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Commitment and dedication to the profession indicating self-confidence and enthusiasm towards life-long learning and excellence, through self-evaluation. • Commitment towards their own learning by engaging with the learning and reading materials through self-evaluation. • Integrity, respect and sensitivity towards different populations and cultures through self-evaluation. • Care and concern for all people through self-evaluation. • Ethical conduct through self-evaluation.
Assessment Methods:	<p>Formative assessment: Multi-source assessment (peer and self-assessment),</p>

		1x Semester test 1x Assessment: 1x oral case presentation of a case study: Ethical leadership and associated leadership style of a selected leader of choice. Case study simulations Summative assessment: Examination (written) x 3 hr examination			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)			40
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)			50
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			
	Sub minimum	40%			
	% Distribution (if more than one “Paper”)	100%			

Module Code: (4 alphabetic & 3 numeric)	RSLP041
Module Name:	RELEVANT ISSUES IN SPEECH-LANGUAGE PATHOLOGY PRACTICE
Module Content:	<ul style="list-style-type: none"> • Code of ethics for Speech-Language Pathologists • HPCSA guidelines for good practice in the Health Care Professions. • Social media in health care • POPI Act • CAPS • Education White papers • Learner diversity • Disability in the current South African context and within a Human Rights framework. • Definitions of Community-based rehabilitation • Concepts in Community-based rehabilitation • Multi-sectorial approach to rehabilitation • Different models of disability • Innovation and creativity within current societal challenges

	<ul style="list-style-type: none"> • Fourth Industrial Revolution and the impact on the Speech-Language Therapy profession.
Learning Outcomes:	<p><u>KNOWLEDGE:</u> By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Show knowledge and understanding of ethical theories and guidelines that guide clinical practice and decision making • ILO2: Show knowledge and understanding of Education curricula and policies relevant to the field of Speech-Language Pathology • ILO3: Show knowledge and understanding of Community Based Rehabilitation, enhancing the quality of life for people with disabilities and their significant others by meeting basic needs in a multi-sectorial approach to rehabilitation <p><u>SKILLS:</u> By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Practical application of ethical theories and guidelines related to Speech-Language Pathology practice. • Management skills: Develop an understanding of prioritizing, goal setting and time-management, collaboration, decision-making and planning through team interaction, critically examining own conceptions, and investigating problems to develop reasoning skills. • Problem solving skills: Solve problems through logical thinking, make sound theoretical judgments based on evidence and an ability to think about foundations, scope, and validity of knowledge gained. • Personal skills: Manage learning tasks autonomously, professionally, and ethically. • Display the capacity to continue to learn independently for continuing academic/ professional development. <p><u>VALUES/ATTITUDES:</u> By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Develop the skills to recognize, reflect and manage ethical dilemmas through advanced processes of ethical decision-making, including monitoring and evaluation of consequences of these decisions where appropriate. • Demonstrate qualities of responsibility towards their own learning by studying the reading material and relevant documents. • Self-motivation and desire towards continuous learning, excellence, and innovation. • Commitment and dedication to the profession. • Integrity, respect and sensitivity towards diverse backgrounds, populations, and cultures. • Care and concern for all people. • Ethical conduct.

Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3rd Order)
	12		4		090203
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
	SMU		Full time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8 (64 Hours)	0	1 (12 Hours)	0	5 (44 hours)
	Total NSH = 120 Hours				
Pre-requisite modules for this module:	CSLP031, CSLP032				
Co-requisites modules for module:	BELD041, CSLP040				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> • AC1 (linked to ILO1): Identifying, addressing, and managing emerging ethical issues through advanced processes of ethical decision-making, including monitoring and evaluation of consequences of these decisions. • AC2 (linked to ILO1): Discussing issues related to the scope of practice and ethical issues related to the treatment of persons with speech and hearing disorders. • AC3 (linked to ILO1): Facilitating in-depth discussions regarding the ethics of the professions and be able to apply ethical and professional knowledge to different scenarios. • AC4 (linked to ILO2): Applying and integrating the relevant education policies and position statements to the field of Speech-Language Pathology. • AC5 (linked to ILO3): Discussing and explain the elements of Community-based rehabilitation that contribute to the sustainability of thereof, including the sectors and roles for the development and implementation of Community-based rehabilitation. <p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none"> • Practical application of ethical theories and guidelines related to Speech-Language Pathology practice. 				

		<ul style="list-style-type: none"> • Management skills by developing an understanding of prioritizing, goal setting and time-management, collaboration, decision-making and planning through team interaction, critically examining own conceptions, and investigating problems to develop reasoning skills. • Problem solving skills by solving problems through logical thinking, make sound theoretical judgments based on evidence and an ability to think about foundations, scope, and validity of knowledge gained. • Personal skills through managing learning tasks autonomously, professionally, and ethically. • Displaying the capacity to continue to learn independently for continuing academic/ professional development. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Developing the skills to recognize, reflect and manage ethical dilemmas through advanced processes of ethical decision-making, including monitoring and evaluation of consequences of these decisions where appropriate. • Demonstrating qualities of responsibility towards their own learning by studying the reading material and relevant documents. • Self-motivation and desire towards continuous learning, excellence, and innovation. • Commitment and dedication to the profession. • Integrity, respect and sensitivity towards diverse backgrounds, populations, and cultures. • Care and concern for all people. • Ethical conduct. 			
Assessment Methods:		<p>Continuous assessment: 1x written test (integrated ILO1-ILO3) eliciting skills of basic integration of knowledge (including MCQ's short and long answer questions). 1x multi-source assignment (peer and self-assessment))</p> <p>Summative assessment: Examination (written) x 3 hr examination</p>			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)		50	
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
	Duration	3 Hours			

	Sub minimum	40%			
	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	AREC040
Module Name:	APPLIED RESEARCH
Module Content:	<ul style="list-style-type: none"> • Critical review of Literature based on suitable search procedures • Collecting, analysing, and interpreting data • Preparation of research article consisting of: An Introduction and rationale, Literature review, Methodology, Results and Interpretation, Critical review of the study and a Conclusion and Recommendations. • Poster presentation to disseminate the research.
Learning Outcomes:	<p><u>KNOWLEDGE:</u> By the end of this module, the student must be able to:</p> <ul style="list-style-type: none"> • ILO1: Submit a research proposal (developed in 3rd year) to SMUREC and all other relevant stakeholders to obtain ethical clearance certificate and permission to conduct the research. • ILO2: Show competence in conducting a systematic review of the literature, data collection, analyses and interpretation and integrating findings with literature. • ILO3: Prepare and present a research poster. <p><u>SKILLS:</u> By the end of this module, the student must have developed the following skills:</p> <ul style="list-style-type: none"> • Personal skills: Time management, communication skills • Administrative skills: Planning and coordination • Interpersonal skills: Working in a group and with stakeholders in the research field. • Problem solving skills and logical thinking • Professionalism and ethical conduct <p><u>VALUES/ATTITUDES:</u> By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Care and concern for the well-being of all people (honesty). Respect for diversity (integrity). • Commitment and dedication to the profession (self-motivation, self-confidence, enthusiasm). • Collaboration, sharing and team spirit (co-operation, enthusiasm)

	<ul style="list-style-type: none"> Desire for Formative learning, excellence, and innovation (optimism). 				
Module Information:	SAQA Credits	ITS Course Level Code		CESM Code (3 rd Order)	
	30	4		090202	
Delivery Information:	Campus	Full/Part Time		Period (Y/1 st /2 nd Sem)	
	SMU	Full time		Y	
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6 (53 Hours)	0	2 (20 Hours)		227 Hours
					Total NSH = 300 Hours
Pre-requisite modules for this module:	REST030				
Co-requisites modules for module:	CSLP040				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>Students must be able to demonstrate accuracy and succinctness in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:</p> <ul style="list-style-type: none"> AC1 (linked to ILO1): Developing an ethically acceptable and methodologically accurate protocol. AC2 (linked to ILO2): Critically appraise the literature and compile a literature review as suitable background to the research to develop creative responses to problems and issues using scientific writing. AC3 (linked to ILO2): Collecting the data in an ethically and professional manner. AC4 (linked to ILO2): Organizing and analyse the data by drawing connections among ideas and scientific findings and integrate the results to develop creative insights and rigorous interpretations. AC5 (linked to ILO2): Summarizing the findings and critically appraise the research. AC6 (linked to ILO2): Formulating suitable recommendations for future research. AC7 (linked to ILO2): Effectively drawing conclusions from the research. AC8 (linked to ILO2): Recommending future research suggestions to solve similar problems. AC9 (linked to ILO3): Presenting and communicating results in a research report and poster presentation. 				

		<p>Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-referenced tests and assignments:</p> <ul style="list-style-type: none"> • Personal skills, during planning of research project, data collection and writing of research report, setting of goals and time-management when completing research report and preparing research poster. • Administrative skills, in organising and capturing of data collected, as well as writing and submitting work timeously to research supervisor. • Interpersonal skills in the collaboration with others and working within a team, and by engaging in meaningful communication, when completing research project and report. • Problem solving skills and logical thinking in handling obstacles throughout the research process developing reasoning skills in writing the literature review, discussion, and conclusion, as well as interpreting results. • Professionalism and ethical conduct while conducting research and presenting the research in a report and poster presentation. <p>Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:</p> <ul style="list-style-type: none"> • Honesty and integrity in collecting data and reporting on research results. • Self-motivation, self-confidence, and enthusiasm in engaging in and completing the research project. • Collaboration, sharing and team spirit in engaging in and completing the research project. • Desire for Formative learning, excellence, and innovation in engaging in and completing the research project. 			
Assessment Methods:		<p>Formative assessment: Students will be graded for (ILO1-ILO2)</p> <ul style="list-style-type: none"> • Literature review • Methodology • Results and interpretations • Conclusions and Recommendations • Peer review <p>Summative assessment:</p> <ul style="list-style-type: none"> • Research Report (internal and external examiner reports) (ILO2) • Research Poster (ILO3) 			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark		60
			% Summative Assess Mark		40
		Min Final Assessment mark to pass (%)		50	
Summative		Paper 1	Paper 2	Paper 3	Paper 4

Assessment Paper:	Theory / Practical		Research report	Research Poster	Choose an item.
	Duration				
	Sub minimum		40%	40%	
	% Distribution (if more than one "Paper")		60%	40%	

Module Code: (4 alphabetic & 3 numeric)	CSLP040
Module Name:	CLINICAL SPEECH-LANGUAGE PATHOLOGY V
Module Content:	<ul style="list-style-type: none"> Addressing communication and swallowing disorders in the following areas: <ul style="list-style-type: none"> (i) speech sound production: articulation, apraxia of speech, dysarthria and dyskinesia; (ii) voice: phonation quality, pitch, loudness and respiration, resonance, (iii) fluency: stuttering and cluttering; (iv) language (comprehension and expression): phonology, morphology, syntax, semantics, pragmatics (language use, social aspects of communication), literacy (reading, writing, spelling), pre -linguistic communication (e.g. joint attention, intentionality, communicative signalling), and paralinguistic communication; (v) cognition: attention, memory, sequencing, and executive functioning; (vi) feeding and swallowing: oral, pharyngeal, laryngeal components orofacial myology (including tongue thrust), and oral -motor functions.
Learning Outcomes:	<p><i>The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes.</i></p> <p>The student's <u>SKILLS</u> will be assessed in:</p> <ul style="list-style-type: none"> ILO1: Show clinical competence in the prevention, identification, assessment, intervention, and management of all swallowing and communication disorders as it pertains to the scope of the profession speech-language therapy ILO2: Apply logical, analytical and integration skills, communication and empathy skills, infection control skills, record keeping and report writing skills. ILO3: Advocate for healthy lifestyle practices to prevent communication and swallowing disorders; educating the public about communication and swallowing disorders as well as

	<p>administer and manage clinical programs in a variety of settings including, but not limited to early intervention pre -schools, day - care facilities, schools; hospitals, clinics, rehabilitation facilities, long term care facilities and communities.</p> <p>VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes:</p> <ul style="list-style-type: none"> • Responsibility to client/ patient care. • Develop an appreciation for professional and ethical behaviour. • Develop an appreciation for other colleagues' input and considerations as they work within teams. • Respect for colleagues as they work within teams. • Take responsibility for their own learning. • Commitment to the learning and reflection process. • Show a positive, unconditional regard for the wellbeing of a client. • Show a genuine openness, within the counselling relationship while maintaining a professional focus. • Show empathic understanding, and the ability to see things from the client's perspective. 				
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)
	80		4		090203
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	0	35 (600 Hours)	2 (20 Hours)	0	10 (180 Hours) Total NSH = 800 Hours
Pre-requisite modules for this module:	<ul style="list-style-type: none"> • Paediatric motor speech disorders • Adult dysphagia and motor speech disorders • Acquired neurogenic language disorders • Clinical Speech Language Pathology III • Clinical Speech Language Pathology IV 				
Co-requisites modules for module:	BELD041 <ul style="list-style-type: none"> • Relevant Issues in Speech-Language Pathology practice 				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	<i>Students must be able to demonstrate: accuracy and competence in the clinical assessment and management of a patient. This will be assessed using a graded marking rubric including a self-evaluation of performance. The formative assessment form will also include constructive written feedback to the students focusing on areas requiring improvement. The student will also be assessed on the completion of a clinical report, which will be evaluated using a graded</i>				

marking rubric.

Students must be able to show evidence of development of the following SKILLS that will be evaluated through clinical skill observation and clinical reports:

- **AC1 (linked to ILO1):** Selecting and performing appropriate tests and assessment procedures as it pertains to the scope of the profession speech-language therapy
- **AC2 (linked to ILO1):** Analysing, integrating, and interpreting assessment results and formulating appropriate diagnosis across the scope of the profession speech-language therapy
- **AC3 (linked to ILO2):** Communicating the results and making recommendations in a culturally sensitive manner
- **AC4 (linked to ILO1-ILO2):** Planning, developing, and executing a rehabilitation / intervention programme for specific clients in consultation with all role players across the scope of the profession speech-language therapy
- **AC5 (linked to ILO1-ILO3):** Showing competence in managing service provision in a service-learning context. Responsibilities include:
 - Screening and assessment of clients with communication problems
 - Dissemination of information (e.g. awareness re the role of the Speech-Language Pathologist and Audiologist SLT & A in a school context, and relevant topics related to the context)
 - Classroom support: language and language for learning (literacy and numeracy skills)
 - Working within a team, and support of fellow students in managing clients with communication problems
 - Administration and logistical arrangements of the service-learning context
- **AC6 (linked to ILO1-ILO3):** Conducting an initial consultation, integrating information and make suitable recommendations for communication intervention of clients with a range of communication disorders in an ethical and culturally sensitive manner.
- **AC7 (linked to ILO1-ILO3):** Collaborating with other professionals and team members.
- **AC8 (linked to ILO3):** Planning and implementing community-based prevention programmes and wellness strategies across the scope of the profession speech-language therapy.

Students must be able to show evidence of development of the following VALUES/ATTITUDES through peer and self-evaluation:

- Responsibility to client/ patient care.
- Develop an appreciation for professional and ethical behaviour.
- Develop an appreciation for other colleagues' input and considerations as they work within teams.
- Respect for colleagues as they work within teams.

		<ul style="list-style-type: none"> • Take responsibility for their own learning. • Commitment to the learning and reflection process. • Show a positive, unconditional regard for the wellbeing of a client. • Show a genuine openness, within the counselling relationship while maintaining a professional focus. • Show empathic understanding, and the ability to see things from the client's perspective. 			
Assessment Methods:		Continuous assessment: Structural direct observation (integrated ILO1-ILO3) – Assessment by clinical supervisor (global rating with comments and written feedback). Clinical skill observation by supervisor (integrated ILO1-ILO3). Clinical reports as determined by each clinical block. Session planning Self-evaluation Summative assessment: Oral examination x 1 hr Clinical examination			
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)		40	
		Final mark =	% Formative Assess Mark	60	
			% Summative Assess Mark	40	
		Min Final Assessment mark to pass (%)			50
Summative Assessment Paper:		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Practical	Clinical examination	Choose an item.	Choose an item.
	Duration	1 Hour	1 Hour		
	Sub minimum	40%	40%		
	% Distribution (if more than one "Paper")	100%	100%		



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