





SCHOOL OF HEALTH CARE SCIENCES

Undergraduate Students



Table of Contents

SCHOOL VISION AND MISSION STATEMENTS	4
MEDIUM OF INSTRUCTION	5
CORRESPONDENCE	5
SCHOOL COMMITTEES	
SHCS BOARD	18
SHCS EXECUTIVE COMMITTEE	19
SHCS RESEARCH AND PG STUDIES COMMITTEE	19
SHCS SELECTION COMMITTEE	
SHCS EXAMINATION COMMITTEE	-
SHCS TEACHING AND LEARNING, CURRICULUM & QUALITY ASSURANCE COMMITTEE	
SHCS COMMUNITY ENGAGEMENT COMMITTEE	
SHCS ACADEMIC AND STUDENT SUPPORT COMMITTEE (ACADEMIC GURDIAN)	
SHCS OATH TAKING AND GALA DINNER COMMITTEE	
SHCS INTERNATIONALISATION COMMITTEESHCS MARKETING COMMITTEE	
SHCS MARKETING COMMITTEESHCS RISK MANAGEMENT COMMITTEE	
SCHOOL DEPARTMENTS	
SCHOOL DEGREE PROGRAMMES	30
SHC B1 BSC (DIETETICS) DEGREE PROGRAMME (BDIA01)	30
SHC B2 BACHELOR NURSING AND MIDWIFERY (BNAM)	
SHC B4 BACHELOR OF OCCUPATIONAL THERAPY DEGREE PROGRAMME (BOTA01)	
SHC B5 BSC (PHYSIOTHERAPY) DEGREE PROGRAMME (BPT01)	
SHC B6 BACHELOR OF SPEECH LANGUAGE PATHOLOGY AND AUDIOLOGY DEGREE	
PROGRAMME (BSA01)	223
SHC B6.1.2 ADMISSION	
SHC B6.2 REGISTRATION AND CLINICAL REQUIREMENTS	_
SHC B7 BACHELOR OF AUDIOLOGY DEGREE PROGRAMME (BAUD01)	
SHC B7.1.2 ADMISSION 326	520
SHC B7.1.2 ADMISSION320 SHC B7.2 REGISTRATION AND CLINICAL REQUIREMENTS	326
SHC B8 BACHELOR OF SPEECH-LANGUAGE PATHOLOGY DEGREE PROGRAMME (BSLP	
· ·	01)420
SHC B8.1.2 ADMISSION 426	406
SHC B8.2 REGISTRATION AND CLINICAL REQUIREMENTS	420

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

All correspondence to be addressed to: The Dean of School of Health Care Sciences

Sefako Makgatho Health Sciences University Box 72

Medunsa 0204

Telegraphic address: Sefako Makgatho Health Sciences University

Telephone number: +27 (0)12 521-4699/3298 Telefax: +27 (0)12 521-5732/4636

E-mail addresses

Dr. BV Soga School Operation Manager vuyokazi.soga@smu.ac.za
Mrs T Tshephe Principal Administrative Officer tjodwapi.tshephe@smu.ac.za
Mr. P Kunene Administrative Officer penuel.kunene@smu.ac.za
Ms C Serepong Secretary to the Dean charmaine.serepong@smu.ac.za

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
		07111071111 2020	111110
Wednesday	1	NEW YEAR'S DAY	
Thursday	2		
Friday	3		
Saturday	4		
Sunday	5		
Monday	6	 University re-opens: academic and support staff report for duty Registration commences for all returning (undergraduate & Postgraduate) students. 	
Tuesday	7	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	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	 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	School Selection Committee Meeting for FTEN and transfer students: School of Medicine	09h00
Friday	17	School Selection Committee Meeting for FTEN students: School of Dentistry	09h00

		School Selection Committee Meeting for FTEN students: School of Science and Technology	14h00
		Last Day: Registration ends for all returning (undergraduate & Postgraduate) students.	
Saturday	18	r ostgraduate) stadents.	
Sunday	19		
Monday	20	Meeting: Executive Management Committee	08h30
Tuesday	21	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
0 - 4	14	FEBRUARY 2025	Time
Saturday	1		
Sunday	2	N C F C M	001.00
Monday	3	Meeting: Executive Management Committee Meeting: Senate Academic Exclusions Appeals Committee 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 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	09h00
		Special Summative Assessment (For undergraduate, honours and	
		post graduate diploma) ends	
Thursday	13	Meeting: Senate Academic Rules Committee	09h00
		Meeting: CE	10h00
Friday	14	Meeting: Senate Research, Ethics and Postgraduate studies Committee	09h00
		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	
Saturday	15		
Sunday	16		
Monday	17	Meeting: Executive Management Committee	08h30
		Closing date for submission of documents: SHCSRC	16h00
Tuesday	18	Meeting: Senate Committee on Student Life and Wellness	09h00
Wednesday	19	Meeting: Senate Teaching and Learning Committee	09h00
		Closing date for submission of documents: SMUREC	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	09h00
		Meeting: Membership Committee of the Council	14h00
		Postgraduate Induction	09h00
Friday	28	Meeting: Executive Committee of Senate	09h00

		MARCH 2025	Time
Saturday	1		
Sunday	2		
Monday	3	Meeting: Executive Management Committee	08h30
		Research Methodology (REME) course commences	09h00
Tuesday	4	Meeting: Postgraduate Committee of the Senate	09h00
Wednesday	5	Meeting: Senate Library Committee	09h00
-		Meeting: SHCS Executive Committee Meeting	09h00
		Meeting: SHCSRC	13h00
Thursday	6	Meeting: SMUREC	09h00
		Meeting: Institutional Forum	09h00
		Meeting: Finance and Investment Committee of Council	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	09h00
		Meeting: CE	10h00
Friday	14	Meeting: Executive Committee of the Senate	09h00
		Closing date:	
		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	401.00
		graduation ceremonies to the Postgraduate Office.	12h00
0-4	45	Meeting: IT Governance Committee of the Council	
Saturday	15		
Sunday	16	M C 5 C M (O 30	001.00
Monday	17	Meeting: Executive Management Committee	08h30
	40	Meeting: Board - School of Medicine	09h00
Tuesday	18	Meeting: Board - School of Science and Technology	09h00
1 47 1 1	40	Meeting: Executive Committee of the Council	09h00
Wednesday	19	Meeting: Board: - School of Dentistry	09h00
	00	Meeting: Board: School of Pharmacy	14h00
Thursday	20	Meeting: Board - School of Health Care Sciences	09h00
Friday	21	HUMAN RIGHTS DAY	
Saturday	22		
Sunday	23		221.22
Monday	24	Meeting : Senate Committee on Student Life and Wellness Closing date submission of documents: SHCSRC	09h00 16h00
Tuesday	25	closing data submission of documents. Offeerte	101100
Wednesday	26		
Thursday	27	Meeting: Senate Academic Planning Committee	09h00
Friday	28	Meeting: Senate	09h00
Saturday	29	incoming contact	001100
Sunday	30		
Monday	31	Meeting: Executive Management Committee	08h30
Monday		AUTUMN Recess for students starts	001100
		** 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.	
		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.	
		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	09h00
		Meeting: Capacity Development	13h00

Thursday	3	Meeting: SMUREC	09h00
-		Meeting: Council	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 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	09h00
,		Meeting: SHCS Executive Committee Meeting Meeting: SHCSRC	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	 Closing date: 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	 Closing date: 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 Closing date: ➤ 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	Mid-year examinations commence **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.	
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	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	09h00
-		Mid-year supplementary examinations commence	
Wednesday	2	Meeting: SHCS Executive Committee Meeting	09h00
Thursday	3	Meeting: Senate Library Committee	09h00
		Meeting: SMUREC	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	09h00
,		Mid-year supplementary examinations end	
Wednesday	9	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	Weeting. Capacity Development	131100
Friday	11	Meeting: CE	10h00
•	12	Wieeung. CE	101100
Saturday Sunday	13		
Monday	14		
	15		
Tuesday	16	Mastings CLICCDC	42500
Wednesday	_	Meeting: SHCSRC	13h00
Thursday	17	Meeting: School Examinations Commissions (Standard Examinations):	001.00
		a. Dentistry	09h00
		b. Health Care Sciences	09h00
		c. Medicine	09h00
		d. Pharmacy	09h00
		e. Science and Technology	09h00
Friday	18	Meeting: Executive Committee of Senate	09h00
		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	
Saturday	19		
Sunday	20		
Monday	21	SECOND SEMESTER COMMENCES	
		Meeting: Executive Management Committee	08h30
			L VOHAV
Tuesday	22		
Tuesday	22	Meeting: Senate Rules Committee	09h00
Tuesday Wednesday	22 23		
Wednesday Thursday	23	Meeting: Senate Rules Committee Meeting: Senate Research, Ethics and Postgraduate Studies Committee	09h00
Wednesday	23 24 25	Meeting: Senate Rules Committee Meeting: Senate Research, Ethics and Postgraduate Studies Committee	09h00
Wednesday Thursday	23 24 25 26	Meeting: Senate Rules Committee Meeting: Senate Research, Ethics and Postgraduate Studies Committee	09h00
Wednesday Thursday Friday	23 24 25	Meeting: Senate Rules Committee Meeting: Senate Research, Ethics and Postgraduate Studies Committee	09h00
Wednesday Thursday Friday Saturday	23 24 25 26	Meeting: Senate Rules Committee Meeting: Senate Research, Ethics and Postgraduate Studies Committee	09h00
Thursday Friday Saturday Sunday	23 24 25 26 27	Meeting: Senate Rules Committee Meeting: Senate Research, Ethics and Postgraduate Studies Committee SMUREC: Closing date for documentation Meeting: Board - School of Health Care Sciences	09h00 09h00
Thursday Friday Saturday Sunday	23 24 25 26 27	Meeting: Senate Rules Committee Meeting: Senate Research, Ethics and Postgraduate Studies Committee SMUREC: Closing date for documentation	09h00 09h00 09h00
Thursday Friday Saturday Sunday Monday	24 25 26 27 28	Meeting: Senate Rules Committee Meeting: Senate Research, Ethics and Postgraduate Studies Committee SMUREC: Closing date for documentation Meeting: Board - School of Health Care Sciences Meeting: Board - School of Dentistry Closing date of documents: SHCSRC	09h00 09h00 09h00 13h00
Thursday Friday Saturday Sunday	23 24 25 26 27	Meeting: Senate Rules Committee Meeting: Senate Research, Ethics and Postgraduate Studies Committee SMUREC: Closing date for documentation Meeting: Board - School of Health Care Sciences Meeting: Board - School of Dentistry Closing date of documents: SHCSRC Meeting: Board - School of Pharmacy	09h00 09h00 09h00 13h00
Thursday Friday Saturday Sunday Monday Tuesday	23 24 25 26 27 28	Meeting: Senate Rules Committee Meeting: Senate Research, Ethics and Postgraduate Studies Committee SMUREC: Closing date for documentation Meeting: Board - School of Health Care Sciences Meeting: Board - School of Dentistry Closing date of documents: SHCSRC Meeting: Board - School of Pharmacy Meeting: Board - School of Science and Technology	09h00 09h00 09h00 13h00
Thursday Friday Saturday Sunday Monday Tuesday Wednesday	23 24 25 26 27 28 29	Meeting: Senate Rules Committee Meeting: Senate Research, Ethics and Postgraduate Studies Committee SMUREC: Closing date for documentation Meeting: Board - School of Health Care Sciences Meeting: Board - School of Dentistry Closing date of documents: SHCSRC Meeting: Board - School of Pharmacy Meeting: Board - School of Science and Technology Meeting: Board - School of Medicine	09h00 09h00 09h00 13h00
Thursday Friday Saturday Sunday Monday Tuesday	23 24 25 26 27 28	Meeting: Senate Rules Committee Meeting: Senate Research, Ethics and Postgraduate Studies Committee SMUREC: Closing date for documentation Meeting: Board - School of Health Care Sciences Meeting: Board - School of Dentistry Closing date of documents: SHCSRC Meeting: Board - School of Pharmacy Meeting: Board - School of Science and Technology	09h00 09h00 09h00 13h00

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

Saturday	2		
Sunday	3		
Monday	4	Meeting: Executive Management Committee	08h30
•		Special Summative Assessment (For undergraduate, honours and post	
		graduate diploma) commence	
Tuesday	5	Meeting: ICT Governance Committee of the Council	09h00
Wednesday	6	Meeting: Membership Committee of the Council	09h00
		Special Summative Assessment (For undergraduate, honours and post	
		graduate diploma) end	
		Meeting: SHCS Executive Committee Meeting	09h00
		Meeting: Capacity Development	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	09h00
		Meeting: CE	10h00
Friday	15		
Saturday	16		
Sunday	17		
Monday	18	Meeting: Executive Management Committee	08h30
		SMUREC: Closing date for documentation	
Tuesday	19	Meeting: Executive Committee of Senate	09h00
Wednesday	20	SMU Research Day	09h00
		Meeting: Student Affairs Committee of the Council	09h00
Thursday	21	SMU Research Day	09h00
		Meeting: Finance and Investment Committee of the Council	09h00
Friday	22	SMU Research Day	09h00
Saturday	23		
Sunday	24		
Monday	25	Meeting: Planning and Resources Committee of the Council	001.00
		SHCSRC: Closing date for documentation	09h00
Tuesday	26		
Wednesday	27	Meeting: Senate	09h00
Thursday	28		
Friday	29	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	ioi the mat time)	
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	09h00
,			09h00
		Meeting: Audit and Risk Committee of the Council	
		Meeting: SHCS Executive Committee Meeting	09h00
		Meeting: Capacity Development	13h00
Thursday	4	Meeting: SMUREC	09h00
		Council Strategic Planning Session	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	09h00
·		SMUREC: Closing date for documentation	
		3	
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	08h30
		SHCSRC: Closing date for documentation	16h00
Tuesday	30	Meeting: Council	09h00
		OCTOBER 2025	Time
Wednesday	1	Meeting: Senate Community Engagement Committee	09h00
,		Publication of year-marks for end-of-year examinations	
		Meeting: SHCS Executive Committee Meeting	09h00
Thursday	2	Meeting: SMUREC	09h00
Friday	3	Meeting: Executive Committee of Senate	09h00
Saturday	4		

Tuesday 7 Wednesday 8 Meeting: Capacity Development 1: Thursday 9 Friday 10 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 potwithstanding, Schools are allowed to exercise their right to arrange clinical examinations prior to the commencement of examinations as contemplated in the Calendar. Tuesday 14 Meeting: Postgraduate Committee of Senate 0: Wednesday 15 Meeting: SHCSRC 1: Thursday 16 Friday 17 SMUREC: Closing date for documentation Saturday 18 Sunday 19 Monday 20 Meeting: Human Resources Committee of the Council 0: Tuesday 21 Wednesday 22 Meeting: Senate Rules Committee of the Council 0: Truesday 24 Saturday 25 Sunday 26 Monday 27 Meeting: Executive Management Committee SHCSRC: Closing date for documentation 0: Tuesday 28 Meeting: Executive Management Committee of the Council 0: Tuesday 28 Meeting: Executive Management Committee of the Council 0: Tuesday 28 Meeting: Finance and Investment Committee of the Council 0: Tuesday 30 Friday 31 Meeting: Finance and Investment Committee of the Council 0: Saturday 3 Meeting: Finance and Investment Committee of the Council 0: NOVEMBER 2025 Tuesday 4 Wednesday 4 Wednesday 5 Meeting: Institutional Forum Meeting: SHCS Executive Committee Meeting 0:	Sunday	5										
Tuesday 7 Wednesday 8 Meeting: Capacity Development 1: Thursday 9 Friday 10 Saturday 11 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. Tuesday 14 Meeting: Postgraduate Committee of Senate 0: Wednesday 15 Meeting: SHCSRC 1: Thursday 16 Friday 17 SMUREC: Closing date for documentation Saturday 18 Sunday 19 Monday 20 Meeting: Human Resources Committee of the Council 0: Tuesday 21 Wednesday 22 Meeting: Senate Rules Committee of the Council 0: Friday 24 Saturday 25 Sunday 26 Monday 27 Meeting: Executive Management Committee Meeting: Senate Rules Committee of the Council 0: Tuesday 28 Meeting: Executive Management Committee of the Council 0: Tuesday 28 Meeting: Executive Management Committee of the Council 0: Tuesday 28 Meeting: Finance and Investment Committee of the Council 0: Tuesday 30 Friday 31 Meeting: Finance and Investment Committee of the Council 0: NOVEMBER 2025 Tuesday 4 Wednesday 4 Wednesday 5 Meeting: Institutional Forum Meeting: SHCS Executive Committee Meeting 0:	-		5	Meeting: Senior Management Committee	09h00							
Meeting: Capacity Development 1:	,											
Thursday 9 Revision Week ends. Saturday 11 Meeting: CE Sunday 12 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. Tuesday 14 Meeting: Postgraduate Committee of Senate 00 Meeting: SHCSRC 11: Thursday 15 Meeting: SHCSRC 11: Saturday 18 Sunday 19 Meeting: Human Resources Committee of the Council 00: Tuesday 21 Meeting: Senate Rules Committee of the Council 00: Tuesday 21 Meeting: Audit and Risk Committee of the Council 00: Friday 23 Meeting: Audit and Risk Committee of the Council 00: Friday 26 Meeting: Executive Management Committee SHCSRC: Closing date for documentation 11: Tuesday 28 Meeting: Executive Management Committee SHCSRC: Closing date for documentation 10: Tuesday 29 Meeting: Executive Management Committee Of the Council 00: Wednesday 29 Meeting: Finance and Investment Committee of the Council 00: NOVEMBER 2025 1 Saturday 1 Meeting: Finance and Investment Committee of the Council 00: NOVEMBER 2025 1 Saturday 3 Meeting: Executive Committee of Senate 00: NOVEMBER 2025 1 Sunday 3 Meeting: Executive Committee of Senate 00: NOVEMBER 2025 1 Meeting: SHCS Executive Committee Meeting 00:	Tuesday											
Friday 10 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. Tuesday 14 Meeting: Postgraduate Committee of Senate Meeting: SHCSRC 1: Thursday 16 Friday 17 SMUREC: Closing date for documentation Saturday 18 Sunday 19 Meeting: Human Resources Committee of the Council Tuesday 21 Wednesday 22 Meeting: Senate Rules Committee Meeting: Audit and Risk Committee of the Council Other Shriday 25 Sunday 26 Monday 27 Meeting: Executive Management Committee of the Council Tuesday 28 Meeting: Executive Management Committee of the Council Meeting: IcT Governance Committee of the Council Other ShCSRC: Closing date for documentation Meeting: Executive Management Committee of the Council Other ShCSRC: Closing date for documentation Meeting: Executive Management Committee of the Council Other ShCSRC: Closing date for documentation Meeting: IcT Governance Committee of the Council Other ShCSRC: Closing date for documentation NOVEMBER 2025 Saturday 30 Meeting: Finance and Investment Committee of the Council Other ShCSRC: Meeting: Executive Committee of Senate NOVEMBER 2025 Monday 3 Meeting: Executive Committee of Senate Other ShCSRC: Meeting: Executive Committee Meeting	Wednesday	8		Meeting: Capacity Development								
Saturday 11 Meeting: CE	Thursday	9										
Sunday 12 Meeting: Executive Management Committee Display Executive Management Committee Display Executive Management Committee Display Executive Management Committee Display Display Executive Management Committee Display Displa	Friday	10		Revision Week ends.								
Monday 13	Saturday	11		Meeting: CE								
End-of-year standard examinations commence ***NB - The dates of the mid-year and end of vear examinations notwithstanding, Schools are allowed to exercise their right to arrange clinical examinations prior to the commencement of examinations as contemplated in the Calendar. Tuesday 14 Meeting: Postgraduate Committee of Senate 09 Wednesday 15 Meeting: SHCSRC 11: Thursday 16 Friday 17 SMUREC: Closing date for documentation Saturday 18 Sunday 19 Meeting: Human Resources Committee of the Council 09 Tuesday 21 Meeting: Senate Rules Committee 01 Thursday 23 Meeting: Audit and Risk Committee 01 Thursday 24 Saturday 25 Sunday 26 Meeting: Executive Management Committee 01 Tuesday 28 Meeting: Executive Management Committee 01 Thursday 28 Meeting: ICT Governance Committee of the Council 09 Thursday 29 Thursday 30 Meeting: Finance and Investment Committee of the Council 09 Thursday 1 Meeting: Finance and Investment Committee of the Council 09 Thursday 1 Meeting: Finance and Investment Committee of the Council 09 Thursday 1 Meeting: Finance and Investment Committee of the Council 09 Thursday 1 Meeting: Finance and Investment Committee of the Council 09 Thursday 1 Meeting: Convocation 09 Thursday 1 Meeting: Convocation 09 Thursday 1 Meeting: Executive Committee of Senate 09 Tuesday 4 Meeting: Institutional Forum 09 Meeting: SHCS Executive Committee Meeting 09	Sunday											
Wednesday 15 Meeting: SHCSRC 1: Thursday 16 1: Friday 17 SMUREC: Closing date for documentation Saturday 18 Sunday 19 19 Monday 20 Meeting: Human Resources Committee of the Council 0! Tuesday 21 21 Wednesday 22 Meeting: Senate Rules Committee 0! Thursday 23 Meeting: Audit and Risk Committee of the Council 0! Friday 24 25 24 Sunday 26 26 26 Monday 27 Meeting: Executive Management Committee 0! SHCSRC: Closing date for documentation 1! 1. Tuesday 28 Meeting: ICT Governance Committee of the Council 0! Wednesday 29 1. 1. Tursday 30 Meeting: Finance and Investment Committee of the Council 0! NOVEMBER 2025 3. 1 Saturday 2 1.	·			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. **OB - 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							
Thursday 16 Friday 17 SMUREC: Closing date for documentation Saturday 18 Sunday 19 Monday 20 Meeting: Human Resources Committee of the Council 09 Tuesday 21 Wednesday 22 Meeting: Senate Rules Committee 09 Thursday 23 Meeting: Audit and Risk Committee of the Council 09 Friday 24 Saturday 25 Sunday 26 Monday 27 Meeting: Executive Management Committee 9 SHCSRC: Closing date for documentation 11 Tuesday 28 Meeting: ICT Governance Committee of the Council 09 Wednesday 29 Thursday 30 Friday 31 Meeting: Finance and Investment Committee of the Council 09 NOVEMBER 2025 Saturday 1 Meeting: Finance and Investment Committee of the Council 09 NOVEMBER 2025 Tasturday 3 Meeting: Executive Committee of Senate 09 Monday 3 Meeting: Executive Committee of Senate 09 Meeting: Institutional Forum 09 Meeting: SHCS Executive Committee Meeting 09 Meeting: SHCS Executive Committee Meetin					09h00							
Friday 17 SMUREC: Closing date for documentation Saturday 18 Sunday 19	Wednesday			Meeting: SHCSRC	13h00							
Saturday 18 Sunday 19 Monday 20 Meeting: Human Resources Committee of the Council 0! Tuesday 21 Wednesday 22 Meeting: Senate Rules Committee 0! Thursday 23 Meeting: Audit and Risk Committee of the Council 0! Friday 24 Saturday 25 Sunday 26 Monday 27 Meeting: Executive Management Committee 0! SHCSRC: Closing date for documentation 1! Tuesday 28 Meeting: ICT Governance Committee of the Council 0! Wednesday 29 Thursday 30 Friday 31 Meeting: Finance and Investment Committee of the Council 0! NOVEMBER 2025 Saturday 1 Sunday 2 Monday 3 Meeting: Executive Committee of Senate 0! Meeting: SHCS Executive Committee Meeting 0! Meeting: SHCS Executive Committee Meeting 0!	•											
Sunday 19 Monday 20 Meeting: Human Resources Committee of the Council 09 Tuesday 21 Wednesday 22 Meeting: Senate Rules Committee 09 Thursday 23 Meeting: Audit and Risk Committee of the Council 09 Friday 24 Saturday 25 Sunday 26 SHCSRC: Closing date for documentation 10 Tuesday 28 Meeting: ICT Governance Committee of the Council 09 Wednesday 29 Wednesday 29 Thursday 30 November 2025 1 Friday 31 Meeting: Finance and Investment Committee of the Council 09 NOVEMBER 2025 1 November 2025 1 Saturday 1 Meeting: Convocation 09 Wednesday 2 Meeting: Executive Committee of Senate 09 Wednesday 4 Wednesday 5	Friday	17		SMUREC: Closing date for documentation								
Monday 20 Meeting: Human Resources Committee of the Council 05 Tuesday 21 Wednesday 22 Meeting: Senate Rules Committee 05 Thursday 23 Meeting: Audit and Risk Committee of the Council 05 Friday 24 Saturday 25 Sunday 26 Meeting: Executive Management Committee 06 SHCSRC: Closing date for documentation 10 Tuesday 28 Meeting: ICT Governance Committee of the Council 05 Wednesday 29 Thursday 30 Meeting: Finance and Investment Committee of the Council 05 NOVEMBER 2025 1 Saturday 1 Meeting: Convocation Sunday 2 Monday 3 Meeting: Executive Committee of Senate 05 Tuesday 4 Wednesday 5 Meeting: Institutional Forum Meeting: SHCS Executive Committee Meeting 05	Saturday	18										
Tuesday 21 Wednesday 22 Meeting: Senate Rules Committee 0t Thursday 23 Meeting: Audit and Risk Committee of the Council 0t Friday 24 Saturday 25 Sunday 26 Meeting: Executive Management Committee 0t SHCSRC: Closing date for documentation 1t Tuesday 28 Meeting: ICT Governance Committee of the Council 0t Wednesday 29 Inursday 30 Friday 31 Meeting: Finance and Investment Committee of the Council 0t NOVEMBER 2025 1 Saturday 1 Meeting: Convocation 0t Sunday 2 Meeting: Executive Committee of Senate 0t Tuesday 4 Meeting: Institutional Forum Meeting: SHCS Executive Committee Meeting 0t	Sunday											
Wednesday 22 Meeting: Senate Rules Committee 05 Thursday 23 Meeting: Audit and Risk Committee of the Council 05 Friday 24 Saturday 25 Sunday 26 SHCSRC: Closing date for documentation 16 Tuesday 28 Meeting: ICT Governance Committee of the Council 05 Wednesday 29 Wednesday 29 Thursday 30 Friday 31 Friday 31 Meeting: Finance and Investment Committee of the Council 05 NOVEMBER 2025 Thursday 1 Saturday 1 Meeting: Convocation Sunday 2 Monday 3 Meeting: Executive Committee of Senate 05 Tuesday 4 Wednesday 5 Meeting: Institutional Forum Meeting: SHCS Executive Committee Meeting 05	Monday			Meeting: Human Resources Committee of the Council	09h00							
Thursday 23 Meeting: Audit and Risk Committee of the Council Friday 24 Saturday 25 Sunday 26 Monday 27 Meeting: Executive Management Committee SHCSRC: Closing date for documentation 10 Tuesday 28 Meeting: ICT Governance Committee of the Council 09 Wednesday 29 Thursday 30 Friday 31 Meeting: Finance and Investment Committee of the Council 09 NOVEMBER 2025 Saturday 1 Meeting: Convocation 09 Sunday 2 Monday 3 Meeting: Executive Committee of Senate 09 Tuesday 4 Wednesday 5 Meeting: Institutional Forum 09 Meeting: SHCS Executive Committee Meeting 09 Meeting:	Tuesday											
Friday 24 Saturday 25 Sunday 26 Monday 27 Meeting: Executive Management Committee SHCSRC: Closing date for documentation 10 Tuesday 28 Meeting: ICT Governance Committee of the Council 09 Wednesday 29 Thursday 30 Friday 31 Meeting: Finance and Investment Committee of the Council 09 NOVEMBER 2025 Saturday 1 Sunday 2 Monday 2 Monday 3 Meeting: Executive Committee of Senate 09 Tuesday 4 Wednesday 5 Meeting: Institutional Forum 09 Meeting: SHCS Executive Committee Meeting 09	Wednesday				09h00							
Saturday 25 Sunday 26 Monday 27 Meeting: Executive Management Committee 08 SHCSRC: Closing date for documentation 16 Tuesday 28 Meeting: ICT Governance Committee of the Council 09 Wednesday 29 Weeting: Finance and Investment Committee of the Council 09 NOVEMBER 2025 1 Saturday 1 Meeting: Convocation Sunday 2 Monday 3 Meeting: Executive Committee of Senate Tuesday 4 Wednesday 5 Meeting: Institutional Forum Meeting: SHCS Executive Committee Meeting 09				Meeting: Audit and Risk Committee of the Council	09h00							
Sunday 26 Monday 27 Meeting: Executive Management Committee 06 SHCSRC: Closing date for documentation 10 Tuesday 28 Meeting: ICT Governance Committee of the Council 05 Wednesday 29 1 Thursday 30 1 Friday 31 Meeting: Finance and Investment Committee of the Council 05 NOVEMBER 2025 1 Saturday 1 Meeting: Convocation Sunday 2 Monday 3 Meeting: Executive Committee of Senate 05 Tuesday 4 4 Wednesday 5 Meeting: Institutional Forum Meeting: SHCS Executive Committee Meeting 05												
Monday 27 Meeting: Executive Management Committee SHCSRC: Closing date for documentation 08 Tuesday 28 Meeting: ICT Governance Committee of the Council 09 Wednesday 29 1 Thursday 30 1 Friday 31 Meeting: Finance and Investment Committee of the Council 09 NOVEMBER 2025 1 Saturday 1 Meeting: Convocation Sunday 2 Monday 3 Meeting: Executive Committee of Senate Tuesday 4 Wednesday 5 Meeting: Institutional Forum Meeting: SHCS Executive Committee Meeting 09	-											
SHCSRC: Closing date for documentation Tuesday 28 Meeting: ICT Governance Committee of the Council Wednesday 29 Thursday 30 Friday 31 Meeting: Finance and Investment Committee of the Council NOVEMBER 2025 Saturday 1 Meeting: Convocation Sunday 2 Monday 3 Meeting: Executive Committee of Senate Tuesday 4 Wednesday 5 Meeting: Institutional Forum Meeting: SHCS Executive Committee Meeting 09 Meeting: Office of Senate 09 Meeting: Institutional Forum Meeting: SHCS Executive Committee Meeting	•											
Wednesday 29 Thursday 30 Friday 31 Meeting: Finance and Investment Committee of the Council NOVEMBER 2025 Saturday 1 Sunday 2 Monday 3 Meeting: Executive Committee of Senate Tuesday 4 Wednesday 5 Meeting: Institutional Forum Meeting: SHCS Executive Committee Meeting 09 Meeting: SHCS Executive Committee Meeting	Monday				08h30 16h00							
Thursday 30 Friday 31 Meeting: Finance and Investment Committee of the Council 09 NOVEMBER 2025 1 Saturday 1 Meeting: Convocation Sunday 2 Monday 3 Meeting: Executive Committee of Senate 09 Tuesday 4 Wednesday 5 Meeting: Institutional Forum 09 Meeting: SHCS Executive Committee Meeting 09				Meeting: ICT Governance Committee of the Council	09h00							
Friday 31 Meeting: Finance and Investment Committee of the Council NOVEMBER 2025 To NOVEMBE												
NOVEMBER 2025 Saturday 1 Meeting: Convocation Sunday 2 Monday 3 Meeting: Executive Committee of Senate 09 Tuesday 4 Wednesday 5 Meeting: Institutional Forum Meeting: SHCS Executive Committee Meeting 09												
Saturday 1 Meeting: Convocation Sunday 2 Monday 3 Meeting: Executive Committee of Senate 09 Tuesday 4 Wednesday 5 Meeting: Institutional Forum Meeting: SHCS Executive Committee Meeting 09	Friday	31			09h00							
Sunday 2 Monday 3 Meeting: Executive Committee of Senate 09 Tuesday 4 Wednesday 5 Meeting: Institutional Forum Meeting: SHCS Executive Committee Meeting 09		1.			Time							
Monday 3 Meeting: Executive Committee of Senate 09 Tuesday 4 Wednesday 5 Meeting: Institutional Forum Meeting: SHCS Executive Committee Meeting 09	_			Meeting: Convocation								
Tuesday 4 Wednesday 5 Meeting: Institutional Forum Meeting: SHCS Executive Committee Meeting 09	7				201.5							
Wednesday 5 Meeting: Institutional Forum 09 Meeting: SHCS Executive Committee Meeting 09	•			Meeting: Executive Committee of Senate	09h00							
Meeting: SHCS Executive Committee Meeting 09	•				001.00							
	Wednesday	5			09h00 09h00 13h00							
	 Thursday	6			09h00							
Friday 7 End-of-year standard examinations end				End-of-year standard examinations end	09h00							
Saturday 8	Saturdav	8		The second secon								
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):	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		Vice Chanceller's Ctudents Excellence Awards	40600
<u>, , , , , , , , , , , , , , , , , , , </u>	5	Vice-Chancellor's Students Excellence Awards	18h00
Saturday	6	Vice-Chancellor's Students Excellence Awards	181100
Saturday		Vice-Charicellor's Students Excellence Awards	16000
	6	Meeting: Executive Committee of the Senate (Approval of Standard Examination Results)	09h00
Saturday Sunday Monday	6 7	Meeting: Executive Committee of the Senate (Approval of Standard	
Saturday Sunday Monday Tuesday	6 7 8	Meeting: Executive Committee of the Senate (Approval of Standard Examination Results)	
Saturday Sunday Monday	6 7 8	Meeting: Executive Committee of the Senate (Approval of Standard Examination Results) Oath-taking Ceremony: School of Pharmacy	09h00
Saturday Sunday Monday Tuesday	6 7 8	Meeting: Executive Committee of the Senate (Approval of Standard Examination Results) Oath-taking Ceremony: School of Pharmacy	09h00 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	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

Nursing Science

Occupational Therapy

Physiotherapy

Public Health

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

Nursing Science

Occupational Therapy

Physiotherapy

Public Health

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)

- Chairperson
- 2. Deputy Chairperson
- 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 & Audiology4. Ex-Officio members
- Dean: SHCS
- Director: Internal Audit and Risk management or representative

SCHOOL DEPARTMENTS

HUMAN NUTRITION AND DIETETICS

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)

Tel: 012 521 4187

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[loma in Public Health

(UNISA) PhD (TUT)

Lecturer Dr R.F Mathevhula: 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), Psotgraduate 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-TIMESKILLS 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 TUEDADY	Tal. 040 E04 4400
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) Eksteen CA: BSc Physio (Stellen),

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 De Jongh M: BA.Log (UP), M.Phil (US), NDT, PhD (Psychology) (SMU)

Dr Ehlert K: B.Comm Path (UP), M.Comm Path (UP), PhD (Audiology) (UP)

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 Unicersity),

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 & Occupation: Health

Associate Professor Chadyiwa M BSc honours in Leadership and Human

Resources, Hounours 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 SARChl Chair Substance Abuse and Public Health Population

Mental Health

Professor 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												
			CUF	RICULU	ΜI	NFORMA	TIO	N				
School:		H CARE S										
Qualificat	i BSc Di	atatics					Qι	ualificatior	1	BDI	A01	
on Name:	DOC DI	Cicilos						ode:		וטט	AUI	
Campus:	Sefako	Makgatho	Health	Sciences	Ur	iversity		st Revisio	n			
•								te:				
Total SAC	•	512						this a fixe	d		Y	es
for Qualifi		IDV / VE A	D I EVE	'I 4	ſ	l pr		ırriculum:	DV / I	/C A F		4
PERIC		JDY / YEA	K LEVE	L 1		PE	RIU	D OF STU			K LEVEL	. 1
	151	Semester	040					2 nd S	emes	ster	040	
Madula	Offerin	Possib	SAQ	Hemis		Madula		Offerin	Pos	sib	SAQ	Hemi
Module Code	g	le	A Credi	Credit		Module Code		g	le	е	A Credi	s Credi
Code	Period	major	t	4		Coue		Period	ma	jor	t	t
The follow	ina 5 mod	ules are C	•	SORY		The follo	owin	ıg 5 module	es are	CO	MPULSO	•
MSCH0												
11	S1	N	12	0.10		MSCH0	12	S2	١	N	12	0.09
MBIO01	S1	N	12	0.10		MANB0	10	S2	N		12	0.09
1	31	IN	12	0.10		IVIAINDU	12	32	ľ	N	12	0.09
MEHS0	S1	N	8	0.10		MEHS0	12	S2	N	J	4	0.03
11	01	IN	0	0.10		WILTIOU	12	02		<u> </u>	7	0.00
MNTR0	S1	Υ	20	0.20		MDIE01	2	2 S2		1	24	0.18
11		-				INIDICOIZ						
MBEH0 11	S1	N	12	0.09		MCOM01		S2	١	١	12	0.09
Total cred	lite for So	mostor				Total avadita for Compator 2						
1 modules		mester	64	0.5		Total credits for Semester 2 modules 64 0.5					0.5	
		ITS FOR	YFAR I	EVFI 1:	SA			S = 128; H	FMIS	CRE	DITS =	1
		JDY / YEA			<u> </u>			D OF STU				
1 LINIO		Semester	II LL V L			1 -	IXIO		emes		\ LL\L	
		<u>Jennester</u>	SAQ						Cilies	olei	SAQ	Hemi
Module	Offerin	Possib	A	Hemis		Module		Offerin	Pos	sib	A	S
Code	g	le	Credi	Credit		Code		g	le		Credi	Credi
	Period	major	t	4				Period	ma	jor	t	t
The follow	ing 5 mod	ules are C	OMPUL	SORY		The follo	owin	g 6 module	es are	CO	MPULSO	RY
MDEC0	S1	Υ	16	0.125		MDEC0		S2	\		12	0.094
21	७ ।	1	10	0.125		INIDECO		32	,		12	0.094
MDEB0	S1	Υ	12	0.094		MDEB0	22	S2	\	/	12	0.094
21	J1	'	14	0.007		101000		02		•	12	0.007
MDED0	S1	N	8	0.063		MDEA0	22	S2	N	1	8	0.063
21								ļ <u></u>				
MPIA02	S1	N	16	0.125		MPIA02	2	S2	N	1	16	0.125
MDEAO								1				
MDEA0 21	S1	Υ	12	0.094		MBHA0	22	S2	١	1	8	0.063
4 1						MCPA0	22	S2	N	J	8	0.063
Total cred	lits for Sa	mester	64	0.5				ts for Sem			64	0.003
TOTAL CIEU	11.5 101 56	iiic3t c i	υ +	0.0	I	i otal cl	cuil	G IOI OCIII	COLU		UH	U.J

1 module	S					modules					
TO	TAL CRED	ITS FOR	YEAR L	EVEL 2:	SA	QA CREDITS	S = 128; H	EMIS CRE	DITS =	1	
PERIO	PERIOD OF STUDY / YEAR LEVEL 3						PERIOD OF STUDY / YEAR LEVEL 3				
	1 st ;	Semester					2 nd S	emester			
Module Code	Offerin g Period	Possib le major	SAQ A Credi t	Hemis Credit		Module Code	Offerin g Period	Possib le major	SAQ A Credi t	Hemi s Credi t	
The follow	ing 6 mod	ules are C	OMPUL	SORY		The followin	g 5 module	es are COI	MPULSO	DRY	
MDEE0 31	S1	16	Υ	0.125		MDEE032	S2	Y	16	0.125	
MDEA0 31	S1	12	Υ	0.092		MDEA032	S2	Y	16	0.125	
MDED0 31	S1	12	Y	0.092		MDED032	S2	Y	12	0.092	
MDEC0 31	S1	8	Y	0.066		MDEB032	S2	N	8	0.063	
MPYA0 31	S1	8	N	0.066		MDEC032	S2	Y	12	0.092	
MDEB0 31	S1	8	Y	0.066							
	Total credits for Semester 1 modules 64 0.5			0.5		Total credit modules	s for Sem	ester 2	64	0.5	
TO	TAL CRED	ITS FOR	YEAR L	EVEL 3:	SA	QA CREDITS	S = 128; H	EMIS CRE	DITS =	1	

PERIO	DD OF ST	JDY / YEA	R LEVE	L 4						
	Yea	r Subjects	;							
Module Code	Offerin g Period	Possib le major	SAQ A Credi t	Hemis Credit		Module Code	Offerin g Period	Possib le major	SAQ A Credi t	Hemi s Credi t
The follow	ing 4 mod	ules are C	OMPUL	SORY						
MDEC0 40	Y	Y	48	0.375						
MDEA0 40	Y	Y	32	0.267						
MDEB0 40	Y	Y	24	0.188						
MDER0 40	Y	Y	24	0.188						
	Total credits for Semester 1 modules			1						
TO	TAL CRED	ITS FOR	YEAR L	EVEL 4:	SA	QA CREDIT	ΓS = 128; H	EMIS CRE	DITS =	1

Module Code: (4 alphabetic & 3 numeric)	MNTR011

Module Name:	Basic Nut	trition			
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:	 After successful completion of the module, the student should: 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 (3 ^r Order) 091801
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Se m)
	SMU		Full time		S1
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning
	4	1			
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment criteria	 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 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					
l A	Asse	num Form essment Mark for n admission (%)	40%				
Mark Structure:		% Formative Assessment Mark	60%				
Structure:		% Summative Assessment Mark	40%				
	Minin pass	mum final mark to (%)	50%				
			Paper 1	Paper 2	Paper 3	Paper 4	
Summative Assessmer	Т	heory (duration)	Theory				
	,	ractical (duration)	3h				
	S	contribution to summative ssessment 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: 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:		Credits 2		Level 6	(3 rd Order) 110101
Delivery Information:		npus		urt Time	Period (Year/1st/2ndS em)
	S	MU	Ful	I time	Υ
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning
December 1997 and the second state of the seco	5	1			
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment criteria	 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 				

Assessment method		Tests and exa	Tests and examinations; oral presentations; assignments				
	Minimum Form Assessment Mark for exam admission (%)	40%					
Mark	% Formative Assessment Mark	60%					
Structure:	% Summative Assessment Mark		40%				
	Minimum final mark to pass (%)	50%					
		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory (duration)	Theory					
Summative	Practical (duration)	2h					
Assessment	% 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:	 After successful completion of the module the student must demonstrate: 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 Info	ormation:	SAQA	Credits	NQF Level		CESM Code (3 rd Order)
Inoduic iiii	Jimuton.	24		5		091801
Delivery Information:		Car	npus	Full/Pa	ırt Time	Period (Year/1 st /2 nd S em)
			MU	Ful	I time	S2
Periods per	r week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning
· ·	· onoue per moon.	4	1			
Pre-requisi module:	te modules for this	None				
Co-requisit module:	es modules for	None				
Assessmen		 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 dieticians and nutritionists Analyse, motivate and discuss factors that influence food choices Discuss SA food based dietary guidelines and explain how a dietician 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 dietician/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 				
Assessmer	nt method	Assignme	ents; tests;	practical assi	gnments; prac	ctical 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%				
			Paper 1	Paper 2	Paper 3	Paper 4
	The	ory (duration)	Theory			
Summative	Pra	ctical (duration)	3h			
Assessment	Sun	contribution to nmative essment 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:	After successful completion of the module the student should demonstrate: • 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;

			demonstrate the ability to apply basic computer skills such as report writing, electronic literature search, PowerPoint					
			presentations, etc. SAQA Credits					CECM Code
Module Info	ormatio	n:	SAQA	Crean	IS	NO	QF Level	CESM Code (3 rd Order)
			1	2			5	050101
Delivery Inf	formatio	on:	Car	npus		Full/	Part Time	Period (Year/1st/2ndS em)
			S	MU		F	ull time	S2
Periods pe	r week:		Classe s	Prac	_	Tutorial	Seminars	Independent Learning
•			4					
Pre-requisi module:	te mod	dules for this	None		•			
Co-requisit module:	es i	modules for	None					
Assessment criteria			 comm Explailisten, Demoin diffe Motiva interp Differe comm Critica comm Discus chann 	nunication the talk a constrate the ersonal entiate ally dispunications classifications classi	tion commend into e effect special context between tion a tion possification ssification ssification context ion ssification ssification context ion ssification context ion ssification context ion ssification context ion context ion ssification context ion context ion ssification context ion c	nunication terpret mest ective listen recified conforminants, value of the conforminants of t	ing, speaking and texts value and rules of and non –verbale the role of each value of non-verbale ficiency of committee the role of	ng how people and writing skills of effective al th in the
Assessmer	nt metho	od	Assignme	ents; te	ests; p	oractical de	monstration; ex	amination
	Assess	um Form sment Mark for admission (%)						
Mark Structure:		% Formative Assessment Mark	60%					
230.01		% Summative Assessment Mark um final mark to	40% 50%					
Summative	pass (°	/0 <i>j</i>	Paper	1	P	aper 2	Paper 3	Paper 4
			•			-	<u>-</u>	

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:	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.
Learning Outcomes:	 After successful completion of the module the student should demonstrate: 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
Learning Outcomes (continued)	 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)
	1	6		6	091801
Delivery Information:	Car	npus	Full/Pa	rt Time	Period (Year/1 st /2 nd S em)
	S	MU	Ful	l time	S1
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning
	4	1			
Pre-requisite modules for this module:	MDIE012	; MNTR011	1		
Co-requisites modules for module:	MDEB02	1			
Assessment criteria	 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 				

Assessme	nt method	Assignments; case studies; presentations; practicals and examinations					
	Minimum Form Assessment Mark for exam admission (%)		40%				
Mark	% Formative Assessment Mark		60%				
Structure:	% Summative Assessment Mark	40%					
	Minimum final mark to pass (%)		50%				
		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory (duration)	Theory	Practicals				
Summative	Practical (duration)	3h	1h				
Assessment	% 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:	 After the successful completion of this module the student should demonstrate: 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 Info	Module Information:		SAQA Credits		Level	CESM Code (3 rd Order)	
			2	(6	091801	
Delivery In	Delivery Information:		mpus	Full/Pa	Full/Part Time		
		S	MU	Ful	I time	S1	
Periods pe	r week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning	
		4	0.5				
Pre-requisi module:	te modules for this	MNTR01	1; MDIE012	2			
Co-requisit module:	es modules for	MDEC02	1; MDEB02	21			
Assessmen	nt criteria nt criteria (continued)	chroni Descr of the Apply diseas Discus practic prevel Devel educa Apply Solve or alle Apply	practices relevant to lifestyle choices and disease prevention.				
Assessmei	nt method	within different context. Assignments; case studies; presentations ;practical					
	Minimum Form Assessment Mark for exam admission (%)	demonstrations; examination 40%					
Mark Structure:	% Formative Assessment Mark			60%			
	% Summative Assessment Mark	40%					
	Minimum final mark to			50%			

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

Module Code: (4 alphabetic & 3 numeric)	MDEB021
Module Name:	Food and Food Science
Content:	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,
Learning Outcomes:	 After successful completion of the module the student should demonstrate: 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 (3 rd Order)		
	1	2		6	100301		
Delivery Information:	Campus		Full/Pa	Full/Part Time			
	SMU		Full time		S1		
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning		
·	4	1					
Pre-requisite modules for this module:	MSCH01	1; MNTR01	1				
Co-requisites modules for module:	MDED02	1					
Assessment criteria	 MDED021 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 						

			label; Food labell Function of respect of it abuses; Best practic processing Classification Colour and changes du Carbohydra component The nutrien Processing carbohydra Processing carbohydra Modification when apply Preparation staple food Preparation staple food Reconstitut appropriate Leavening The use of Evaluate for commercial	additives incorp ts advantages, d ces in selection, in respect of fruit on of fruit and ve flavour pigments uring cooking and ates as a food ing t value of cereal and preparation te foods; and preparation te foods; ns to the carbohy ring moist, dry ar and process ba s heat; and process ba	orated in food so isadvantages, us preparation method to and vegetables; in fruit and vegetables; in echniques spectate in sugars and combination hasic starch sugar mercial food proques in the lab; is and batters; lients in processi	ources in ses and nods and s; etables and ysiological cific to and starches leat; and cereal and cereal ducts and as ing of food;	
Assessmer	nt metho	od	POE; Assignments, lab reports, continuous evaluation log; practicals; tests; examinations				
Minimum Form Assessment Mark for exam admission (%) W Formative Assessment			40%				
Structure:		Mark % Summative Assessment Mark	40%				
Minimum final mark to pass (%)			50	%			
			Paper 1	Paper 2	Paper 3	Paper 4	
Summative Assessmer	l Ine	eory (duration)	Theory	Practicals			
73363311161		ctical (duration)	3h	1h			

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

Module Code: (4 alphabetic & 3	MDEB022
numeric)	Food and Food October 11
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:	After the successful completion of this module, the student should demonstrate: • 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 				
Module Information:	SAQA Credits	NQF Level	CESM Code (3 rd Order)		
,	12	6	100301		
Delivery Information:	Campus	Full/Part Time	Period (Year/1 st /2 nd S em)		
	SMU	Full time	S2		

Periods pe	Periods per week:		Classe s	Practic al	Tutorial	Seminars	Independent Learning	
				4	1			
Pre-requisite modules for this module:				MDEB02	1			
Co-requisit module:	es I	modules	for					
Module: Assessment criteria			Describe, explain and apply in a logical manner the principles, analyse and evaluate concepts and facts related to: • 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					
Assessment method			POE; assignments; lab reports; continuous evaluation log; practicals; tests; examinations					
Mark Structure:	Assess	um Form sment Mark admission (-			40%		
		% Format	ive			60%		

	Assessment Mark						
	% Summative Assessment Mark						
	Minimum final mark to pass (%)		50%				
		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory (duration)	Theory	Practicals				
Summative	Practical (duration)	3h	1h				
Assessmen	% 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:	After the successful completion of the module the student should demonstrate: • 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.					
		Credits		Level	CESM Code (3 rd Order)	
Module Information:		8		 6	091305	
Delivery Information:		npus		art Time	Period (Year/1st/2ndS em)	
	S	MU	Ful	I time	S2	
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independen t Learning	
	2					
Pre-requisite modules for this module:	MCOM01	12				
Co-requisites modules for module:	None					
Assessment criteria	 By means of written assessments and relevant practica assignments, students should describe, explain and apply ir a logical manner the principles, analyse and evaluate concepts and facts related to: Define Health Promotion and Health Education as fields or 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 					
Assessment criteria (continued)	 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	metho	d	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. Assignments; tests; class tests; practical assignment;			
Minimum Form Assessment Mark for exam admission (%) % Formative			examination 40%			
Mark Structure:		Assessment Mark % Summative	60%			
	Minimu	Assessment Mark um final mark to	50%			
	pass (70)	Paper 1	Paper 2	Paper 3	Paper 4
	The	eory (duration)	Theory	-	-	-
Summative	Pra	actical (duration)	3h			
Assessment	Su	contribution to mmative sessment Mark	100			
	Sul	b minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MDEB031
Module Name:	Diet Related Disorders
Content:	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 General surgery (e.g. abdominal surgery, amputations, cancer, cardiac).
Learning Outcomes:	After the successful completion of the module the student should demonstrate: • 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); Discuss Wound/ulcer/ Burns management and healing 			
Module Information:	SAQA Credits	NQF Level	CESM Code (3 rd Order)	
	8	7	090731	
Delivery Information:	Campus	Full/Part Time	Period (Year/1 st /2 nd S em)	
	SMU	Full time	S1	

Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning	
Pre-requisite modules for this module:	2 MDEC021; MCPA022					
Co-requisites modules for module:	MDEE03	1				
Assessment criteria	 Explai Explai Descricondit Explair condit Explair condit Discus Explair condit Discus Explair condit Discus explair surgic Discus haemonimbala 	in the possi in the patho ibe the clini ions; in the appro- ion; in the effect ion; ss possible in the progr definition of of; n the appro- al procedur ss the effect orrhage, sh ance;	ble causes of physiology or cal signs and priate special ive medical numbers of the complication are surgical procupriate special es; ts of anaesth ock, and water	ent disease contition of the disease of symptoms of a symptoms of a symptoms of a symptom of an agement of the condition of the condition. I investigation of the condition of	(aetiology); conditions; the s for the of the tions; e indications s for the trauma, yte	

		scar management); • Discuss Wound/ulcer/ Burns management and healing process.					
Assessme	nt method	Class presenta	ations; tests; prac	ctical tests			
	Minimum Form Assessment Mark for exam admission (%)		40%				
Mark Structure:	% Formative Assessment Mark		60%				
Structure.	% Summative Assessment Mark	40%					
	Minimum final mark to pass (%)	50%					
		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory (duration)	Theory					
Summative	Practical (duration)	3h					
Assessmen	% 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:	 After the successful completion of this module the student should demonstrate: 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;

	 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)				
	1	6		7	091801
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd S em)
	SMU		Full time		S1
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independen t Learning
	4	1	1		1
Pre-requisite modules for this module:	MDEC02	1; MDEC02	22; MPIA021;	MPIA022; M	CPA022
Co-requisites modules for module:	MDEB03	1			
Assessment criteria	 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 				

			Case studies; practical reports; presentations; tests; peer assessment; examinations					
	Asses	um Form sment Mark for admission (%)		40%				
Mark		% Formative Assessment Mark	60%					
Structure:		% Summative Assessment Mark	40%					
	Minimo pass (um final mark to %)	50%					
			Paper 1	Paper 2	Paper 3	Paper 4		
	The	eory (duration)	Theory	Practicals				
Summative	Pra	actical (duration)	3h	1h				
Assessment	Su	contribution to mmative sessment Mark	50	50				
	Sul	b minimum	40	40				

Module Code: (4 alphabetic & 3 numeric)	MPYA031					
Module Name:	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: 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 (3 rd Order)
	4	7	013901
Delivery Information:	Campus	Full/Part Time	Period (Year/1 st /2 nd S em)
	SMU	Full time	S1

Periods per	Periods per week:			Practic al	Tutorial	Seminars	Independen t Learning
Pre-requisite module:	e mod	lules for this	2 1 MCPA022; MPIA022				
Co-requisites modules for module:			None				
Assessment criteria			Stand minorMinim	ards for excoutcomes outcomes oum permise ular learning	being met. sible perform		•
Formative assessment methods include case as logbook and portfolio projects, self-assessment at tests. Not all formative assessments are scored, feedback is provided. Scored formative assessment contribute 60% towards the final mark. Summative assessment method includes an end written examination paper. Summative assessment contributes 40% towards the final mark.				t as well as d, but ments nd of year			
	Asses	um Form sment Mark for admission (%)	40%				
Mark Structure:		% Formative Assessment Mark			60%		
Structure.		% Summative Assessment Mark			40%		
Minimum final mark to pass (%)			50%				
	,		Paper	1 P	aper 2	Paper 3	Paper 4
	The	eory (duration)	Theor	у			
Summative Assessment	Pra	actical (duration)	2h				
noocooment	% Su	contribution to mmative sessment Mark	100				

Sub minimum	40		

Module Code: (4 alphabetic & 3 numeric)	MDEE032		
Module Name:	Therapeutic Nutrition	1	
Content:	diseases of the musc renal, cancer; ne nutrigenomics. 40 hours comprising	nent of medical conditions culo-skeletal system, endoc eurological disorders an g of nutritional assessment and dietary counselling	rine pancreas, d HIV/AIDS, t, intervention,
Learning Outcomes:	should demonstrate: detailed knowledge care process to medical reprocess to medical nutrition and strategies; Conduct, analyses principles in paties Plan appropriate Apply various me Implement the medical condition; Comprehensively assessment comestatus of patients Plan appropriate nutritional status of Conduct dietary of the conduct dietary of the care of th	ge in the application of application and provided conditions and practices of mediciples and practices of mediciples and practices of mediciples and practices of care and interpret the nutritional care; diet relevant to the client's of thods of nutritional support intertitional care plan to make assess and integrate the properties in determining the diet based on the patient's	ly the nutrition ditions; edical nutrition nd rational of dietary goals al assessment condition; n patient care; nage nutrition the nutritional diagnosis and
Module Information:	SAQA Credits	NQF Level	CESM Code (3 rd Order)
	16	7	091801

Delivery Information:	Car	npus	Full/Part Time		Period (Year/1 st /2 nd S em)
	S	MU	Full time		S2
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independen t Learning
	4	1			
Pre-requisite modules for this module:	MDEE03	1			

Co-requisites	mod	lules for module:	None				
Co-requisites modules for module: 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: 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;				
Assessment	meth	od	Assignments; tests; presentations; examination				
	Ass	imum Form sessment Mark for m admission (%) % Formative	40%				
Mark Structure:		Assessment Mark		60	%		
3		% Summative Assessment Mark		40	%		
		imum final mark to s (%)		50	%		
		, ,	Paper 1	Paper 2	Paper 3	Paper 4	
	-	Theory (duration)	Theory	Practicals			
Summative		Practical (duration)	3h	1h			
Assessment	;	% contribution to Summative Assessment Mark	50	50			
	;	Sub minimum	40	40			

Module Code: (4 alphabetic & 3 numeric)	MDEA031

Module Name:	Community Nutrition	Interventions	
Content:	interventions, prima breastfeeding, BFHI substitutes); artificial monitoring and p childhood diseases (Deworming, immuni services through the fortification; microdiversification; communication education communication.	,	ng (exclusive ag breast milk beding; growth beding; growth beding provided and the second provided as a second pro
Learning Outcomes: Learning Outcomes (continued)	should demonstrate: integrated knowled as an ability to intervention strated different communities and care according to the ability to mark manner, taking account; grounded knowled the ability to mark manner, taking account; grounded knowled concepts and putherapeutic care the ability to collar promotion and stypes of SA commingers, limitated fortification, mineducation, heal nutrition rehability strategies; the ability to collar relevant stakehol interventions through the ability to importance and responsible to the ability to the ability to importance and responsible to the ability to the ability to the ability to the ability to importance and responsible to the ability to the ab	edge and clear understanding correctly evaluate and apple tegies for different target ity needs; ge of and the ability to idented elements/components of put the needs of different SA comage childhood illnesses in a standard principles and principles and principles and principles of ethical common aborate with relevant stakeholders and groups; edge and practical understations, benefits and strategoronutrient supplementations, benefits and strategoronutrient supplementation aborate and effectively common ders in the delivery of common ugh the lifecycle, including its SMP; educate communities repole of nutrition for health and the primary health care	ang of, as well pply nutrition groups and tify and apply primary health ommunities; an integrated premises into anding of the nunity based tolders for the olders for the olders for the olders of food on, nutrition different intervention intervention municate with unity nutrition municates with unity nutrition munica
Module Information:	SAQA Credits	NQF Level	CESM Code (3 rd Order)

		12		7		191801
Delivery Inform	ation:	Car	npus	Full/Part Time		Period (Year/1 st /2 nd S em)
Periods per week		SMU		Ful	I time	S1
Periods per we	per week:		Practic al	Tutorial	Seminars	Independent Learning
-		4	1			
Pre-requisite module:	modules for this	MDEA02	2			
Co-requisites module:	modules for	None				
Assessment cr	iteria	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: 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.				
Assessment m	ethod	Assignme		•	presentation	ns; practical
Ass	nimum Form sessment Mark for am admission (%)			40%		
Mark Structure:	% Formative Assessment Mark			60%		
	% Summative Assessment Mark	40%				
	nimum final mark to ss (%)			50%		
Summative		Paper	1 F	aper 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:	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.
Learning Outcomes:	 After the successful completion of the module the student should demonstrate: 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

	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; • 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. CESM Code CESM Code Output Developed Text Developed				
Module Information:	1	6	7		(3 rd Order) 091801
Dolivory Information	Car	npus	Full/Pa	rt Time	Period (Year/1 st /2 nd S em)
Delivery Information:	_	N 41 1	E.J		
Delivery illiorination:		MU	rui	I time	S2
	Classe s	Practic al	Tutorial	Seminars	S2 Independen t Learning
Periods per week:	Classe	Practic			Independen
	Classe s	Practic al			Independen
Periods per week: Pre-requisite modules for this	Classe s 4 MDEA03 None	Practic al 1	Tutorial		Independen t Learning

			 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	met	hod	Assignments; case studies; presentations; practical assignments; POE and examinations				
Mark Structure:	Ass exa Min	imum Form essment Mark for m admission (%) % Formative Assessment Mark % Summative Assessment Mark imum final mark to s (%)		40% 60% 40% 50%			
			Paper 1	Paper 2	Paper 3	Paper 4	
	-	Theory (duration)	Theory	Practical			
Summative		Practical (duration)	3h	2h			
Assessment		% 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:	After the successful completion of the module the student should demonstrate: 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)	etc. w • the all transf syster • the a syster service • inform refere group • the all group adapt analys differe • analys challe food p • inform prepa a view • the a prepa adjust produ • mana planni plan in team applice	 and apply all related principles, procedures, guidelines etc. within the context of food service administration; 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 				
	applic the all accep	ation of ap pility to cor stable manr	propriate res iduct a plate	ources; waste study	in an ethically e results of the	
Module Information:	SAQA	SAQA Credits NQF Level			CESM Code (3 rd Order)	
Delivery Information:	12 Campus		7 Full/Part Time		100303 Period (Year/1st/2ndS em)	
	S	MU	Ful	l time	S1	
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independen t Learning	
Pre-requisite modules for this module:	4 MDED02	1 1; MDEB0	21; MDEB02	2		
Co-requisites modules for module:	None					

Assessment criteria		concept/m Identify an outputs of Differential identify suit service factors are special refugroups Discuss mathe planning Plan, implements for Adapt norreduction Draw special plan and diets; Plan the plan explain the scale; Explain the production	 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 				
Assessment i	nethod	·	oractical assignm	nent; presentation	ons; tests;		
	Minimum Form	examination					
	Assessment Mark for	40%					
	exam admission (%)						
Mark Structure:	% Formative Assessment Mark	60%					
	% Summative Assessment Mark	40%					
Minimum final mark to pass (%)		50%					
		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory (duration)	Theory					
Summative	Practical (duration)	3h					
Assessment	% contribution to Summative Assessment Mark	100					
	Sub minimum	40					

Module Code: (4 alphabetic & 3 numeric)	MDED032				
Module Name:	Food Services Administration II				
Content:	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. 20 hours of clinical training, shadowing both a dietitian and a food service manager in a medical food service unit and documenting their experiences.				sanitation and ring, deliveries dietitian and a rvice unit and
Learning Outcomes:	 After the successful completion of the module the student should demonstrate: 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 				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	12		7		100303
Delivery Information:	Campus				Period (Year/1 st /2 nd S em)
	SMU		Full time		S2
Periods per week:	Classe Practic Tutorial 4 1		Seminars	Independent Learning	
Pre-requisite modules for this module:	le: MDED031			I	
Co-requisites modules for module:	None				
To requience medical medical.					

Assessment criteria Assessment criteria (continued)		planning the Assess differstandards are Plan and drepelop and plan; Distinguish the food selent purchasing Critically according to Discuss and Evaluate fraccidents; Train staff verification Discuss the Distinguish suppliers; Estimate the different food Compile are Differentiate products at Explain how and cost received.	e food service layerent type of food and facility purpose aw a schematic of explain the work and explain the food service equipment's procedure to be food service equipment the cood service explains the procurement and critically discord service facilities and control deliver to control d	d service facilities se/end goals; food service floor orkflow in the food factors affecting the second service factors affecting the food service factors and select the food service factors affective and safe food service factors and safe factors and select the food service factors and service factors and service factors and services; the different required for ceres; the food services and unactors and unactors are services and services are services and unactors are services are services and unactors are services and services are services and services are services are services and services are services are services and services are se	es according to r plan; and service floor the selection of selecting and the equipment's cility; bety regulations; prevention of supplies; the types of food the tain menus at exceptable food utality, quantity food items in a quality assured
Assessment me	thod	Class group tasks; tests; observation by visiting food service units and writing reports; practical tasks and assignments; presentations			
-	Minimum Form Assessment Mark for exam admission (%)	40%			
Mark Structure:	% 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)	MDEC031				
Module Name:	Bioethics				
Content:	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). 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.				
Learning Outcomes: Learning Outcomes (continued)	 After the successful completion of the module the student should demonstrate: 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. 				

Module Information:	SAQA	SAQA Credits		F Level	CESM Code (3 rd Order)
	8		7		091901
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)
	SI	SMU		ull time	S1
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning
·	2				
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment criteria	 Differed practice Explaie Evaluation Composition Apply Pele; Explaie profes Explaie station Analyz Explaie white a and clean 	entiate betwee and profer the process that it it it it it is a constant. The profess the Patient of the code sionals; on the regularly, signing the profess it is a report absearly;	veen the screessional assess professional to practice a control on al; and control on alignment and control on a	cociations; onal registration and explain production ethical principle narter; and the sand application informations and issuing mmission is defifierent health productions.	ession and scope of s and restoration; cess of identification as governing practice principles of Bathoon to different health on on professional of prescription; termined; professions; document accurately
Assessment method	Tests; assignments; practical tasks; peer assessment; examination				
Minimum Form Assessment Mark for exam admission (%) W Formative Assessment Mark Structure: Mark Structure:		60%			
Assessment Mark	40%				
Minimum final mark to pass (%)	50%				
Summative	Paper	1 P	aper 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)	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:	Explain the conce Identify a researc Determine the repurpose of the study clearly; Determine the tystudy; Demonstrate an acceptance of the Study clearly; Determine the tystudy; Demonstrate an acceptance of the tystudy; Ability to develop of the tystudy of the	ch problem and develop a stresearch question(s), aims ability to develop a hypothes terature; sampling methods; mple size for the study; ability to choose a relevate statistical software to use it ability to correctly interpret research presentation ver ent avenues for disseminating knowledge of ethical and arch (ethical clearances,	and the applicable to a specific sis; ant research statistical an analysing data; esults; esults; esearch proposal and arbally or in poster form; enginformation; legal considerations participant consent,		
Module Information:	confidentiality, anonymity, plagiarism). SAQA Credits NQF Level CESM Code (3 rd Order)				

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

Periods pe	r week:		Classe s	Practic al	Tutorial	Seminars	Independent Learning	
l chods pc	i week.		2					
Pre-requisi module:	te mo	dules for this	MDEC03	1				
Co-requisit module:	tes	modules for	None					
Assessmen			analyse a The c Identif Determination The ty Devel Revie Samp Samp Samp Samp Analy Identified data; Interp Comp Writin Writin Devel The d Ethical clearal plagia	and evaluate oncept of refication of a mination the se of the state oping a hypwing literate ling method le size detection; tion of relevate data; fication of a reting resuluiling referent average an abstrate oping a resifferent average and legal and legal ances, particularism).	e concepts are esearch; research proper research quidy clearly; arch and tools pothesis; are; ds and technic ermination; rant research pplicable states; aresearch process according research process according eresearch process	blem and devi- blem and devi- estion(s), aims applicable to ques; statistical met istical software agly and consistical software tation verbally eminating informs governing resist, confidentiali	elopment of a study; s, objectives and the a specific study; hods to e to use in analysing stently; ort; or in poster form; mation; esearch (ethical ty, anonymity,	
Assessmer			Tests; as	signments;	practicals; pe	er assessmer	its; examination	
Mark	Asses	um Form sment Mark for admission (%)			40)%		
Structure:		% Formative Assessment Mark			60	0%		
		% Summative	40%					

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

Module Code: (4 alphabetic & 3 numeric)	MDEB032		
Module Name:	Health Administration	n and Management	
Content:	independent practic processes, contracts management; Types administration and m	¥	g rights; legal terms, ncial administration and processes, structures,
Learning Outcomes: Learning Outcomes (continued)	to demonstrate: • knowledge and u for purposes of establishment of establishment of the ability to follow health practice; • the ability to differ the legal proce practices; • advanced knowled their limits within • integrated knowled marketing guideli • the ability to haprofessional man • knowledge, logical financial practices • the ability to man effectively, with specifications.	completion of the module the nderstanding of the principle of developing a sound by a private health practice; we correct procedures to register that the types of businesses and requirements are dege of the trends and difference and practical under the professional acts; ledge and practical under the suppliers and suppliers and supplier and to use supplier netwal understanding of and the swithin a private health practical reference to employmand registration with relevant.	es of strategic planning usiness plan for the ster and name a private for private practice and for establishing such terent investments and erstanding of effective ned by the HPCSA; these in an ethical and works effectively; ability to manage basic ctice; esses and procedures nents contracts, training
Module Information:	SAQA Credits	NQF Level	CESM Code (3 rd Order)
wodule illioillidiloii.	8	7	090501
Delivery Information:	Campus	Full/Part Time	Period

							(Year/1st/2ndSem)	
			S	MU	Ful	l time	S2	
			Classe	Practic	Tutorial	Seminars	Independent	
Periods	per week:		s 2	al			Learning	
Pre-req	uisite modules fo	or this	MDEC03	1				
Co-reque module		for	None					
Assess	ment criteria		 Conduct strategic planning for purpose of development of prival practice and business plan Compile a business plan Explain the regulation, process 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 with the professional acts; Discuss marketing guidelines of marketing private practice governed by the HPCSA; Explain the importance of diagnostic coding; Explain the different uses of technology in clinical care and practimanagement; Explain the relationship limits with suppliers and supplier network. Explain basic financial practices within a private practice. Develop HR professional employments contracts and registratiwith relevant employment bodies; Training and supervision of support staff within the practice; Explain principles of sourcing, storing and maintenance of medicinand medical devices; 					
Assess	ment method		Presentat	ions; tests;	assignments	group tasks;	examination	
	Minimum Form Assessment Mar exam admission	(%)			4	10%		
Mark Structur	% Forma Assessn Mark	nent			6	60%		
):	% Summ Assessm Mark					10%		
	Minimum final map pass (%)	ark to			5	50%		
Summa			Paper	1 P	aper 2	Paper 3	Paper 4	
ve Assessi	m Theory (durat	tion)	Theor	у				
ent	Practical (dur	ation)	3h					

% contribution to Summative Assessment Mark	100		
Sub minimum	40		

Module Code: (4 alphabetic & 3 numeric)	MDEC040
Module Name:	Practice of Therapeutic Nutrition
Content:	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. 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 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 In Internal Medicine the following cases will be assessed and managed: Cardiovascular; Hepatic; Renal; Pulmonary; Diabetes Mellitus, HIV/AIDS; Cancer. Surgery the following cases will be assessed and managed: Neurosurgery; General surgery, Cardiothoracic; Burns, Trauma, ICU
Learning Outcomes:	After the successful completion of this module, the student should demonstrate the ability to: • 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

	 professional ideas to appropriate audiences, and effectively interpret different scenarios and offer logical solutions for challenges and problems related to the field of therapeutinutrition; 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	SAQA Credits		Level	CESM Code (3 rd Order)
	4	.8	ı	8	091801
Delivery Information:	Car	npus	Full/Pa	rt Time	Period (Year/1 st /2 nd Sem)
,	S	MU	Ful	I time	Υ
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning
·		3		8	12
Pre-requisite modules for this module:	MDEE032				
Co-requisites modules for module:	None				
Assessment criteria	nutriticare p Sumn diseas anthro asses Formulaterp Recordevaluation Plan diseas independential comp Critica /comp Devel patier Modification monital interviole Apply impar patier Apply	onal assessiblan. narise the rese by integropmetric, asments allate a nutive retation of mmend the ate and documented and documents appropriately review ponents appropriately and montolient need to a nutive oring and montolient need at the nutive retails and and montolient need the nutive retails and	sment data to nutritional state ration of all rebiochemical citional diagnonutritional assument the nutritional assument the nutritional assument the nutrition collable team and effective rotific /evidentical principle thical p	us of patients, elevant data p, clinical are psis based on sessment data putrition care plal patients/contrition need poration with specific dietarent disease conditherapeuticulan as a reformed of the pence based es in the healt	implement, monitor, an. lients with specific in hospital settings the members of the recommendations anditions amenus according to esult of continuous planned nutritional communicating and the knowledge of the care system.
Assessment method	Prepared	case studi	es and prese		or case studies and

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

		Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory	Practical	Oral	
Summative	Practical (duration)	3h	1h	30min	
Assessment	% 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:	Students will spend a total of six weeks at an accredited foodservice unit. 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.			
Learning Outcomes:	 After the successful completion of this module, the student should be able to demonstrate: 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 			

	relevant food supplies; the ability to develop accurate specifications for different food					
	the absolutesuppliers;	-	elop accurat	e specification	ns for different food	
	• advan	ced admin		•	nt the receipt, storing	
		•	•	of the practic d efficient mai	e of medical food	
					ition of meals to	
		ients/patie	•			
	• the sk		itor and imp	rove adheren	nce of hygiene and	
		•	nduct a plate	e waste study	and to implement	
	improver		. 4	.4	and the stand	
			y to condu alth foodserv	•	evaluation of food	
	• the a	bility to e	ffectively mo	onitor patient	s' satisfaction with	
		,		lement actior	n plans to improve	
		on when ne essive abil	<i>y</i> .	vely manage	resources in food	
	servic	e administ	ration;	, ,		
		, ,	an and imple ough needs a		ice training of staff	
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)	
	24		8		091801	
Delivery Information:	Can	npus	Full/Part Time		Period (Year/1 st /2 nd Sem)	
,	SI	MU	Full time		Υ	
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning	
.		2		8	8	
Pre-requisite modules for this module:	MDED03	2				
Co-requisites modules for module:	None					
	• F	Plan norma	l diet menu a	nd modify to t	therapeutic diet	
		•	d standardise	•		
	Draw food specifications					
			•		evant food supplies	
	• 0	Oraw up ma	aster order ar		evant food supplies suppliers	
Assessment criteria	• D	Oraw up ma Oraw speci Plan receivi	aster order ar fications for d ing, storage a	nd procure rela different food s and issuing of	suppliers food supplies	
Assessment criteria	• D	Oraw up ma Oraw specit Plan receivi Supervise p	aster order ar fications for d ing, storage a production an	nd procure relation	suppliers food supplies	
Assessment criteria	• D • D • P • S	Oraw up ma Oraw specit Plan receivi Supervise p groups/clier	aster order are fications for d ing, storage a production an nts/patients	nd procure reliferent food sand issuing of distribution	suppliers food supplies	
Assessment criteria	• D • D • D • P • S • S • M • O	Oraw up ma Oraw speciti Plan receivi Supervise p groups/clier Monitor adh Conduct the	aster order ar fications for d ing, storage a production an ints/patients herence of hy e plate waste	nd procure relatifierent food so and issuing of d distribution giene and saf study	suppliers food supplies of meals to fety regulations	
Assessment criteria	• DD • D	Oraw up ma Oraw specition of the properties of t	aster order are fications for d ing, storage a production an nts/patients herence of hy e plate waste nsory evalua	nd procure relatifierent food so and issuing of d distribution giene and saf study	suppliers food supplies of meals to	
Assessment criteria	•	Draw up ma Draw specity Plan receiving Supervise puroups/clier Monitor adh Conduct the Conduct se Conduct se	aster order are fications for d ing, storage a production an hts/patients herence of hy e plate waste nsory evalua unit	nd procure relatifierent food so and issuing of d distribution giene and saf study	suppliers food supplies of meals to fety regulations roduced in the	

		service administration, Conduct in-service training based on the need analysis					
Assessment i	nethod	Presentations	; POE; seminars	; practical examir	nation		
Mark	Minimum Form Assessment Mark for exam admission (%)		40%				
	% Formative Assessment Mark		60%				
Structure:	% Summative Assessment Mark	40%					
	Minimum final mark to pass (%)	50%					
		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory (duration)	Theory	Practical				
Summative	Practical (duration)	3h	3h				
Assessment	% 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:	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. Maternal Services- Prenatal and postnatal care- weight gain/loss, micronutrient supplementation, nutrition counselling and education 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. Nutritional counselling and education to the public. National School Nutrition Programmes. Early Childhood Development.
Learning Outcomes:	After the successful completion of this module the student should be able to: • implement, monitor and evaluate community nutrition programmes in various contexts and focused on various community nutrition needs;

		 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 Info	rmation:	SAQA			Level	CESM Code (3 rd Order)	
			2	8		091801	
Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)	
		SMU		Full time		Υ	
Periods per	Periods per week:		Practic al	Tutorial	Seminars	Independent Learning	
•			2		8	10	
Pre-requisite module:	e modules for this	MDEA032					
Co-requisite	s modules for module:	None					
Assessment criteria		 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	Presentations; POE; seminars; examination.						
Mark	Minimum Form Assessment Mark for						
Structure:	exam admission (%)						

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

Module Code: (4 alphabetic & 3 numeric)	MDER04	MDER040					
Module Name:	Undergra	duate Res	earch Project				
Content:	analysis,	presentation	on of results/r	esearch and v	f data collection, vriting a research ards.		
Learning Outcomes:	report according to acceptable academic standards. After the successful completion of this module, the student should demonstrate: • 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 (3 rd Order)		
	2	.4	8		091801		
Delivery Information:	Campus		Full/Pa	art Time	Period (Year/1 st /2 nd Sem)		
	SMU		Ful	I time	Υ		
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning		
,					26		

Pre-requisite module:	e modules for this	MDEC032				
Co-requisite	s modules for module:	None				
Assessment	t criteria	 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 				
Assessmen	method	Presentation o	f results; resear	ch report.		
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)			100% 50%		
		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory (duration)	Research Report	Oral		-	
Summative	Practical (duration)					
Assessment	% 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	4
Learning/English	
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 reexamination, 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					
Qualificati on Name:	Bachelor	of Nursing and Midwifery	Qualification Code:	BNM			
Campus:	Sefako M	akgatho Health Sciences University	Last Revision date:				
Total SAQA Credits for Qualification:		512	Is this a fixed Curriculum:		Yes		

PERIOD OF STUDY / YEAR LEVEL 1					PERIO	OF STU	DY / YEAF	RLEVEL	. 1	
Year Modules					Semester Modules					
Module Code	Offerin g Period	Possib le major	SAQ A Credi t	Hemis Credit		Module Code	Offerin g Period	Possib le major	SAQ A Credi t	Hemi s Credi t
The follow	ring 3 mod	ules are C	OMPUL:	SORY		The followin	g 11 modu	les are CC	MPULS	ORY
SNUA 010	Y	Y	24	0.19		SBIO 012	S2	N	12	0.09
SNUP 010	Y	Y	36	0.28		SCHE 011	S1	N	12	0.09
SENG 010	у	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 cred modules	dits for Ye	ar	104	0.82	Total credits for Semester modules 24		0.18			
TO	TAL CRED	ITS FOR	YEAR L	EVEL 1:	SA	QA CREDITS	S = 128; H	EMIS CRE	DITS =	1

PERIOD OF STUDY / YEAR LEVEL 2							
	Yea	r Modules	i				
Module Code	Offerin g Period	Possib le major	SAQ A Credi t	Hemis Credit			
The follow	ing 3 mod	ules are C	OMPUL	SORY			
SPHY 020	Y	N	16	0.13			
SNUA 020	Y	Y	24	0.19			

PERIOD OF STUDY / YEAR LEVEL 2							
	Semest	er Module	s				
Module Code	Offerin g Period	Possib le major	SAQ A Credi t	Hemi s Credi t			
The followin	g 13 modu	les are CC	MPULS	ORY			

SNUP	V	V	44	0.35	
020	I	I	44	0.55	
SPHA 020	Y	N	16	0.13	
SMIC 020	Y	N	12	0.10	
SPSY 020	Y	N	12	0.10	
Total cred modules	dits for Ye	ar	124	1	
TO	TAL CRED	ITS FOR	YEAR L	EVEL 2:	SAQA CREDITS = 124; HEMIS CREDITS = 1

PERIOD OF STUDY / YEAR LEVEL 3						PERIO	OF STU	DY / YEAF	RLEVEL	. 3
	Yea	r Modules					Semest	er Module	S	
Module Code	Offerin g Period	Possib le major	SAQ A Credi t	Hemis Credit		Module Code	Offerin g Period	Possib le major	SAQ A Credi t	Hemi s Credi t
The follow	ing 3 mod	ules are C	OMPUL	SORY		The followin	g 12 modu	les are CC	MPULS	ORY
						SNUA 030	Υ	Υ	24	0.17
						SNUP 030	Y	Y	20	0.13
						SMID 030	Υ	Υ	24	0.17
						SMIP 030	Υ	Υ	36	0.25
						SSCI 030	Υ	N	12	0.08
						SUML 030	Υ	N	20	0.14
						SUMP 030	Υ	N	8	0.06
Total cred	dits for Ye	ar				Total credit modules	s for Sem	ester	144	1
TO	TAL CRED	ITS FOR	YEAR L	EVEL 3:	SA	QA CREDITS	S = 144; H	EMIS CRE	DITS =	1

PERIO	DD OF ST	JDY / YEA	R LEVE	L 4
	Yea	r Modules		
Module Code	Offerin g Period	Possib le major	SAQ A Credi t	Hemis Credit
The follow	ing 2 mod	ules are C	OMPUL	SORY
Total cred	dits for Ye	ar		

PERIOD OF STUDY / YEAR LEVEL 4								
	Semest	er Module	s					
Module Code	Offerin g Period	Possib le major	SAQ A Credi t	Hemi s Credi t				
The followin	g 9 module	es are COI	MPULSO	RY				
SNUA 040	Υ	у	20	0.14				
SNUP 040	Υ	Υ	20	0.14				
SMID 040	Υ	Υ	24	0.17				
SMIP 040	Υ	Υ	36	0.26				
SRES 040	Υ	N	12	0.09				
SREP 040	Υ	N	4	0.03				
SUML 040	Υ	N	16	0.11				
SUMP 040	Y	N	8	0.06				
Total credit	s for Sem	ester	140	1				

modules				modules		
TOTAL CREDITS FOR	YEAR L	EVEL 4:	SA	QA CREDITS = 140; HEMIS CRE	DITS =	1

				MODULA	R INFORMAT	ION				
Department :	Nurs	ing Sci	ence				Sch :	ool	Health Ca Sciences	-
Last Revision date:	1	N/A			First Year Offered (No	ew):	202	1		
Replace this I module(s)?	Modul	e exist	ting	No	If YES, give module co					
Module linked Qualification/			BNM							
Migration Stra	ategy:		N/A		(If YES, Se	ction G	must	also b	oe complete	ed)

Module Code: (4 alphabetic & 3 numeric)	SNUA 010
Module Name:	NURSING SCIENCE AND ART 1
Content:	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 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. Discuss the concept Community oriented nursing care. Briefly outline the following: 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 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. 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,

		<u> </u>			(O D E	
	latest quid	delines		•		R according to
Learning Outcomes:	Apply knosciences throughou communit Apply know practice of the need accordance Aware of Able to append and address developm Effectively rendering education	wiledge of and pharm at the life lies in responsible of safe clinic sof the ince with national poly professes the basent in life. y utilize the care to an and relevant to	real nursing a ndividual, the onal legislati meaning and sional and ethic needs of individual (iro the differential numbers).	nd midwifery e family and ve and policy dipurpose of plical knowled individual patinciples of sincluding basint stages of di	that is the control that is the control that is the control tents are the control tents	sional nursing. dentify, assess at all stages of fic nursing in iples of health
Module Information:	SAQA (4; 8; 12; 1 28;	6; 20; 24; ;32)	ITS Cou	rse Level	Orde (S	M Code (3 rd r) ix Numbers) 0806, 90801, 090805
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)	
·	SI	ИU	Full	time		Year
Periods per week:	Classe s	Practical s	Tutoria	Semina	rs	Independent Learning
	s s l Learn					
	8			2		2
Pre-requisite modules for this module:	8 None			2		•
•	None None					•

				Identify common health problem patterns and trends throughouthe life cycle. Demonstrate the awareness of the significance of information in the application of nursing knowledge Cooperate and collaborate with heath 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				
Assessm	ent n	neth	nod	Continuous formative theoretical assessment (E-learning exercises, tests, assignments, projects). Summative assessment 1 x 3 hour papers				
	Ass	ess	m Form ment Mark m admission	40%				
Mark Structure:			% Formative Assessmen t Mark	60%				
piructure.			% Summative Assessmen t Mark			40%		
	Min to p		m final mark (%)			50%	_	
				Paper 1	Paper 2	Paper 3	Paper 4	
		The	eory/practical	Theory				
Summati	ve	Du	ration	3 hours				
Assessm t Paper:	en	% to Ass Ma	contribution Summative sessment rk	60%				
		Sul	b 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

		property, I The nursin Communi	last offices. ng process cation: repo	and the design ort writing, ha	gn of a car nding and	e-plan taking	re of patient's over at the end a telephone call	
Learning (Outcomes:	Demonstr stages of Progressiv process in Demonstr nursing sk Utilize app to nursing Demonstr environme Demonstr emergence	ate the abidevelopmed vely demonstrate compensities. The compensities are ability the control at the above at	ent nstrate and u nursing care etence in the quipment, inst to create and t to the situati	e performa ruments ar maintain a ion individual	vledge ance of and produces a safe a ds in a	of people at all of the nursing f psychomotor cesses relevant and therapeutic health-related	
Module Information:		SAQA ((4; 8; 12; 1	Credits 6; 20; 24; ;32)			CESI Orde (S	CESM Code (3 rd Order) (Six Numbers) 090806, 90801,	
Dalissams In	-f	Can	npus	Full/Part	Time	(Yea	090805 Period ar/1st/2ndSem)	
Delivery if	nformation:	SMU		Full time		Year		
Periods pe	er week:	Classes	Practical	s Tutorial	Semin	ars	Independent Learning	
·		Classes 4		s Tutorial		ars		
·	er week: site modules for this		Practical	s Tutorial	Semin	ars	Learning	
Pre-requis	site modules for this	4	Practical	s Tutorial	Semin	ars	Learning	
Pre-requis module:	ite modules for this	4 None None Evidence in nursing Give evide Acquire an Demonstr	of knowled practice. Cence of atternative atternative.	ge acquisition Complete a fa endance of all ndance.	Semina 2 and comp mily study. I skill devel	etency lopmer	Learning 4 / development int sessions.	
Pre-requis module: Co-requis module: Assessme	ite modules for this	None None Evidence in nursing Give evide Acquire at Demonstr learning a Accumula developm Formative Practical a workshop:	of knowled practice. Cence of atterate require according to the a total or ent and single individual assessments. Submit of	ge acquisition complete a fa endance of all ndance. d competence programme f 360hrs (proj nulation)	Seminary 2 and compositive study. I skill developments requirements and in prond and in prond Hour board.	lopmer al expents. , profe , tests actice.	development at sessions. eriential ssional and projects. Clinical d evidence	

		% Formative Assessment Mark			60%	
		% Summative Assessment Mark num final mark ss (%)			40% 50%	
	to pa	33 (70)	Paper 1	Paper 2	Paper 3	Paper 4
	-	The am //amaetical	-	rapei z	rapel 3	Рареі 4
	7	Theory/practical	OSCE	Paper 2	гареі 3	гарег 4
Summativ	<u> </u>	Theory/practical Duration	-	гареі 2	гареі 3	гареі 4
Summativ Assessme Paper:	/e [• •	OSCE	гареі 2	гареі 3	гареі 4

Module Code: (4 alphabetic & 3 numeric)	SENG 010
Module Name:	ENGLISH LANGUAGE
Content:	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. Interpret visuals and share in a group. Construct effective sentences using correct grammar and Write a summary on a text. Library Orientation
Learning Outcomes:	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. 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

Module Information:	Write conscientific of scientific of the scienti	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) SAQA Credits (4; 8; 12; 16; 20; 24; ITS Course Level Order) 28;32) (Six Numbers) 090806, 90801, 090805						
Delivery Information:		mpus			art Time	(Ye	Period ear/1 st /2 nd Sem)	
	S	MU		Ful	l time	L	Year	
Periods per week:	Classes	Prac	ticals	Tutoria	Semina	ırs	Independent Learning	
·	4		1				2	
Pre-requisite modules for th module:	None None						•	
Co-requisites modules f module:	None None							
Assessment criteria	explicitly a present in author's s summariz Writing: organise writing st spelling. Oral comic class disc academic Self-reflections	<i>Oral communication and presentation</i> : Participation in group and class discussions, use of PowerPoint effectively to present an academic topic						
Assessment method	Tests, co class; (PowerPo	mpreh oint)	ensior	n analysis; f			rs, groups and presentations and presenting	
Minimum Form Assessment Mark for exam admission (%))			40	%			
Mark Structure: % Formative		60%						
% Summative Assessment Mark					40%			
Minimum final mark to pass (%)				50	%			
Summative (70)	Paper	1	Pa	per 2	Paper 3		Paper 4	

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

Module Code: (4 alphabetic & 3 numeric)	SPSY 010)				
Module Name:	INTRODU	ICTION TO	PSYCHOLO(GY 1		
Content:	Psycholog Psychoph reception introduction	gy; Persona ysiology; Ir and sens on to researc	ality, emotic nterpersonal ation memo	ons, motiv skills, co ory, social	atior gnitiv ps	Developmental n and stress ve processes, ychology and
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 (4; 8; 12; 28	Credits 16; 20; 24; ;32)	ITS Cours		CE Ord	SM Code (3 rd der) Six Numbers) 90806, 90801,
	I	2	5			090805
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Sem)	
-	SMU		Full time		Year	
Periods per week:	Classes	Practicals	Tutorial Semina		rs	Independent Learning
·	5		2			2
Pre-requisite modules for this module:	None					
Co-requisites modules for module:	None					
Assessment criteria	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			,	_	•	and individual (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.						
	Asse	mum Form essment Mark for n admission (%)		40)%				
Mark		% Formative Assessment Mark		60)%				
Structure: % Summative Assessment Mark 40%				40%					
		mum final mark ass (%)	50%						
			Paper 1	Paper 2	Paper 3	Paper 4			
	-	Theory/practical	Theory						
Summativ	Duration		3 hours						
Assessme Paper:		% 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 based on values (ar within the	must identi critical refle nd legal) sys legal frame	fy and addrections on the tems to the new work.	ess ethical suitability ursing and	and of di midv	legal issues fferent ethical vifery practice	
Module Information:	SAQA (4; 8; 12;	Credits 16; 20; 24; 3;32)	ITS Cours		CE: Ord	SM Code (3 rd der) Six Numbers)	
	8	8	5		08	090806, 90801, 090805	
Delivery Information:	Car	npus	Full/Part	Time	(Ye	Period ar/1 st /2 nd Sem)	
,	SMU Full time Yea					Year	
Periods per week:	Classes	Practicals	Tutorial	Semina	rs	Independent Learning	
	4	0	0	0		0	

Pre-requis	site m	odules for this	None						
Co-requis module:	ites	modules for	None						
Assessme	ent crit	teria	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.						
Assessme	ent me	thod	Integrated assessment where the knowledge of ethos and professional practice is applied. Written tests, role play, case studies, assignments, report writing						
	Asse	num Form ssment Mark for admission (%)		40	%				
Mark		% Formative Assessment Mark		60%					
Structure:		% Summative Assessment Mark		40	%				
		num final mark ss (%)		50	%				
			Paper 1	Paper 2	Paper 3	Paper 4			
	T	heory/practical	al Theory						
	Summative Duration								
Assessme Paper:	S	contribution to cummative cummative	60%						
	S	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:	normal fu Apply the	nctions perfo	rmed. gained effec	tively in th	e pr	in relations to ovision of care able to:	
Module In	formation:	(4; 8; 12;	Credits 16; 20; 24; 3;32)	ITS Cours	se Level	CESM Code (3 rd Order) (Six Numbers)		
		1	16	5		09	90806, 90801, 090805	
Delivery I	nformation:	Cai	mpus	Full/Part	Time	(Ye	Period ear/1 st /2 nd Sem)	
		S	MU	Full t	ime		Year	
Periods p	er week:	Classes	Practicals	Tutorial	Semina	rs	Independent Learning	
		6	2		2		2	
Pre-requis	site modules for this	None						
Co-requis module:	ites modules for	r None						
Assessme	ent criteria	and described to the microscopy Attend projects. Apply known	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.					
Assessme	ent 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.						
	Minimum Form Assessment Mark for exam admission (%)	or 40%						
Mark	% Formative Assessment Mark			60%				
Structure:	% Summative Assessment Mark		40%					
	Minimum final mark to pass (%)							

		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical	Theory	Practical		
Summative	Duration	2hours	1hour		
Assessment Paper:	% 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:	to chan Associal physical phys	ge ate the sub- al and chem tand the for themical sho types tand the exi y of aqueou acidic prop scale hize importa the major or e biological accharide's	microscopic s ical behaviou ces of cohesi orthand to rep raordinary pr s mixtures erties of aque nt groups of i rganic compo entities molecules	tructure of r on in compresent rea operties of eous solution norganic cound group such ases, polysac	matt counc ction wate ons a ompo	ter with its ds s an identify er and the and the use of	
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32) 12 CESM Code (3 rd Order) (Six Numbers) 090806, 90801, 090805						
Delivery Information:		npus MU	Full/Part Full t		(Ye	Period ar/1st/2ndSem) S1	
Periods per week:				Independent Learning			

			5	2				
Pre-requis	Pre-requisite modules for this None							
Co-requis module:	ites	modules for	None					
Assessme	ent crite	eria	atomic st equations base beh	tructure, perions and aviour, organication of f	odic chart, od reaction oc chemistry ormative a	chemical bon rates, water pr as well as lipic assessment (f	the principles, ding, chemical roperties, Acid- ls and proteins. ests. practical	
Assessme	ent met	hod	A combination of formative assessment (tests, practical reports/test, quizzes) and summative assessment (3 hour written examination).					
	Asses	um Form sment Mark for admission (%)		40%				
Mark		% Formative Assessment Mark	60%					
Structure:		% Summative Assessment Mark	40%					
	Minim pass (um final mark to (%)			50%)		
			Paper	1 Pa	per 2	Paper 3	Paper 4	
	Th	neory/practical	Theor					
	Summative Duration		3 hour	rs				
Assessme Paper:	% Sเ	contribution to ummative ssessment Mark	100%					
	Sı	ub minimum	40%					

Module Code: (4 alphabetic & 3 numeric)	SBIO 010				
Module Name:	BIOPHYSICS 1C				
Content:	Mathematical review and units; Mechanics, Molecular phenomona Temperature, heat, energy, Pressure, Electricity and magnetism, Waves, sound and optics Nuclear radiation				
Learning Outcomes:	 The student will be able to: 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)		CESM Code (3 rd Order) (Six Numbers)		
	12	5	090806, 90801, 090805		

Delivery la	Delivery Information:		Car	npus	Full/Part Time		(Ye	Period ear/1 st /2 nd Sem)
			SMU		Full time		S2	
Periods p	Periods per week:		Classes	Practicals	Tutorial Semina		irs	Independent Learning
			5			2		2
Pre-requis	site	modules for this	None					
Co-requis module:	ites	modules for	None					
Assessme	Assessment criteria			physical quogically the	ic mathemation vantities within approach to s real life situa	n a system solving prot	are	ns in which the demonstrated. s that are
Assessme	ent r	nethod	Formal wi	ritten tests;	Tutorials; writ	ten summa	ative	assessment
	Ass	nimum Form sessment Mark for am admission (%)	40%					
Mark Structure:		% Formative Assessment Mark	60%					
Structure.		% Summative Assessment Mark	40%					
	Minimum final mark to pass (%)		50%					
			Paper	1 P	aper 2	Paper 3		Paper 4
		Theory/practical	Theor	y				
Summativ	-	Duration	2 hour	S				
Assessme Paper:	ant	% 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:	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. Introduction to child care: Child Health: Medical and surgical conditions of the child; Nursing care of Infectious and contagious diseases, HIV/AIDS. Tuberculosis, Haemorrhagic fevers.

	Multiple trauma and emergency care, Pre-, intra- and post- operative care, wound care and burns, haematology and blood						
Learning Outcomes:	diseases, Apply knowledge of biological and natural sciences, psychosocial 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:	(4; 8; 12; ²	Credits 16; 20; 24; 2;32)	ITS Cours	e Level	CESM Code (3 rd Order) (Six Numbers) 090806, 90801, 090805		
Delivery Information:		npus	Full/Part Time		Period (Year/1st/2ndSem)		
		MU	Full t			Year Independent	
Periods per week:	Classes	Practicals	Tutorial	Semina	rs	Learning	
Pre-requisite modules for this	10			2		2	
module:		0, SNUP 010			his SNUA 010, SNUP 010		
Co-requisites modules for	Foundational modules; SANA 010, SBIO 010, SCHE 010, SPSY						
<u> </u>	Poundational modules; SANA 010, SBIO 010, SCHE 010, SPSY 010, SEPP 010 Knowledge of which is applied in SNUA 020 Evidence of knowledge acquisition and competency in wound care, pre- peri & post- operative care, management of specific medical and surgical conditions. Integrate principles of health and pathology in specific fields of nursing Demonstrate integration of principles of ethical, legal and professional practice and conduct in nursing practice. Incorporate standards of evidence based care in paediatric and adult general medical surgical practice. Integrate safety in nursing care delivery for self and others including sharp injuries and infection control. Create a therapeutic environment in paediatric care, peri- and post-operative care, wound care and medical surgical care. Cooperate and collaborate with peers, faculty and others nurses in all settings, multi-disciplinary team. Integrate principles of cultural sensitivity in all forms of communication and develop skills to keep legal and accurate written records. Integrate life- saving skill competencies in all relevant settings Effective supervision of 1st level staff					•	
Assessment criteria	O10, SEF Evidence care, pre- operative conditions Integrate nursing Demonstra profession Incorporat adult gene Integrate including s Create a post-operat Cooperate in all settir Integrate communic written rec Integrate	P 010 Knowledger of knowledger	ledge of which ledge of which ledge of which ledge of which ledge acquisition gement of shealth and ledge of conducting care and infection ledge and infection ledge and ledge of cultural ledge of cultural ledge of skill competers and skill competers skill competers and ledge of cultural ledge of cul	ch is applied and compectation and compectation metalogy is siples of a nursing probased cardice. delivery for control. in paediated medical sers, faculty m. sensitivity to keep I encies in a	d in Spete dica dica dica dica dica dica dica dica	ency in wound If and surgical pecific fields of eal, legal and eel paediatric and eelf and others eare, peri- and cal care. others nurses all forms of and accurate	

		Summative 2 x 3 hrs paper.
	Minimum Form	400/
	Assessment Mark for exam admission (%)	40%
	% Formative	
Mark	Assessment Mark	60%
Structure:	% Summative	
	Assessment	40%
	Mark	
	Minimum final mark to pass (%)	50%

		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical	Theory	Theory		
Summative	Duration	3 hours	3 hours		
Assessment Paper:	% 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, midstream; 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 (naso-gastric, 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-relate emergency. Demonstrate basic principles of communication.				health-related	
Module In	Module Information:		Credits 16; 20; 24; 3;32)	ITS Cours	se Level	CESM Code (3 rd Order) (Six Numbers)	
		4	14	6		09	90806, 90801, 090805
Delivery In	nformation:	Car	mpus	Full/Par	t Time	(Ye	Period ear/1 st /2 nd Sem)
		S	MU	Full t	ime		Year
Periods po	er week:	Classes	Practicals	Tutorial	Semina	rs	Independent Learning
·		3	14				5
Pre-requis	site modules for this	SNUA 010	0, SNUP 010)			
Co-requis module:	ites modules for			; SANA 010, rledge of whi			HE 010, SPSY SNUP 020
Assessme	ent criteria	ted in an information and information and individual assessment of disorders on with maccepted properties and including the maccepted properties and including accepted acce	tegrated many individuals, the general ive measure tely diagnost eatment guicalised plans to the mentally and behavious (perceptual entally ill perceptual eycho-social gement of the individual individuals in the second individuals, and	groups a status in es in the i ed and mar delines. Nu hat reflect coill persons, ural disorde and severe persons ar techniques ese patien	ding nd/continue nage and ers, and er complete, and ers,	Nursing care is to care plans. or communities to implement est of general ed according to g interventions or chensive and understanding as well as major bod disorders). onsistent with d contribute to Submit proof of care for 440hrs.	
Assessme	ent 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	Minimum Form Assessment Mark for exam admission (%)			40%			
Structure:	% Formative Assessment Mark	60%					

	Minim to pas	% Summative Assessment Mark um final mark ss (%)	40% 50%			
			Paper 1	Paper 2	Paper 3	Paper 4
	Th	neory/practical	Practical			
Summative	0	uration	OSCE			
Assessmer Paper:	Sı	contribution to ummative ssessment Mark	60%			
	Sı	ub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	SPHY 020					
Module Name:	PHYSIOL	OGY 1B				
Content:	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) PHYSIOLOGY PRACTICALS Practical on selected topics to illustrate the theory					
Learning Outcomes:	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 nursing				aintenance of n give rise to cy to measure roblems of a	
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		ITS Course Level		CESM Code (3 rd Order) (Six Numbers) 090806, 90801, 090805	
Delivery Information:	Car	mpus	Full/Part Time		Period (Year/1st/2ndSem)	
	S	MU	Full time		Year	
Periods per week:	Classes	Practicals	Tutorial	Semina	rs	Independent Learning
·	6			2		2
Pre-requisite modules for this module:	None None					
Co-requisites modules for module:	None					
Assessment criteria			be expected ogy of the sy			nd knowledge

			systems co	t would be expect vered and apply it twould be expecte arameters applica	to the field of nu	rsina.
Assessment method			 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. 			
	Asses	num Form ssment Mark for admission (%)		40)%	
Mark Structure:	% Formative Assessment		60%			
Structure:		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
			Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical		Theory			
Summativ	י ו	uration	2 hours			
Assessme Paper:	% S	contribution to ummative ssessment Mark	100%			
	S	ub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	SPHA 020				
Module Name:	PHARMACOLOGY				
Content:	Pharmacokinetics, Pharmacodynamics, Solutions and concentrations Medicines and the Peripheral and Central Nervous System Anaesthetics, analgesics and anti-inflammatory medicines Chemotherapeutic drugs 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				

	1					
Learning Outcomes:	The student will be able to: 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 Evaluate the prescription and access patient profile Dispense the prescription Hand medicine to patients and give appropriate advice and warnings Maintain professional dispensing records Manage the procurement and storage of medicines					
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		ITS Course Level		CESM Code (3 rd Order) (Six Numbers)	
	16		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	Semina	rs	Independent Learning
Due no maiolite and shall to the	6	1.5	2			3
Pre-requisite modules for this module:	6 None	1.5	2			J
		1.5	2			J
module: Co-requisites modules for	None None Standardi Standards outcomes Minimum	zation is crite s for excellen being met. permissible p	erion-referen nce are deter	mined by a as applied	to e	ajor and minor
module: Co-requisites modules for module:	None Standardis Standards outcomes Minimum learning of Formative logbook a Not all for provided.	zation is crite s for excellen being met. permissible p utcome is us assessmen nd portfolio p ormative ass Scored fo	erion-reference are deteriormance sed as the part methods projects, self-sessments as armative ass	as applied ass/fail crite include cassessme re scored, sessments	to everion ase nt as but	ajor and minor

		% Formative Assessment Mark % Summative Assessment Mark	t 60%						
		imum final mark to s (%)			50%				
			Paper	1 Pa	per 2	Paper 3		Paper 4	
		Theory/practical	Theor	у					
Summative		Duration	2 hour	s					
Assessmer Paper:		% contribution to Summative Assessment Mark	100%						
		Sub minimum	40%						
Module Conumeric)	de:	(4 alphabetic & 3	SMIC 010						
Module Na	me:		MICROBI						
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 C	utco	omes:	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.					lamentals and	
Module Inf	orma	ation:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)				CESM Code (3 rd Order) (Six Numbers)		
			1	2	6		0	90806, 90801, 090805	
Delivery In	form	nation:	Car	npus	Full/Par	t Time	(Ye	Period ear/1 st /2 nd Sem)	
			S	MU	Full	time		Year	
Periods pe	r we	ek:	Classes	Practicals	Tutorial	Semina	rs	Independent Learning	
· 		5			2		2		
Pre-requisi module:	ite r	modules for this	None						
Co-requisit module:	tes	modules for	None						
Assessme	nt cr	riteria							
Assessme	nt m	ethod			theoretical a nments, pro		•	-	

			assessment: 1 x 3 hour papers						
	Asse	num Form ssment Mark for admission (%)	40%						
Mark Structure:		% Formative Assessment Mark	60%						
Structure:		% Summative Assessment Mark	40%						
	Minin pass	num final mark to (%)	50%						
			Paper 1	Paper 2	Paper 3	Paper 4			
	Т	heory/practical	Theory	Practicals					
Summativ		Ouration	2 hours	1½hrs					
Assessme Paper:	S	contribution to summative assessment Mark	65%	35%					
	S	Sub minimum	40%	40%					

Module Code: (4 alphabetic & 3 numeric)	SPSY 020							
Module Name:	PSYCHOL	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		Ord Nur	CESM Code (3 rd Order) (Six Numbers)		
	12		6		09	090806, 90801, 090805		
Delivery Information:	Campus		Full/Part	Time	(Ye	Period ar/1 st /2 nd Sem)		
,	SM	IU	Full ti	me	Year			
Periods per week:	Classes	Practicals	Tutorial	Semina	ars	Independent Learning		
· 	5			2		2		
Pre-requisite modules for this	SPSY 010)						

module:								
Co-requisi module:	ites	modules	for	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.				
Assessme	ent met	:hod		Comprehensive formative (includes groups and individu assignments and tests) and summative (examination assessment. Practical work includes seminars, presentation of case studies relevant to the thrust of the degree.				
	Asses	num Form ssment Mark f admission (%		40%				
Mark		% Formativ Assessmer Mark	-	60%				
Structure:		% Summat Assessmer Mark	-	40%				
	Minim pass (ium final mark (%)	to	50%				
				Paper 1	Paper 2	Paper 3	Paper 4	
		neory/practica	l	Theory				
Summativ Assessme	' D	uration		3 hours				
Paper:	% contribution to Summative Assessment Mark		60%					
	Sı	ub 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, psychosocial 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 Inf	form	ation:	(4; 8; 12;	Credits 16; 20; 24; ;32)	ITS Course Level		CESM Code (3 rd Order) (Six Numbers)	
			2	.4	7		U	90806, 90801, 090805
Delivery In	nform	nation:	Car	mpus	Full/Par	t Time	(Ye	Period ear/1 st /2 nd Sem)
			S	MU	Full	time		Year
Periods pe	er we	ek:	Classes	Practicals	Tutorial	Semina	rs	Independent Learning
-			10			2		2
Pre-requis module:	ite	modules for this	SNUA 020, SNUP 020					
Co-requisi module:	ites	modules for						
Assessme	nt cı	riteria						
Assessme	nt m	ethod						
	Ass	imum Form essment Mark for m admission (%)	40%					
Mark		% Formative Assessment Mark	60%					
Structure:		% Summative Assessment Mark	40%					
		imum final mark to s (%)			50%			
			Paper	1 Pa	per 2	Paper 3		Paper 4
		Theory/practical	Theor	y Th	eory			
Summativ	nt	Duration	3 hour	s 3 h	nours			
Assessme Paper:		% contribution to Summative Assessment Mark	60%	6	0%			
		Sub minimum	40%	4	0%			

ī	
Module Code: (4 alphabetic & 3 numeric)	SNUP 030

Module Name:	NURSING	SCIENCE	AND ART PF	RACTICE	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:	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:	(4; 8; 12; 28	Credits 16; 20; 24; 3;32)	ITS Course Level		CESM Code (3 rd Order) (Six Numbers) 090806, 90801,		
	20		7		090805		
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndSem)		
	S	MU	Full time		Year		
Periods per week:	Classes	Practicals	Tutorial	Semina	rs	Independent Learning	
	4	8		2		2	
Pre-requisite modules for this module:	SNUA 020	0, SNUP 020)				
Co-requisites modules for						•	
module: Assessment criteria	Foundational modules; SANA 010, SBIO 010, SCHE 010, SPSY 010, SEPP 010 Knowledge of which is applied in SNUP 030 Evidence of knowledge acquisition and competency in specific medical and surgical conditions in this module including a group research project. Effectively integrate knowledge of basic and social sciences in nursing practice. Create a therapeutic environment for specific healthcare groups. Cooperate and collaborate with peers, faculty and other nurses in all settings Integrate life- saving skill competencies in all relevant settings Effective supervision of care in general units. 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.						

		Submit 640 hours for practice			
Assessmo	ent 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			
	Minimum Form Assessment Mark for exam admission (%)	40%			
Mark	% Formative Assessment Mark	60%			
Structure:	% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)	50%			

		Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical	Practicals			
Summative	Duration	0SCE			
Assessment Paper:	% 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, psychosocial 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					lues (and legal)
Module Information:	(4; 8; 12;	Credits 16; 20; 24; 3;32)	ITS Cour	se Level	CESM Code (3 rd Order) (Six Numbers)	
	2	24	7		0	90806, 90801, 090805
Delivery Information:	Cai	mpus	Full/Par	t Time	(Ye	Period ear/1 st /2 nd Sem)
·	S	MU	Full	time		Year
Periods per week:	Classes	Practicals	Tutorial	Semina	rs	Independent Learning
	Ю			2		2
Pre-requisite modules for this module:	SNUA 02	0, SNUP 020				
Co-requisites modules for module:	SPSY 01 030) Knowledg	e of which	is a	pplied in SMID
Assessment criteria	midwifery of all pro abdomina Attend wo and non-s instruction physical e of an obsi Integrate including research Initiative). midwife. Evaluate (Scope of the midwi Integrate including Evaluate (Scope o competen in normal Demonstr individuals Demonstr	, ie, care in p cedures and I palpations orkshops and stress tests. I of physical examination, tetric history. principles of psychosocial ethical issue for practice of r fery model of principles of	regnancy a skill in sin and have demonstra Submit produced in examinate taking of health a spects and reliable andards of health a aspects. The ses and comidwife in the ses and ses and comidwife in the ses and ses	nd birth. Memulation. If worked in the compet of attention of a and patho in obstetric care as a and patho	Must all ency dand preculogy te logy midweeds were under the logy midweeds ency new alth fereign.	education to nce to HIV.
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%					
	Minim pass	num final mark to (%)	50%					
			Paper 1	Paper 2	Paper 3	Paper 4		
	TI	neory/practical	Theory	Theory				
Summative		uration	3 hours	3 hours				
Assessme Paper:	Sı	contribution to ummative ssessment Mark	60%	60%				
	Sı	ub minimum	40%	40%				

Module Code: (4 alphabetic & 3 numeric)	SMIP 030						
Module Name:	MIDWIFERY AND PRACTICE 1	NEONATAL NUR	SING SCIENCE				
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:	social sciences, pharr in the provision of safthe life span in a communities in respondances, produce and e.g. audiences includi Provide safe and quiscientific integrated are setting Identify and address or reflections on the sur	piological and natural sinacology as well as bide nursing and Midwifer variety of health canse to population need manage information effing health information sality midwifery and not evidence based appetraction and legal issues itability of different ethnursing and midwifery	omedical sciences by care throughout are settings and dissectively to a range systems eonatal care in a broach in all health as based on critical hical values (and				
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)	ITS Course Level	CESM Code (3 rd Order) (Six Numbers)				
	36	7	090806, 90801, 090805				
Delivery Information:	Campus	Full/Part Time	Period				

							(Ye	ear/1st/2ndSem)
			S	SMU Full time		time		Year
Periods per week:			Classes	Practicals	Tutorial	III Saminare I :		Independent Learning
			4	14				4
Pre-requis module:	ite	modules for this		0, SNUP 020				
Co-requisi module:	ites	modules for	SPSY 01 030) Knowledg	e of which	is a	pplied in SMIP
Assessme	ent c	riteria						complete 80% complete 30 clinical areas. y in partogram ce and clinical woman, taking nidwife. wifery practice derstanding of education to nce to HIV. of care with midwifery care in midwifery
Assessme	ent m	nethod	assessme workshop evidence	ent tools on s. Submit c	E-learning inical work (SANC) o	g, workbo kbook and clinical exp	ooks, d ho perie	oractice using and clinical our book and ntial learning.
	Ass	imum Form sessment Mark for im admission (%)			40%			
Mark Structure:		% Formative Assessment Mark			60%			
Structure.		% Summative Assessment Mark			40%			
		imum final mark to ss (%)			50%			
			Paper	1 Pa _l	per 2	Paper 3		Paper 4
Summativ	-	Theory/practical	Practica	als				
Assessme Paper:	ent	Duration	OSCE					
ι αρσι.		% contribution to Summative	60%					

Assessment Mark			
Sub minimum	40%		

Module Conumeric)	ode: (4	alphabetic & 3	SSCI 030						
Module Na	ıme:		SOCIOLOGY						
Content:				Society cu , Family, Rad			Soc	cial group and	
Learning (Outcom	es:	Level 4 outcomes for KSVME (knowledge, skill, values meaning and experience) framework for sociology KNOWLEDGE: Demonstrate ability to evaluate scientific knowledge of sociology and apply it to healthcare and nursing. SKILLS; Communicate effectively with clients, family and team members orally and in writing. 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.						
Module Inf	formati	on:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)		ITS Course Level		CESM Code (3 rd Order) (Six Numbers) 090806, 90801, 090805		
Delivery In	ıformat	ion:	Campus		Full/Part Time		(Ye	Period ear/1 st /2 nd Sem)	
			S	MU	Full time			Year	
Periods pe	er week	:	Classes	Practicals	Tutorial	Semina	rs	Independent Learning	
			5					2	
Pre-requis module:	ite mo	dules for this	None						
Co-requisi module:	tes	modules for	None						
Assessme	Assessment criteria		Evidence of knowledge acquisition in sociology applied to healthcare, theories, and principles of human health behaviour and healthcare practices. Demonstrate ability to apply knowledge in nursing practice.						
Assessme	nt metl	nod	Continuous formative Individual and group assignments, tests, debates and discussions. Summative 1 x 3 hour paper.						
Mark Structure:	Asses	um Form sment Mark for admission (%)			40%				
2		% Formative			60%				

		Assessment Mark % Summative Assessment Mark um final mark to		40		
	pass ('	%)				
			Paper 1	Paper 2	Paper 3	Paper 4
	Th	eory/practical	Theory			
Summative	Du	ration	3 hours			
Assessmer Paper:	Su	contribution to mmative sessment Mark	60%			
	Su	b minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	SUML 030			
Module Name:	UNIT MANAGEMENT AND LEADERSHIP 1			
Content:	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, 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 The role of a manager at unit level as a leader, a teacher, supervisor, member of the multidisciplinary team, Leadership styles			
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 (3 rd Order) (Six Numbers) 090806, 90801, 090805		
Delivery Information:			Cai	npus	Full/Par	t Time	(Ye	Period ear/1st/2ndSem)
Denvery ii		ilution.	S	MU	,		Year	
Periods pe	Periods per week:			Practicals	Tutorial	Semina	rs	Independent Learning
			8					2
module:		modules for this	None					
Co-requisi module:	ites	modules for	None					
Assessme	ent ci	riteria	Organize health care at all levels of the healthcare system a coordinate services for patient care, Conduct ward rounds a ward inspections Plan and delegate nursing care and unit duties, interpret rule regulations and policies; implement infection control measure Identify and prevent medico-legal risks				interpret rules, atrol measures,	
Assessme	ent m	nethod	logbook a written tes	and portfolio	projects, s e assessm	self-assess	smer	assignments, nt as well as ludes a written
	Ass	imum Form sessment Mark for m admission (%)			40%			
Mark Structure:		% Formative Assessment Mark	60%					
ou detaile.		% Summative Assessment Mark			40%			
		imum final mark to s (%)			50%			
			Paper	1 Pa	per 2	Paper 3		Paper 4
		Theory/practical	Theor	у				
Summativ	-	Duration	3 hour	S				
Assessme Paper:		% contribution to Summative Assessment Mark	60%					
		Sub minimum	40%					

Ī	
Module Code: (4 alphabetic & 3	SUMP
numeric)	

Module Name:	UNIT MAN	NAGEMENT	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) 8		ITS Cours	se Level	Ord (S	Six Numbers) 0806, 90801,	
Delivery Information:	Car	npus	Full/Part Time		090805 Period (Year/1st/2ndSem)		
Delivery illiorillation.	S	MU	Full t	time		Year	
Periods per week:	Classes	Practicals	Tutorial	Semina	rs	Independent Learning	
r chous per week.	2	4				2	
Pre-requisite modules for this module:	None						
Co-requisites modules for module:	None						
Assessment criteria	coordinate ward inspendent Plan and regulation	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					

Assessme	ent m	ethod	Formative assologbook and puritten tests Summative assolin the real situation	ve assessment methods include case assignment and portfolio projects, self-assessment as well a tests and demonstrations in the real workplactive assessment method includes a clinical evaluational situation or an OSCE. 40% 40% 50%				
	Ass	imum Form essment Mark for m admission (%)	40%					
Mark Structure:		% Formative Assessment Mark		60%				
ou ucture.		% Summative Assessment Mark		40	%			
		imum final mark to s (%)		50	%			
			Paper 1	Paper 2	Paper 3	Paper 4		
		Theory/practical	Practicals					
Summativ	-	Duration	OSCE					
Assessme Paper:		% 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:	social sciences, phar in the provision of sa the life span in a varie in response to popula Apply knowledge of practice of safe clinic of individual, the fami the national legislativ	biological and natural macology as well as being and Midwife ty of health care setting tion needs theories, methods and all nursing that is responsive and policy framework and policy framework manage information effing health information en thical and legal issue ability of different ethical and midwifery practions and midwifery practice.	iomedical sciences by care throughout is and communities techniques in the ensive to the needs in accordance with rks at all levels of			
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24;	ITS Course Level	CESM Code (3 rd Order)			

			20	0.22\			1	Civ Numbers
			28	3;32)			,	Six Numbers)
			2	20	8		090806, 90801, 090805	
Delivery Ir	nformat	ion:	Cai	mpus	Full/Par	t Time	(Ye	Period ar/1 st /2 nd Sem)
	•			MU	Full	time		Year
Periods pe	er week		Classes	Practicals	Tutorial	Semina	rs	Independent Learning
			8			2		2
Pre-requis	site mo	odules for this	SNUA 03	0, SNUP 030)			
Co-requisi module:	ites	modules for	SPSY 01 SNUA 04		0 Knowledg	e of which	is a	oplied in
Assessme	ent crite	eria	Analyze relevant scientific specific information in the provisior of high care in nursing 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. Work effective within an integrated health care system and demonstrate ability to function independently and supervise a nursing unit. Select and apply valid and reliable research (group minidissertation). Meet level 8 competencies for nursing practice. Select and apply appropriate evidence based care for critical care, oncology care, disaster care and geriatrics. Evaluate lifesaving skill competencies and obtain knowledge of disaster planning and triage. Demonstrate interdisciplinary and interprofessional collaboration Evaluate and analyse cultural sensitive nursing practices in critically ill patients and their families. Show competence in record keeping. Demonstrate effective leadership. Effective coordination, use and supervision of ward staff and nursing team. 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. Complete a portfolio of evidence on professional practice clinical teaching and unit management. Group research project.				te principles of nultiple factors re system and ad supervise a reformation (group minising practice) are for critical so had supervise in knowledge of disciplinary and regular practices in competence in predination, use releadership to Participate in terdisciplinary research results and practice, oup research	
Assessme	Assessment method			of evidence of essessments	and grou on legal asp ent 2x 3hou	p assignr ects of nui rs written e	rsing exam	s and tests, ination.
	Assess	um Form sment Mark for admission (%)			40%			
Mark Structure:		% Formative Assessment Mark			60%			
		% Summative Assessment			40%			

		Mark				
	Minimum final mark to pass (%)			50)%	
			Paper 1	Paper 2	Paper 3	Paper 4
	Th	eory/practical	Theory			
Summative		ıration	3 hours			
Assessment Paper:	Su	contribution to ummative sessment Mark	60%			
	Sı	ıb 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, symphisis 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 Cours	se Level	Ord	SM Code (3 rd der) Six Numbers) 90806, 90801,	
	2	20	8			090805	
Delivery Information:	Car	npus	Full/Par	t Time	Period (Year/1st/2ndSem)		
•	S	MU	Full 1	time		Year	
Periods per week:	Classes	Practicals	Tutorial	Semina	rs	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		Analyse relevant scientific specific information in the provision of high care in nursing 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. Work effective within an integrated health care system and demonstrate ability to function independently and supervise a nursing unit. Select and apply valid and reliable research (group minidissertation). Select and apply appropriate evidence based care for critical care, oncology care, disaster care and geriatrics. Evaluate lifesaving skill competencies and obtain knowledge of disaster planning and triage. Demonstrate interdisciplinary and inter professional collaboration Evaluate and analyse cultural sensitive nursing practices in critically ill patients and their families. Show competence in record keeping. Demonstrate effective leadership. Co-ordination, supervision of multidisciplinary care team. 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. Complete a portfolio of evidence on professional practice, clinical teaching and unit management. Group research project.				
Assessme	Assessment method		tests. Practica Clinical worksh evidence of pr Case studies. All clinical resummative as	mative individual assessment in assessment clines. Submit clinescribed (SANC quirements mussessment. Gropresented and a	n simulation a nical work and i) clinical exper st be complet up research	hour book and iential learning. ed before the
	Ass	nimum Form sessment Mark for nm admission (%)	40%			
Mark Structure:		% Formative Assessment Mark	60%			
on acture.		% Summative Assessment Mark		40	%	
Minimum final mark to pass (%)			50	%		
			Paper 1	Paper 2	Paper 3	Paper 4
		Theory/practical	Practicals			
Summativ Assessme	-	Duration	OSCE			
Paper:	-111	% contribution to Summative Assessment Mark	60%			
		Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	SMID 040					
Module Name:	MIDWIFE	RY AND NE	ONATAL N	URSING S	CIE	NCE 2
Content:	High risk pregnancy, birth Legislation; complicated delivery, complications postnatally and a sick new-born					
Learning Outcomes:	Apply knowledge of biological and natural sciences, psychosocial 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 SAQA Credits CESM Code (3rd					
Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32) ITS Cours 24 8			se Level	CESM Code (3 rd Order) (Six Numbers) 090806, 90801, 090805	
Delivery Information:	Campus		Full/Part Time		(Ye	Period ar/1 st /2 nd Sem)
•	SMU		Full time		Year	
Periods per week:	Classes	Practicals	Tutorial	Semina	rs	Independent Learning
•	10			2		2
Pre-requisite modules for this module:	SNUA 030	0, SNUP 030	, SMID 030	, SMIP 030	0	
Co-requisites modules for module:		onal modules; 0, SEPP 010				CHE 010, pplied in SMID
Assessment criteria	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. 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. Evaluate ethical issues and conduct in midwifery practice (Scope of practice of midwife). Demonstrate understanding of					

			including psyche Evaluate ethica (Scope of prac competency in in in normal care, Demonstrate kr individuals/grou	iples of health osocial aspects. al issues and contice of midwife) midwifery care (contental, birth, prowledge and skips in childbirth reativity in the	and pathology conduct in midw Assess needs core competency costnatal and ne cill in health educ with reference planning of ca	rifery practice and develop of midwifery) w-born care. cation to to HIV.
Assessment method		Continuous for tests. Practical a workshops. Subprescribed (SA Case studies. All clinical resummative as completed and	mative individua assessment in sir omit clinical work NC) clinical exp quirements mus sessment. Gro presented.	I and group assimulation and in particle and hour book a seriential learning at the complete up research particles of 2x3hours	ractice. Clinical and evidence of g hours (360). ed before the project to be	
	Minimum Form Assessment Mark for exam admission (%)		40%			
Mark		% Formative Assessment Mark	60%			
Structure:		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)			50	%	
			Paper 1	Paper 2	Paper 3	Paper 4
	Theory/practical		Theory			
Summativ	_	Duration	3 hours			
Assessme Paper:	nt	% 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, psychosocial 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. SAQA Credits CESM Code (3 rd					
Module Information:	(4; 8; 12; 28	16; 20; 24; 3;32)	ITS Cours	se Level	Ord (der) Six Numbers) 90806, 90801,
		npus	Full/Par	t Time	/V-	090805 Period ear/1st/2ndSem)
Delivery Information:	S	MU	Full	time	(16	Year
Periods per week:	Classes	Practicals	Tutorial	Semina	rs	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	midwifery of all pro abdomina Attend wo and non-sinstruction physical elements including research to linitiative). midwife. Evaluate (Scope of the midwill Integrate including Evaluate (Scope of competen in normal Demonstrindividuals Demonstrindividuals considera	ie, care in pecedures and palpations orkshops and stress tests. The office physical examination, principles office office office entical issues of practice office office entical issues of practice office office office entical issues of practice office office entical issues of practice office entitle in individual entitle entitle in individual entitle entite entitle entitle entitle entitle entite entitle entitle entit	regnancy and skill in sing and have and have and examinated taking an object of health and all aspects and reliable in andards of the sand correct of health and aspects. The sand correct of health and aspects and correct of health and aspects. The sand correct of health and aspects and correct of health and aspects. The sand correct of health and sand correct of health	nd birth. Manulation. If worked in the compet of of atten ion of a postetric his nd pathola. Evaluation obstetric care as a nduct in emonstrate and patholation hassess nere competes that and kill in hear with refusion planning	Must all Must all ency dand pregotory. ogy te a BE a wa midweds ency new alth ferer of the control of the contr	in midwifery and interpret BI (Better Birth by of being a wifery practice derstanding of in midwifery practice and develop of midwifery) y-born care. education to nee to HIV. If care with
Assessment method	Demonstrate creativity in the planning of care with consideration of safety 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			in practice. our book and		

			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					
	Minimum Form Assessment Mark for exam admission (%)			40%				
Mark Structure:		% Formative Assessment Mark		60	%			
Structure.	% Summative Assessment Mark		40%					
	Minim pass (um final mark to (%)		50	%			
			Paper 1	Paper 2	Paper 3	Paper 4		
	Th	neory/practical	Practical					
	Summative Duration		OSCE					
Assessme Paper:	% Si	contribution to ummative ssessment Mark	60%					
	Sı	ub 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		Ord	CESM Code (3 rd Order) (Six Numbers) 090806, 90801, 090805	
Delivery Information:	Caı	npus	Full/Part Time		(Ye	Period ar/1 st /2 nd Sem)	
	S	MU	Full t	time		Year	
Periods per week:	Classes	Practicals	Tutorial	Semina	ırs	Independent Learning	
	5		1.5			3	
Pre-requisite modules for this module:							

Co-requisi module:	tes	modules for	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				
Assessme	nt metl	Formative assessment will be in the form of s			,		
	Minimum Form Assessment Mark for exam admission (%)			40	9%		
Mark Structure:	% Formative Assessment Mark		60%				
ou acture.		% Summative Assessment Mark	40%				
	Minimo pass (um final mark to %)		50)%		
			Paper 1	Paper 2	Paper 3	Paper 4	
	Th	eory/practical	Theory				
Summativ	· Du	ration	2 hours				
Assessme Paper:	Su	contribution to mmative sessment Mark	60%				
	Su	b 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: 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 In	form	natio	on:	(4; 8; 12; 28	4; 8; 12; 16; 20; 24; ITS Course Level Ord 28;32) (S				Six Numbers) 90806, 90801,	
				•	Full/Par	t Time		090805 Period		
Delivery Information:							(Year/1st/2ndSem)			
				SMU Full time				Year		
Periods pe	ds per week:		Classes Practicals Tutorial Semina				rs	Learning		
			2			2		2		
Pre-requisite modules for this module:			dules for this	None						
Co-requisi module:	ites	l	modules for	None						
Assessment criteria		to: identify title, unde implemen purpose a selection, questions	y a researchertake literatet a researchend objective recruiting procedules and	able topic/p ure reviews design, co s of study, s opulation r analysis da	roblem, fo s and sea nstruct a p Select and required, f ta. Write a	rmul arche orob imp form repo				
Assessme	Assessment method		Formative assessment will be in the form of supervision of students to monitor progress. Summative assessment writing of a research report							
	Ass	sess	m Form ment Mark for idmission (%)	40%						
Mark Structure:		-	% Formative Assessment Mark	60%						
ou dotaioi		% Summative Assessment Mark		40%						
	Minimum final mark to pass (%)		< to		50%					
				Paper		per 2	Paper 3		Paper 4	
Summativ	Theory/practical Summative			Submission a resear	rch					
Assessme	ent		ration							
Paper:		Sur	contribution to mmative sessment Mark	100%						
		Sul	o minimum	N/A						

I HUHIEHU)	Module Code: (4 numeric)	alphabetic & 3	SMUL 040
------------	--------------------------	----------------	----------

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. Apply learning strategies effectively to address own and other's								
Learning Outcomes:	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. SAQA Credits CESM Code (3 rd)								
Module Information:	(4; 8; 12; 16; 20; 24; ITS Course Level Order) 28;32) (Six Numbers 090806, 90801,								
Deline me la fermantica de	Car	npus	Full/Part	Time	090805 Period (Year/1st/2nd				
Delivery Information:	S	MU	Full t	ime	Year	Joing			
Periods per week:	Classes	Practicals	Tutorial	Semina	rs Indeper Learn				
T Gridde per Week.	6	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								

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

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

Module Code: (4 alphabetic & 3 numeric)	SUMP 040						
Module Name:	UNIT MANAGEMEN	T 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 Order)						

			28	3;32)			(Six Numbers)
				8	8		08	90806, 90801, 090805
Delivery In	nforr	mation:	Campus Full/Part Time			t Time	Period (Year/1 st /2 nd Sem)	
			SMU Full time			time	Year	
Periods per week:			Classes	Practicals	Tutorial	Semina	rs	Independent Learning
			2	4				2
Pre-requisite modules for this module:			None					
Co-requisites modules for module:			None					
Assessme	ent c	riteria	coordinate ward insp Plan and regulation Identify ar	e services for ections delegate nurs s and policies nd prevent me	patient car sing care ar s;implemer edico-legal	re, Conduction unit dute infection risks	ies, con	are system and ard rounds and interpret rules, atrol measures,
Assessment method			logbook a written te Summativ	e assessmen and portfolio ests and de re assessmer tuation or an	projects, emonstration at method in	include of self-asses ns in the cludes a cl	case sme e re linica	assignments, nt as well as eal workplace al evaluation in
	Ass	nimum Form sessment Mark for am admission (%)	40%					
Mark Structure:		% Formative Assessment Mark	60%					
ou dotaio.		% Summative Assessment Mark	40%					
Minimum final mark to pass (%)					50%			
			Paper	1 Pa	per 2	Paper 3		Paper 4
		Theory/practical	Practic	al				
Summativ		Duration	OSCE	Ī				
Assessme Paper:	ent	% 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	4
Learning/English	
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:	HEALT	HEALTH CARE SCIENCES										
Qualificat on Name:	Rachel	Bachelor of Occupational Therapy						ialification	1	вот	ГА01	
Campus: Sefako Makgatho Health Sciences University Last Revision date:												
Total SAQA Credits for Qualification: Is this a fixed Curriculum:						es						
PERIOD OF STUDY / YEAR LEVEL 1 PERIOD OF STUDY / YEAR LEVEL 1					. 1							
Semester Modules						Year Modules						
Module Code	Offerin g Period	Possib le major	SAQ A Credi t	Hemis Credit		Module Code		Offerin g Period	Pos le maj	•	SAQ A Credi t	Hemi s Credi t
The follow	ing 3 mod	ules are C	OMPUL	SORY		The follo	win	g 7 module	es are	COI	MPULSO	RY
MPHY0 12	S2	N	12	0.1		MANA0	10	Y	N		32	0.267
MPCL01 1	S1	N	12	0.1		MSCL0 ²	10	Y	N		8	0.067
MPCL01	S2	N	12	0.1		MTHE0	10	Y	Y	,	8	0.067

2										
						MFUO010	Y	Υ	8	0.067
						MITTH101	Y	Y	8	0.067
						MEHS010	Υ	N	12	0.10
						MOCT010	Y	Υ	8	0.067
Total cree modules	dits for Se	mester	36	0.3		Total credit modules	s for Sem	ester 2	84	0.7
TO	TOTAL CREDITS FOR YEAR LEVEL 1:					QA CREDITS	S = 120; H	EMIS CRE	DITS =	1
PERIO	DD OF ST	JDY / YEA	R LEVE	L 2		PERIO	DY / YEAF	R LEVEL 2		
	Semester Modules						Year	Modules		
Module	Offerin	Possib le	SAQ A	Hemis Credit		Module	Offerin	Possib le	SAQ A	Hemi s
Code	g Period	major	Credi t	4		Code	g Period	major	Credi t	Credi t
	ing 2 mod	ules are C	OMPUL	SORY		The followin	g 6 module	es are COI	MPULSO	DRY
MPSA0 21	S1	N	20	0.156		MOTC020	Y	Y	12	0.094
MPSA0 22	S1	N	20	0.156		MOTB020	Y	Y	20	0.188
						MPIA022	Υ	N	32	0.250
						MOTD020	Y	Y	8	0.094
						MCSA020	Y	N	4	0.031
T ()	l'' (O	4				MOTA020	Y	Y	4	0.031
Total credits for Semester 40 0.312				Total credit	s for Sem	ester 2	80	0.688		
					L	modules				
TO	TAL CRED		YEAR L	EVEL 2:	SA	QA CREDITS	-		DITS =	1
TO	TAL CRED	JDY / YEA	YEAR L	EVEL 2:	SA	QA CREDITS	OF STU	DY / YEAF	DITS =	1
TO	TAL CRED		YEAR L AR LEVE les	EVEL 2:	SA	QA CREDITS	OF STU		DITS =	1 3
TO [*]	TAL CRED	JDY / YEA ster Modu Possib	YEAR LAR LEVE	EVEL 2: EL 3	SA	QA CREDITS PERIOR	OF STU	DY / YEAF Modules Possib	DITS =	1 . 3 Hemi
TO	TAL CRED DD OF STI Semes	JDY / YEA ster Modu	YEAR L AR LEVE les	EVEL 2:	SA	QA CREDITS	O OF STU Year	DY / YEAF Modules	DITS =	1 3
PERIO PERIO Module Code	OD OF STI Semes Offerin g	JDY / YEA ster Modu Possib le major	YEAR L AR LEVE les SAQ A Credi t	EVEL 2: EL 3 Hemis Credit	SA	PERIOI Module	Year Offerin g Period	DY / YEAF Modules Possib le major	SAQ A Credi	1 . 3 Hemi s Credi t
PERIO PERIO Module Code	OD OF STI Semes Offerin g Period	JDY / YEA ster Modu Possib le major	YEAR L AR LEVE les SAQ A Credi t	EVEL 2: EL 3 Hemis Credit	SA	PERIOI Module Code	Year Offerin g Period	DY / YEAF Modules Possib le major	SAQ A Credi	1 . 3 Hemi s Credi t
Module Code The follow	OD OF STI Semes Offerin g Period	DDY / YEA ster Modu Possib le major ules are C	YEAR L AR LEVE les SAQ A Credi t OMPUL	EVEL 2: EL 3 Hemis Credit 4 SORY	SA	PERIOI Module Code The followin	Year Offerin g Period g 5 module	Modules Possib le major es are COI	SAQ A Credi t	Hemi s Credi t
Module Code The follow MRCA0 31 MCSA0	Offerin g Period	DDY / YEA ster Modu Possib le major ules are C	YEAR L AR LEVE les SAQ A Credi t OMPUL	EVEL 2: EL 3 Hemis Credit 4 SORY 0.067	SA	Module Code The followin MOTD030 MOTE030 MOTA030	Offerin g Period y Y	Possib le major es are COI	SAQ A Credi t MPULSO 20 12	1 . 3 . Hemi s Credi t DRY 0.167 0.167
Module Code The follow MRCA0 31 MCSA0	Offerin g Period	DDY / YEA ster Modu Possib le major ules are C	YEAR L AR LEVE les SAQ A Credi t OMPUL	EVEL 2: EL 3 Hemis Credit 4 SORY 0.067	SA	Module Code The followin MOTD030 MOTE030 MOTA030 MOTC030	Offerin g Period y Y	Possib le major es are COI Y	SAQ A Credi t MPULSO 20 12 28	1 . 3 . Hemi s Credi t . DRY 0.167 0.167 0.166
Module Code The follow MRCA0 31 MCSA0 31	Offerin g Period S1 S1	DDY / YEA ster Modu Possib le major ules are C Y	YEAR L AR LEVE les SAQ A Credi t OMPUL	EVEL 2: EL 3 Hemis Credit 4 SORY 0.067	SA	Module Code The followin MOTD030 MOTE030 MOTA030 MOTC030 MOTF030	OF STU Year Offerin g Period g 5 module Y Y Y	Possib le major es are COI Y Y Y Y Y	SAQ A Credi t MPULSO 20 12	1 . 3 . Hemi s Credi t DRY 0.167 0.167
Module Code The follow MRCA0 31 MCSA0 31 Total cred 1 module	Offerin g Period S1 S1 S1 S1	Possib le major ules are C Y mester	YEAR L AR LEVE les SAQ A Credi t OMPUL 8 16	EVEL 2: EL 3 Hemis Credit 4 SORY 0.067 0.133		Module Code The followin MOTD030 MOTE030 MOTC030 MOTC030 Total credit modules	Year Offerin g Period y Y Y Y Y Y S for Sem	Possib le major es are COI Y Y Y Y ester 2	SAQ A Credi t MPULSO 20 20 12 28 16 96	1 3 Hemi s Credi t ORY 0.167 0.166 0.133 0.8
Module Code The follow MRCA0 31 MCSA0 31 Total cred 1 module TO	Offerin g Period S1 S1 S1 S1 S1 CITE S S S S S S S S S S S S S S S S S S S	Possib le major ules are C Y mester	YEAR L AR LEVE les SAQ A Credi t OMPUL 8 16	EVEL 2: EL 3 Hemis Credit 4 SORY 0.067 0.133		Module Code The followin MOTD030 MOTE030 MOTC030 MOTF030 Total credit	Year Offerin g Period y Y Y Y Y Y S for Sem	Possib le major es are COI Y Y Y Y ester 2	SAQ A Credi t MPULSO 20 20 12 28 16 96	1 3 Hemi s Credi t DRY 0.167 0.166 0.133 0.8
Module Code The follow MRCA0 31 MCSA0 31 Total cred 1 module TO	Offerin Geriod Ving 2 mod S1 S1 S1 Cits for Ses TAL CRED DD OF STI	Possib le major ules are C Y mester	YEAR L AR LEVE Ies SAQ A Credi t OMPUL 8 16 24 YEAR L AR LEVE	EVEL 2: EL 3 Hemis Credit 4 SORY 0.067 0.133		Module Code The followin MOTD030 MOTE030 MOTC030 MOTC030 Total credit modules	Year Offerin g Period y Y Y Y Y Y S for Sem	Possib le major es are COI Y Y Y Y ester 2	SAQ A Credi t MPULSO 20 20 12 28 16 96	1 3 Hemi s Credi t ORY 0.167 0.166 0.133 0.8
Module Code The follow MRCA0 31 MCSA0 31 Total cred 1 module TO	Offerin Geriod Ving 2 mod S1 S1 S1 Cits for Ses TAL CRED DD OF STI	Possib le major ules are C Y mester	YEAR L AR LEVE Ies SAQ A Credi t OMPUL 8 16 24 YEAR L AR LEVE	EVEL 2: EL 3 Hemis Credit 4 SORY 0.067 0.133		Module Code The followin MOTD030 MOTE030 MOTC030 MOTC030 Total credit modules	Year Offerin g Period y Y Y Y Y Y S for Sem	Possib le major es are COI Y Y Y Y ester 2	SAQ A Credi t MPULSO 20 20 12 28 16 96	1 3 Hemi s Credi t ORY 0.167 0.166 0.133 0.8

	Period	major	Credi	4
			t	
The follow	ing 4 mod	ules are C	OMPUL	SORY
MOTB0 40	Y	Y	44	0.367
MOTC0 40	Y	Υ	40	0.333
MOTA0 40	Y	Υ	12	0.1
MOTR0 40	Y	Y	24	0.2
Total cred		mester	120	1
TO	TAL CRED	ITS FOR	YEAR L	EVEL 4:

Module Code: (4 alphabetic & 3 numeric)	MEHS010
Module Name:	English for Health Sciences
Content:	 Academic Reading – basic and intermediate Academic/Scientific Writing - basic and intermediate Formal Oral Communication/Discourse and Presentation Listening
Learning Outcomes:	On successful completion the student will be able to:
Learning Outcomes (continued)	 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 Demonstrate understanding of overall message of a big class lecture by means of paraphrase, summary and/or note taking

					CESM Code
Module Information:	SAQA Credits		NQF Level		(3 rd Order)
	12		5		110104
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd S em)
	SMU		Ful	I time	Y
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning
	6				
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment criteria	Students are assessed for the learning/competence of the following knowledge and skills components: 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	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).				
Mark Minimum Form	40%				

		sment Mark for							
Structur	exam a	admission (%)							
e:		% Formative							
	Assessment Mark % Summative		60%						
		Assessment		40	%				
		Mark		,					
	Minimu	ım final mark to	F00/						
	pass (%)			50%					
			Paper 1	Paper 2	Paper 3	Paper 4			
C	The	eory (duration)	Theory						
Summa ve	Pra	ctical (duration)	3h						
Assessi ent	% contribution to Summative Assessment Mark		100						
	Sub	o minimum	40						

Module Code: (4 alphabetic & 3 numeric)	MPHY012				
Module Name:	Biophysic	s 1C			
Content:	Mathematical review and units Mechanics Molecular phenomona Temperature, heat, energy Pressure Electricity and magnetism Waves, sound and optics Nuclear radiation				
Learning Outcomes:	 The student will be able to: 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 (3 rd Order)	
	12		5		130202
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
			7.5		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			ethod	Formal written tests; Tutorials; written summative assessment				
	Minimum Form Assessment Mark for exam admission (%)			40%				
Mark Structur			% Formative Assessment Mark	60%				
e:			% Summative Assessment Mark	40%				
		Minimum final mark to pass (%)		50%				
				Paper	1 P	aper 2	Paper 3	Paper 4
Summat ve	fi	Theory (duration)		Theor	y			
	u	Practical (duration)		2h				
Assessi ent	m [% 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

Learning Outcomes:

Terminology and movement

The student must be able to:

- 1. Describe the anatomical position.
- Identify and describe all anatomical planes, sections, directions and movements, as well as execute the movements.

Skeletal system

The student must be able to:

- 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

The student must be able to:

- 1. List and describe the various types, locations and functions of fascia, skin and muscles
- 2. Use terminology related to muscles correctly.

Nervous system

The student must be able to:

- 1. Classify the nervous system according to structure and function.
- Differentiate between the central nervous system and peripheral nervous system, somatic and autonomic systems, as well as describe the components of each system.

Cardiovascular and lymphatic systems

The student must be able to:

- 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.

Back

Vertebral column and joints

The student must be able to:

- 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.

Muscles and surface anatomy

The student must be able to:

- 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.

Upper limb

Regions: Scapular and Pectoral

Learning Outcomes (continued)

Axilla

Arm and cubital fossa

Fore-arm

Hand

The student must be able to:

- 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.

Thorax:

Thoracic wall and intercostal space:

The student must be able to:

- 1. Identify and describe the structures forming the thoracic walls and its apertures.
- 2. Describe the joints of the thorax

Diaphragm

The student must be able to:

- 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.

Pleura and pleural cavities:

The student must be able to:

- 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. Mediastinum:

The student must be able to:

1. Identify and describe the borders, subdivisions and contents of the mediastinum.

Pericardium and heart:

The student must be able to:

- 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.

Vessels and nerves of the thorax:

The student must be able to:

- 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.

Surface anatomy of the thorax:

The student must be able to:

- 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.

Head and neck

Learning Outcomes (continued)

Osteology of the skull and mandible:

The student must be able to:

- 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.

Muscles and structures of the neck, face and scalp:

The student must be able to:

- 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.

Vessels and nerves of the head and neck:

The student must be able to:

- 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.

Digestive system of the head and neck:

The student must be able to:

- 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.

Respiratory system of the head and neck:

The student must be able to:

- 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.

Orbit and Eye:

The student must be able to:

1. Identify and describe the general anatomy and parts of the

144

orbit and eye and related structures.

2. Identify and list the nerves and blood vessels of the orbit. Ear:

The student must be able to:

- 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.

Neuro-anatomy:

Introduction to neuro-anatomy:

The student must be able to:

1. Identify and describe the external features and major parts of the brain and cerebral hemispheres.

Meninges and dural venous sinuses:

The student must be able to:

- 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.

Cisterns and the ventricular system:

The student must be able to:

- 1. Identify and describe the cisterns related to the different areas of the brain.
- 2. Identify and describe the ventricles and related structures. Basal nuclei and medullary centers:

The student must be able to:

- 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.

Diencephalon:

The student must be able to:

- 1. Identify and describe the different components of the diencephalon and related structures.
- 2. Identify the thalamus on horizontal sections of the brain. Brainstem:

The student must be able to:

- 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.

Cerebellum:

The student must be able to:

- 1. Identify and describe the general external and internal structure of the cerebellum.
- 2. Identify and describe the nuclei found in the cerebellum.

Blood supply of the brain:

Learning Outcomes (continued)

The student must be able to:

- 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.

Cranial nerves:

The student must be able to:

1. Identify and describe each of the cranial nerves, including related foramina and function(s) of each nerve.

Spinal cord and tracts:

The student must be able to:

- 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.

Abdomen and Pelvis

Anterior and posterior abdominal walls

The student must be able to:

- 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.

Peritoneum, oesophagus, stomach, pancreas, duodenum, spleen, liver, gallbladder, intestines.

The student must be able to:

- 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 extrahepatic biliary system.

Kidneys, ureters and suprarenal glands

The student must be able to:

- 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.

Sacro-iliac joint

The student must be able to:

1. Fully describe the sacro-iliac joint.

Pelvic walls and diaphragm, pelvic organs

The student must be able to:

- 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

	T .					
	system.					
	Lower lim					
	Regions:		al region and	•		
				g and ankle re	egion	
		Foot				
		ent must be				
		,			wer limb, bony	
			•	nd muscles of	•	
				in each regio	n, with muscle	
	and ligament attachments.					
	3. List and describe the muscles, lymphatic drainage, blo supply and nerve supply of each region.					
				•		
		•	cribe specific	clinically impo	ortant areas in	
	each r	egion.	<u> </u>		CESM Code	
	SAQA	Credits	NQF	Level	(3 rd Order)	
Module Information:		0			'	
	3	2		5	130402	
					Period	
Delivery Information:	Car	npus	Full/Pa	rt Time	(Year/1 st /2 nd S em)	
Delivery information.						
	SMU		Ful	l time	Y	
	Classe	Practic	Tutorial	Seminars	Independent	
Periods per week:	S	al	ratorial	Ocininais	Learning	
	5	2	2		2	
Pre-requisite modules for this module:	None					
Co-requisites modules for module:	None					
	Display th	ne ability to	identify, desc	ribe, differenti	ate between	
	and discu	ss the follo	wing:			
	 Termination 	nology and	movement			
	 Skelet 	tal system				
	 Skin, f 	fascia and i	muscle			
	Nervous system					
	Cardiovascular and lymphatic systems					
	Back: Vertebral column and joints; muscles and surface					
Assessment criteria	anato		,	,		
	 Upper 	•				
			thoracic wall	; diaphragm; ¡	oleura and	
		, ,		pericardium a		
				ax; surface ar	· ·	
				eology of the s	• /	
		•	•	res of the nec		
					eck; digestive	
				respiratory sy	. •	
			orbit and eye;			
			meninges an	•	s sinuses;	

				cisterns and ventricular systems; basal nuclei and medullary centers; diencephalon; brainstem; cerebellum; blood supply; cranial nerves; spinal nerves and tracts) • 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				
Assess	ment n	netho	od	Te	ests, assignm	ents, tutorials ar	nd examinations	
		ssme	nt Mark for ission (%)	40%				
Mark Structur	Assessment Mark			60%				
e:			% Summative Assessment Mark					
	Minim pass	-	inal mark to			50	%	
					Paper 1	Paper 2	Paper 3	Paper 4
		The	eory (duration)		Theory	Practical		
Summa	tive	Pra	ctical (duration)		3h	2h		
Assessment		Sur	contribution to nmative essment 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 illustrated the theory
Learning Outcomes:	 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 competer measure selected physiological phenomena The student will display the ability to analyse problem physiological nature in the context of the specialized 					
Module Information:		SAQA Credits		NQF Level		CESM Code (3 rd Order)		
			3	2	5		130801	
Delivery Information:		ion:	Car	npus	Full/Pa	rt Time	Period (Year/1 st /2 nd S em)	
			S	MU	Ful	I time	Y	
Periods pe	r week	:	Classe s	Practic al	Tutorial	Seminars	Independent Learning	
			8	0.3			2	
Pre-requisi module:	te mo	odules for this	MBPB012	2				
Co-requisit module:	es	modules for	None					
Assessmei	nt crite	ria	physicThe single coveredThe single physic	ology of the tudent mus ed and app tudent mus	systems cover t use the physically it to the field t be able to id	d knowledge of the siology of the special of the special entify the normal eters applicable.	systems alized field. mal	
Assessmei	nt meth	nod	methods, demonstr The sumr	oral questi ations, self native asse	ons, practical -assessment	nclude observerses and as well as test od consists of	d ts.	
	Asses	num Form ssment Mark for admission (%)			40%			
Mark Structure:	GAGIII	% Formative Assessment Mark			60%			
J. AOLAI OI	N 21 1	% Summative Assessment Mark		40%				
	Minim pass	num final mark to (%)			50%			
		\	Paper	1 P	aper 2	Paper 3	Paper 4	
	Th	neory (duration)	Theor		•	•	<u>'</u>	
Summative Assessmer	, –	actical (duration)	3h	,				
, 10000311161	%	,	100					

Assessment Mark			
Sub minimum	40		

Module Code: (4 alphabetic & 3 numeric)	MPCL01	1			
Module Name:	Introducti	on to Psyc	hology		
Content:		ons of Psyc	chology		
	Learning				
		nental Psy	• • •		
		•	ns, Motivatior	n & Stress	
	Psychopl				
		ves in psyc		and the basic	principles and
Learning Outcomes:			• • • • • • • • • • • • • • • • • • • •	erstand and	apply all the
					d link theories
	•		ipline and the	• •	
	•		•		ng of human
				n; motivation	
				tand the link	between mind
	and b	ody interac	tion.		0504.0
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	12		6		180101
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd S em)
	SMU		Full time		 /
,	S	MU	Ful	I time	S1
	S Classe s	MU Practic al	Ful Tutorial	Seminars	S1 Independen
Periods per week:	Classe	Practic			S1
	Classe s	Practic	Tutorial		S1 Independen
Periods per week: Pre-requisite modules for this	Classe s 5	Practic	Tutorial		S1 Independen
Periods per week: Pre-requisite modules for this module:	Classe s 5 None None Stude apply gathe specifies Stude huma and s • Stude	ents must be compare, red in psycific disciplinates must be n developments.	e able to nan and different chology I and e and their ste able to appnent; personate able to exp	ne, describe, iate all the kn link theories udies. ly a basic unality; emotion;	S1 Independen t Learning explain, sowledge in their

	As	nimum Form sessment Mark for am admission (%)	40%					
Mark	% Formative Assessment Mark		60%					
Structure:		% Summative Assessment Mark	40%					
		nimum final mark to ss (%)	50%					
			Paper 1	Paper 2	Paper 3	Paper 4		
		Theory (duration)	Theory					
Summative		Practical (duration)	3h					
Assessment		% 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 (3 rd Order)
	12		6		180101
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd S em)
	SMU		Full time		S2
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning
	5		2		

Pre-requisi module:	te modules for this	None	None				
Co-requisit module:	es modules for	None	None				
Assessmer	nt criteria	 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. 					
Assessmer	nt method	Assignments;	tests; examinatio	n			
	Minimum Form Assessment Mark for exam admission (%)		40%				
Mark Structure:	% Formative Assessment Mark	60%					
on dotalo.	% Summative Assessment Mark						
	Minimum final mark to pass (%)		50	%			
		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory (duration)	Theory					
Summative	Practical (duration)	3h					
Assessmer	% contribution to Summative Assessment Mark	100					
	Sub minimum	40					

Module Code: (4 alphabetic & 3 numeric)	MRCA031
Module Name:	Research Design and Statistics
Content:	Research design: 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 Statistics: Definitions basic concepts in statistics

	. Dualsa	ملك لم مريم يريك الأراما	المامامين مامام	م الله الله الله		
		bility and th al distributio	ne binomial di	stribution		
Content (continued)			ווע			
Content (continued)	Chi square testDecision making process					
		_	•			
		Non-parametric tests Correlation and regression				
	Students		<u> </u>			
			to find, critic	ally evaluate	and interpret	
			•	•	se a literature	
	review			•		
	 be en 	riched with	the theoretic	cal backgrour	nd of research	
	design ty					
		the princip	oles of resea	arch to their	own research	
	topics.	an akilla ta u	understand th	o dovolonmon	at of a receased	
Learning Outcomes:	protocol	op skilis to t	illueistallu til	e developmen	nt of a research	
		stand ethic	al principles o	of research		
					concepts and	
	represent	tations	•		·	
			aws of probab	•		
			and standa	ardized curve	es and apply	
	distributio	-	مطائب باسميينية	باملاء مسلمانات	_	
			n significance	jualitative data	đ	
	- De ab	ie to periori	l significance	7 10313	OFOM O - d -	
	SAQA Credits				I CESIVI CODE	
Module Information:	SAQA	Credits	NQF	Level	CESM Code (3 rd Order)	
Module Information:	,	Credits 8	•	Level		
Module Information:	,		•		(3 rd Order)	
					(3 rd Order) 149999	
Module Information: Delivery Information:		8		7	(3 rd Order) 149999 Period	
	Car	8 mpus MU	Full/Pa	7	(3 rd Order) 149999 Period (Year/1 st /2 nd S em) S1	
Delivery Information:	Car S Classe	mpus MU Practic	Full/Pa	7 urt Time	(3 rd Order) 149999 Period (Year/1 st /2 nd S em) S1 Independent	
	Car S Classe s	8 mpus MU	Full/Pa Ful Tutorial	7 art Time	(3 rd Order) 149999 Period (Year/1 st /2 nd S em) S1	
Delivery Information: Periods per week:	Car S Classe	mpus MU Practic	Full/P a	7 art Time	(3 rd Order) 149999 Period (Year/1 st /2 nd S em) S1 Independent	
Delivery Information:	Car S Classe s	mpus MU Practic	Full/Pa Ful Tutorial	7 art Time	(3 rd Order) 149999 Period (Year/1 st /2 nd S em) S1 Independent	
Delivery Information: Periods per week: Pre-requisite modules for this	Car S Classe s	mpus MU Practic	Full/Pa Ful Tutorial	7 art Time	(3 rd Order) 149999 Period (Year/1 st /2 nd S em) S1 Independent	
Delivery Information: Periods per week: Pre-requisite modules for this module: Co-requisites modules for	Car S Classe s 3 None	mpus MU Practic al	Full/Pa Ful Tutorial	7 art Time	(3 rd Order) 149999 Period (Year/1 st /2 nd S em) S1 Independent	
Delivery Information: Periods per week: Pre-requisite modules for this module: Co-requisites modules for	Car S Classe s 3 None None Research	mpus MU Practic al design:	Full/Pa Ful Tutorial 2	ort Time I time Seminars	(3 rd Order) 149999 Period (Year/1st/2 nd S em) S1 Independent Learning	
Delivery Information: Periods per week: Pre-requisite modules for this module: Co-requisites modules for modules	Car S Classe s 3 None None Research	mpus MU Practic al design: ability to use asic approximation	Full/Pa Ful Tutorial 2	ort Time I time Seminars	(3 rd Order) 149999 Period (Year/1st/2ndS em) S1 Independent Learning	
Delivery Information: Periods per week: Pre-requisite modules for this module: Co-requisites modules for	Car S Classe s 3 None None Research b b	mpus MU Practic al design: bility to use asic approa	Full/Pa Ful Tutorial 2	ort Time I time Seminars	(3 rd Order) 149999 Period (Year/1st/2ndS em) S1 Independent Learning	
Delivery Information: Periods per week: Pre-requisite modules for this module: Co-requisites modules for modules	Car S Classe s 3 None None Research b b	mpus MU Practic al design: bility to use asic approadescribe the proposal	Full/Pa Ful Tutorial 2 e research too ach to research guidelines to	ort Time I time Seminars ols and unders ch o develop a re	(3rd Order) 149999 Period (Year/1st/2ndS em) S1 Independent Learning	
Delivery Information: Periods per week: Pre-requisite modules for this module: Co-requisites modules for modules	Car S Classe s 3 None None Research	mpus MU Practic al design: ability to use asic approadescribe the proposal Understandi	Full/Pa Ful Tutorial 2 e research too ach to research guidelines to	ort Time I time Seminars	(3rd Order) 149999 Period (Year/1st/2ndS em) S1 Independent Learning	
Delivery Information: Periods per week: Pre-requisite modules for this module: Co-requisites modules for modules	Car S Classe s 3 None None Research b C Statistics	mpus MU Practic al design: ability to use asic approadescribe the proposal Understandi	Full/Pa Ful Tutorial 2 e research too ach to research e guidelines to	ols and underscholdevelop a reprinciples of re	(3rd Order) 149999 Period (Year/1st/2ndS em) S1 Independent Learning	
Delivery Information: Periods per week: Pre-requisite modules for this module: Co-requisites modules for modules	Car S Classe s 3 None None Research b Classe s C	mpus MU Practic al design: ability to use asic approadescribe the proposal Understandictive Understandictive	Full/Pa Ful Tutorial 2 e research too ach to research guidelines to any of ethical paths and of ethical paths are role of state.	ols and underscholdevelop a reprinciples of re	(3rd Order) 149999 Period (Year/1st/2ndS em) S1 Independent Learning stand the esearch	

 Be able to present data Apply distribution theorems and compare distributions Explain the general procedure of decision makes Apply the significance test principles 								
Assessmei	nt me	ethod	Tests, tutorials			•		
	Ass	imum Form essment Mark for m admission (%)			40	%		
Mark Structure:		% Formative Assessment Mark			60	%		
	N diam	% Summative Assessment Mark			40	%		
		imum final mark to s (%)			50	%		
			Paper 1	Р	aper 2	Paper 3	Paper 4	
		Theory (duration)	Theory					
Summative	,	Practical (duration)	3h					
Assessme		% contribution to Summative Assessment Mark	100					
		Sub minimum	40					
Module Co	ode:	(4 alphabetic & 3	MPSA021					
Module Na	me:		Research Assessment and Developmental Psychology					
Content:			Research Methods Psychological Assessment Developmental Psychology (Child)					
Learning Outcomes:			 At the end of the module the student will: 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 Info	orma	tion:	SAQA Credi	ts	NO	QF Level	CESM Code (3 rd Order)	
			20			6	108101	
Delivery In	form	ation:	Campus		Full/	Part Time	Period (Year/1 st /2 nd S	

						em)	
			SMU		Full time		S1
Periods pe	r week:		Classe s	Practic al	Tutorial	Seminars	Independent Learning
			5	1	2		2
Pre-requisi module:	te mo	dules for this	MPCL01	1			
Co-requisit module:	es	modules for	None				
Assessment criteria:			 At the end of the module students will: 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.				
	Asses	um Form sment Mark for admission (%)	40%				
Mark		% Formative Assessment Mark	60%				
Structure:		% Summative Assessment Mark	40%				
	Minimi pass (um final mark to %)			50%		
			Paper	1 P	aper 2	Paper 3	Paper 4
	Th	eory (duration)	Theor	y			
Summative	Pra	actical (duration)	3h				
Assessme	Su	contribution to mmative sessment Mark	100				
	Su	b 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: Understand and apply the concepts applicable in social psychology. Know and understand the different personality theories Know and comprehend the position of medical psycholog in within the discipline of psychology Know and integrate the ethical principles applicable i social psychology, medical psychology and personalit theories. 					
Madula Information	SAQA	Credits	NQF	Level	CESM Code (3 rd Order)	
Module Information:	2	0		7	180101	
Delivery Information:	Car	npus	Full/Pa	art Time	Period (Year/1 st /2 nd S em)	
		MU	Ful	I time	S2	
Periods per week:	Classe s	Practic al	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: 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:	Assessmer exam admi							
	%	Formative		60	0/			
	Ma	sessment irk		00	70			
		Summative sessment irk	40%					
	Minimum fi pass (%)	nal mark to	50%					
			Paper 1	Paper 2	Paper 3	Paper 4		
	Theory	(duration)	Theory					
Summative	Practica	al (duration)	3h					
Assessmer	Summa	tribution to tive ment Mark	100					
	Sub mir	nimum	40					

Module Code: (4 alphabetic & 3 numeric)	MSCL010					
Module Name:	Sociology	1				
Content:	theories.	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:	sociology imaginati occupatio	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 (3 rd Order)	
	8		5		200702	
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd S em)	
	S	MU	Full time		Υ	
Periods per week:	Classe s	Practic al	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 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; t	ests; examinatio	n		
	Minimum Form Assessment Mark for exam admission (%)			40	%		
Mark Structure:	% Formative Assessment Mark		60%				
Structure:		% Summative Assessment Mark	40%				
	Minim pass (num final mark to (%)	50%				
			Paper 1	Paper 2	Paper 3	Paper 4	
	Th	neory (duration)	Theory				
Summative	Pr	actical (duration)	3h				
Assessme	Su	contribution to ummative ssessment Mark	100				
	Su	ıb minimum	40				

Module Code: (4 alphabetic & 3 numeric)	MTHE010					
Module Name:	Therapeutic Media I					
Content:	THEORY The course covers an outline of occupational performance, its development and occupational dysfunction. PRACTICE Students are introduced to the performance of activities.					
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 (3 rd Order)		
	{	8		5	091404 Period		
Delivery Information:	Campus		Full/Pa	Full/Part Time			
	S	MU	Ful	l time	Y		
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independen t 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 Kielhofner.						
Assessment method	Accianma	ante: toete:	examination				

Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%					
	% Formative Assessment Mark		60%					
		% Summative Assessment Mark	40%					
	Minimi pass (um final mark to %)	50%					
			Paper 1	Paper 2	Paper 3	Paper 4		
	The	eory (duration)	Theory					
Summative	Pra	actical (duration)	3h					
Assessment	Su	contribution to mmative sessment Mark	100					
	Su	b minimum	40					

Module Code: (4 alphabetic & 3 numeric)	MOTD020
Module Name:	Therapeutic Media II
Content:	THEORY The evaluation and measurement of occupational performance forms the core of this course Included are: • 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. The course is concluded with the occupational treatment processes. PRACTICE 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.
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 o creative ability; apply principles of adaptation.					
Module Infor	mation	n:	SAQA	Credits	NQF	Level	CESM Code (3 rd Order)	
			1	2	(6	091404	
Delivery Info	rmatio	n:	Car	npus	Full/Pa	art Time	Period (Year/1 st /2 nd S em)	
			S	MU	Ful	l time	Υ	
Periods per	week:		Classe s	Practic al	Tutorial	Seminars	Independen t Learning	
			8					
Pre-requisite module:	e mod	lules for this	MTHE01	0				
Co-requisite	s modı	ules 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	metho	d	Assignments; tests; examination					
	Asses	um Form sment Mark for admission (%)	40%					
Mark Structure:		% Formative Assessment Mark	60%					
		% Summative Assessment Mark	40%					
Minimum final mark to pass (%)			50%					
			Paper	1 P	aper 2	Paper 3	Paper 4	
	Th	eory (duration)	Theor	у				
Summative Assessment	Pra	actical (duration)	3h					
Assessillelli	% Su	contribution to mmative sessment Mark	100					

Sub minimum	40			
-------------	----	--	--	--

Module Code: (4 alphabetic & 3 numeric)	MOTF030
Module Name:	Therapeutic Media III
Content:	THEORY 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. PRACTICE 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.
Learning Outcomes:	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

Module Information:	SAQA	SAQA Credits		NQF Level	
	16			7	
Delivery Information:	Campus		Full/Pa	Full/Part Time	
	S	MU	Ful	I time	Υ
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning
	6				

Pre-requisi module:	te modu	ules for this	MOTD020					
Co-requisit module:	es m	odules for	None	None				
Assessmer	nt criteria		The student is able to: Describe and explain the conce "purposeful" activity, explain and apply the process of activity analysis, criteria in the selection of purposeful activity, the for 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 applied interpersonal skills in the helping profession; explain, describe and demonstrate knowledge of the major formal theories 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 poin of view can affect helping; lead and manage therapeut groups, taking cognizance of group dynamics, utilizing the group process and mobilizing the curative (therapeutifactors; do assessments and intervention with regard to client occupational context					
Assessment method		Assignments;	tests; examinatio	n				
	exam ad	n Form nent Mark for Imission (%) % Formative Assessment		40%				
Mark Structure:		Mark % Summative Assessment Mark		40%				
	Minimun pass (%	n final mark to)		50	%			
			Paper 1 Paper 2 Paper 3 Paper 4					
	Theo	ory (duration)	Theory					
Summative	Prac	tical (duration)	3h					
Assessmer	Sumi	contribution to mative ssment Mark	100					
	Sub	minimum	40					

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

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 as the types of health services rendered in those facilities; 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; as well as the types of health services rendered in those facilities; will know about the Occupational Therapy services rendered in different 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. SAQA Credits	Content:	MOCT01	0 is a non-	clinical subjec	t		
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 as the types of health services rendered in those facilities of the 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 services rendered in those facilities; will know about the facilities in Occupational Therapy services rendered in different settings and staff involvement. SAQA Credits NQF Level CESM Code (3rd Order) SAQA Credits NQF Level CESM Code (3rd Order) SMU Full time Y Campus Full/Part Time (Year/1st/2ndS em) SMU Full time Y Classe Practic Tutorial Seminars Independent Learning Campus Full/Part Time (Year/1st/2ndS em) None Campus Full/Part Time (Year/1st/2ndS em) 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 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	Content.	•					
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 at the types of health services rendered in those facilities or occupational 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. SAQA Credits		occupations/ performance contexts and environments					
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 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 facilities in Occupational Therapy services rendered in different settings and staff involvement.		contex	kt of people	at different s	tages of the lif	fe cycle.	
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 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. SAQA Credits		•					
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 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. SAQA Credits NQF Level CESM Code (3rd Order) SMU Full time Y Classe Practic SMU Full time Y Period Period (Year/1*1/2ndS em) None 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 settings as well as the types of health services rendered in those facilities; will know about the Occupational Therapy settings as well as the types of health services rendered in those facilities; adescribe the sudent 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		<u> </u>					
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. 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 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. SAQA Credits NQF Level CESM Code (3rd Order) 8 5 091404 Period Part/1st/2rdS em) SMU Full time Y Classe Practic S Underline Y Classe Practic S Underline Y Classe Practic S Underline Y Period Period S Underline					•	e occupational	
involvement in Occupational Therapy settings as well as the types of health services rendered in those facilities. 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. SAQA Credits			• •		•	darad and staff	
the types of health services rendered in those facilities 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. SAQA Credits NQF Level SAQA Credits Period (Year/1s*/2ndS em) SMU Full time Y Classe SAUD Practic SAUD Practic SAUD Prerequisite modules for this module: Co-requisites modules for this module: Assessment criteria Assessment criteria Assessment criteria The student will know and understand how to observe client facitors/ areas of occupational Therapy settings as well as the types of health services rendered in those facilities; describe the facilities; describe the facilities; describe the facilities; describe the services rendered in those facilities.		·					
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. SAQA Credits				•		•	
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. SAQA Credits							
Delivery Information: Campus Full/Part Time Periods per week: Classe Practic s al Tutorial seminars Seminars Pre-requisite modules for module: Assessment criteria Assessment criteria Assessment criteria Assessing t about the esculpational in Occupational impacts on occupational performance areas; The students will learn the application of the 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. CESM Code (3rd Order)							
Delivery Information: Period (Year/1st/2ndS em)		environm	ents of pe	ople at differ	ent stages of	the life cycle;	
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. SAQA Credits				•	•	•	
about the facilities in 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. SAQA Credits	Learning Outcomes:						
the types of health services rendered in those facilities; will know about the Occupational Therapy services rendered in different settings and staff involvement. SAQA Credits	•						
know about the Occupational Therapy services rendered in different settings and staff involvement. SAQA Credits NQF Level CESM Code (3rd Order)							
different settings and staff involvement.		, , , , , , , , , , , , , , , , , , ,				•	
SAQA Credits NQF Level CESM Code (3rd Order)				•		oo rendered iir	
None Seminars Se							
Periods per week: Campus	Module Information:			•		, ,	
Campus Full/Part Time (Year/1st/2ndS em)		{	3	5		091404	
Periods per week: Classe Practic Tutorial Seminars Independent Learning Pre-requisite modules for this module: Co-requisites modules for module: Assessment criteria Assessment criteria Classe Practic Tutorial Seminars Independent Learning None None 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 settings as well as the types of health services rendered in those facilities; describe the							
Periods per week: Classe solution all seminars Seminars Independent Learning Pre-requisite modules for this module: Co-requisites modules for modules Co-requisites modules 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		_					
Pre-requisite modules for this module: Co-requisites modules for modules for module: 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	Delivery Information:	Car	npus	Full/Pa	rt Time	(Year/1st/2ndS	
Pre-requisite modules for this module: Co-requisites modules for modules None 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	Delivery Information:		•			(Year/1 st /2 nd S em)	
Pre-requisite modules for this module: Co-requisites modules for module: None 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	Delivery Information:	S	MU			(Year/1st/2ndS em)	
Pre-requisite modules for this module: Co-requisites modules for module: 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	Delivery Information:	S Classe	MU Practic	Ful	I time	(Year/1st/2ndS em) Y Independent	
Co-requisites modules module: 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	•	S Classe s	MU Practic	Ful	I time	(Year/1st/2ndS em) Y Independent	
Co-requisites modules Mone 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	•	S Classe s	MU Practic	Ful	I time	(Year/1st/2ndS em) Y Independent	
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	Periods per week: Pre-requisite modules for this	S Classe s	MU Practic	Ful	I time	(Year/1st/2ndS em) Y Independent	
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	Periods per week: Pre-requisite modules for this module:	S Classe s 2 None	MU Practic	Ful	I time	(Year/1st/2ndS em) Y Independent	
Assessment criteria 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	Periods per week: Pre-requisite modules for this module: Co-requisites modules for	S Classe s 2 None	MU Practic	Ful	I time	(Year/1st/2ndS em) Y Independent	
Assessment criteria 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	Periods per week: Pre-requisite modules for this module: Co-requisites modules for	S Classe s 2 None None	MU Practic al	Ful Tutorial	Seminars	(Year/1st/2ndS em) Y Independent Learning	
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	Periods per week: Pre-requisite modules for this module: Co-requisites modules for	S Classe s 2 None None At the en factors/	MU Practic al d of the coareas of coareas	Tutorial ourse the stude occupations/	Seminars ent is able to performance	(Year/1st/2ndS em) Y Independent Learning Identify client contexts and	
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	Periods per week: Pre-requisite modules for this module: Co-requisites modules for	S Classe s 2 None None At the en factors/ a environm	MU Practic al d of the coareas of cents of per	Tutorial Durse the stude occupations/ople at difference of the stude occupation occupation of the stude occupation of the stude occupation of the stude occupation occupation of the stude occupation occupat	Seminars ent is able to: performance ent stages of	(Year/1st/2ndS em) Y Independent Learning Identify client contexts and the life cycle;	
facilities in Occupational Therapy settings as well as the types of health services rendered in those facilities; describe the	Pre-requisite modules for this module: Co-requisites modules for modules	S Classe s 2 None None At the en factors/ a environm describe	MU Practic al d of the coareas of cents of perhow display	Tutorial Tutorial ourse the stude occupations/ ople at difference of the student of the studen	Seminars ent is able to: performance ent stages of mpacts on	(Year/1st/2ndS em) Y Independent Learning Identify client contexts and the life cycle; occupational	
of health services rendered in those facilities; describe the	Pre-requisite modules for this module: Co-requisites modules for modules	S Classe s 2 None None At the en factors/ a environm describe performan	MU Practic al d of the coareas of cents of perhow dynce areas;	Tutorial Tutorial ourse the stude occupations/ ople at difference of the student of the student occupation in the student occupation occupation occupation occupation occupa	ent is able to: performance ent stages of mpacts on scribe the app	Y Independent Learning Identify client contexts and the life cycle; occupational blication of the	
·	Pre-requisite modules for this module: Co-requisites modules for modules	S Classe s 2 None None At the en factors/ a environm describe performation occupation	d of the coareas of cents of pence areas; onal therapy	Tutorial Tutorial Durse the stude occupations/ ople at difference of the stude occupation in the stu	ent is able to: performance ent stages of mpacts on scribe the app fferent setting	(Year/1st/2ndS em) Y Independent Learning Identify client contexts and the life cycle; occupational plication of the s; describe the	
Occupational Therapy services rendered in the settings and	Pre-requisite modules for this module: Co-requisites modules for modules	S Classe s 2 None None At the en factors/ a environm describe performal occupation facilities in	d of the coareas of cents of perhow dence areas; onal therapy	Tutorial Tutorial coccupations/ ople at difference of the student of the studen	ent is able to: performance ent stages of mpacts on scribe the app fferent setting settings as we	(Year/1st/2ndS em) Y Independent Learning I Identify client contexts and the life cycle; occupational plication of the s; describe the ell as the types	
staff involvement.	Pre-requisite modules for this module: Co-requisites modules for modules	S Classe s 2 None None At the en factors/ a environm describe performal occupatio facilities if of health	d of the coareas of cents of penace areas; anal therapy n Occupation services r	Tutorial Tutorial Tutorial Durse the stude occupations/ ople at difference of the stude occupation in the stude occupation	ent is able to: performance ent stages of mpacts on scribe the app fferent setting settings as we nose facilities	Y Independent Learning Identify client contexts and the life cycle; occupational blication of the s; describe the ell as the types ; describe the	
Assessment method Assignments; tests and oral examinations	Pre-requisite modules for this module: Co-requisites modules for modules	S Classe s 2 None None At the en factors/ a environm describe performal occupation facilities in of health Occupation occupation of health occupation occupation occupation of health occupation occupation occupation occupation of health occupation occupa	d of the coareas of cents of pence areas; onal therapy in Occupation services in conal Thera	Tutorial Tutorial Tutorial Durse the stude occupations/ ople at difference of the stude occupation in the stude occupation	ent is able to: performance ent stages of mpacts on scribe the app fferent setting settings as we nose facilities	Y Independent Learning Identify client contexts and the life cycle; occupational blication of the s; describe the ell as the types ; describe the	
	Pre-requisite modules for this module: Co-requisites modules for module: Assessment criteria	S Classe s 2 None None At the en factors/ a environm describe performal occupation facilities in of health Occupation staff involutions.	d of the coareas of cents of per how dynce areas; on al therapy on Occupation services reported to the control of the control	Tutorial Tutorial Fulce of the stude occupations/ ople at difference of the stude occupation in the stude occupation in the stude of	ent is able to: performance ent stages of mpacts on scribe the app fferent setting settings as we nose facilities endered in the	Y Independent Learning Identify client contexts and the life cycle; occupational blication of the s; describe the ell as the types ; describe the	
	Pre-requisite modules for this module: Co-requisites modules for module: Assessment criteria	S Classe s 2 None None At the en factors/ a environm describe performal occupation facilities in of health Occupation staff involutions.	d of the coareas of cents of per how dynce areas; on al therapy on Occupation services reported to the control of the control	Tutorial Tutorial Fulce of the stude occupations/ ople at difference of the stude occupation in the stude occupation in the stude of	ent is able to: performance ent stages of mpacts on scribe the app fferent setting settings as we nose facilities endered in the	Y Independent Learning Identify client contexts and the life cycle; occupational blication of the s; describe the ell as the types ; describe the	

Structure:		ent Mark for nission (%)				
	%	Formative			•	
		ssessment ark		60	%	
	As	Summative ssessment ark		40	%	
	Minimum (pass (%)	final mark to		50	%	
			Paper 1	Paper 2	Paper 3	Paper 4
	Theory	(duration)	Practical			
Summative	mmative Practical (duration)		2h			
Assessment	Summ	ntribution to ative sment Mark	100			
	Sub m	inimum	40			

Module Code: (4 alphabetic & 3 numeric)	MOTC020
Module Name:	Occupational Therapy Applied II
Content:	 MOTC020 is a clinical subject and promotion subject and the general rules apply. 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 Infor	nation	:	SAQA	Credits	N	IQF	Level	CESM Code (3 rd Order)
			1	2		6	6	091404
Delivery Info	matio	n:	Car	mpus	Ful	I/Pa	rt Time	Period (Year/1 st /2 nd S em)
			S	MU		Full	time	Υ
Periods per v	veek:		Classe s	Praction al	Tutori	al	Seminars	Independen t Learning
T GIIGGG PGI V	JOOK.		2					
Pre-requisite module:	mod	lules for this	MOTA01	0				
Co-requisites	modu	ıles for module:	None					
Assessment	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	metho	d	Oral; prad	cticals; e	kamination			
Mark	Asses	um Form sment Mark for admission (%) % Formative Assessment Mark	40% 60%					
Structure: % Summative Assessment Mark		40%						
	Minim pass (um final mark to %)	50%					
Summative	1,550 (•-1	Paper	1	Paper 2		Paper 3	Paper 4
Assessment	Th	eory (duration)	Practic	al				

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:	MOTD030 is a clinical at the end of the year the end of the year Students learn occupations/ percontext, using identifying probe information of SE not only medical students learn to treatment rational daily specific treating diagnosis; Students learn to programme of a students learn to the assessment, programme on a	al subject and an examination. to assess the client factorformance contexts and specific techniques for plems, analysing and ELECTED DIAGNOSTIC CARRIGATION CARRIAGE AND ASSESSION OF THE SELECTED DIAGNOSTIC CARRIAGE AND ASSESSIONS FOR PERSONS OF STRUCTURE AND CARRIAGE AND CARRI	ors/ areas of environments assessment, summarising ATEGORIES - plan including on and writing with selected to the planned evaluation of the treatment		
Learning Outcomes:	The student will known i.e. student must set of Occupation/contexts/performance assessment, identify information of commedical diagnoses; overall treatment programment by available information. Execute treatment treatment programment programment by a student programment by a student programment programment programment programment programment by a student programment by a student programment programm	w and understand how to: A lect what to assess in terms client factors/ be patterns, use specific to the problems, analyze are mon diagnostic categories. Plan intervention strategies lan including treatment ran, write daily specific treatments, write daily specific treatments. Estructure and carry our ne of a clients with different sessions i.e. give a verbal sessment, planning and expected the sessions i.e. give a verbal sessment, planning and expected the sessions i.e. give a verbal sessment, planning and expected the sessions i.e. give a verbal sessment, planning and expected the sessions i.e. give a verbal	s of the Areas performance echniques for nd summarize es - not only es i.e. write an ationale using nent sessions; at the planned ent diagnosis; and/or written eccution of the		
Module Information:	SAQA Credits	NQF Level	CESM Code (3 rd Order)		
	20		091404		
Delivery Information:	Campus	Full/Part Time	Period		

							(Year/1 st /2 nd S em)
			S	MU	Full time		Y
Periods per	week	κ:	Classe s	Practic al	Tutorial	Seminars	Independen t Learning
				12			
Pre-requisite module:	e m	odules for this	MOTC02	0			
Co-requisite	s mo	dules for module:	None				
Assessment	: crite	eria	The student is able to: Assess clients i.e. student must se, execute and explain what to assess, in terms of the Arrof Occupation/ client factors/ performance conte/performance patterns, use specific techniques assessment, identify the problems, analyze and summa information of common diagnostic categories - not of medical diagnoses; Plan intervention strategies i.e. write overall treatment plan including treatment rationale us available information, write daily specific treatment session Execute treatment i.e. structure and carry out the plant treatment programme of a clients with different diagnor Evaluate treatment sessions i.e. give a verbal and/or write evaluation of the assessment, planning and execution of treatment programme.				
Assessment	met	hod	Oral; prac	cticals; exa	mination.		
	Ass	imum Form essment Mark for m admission (%)			40%		
Mark Structure: Wark							
		imum final mark to s (%)	c to 50%				
			Paper	1 P	aper 2	Paper 3	Paper 4
	-	Theory (duration)	Practic	al			
Summative		Practical (duration)	3h				
Assessment		% contribution to Summative Assessment Mark	100				
	;	Sub minimum	40				

Module Code: (4 alphabetic & 3	MOTE030

numeric)						
Module Name:	Occupational Therap	y Applied III (Psychosocial)				
Content:	 Occupational Therapy Applied III (Psychosocial) MOTE030 is a clinical subject and an examination takes place at the end of the year. 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. The students do field work blocks in the area of psychiatry. 					
Learning Outcomes:	The students 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,					
Module Information:	SAQA Credits	NQF Level	CESM Code (3 rd Order)			
	20	7	091404			
Delivery Information:	Campus	Full/Part Time	Period (Year/1 st /2 nd S em)			
	SMU	Full time	Υ			

Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independen t 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	Assessment method			s; examination			
	Minimum Form Assessment Mark for exam admission (%) % Formative			40%			
Mark Structure:		Assessment Mark	60%				
on dotaro.		% Summative Assessment Mark	40%				
		mum final mark to s (%)		50	%		
			Paper 1	Paper 2	Paper 3	Paper 4	
	[1	Theory (duration)	Practical				
Summative	F	Practical (duration)	3h				
Assessment	5	% contribution to Summative Assessment Mark	100				
	5	Sub minimum	40				

Module Code: (4 alphabetic & 3 numeric)	MOTB040
Module Name:	Occupational Therapy Applied IV (Physical)
Content:	 MOTB040 is a clinical subject and an examination takes place at the end of the year 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)	dailv t	reatment se	essions for ne	rsons with an	v diagnosis:				
	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								
	referra	•	to present :	a written and	d / or verbal				
			•		ent plan and				
			n any diagno	•	p.o oa				
	Students	do full time	e fieldwork blo	ocks in the are	eas of physical				
	(neuro/med/surg) paediatric. Students participate in seminars								
	and case discussions. The student will know and understand how to: Assess clients								
					Assess clients cupation/ client				
					patterns, use				
		•			the problem,				
	•			•	any diagnostic				
					ss community				
					tegies i.e. write				
			•	•	rationale using ment sessions				
Learning Outcomes:			•	•	necessary for				
					and carry out				
				•	gnosis, at any				
					oriate 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								
		t i.e. give a	a written and	or verbal eva	aluation of the				
		t i.e. give a	a written and	or verbal eva	aluation of the diagnosis and				
Module Information:	assessm projects.	t i.e. give a	a written and ing, execution	or verbal eva	aluation of the				
Module Information:	assessm projects.	t i.e. give a	a written and ing, execution	or verbal eva	aluation of the diagnosis and CESM Code				
Module Information:	assessm projects. SAQA	t i.e. give a ent, plann Credits	a written and ing, execution	on on any o	CESM Code (3rd Order) 091404 Period				
	assessm projects. SAQA	t i.e. give a ent, plann Credits	a written and ing, execution	on on any o	CESM Code (3rd Order) 091404 Period (Year/1st/2ndS				
Module Information: Delivery Information:	assessm projects. SAQA 4 Car	t i.e. give a ent, plann Credits 4 mpus	a written and ing, execution NQF	/or verbal eva	CESM Code (3rd Order) 091404 Period (Year/1st/2ndS em)				
	assessm projects. SAQA 4 Car	t i.e. give a ent, plann Credits 4 mpus MU	a written and ing, execution NQF	/or verbal evaluation on any of Level 8 art Time	CESM Code (3rd Order) 091404 Period (Year/1st/2ndS em) Y				
Delivery Information:	assessm projects. SAQA 4 Car	t i.e. give a ent, plann Credits 4 mpus	a written and ing, execution NQF	/or verbal eva on on any o Level 8 art Time	CESM Code (3rd Order) 091404 Period (Year/1st/2ndS em) Y				
	assessm projects. SAQA Car S Classe	t i.e. give a ent, plann Credits 4 mpus MU Practic	a written and ing, execution NQF	/or verbal evaluation on any of Level 8 art Time	CESM Code (3rd Order) 091404 Period (Year/1st/2ndS em) Y Independent				
Delivery Information:	assessm projects. SAQA 4 Car S Classe s	t i.e. give a ent, plann Credits 4 mpus MU Practic al 12	a written and ing, execution NQF Full/Pa Full Tutorial	/or verbal evaluation on any of Level 8 art Time I time Seminars	CESM Code (3rd Order) 091404 Period (Year/1st/2ndS em) Y Independent Learning				
Delivery Information: Periods per week:	assessm projects. SAQA 4 Car S Classe s	t i.e. give a ent, plann Credits 4 mpus MU Practic al 12	a written and ing, execution NQF Full/Pa Full Tutorial	/or verbal evaluation on any of Level 8 art Time	CESM Code (3rd Order) 091404 Period (Year/1st/2ndS em) Y Independent Learning				
Delivery Information: Periods per week: Pre-requisite modules for this	assessm projects. SAQA 4 Car S Classe s	t i.e. give a ent, plann Credits 4 mpus MU Practic al 12	a written and ing, execution NQF Full/Pa Full Tutorial	/or verbal evaluation on any of Level 8 art Time I time Seminars	CESM Code (3rd Order) 091404 Period (Year/1st/2ndS em) Y Independent Learning				
Delivery Information: Periods per week: Pre-requisite modules for this module: Co-requisites modules for	assessm projects. SAQA 4 Car S Classe s MOTD03 None The stude	t i.e. give a ent, plann Credits 4 mpus MU Practic al 12 0; MOTB03	written and ing, execution NQF Full/Pa Full Tutorial C: Assess clie	/or verbal evaluation on any of Level 8 art Time I time Seminars ; MOTA030; Nonts i.e. select of the select of th	CESM Code (3rd Order) 091404 Period (Year/1st/2ndS em) Y Independent Learning MOTF030				
Delivery Information: Periods per week: Pre-requisite modules for this module: Co-requisites modules for	assessm projects. SAQA 4 Car S Classe s MOTD03 None The stude of the A	t i.e. give a ent, plann Credits 4 mpus MU Practic al 12 0; MOTB03	Full/Pa Full/Pa Tutorial D: Assess clie Dccupation/	/or verbal evaluation on any of Level 8 art Time I time Seminars ; MOTA030; Nonts i.e. select valuent factors/	CESM Code (3rd Order) 091404 Period (Year/1st/2ndS em) Y Independent Learning MOTF030				
Delivery Information: Periods per week: Pre-requisite modules for this module: Co-requisites modules for modules	assessm projects. SAQA Car S Classe s MOTD03 None The stude of the A contexts/	t i.e. give a ent, plann Credits 4 mpus MU Practic al 12 0; MOTB03 ent is able to be a compension of Compe	Full/Pa Full/Pa Full/Pa Full/Pa Full Tutorial Discorpation/ Telepatterns, the patterns, the patterns and the patterns are patterns.	/or verbal evaluation on any of Level 8 art Time I time Seminars ; MOTA030; Number of factors/ use specific to	CESM Code (3rd Order) 091404 Period (Year/1st/2ndS em) Y Independent Learning MOTF030 what to assess performance techniques for				
Delivery Information: Periods per week: Pre-requisite modules for this module: Co-requisites modules for modules	assessm projects. SAQA 4 Car S Classe s MOTD03 None The stude of the A contexts/ assessments	t i.e. give a ent, plann Credits MU Practic al 12 0; MOTB03 ent is able to be a performance ent, identify	Full/Pa Full/Pa Full/Pa Full Tutorial C: Assess clie Dccupation/ re patterns, in the problem,	/or verbal evaluation on any of Level 8 Art Time I time Seminars ; MOTA030; Number of the specific to analyze and seminars	CESM Code (3rd Order) 091404 Period (Year/1st/2ndS em) Y Independent Learning MOTF030				

			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.				
Assessme	nt met	ethod Oral; practical; written examination; practical examination; tests and assignments				amınatıon;	
	Minimum Form Assessment Mark for exam admission (%)			40%			
Mark Structure:		% Formative Assessment Mark	60%				
otraotaro:		% Summative Assessment Mark	40%				
	Minir pass	mum final mark to (%)		50%			
			Paper 1	Paper 2	Paper 3	Paper 4	
	Т	heory (duration)	Theory	Practical			
Summative		ractical (duration)	3h	3h			
Assessmer	S	contribution to summative ssessment Mark	30	70			
	S	ub minimum	40	40			

Module Code: (4 alphabetic & 3 numeric)	MOTC040
Module Name:	Occupational Therapy Applied IV (Psychosocial)
Content:	 MOTC040 is a clinical subject and an examination takes place at the end of the year 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

	<u> </u>					
	 daily treatment sessions for persons with any diagnosis; 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. Students do full time field work blocks in the area of psychiatry. Students participate in seminars and case discussions. 					
Learning Outcomes:	Students participate in seminars and case discussions. 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.					
Module Information:	SAQA	Credits	NQF Level		CESM Code (3 rd Order)	
	4	10	8		091404	
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd S em)	
	S	MU	Ful	I time	Y	
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning	
'		12		1		
Pre-requisite modules for this module:	MOTD03	0; MOTB03	80; MOTC030	; MOTA030; N	MOTF030	
Co-requisites modules for module:	None					
Assessment criteria	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					

Assessme	nt method	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. Written examination; tests; assignments; oral; practicals;				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%) % Formative Assessment Mark % Summative Assessment Mark Minimum final mark to	practical exam	practical examination 40% 60% 40%			
	pass (%)	Paper 1	Paper 2	Paper 3	Paper 4	
Summative		Theory 3h	Practical 3h	ι αροι σ	i upoi 4	
Assessmer	% 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 Info	Module Information:		SAQA Credits		NQF	NQF Level	
				8		5	091404
Delivery Information:		Car	npus	Full/Pa	art Time	Period (Year/1 st /2 nd S em)	
		S	MU	Ful	I time	Υ	
Periods pe	r weel	« :	Classe s	Practic al	Tutorial	Seminars	Independent Learning
			2				
Pre-requisi module:	te m	odules for this	None None				
Co-requisit module:	es	modules for	None				
Assessmer	nt crite	eria	The student is able to : define, and describe "health and illness" and dysfunction in terms of disability and handicap; describe the performance components and explain the use of these components on occupational performance effects of dysfunction on occupational performance explain the occupational therapy process; describe assessment (data collect commonly used in occupational therapy.				of impairment, occupational f/importance of ce; explain the rmance areas, cribe the levels py intervention
Assessmer	nt met	hod	Assignme	ents; tests;	examination		
	Asse	mum Form essment Mark for n admission (%)			40%		
Mark Structure:		% Formative Assessment Mark			60%		
		% Summative Assessment Mark	40%				
	Minir pass	num final mark to (%)			50%		
			Paper	1 P	aper 2	Paper 3	Paper 4
		heory (duration)	Theor	y			
Summative Assessmer	1 1	ractical (duration)	3h				
Assessillel	% S	contribution to ummative ssessment Mark	100				

Sub minimum	40		

Module Code: (4 alphabetic & 3 numeric)	MOTB020)					
Module Name:	Intervention	on Theory I					
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 (3 rd Order)		
	2	.4	6		091404		
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd S em)		
	S	MU	Full time		Υ		
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning		
•	7						
Pre-requisite modules for this module:	MITTH01	0; MANA01	0				
Co-requisites modules for module:	None 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

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

Module Code: (4 alphabetic & 3 numeric)	MOTC030	MOTC030					
Module Name:	Intervention Theory	III					
Content:	This course consists of Section A (Medical, Surgical and Neurological conditions) and Section B (Psychiatric disorders). 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.						
Learning Outcomes:	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.						
Module Information:	SAQA Credits	NQF Level	CESM Code (3 rd Order)				

			20			091404		
Delivery Information:		Car	npus	Full/Pa	art Time	Period (Year/1 st /2 nd S em)		
			SMU Full time Y Classe Practic Indepen			Y		
Periods per	week	ς:	Classe s	Practic al	Tutorial	Seminars	Independen t Learning	
-			5					
Pre-requisite module:	e m	odules for this	MOTB02	0				
Co-requisite	s mo	dules for module:	None					
Assessment	: crite	eria	The student is able to describe occupational theral intervention in terms of treatment methods, techniques, ar principles for addressing client factors and areas occupation problems resulting from a variety of disorder Explain treatment process and protocol for different physic and mental health diagnoses.				chniques, and nd areas of of disorders;	
Assessment	met	hod	Assignments; tests; examination					
	Ass	imum Form essment Mark for m admission (%)	40%					
Mark Structure:		% Formative Assessment Mark	60%					
Structure.		% Summative Assessment Mark	40%					
		imum final mark to s (%)	50%					
			Paper	1 P	aper 2	Paper 3	Paper 4	
	-	Theory (duration)	Theor	y				
Summative		Practical (duration)	3h					
Assessment		% contribution to Summative Assessment Mark	100					
	,	Sub minimum	40					

Module Code: (4 a numeric)	alphabetic & 3	MFUO010

Module Nam	ne:			Fundam	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:				definition concept core of	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 Info	rmat	tion	ı:	SAQA	Cre	dits		NQF Lev	el	_	ESM Code rd Order)
					8			5			091404
Delivery Info	orma	atio	n:	Ca	mpu	ıs		Full/Part T	ime	(Ye	Period ear/1 st /2 nd S em)
				S	MM			Full tim	е		Υ
Periods per	Periods per week:		Classes	5	Practi	cal	Tutorial	Seminar		Independe nt Learning	
Pre-requisite modules for this module:			2 S None								
Co-requisite	s m	odı	les for module	None							
Assessmen	Assessment criteria			and des discuss a therapy; and evalu settings.	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.						
Assessmen	t me	tho	d	Assignme	ents;	tests;	examination				
	Ass	ses	um Form sment Mark for admission (%)		40%						
Mark Structure:	Mark				60%						
Structure.			% Summative Assessment Mark					40%			
	Minimum final mark to pass (%)				50%						
				Paper 1	Р	Paper 2			Paper 3		Paper 4
Summative Assessment	t L	(du	eory ration)	Theory							
			ration)	3h							

% contribution to Summative Assessment Mark	100		
Sub minimum	40		

Module Code: (4 alphabetic & 3 numeric)	MOTA020	0					
Module Name:	Fundame	ntals of Oc	cupational Th	nerany II			
Content:	This cour higher lev	se covers to	the theoreticanddition cover	l base of the	profession at a of occupational		
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	CESM Code (3 rd Order)			
	4		6		091404		
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd Se m)		
	SMU		Full time		Υ		
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning		
	3						
Pre-requisite modules for this module:	MFUO01	0					
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.					
Assessme	Assessment method		Assignments; tests; examination				
	Minimum Form Assessment Mark for exam admission (%)	40%					
Mark	% Formative Assessment Mark		60%				
Structure:	% Summative Assessment Mark		40%				
	Minimum final mark to pass (%)		50%				
		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory (duration)	Theory					
Summative	Practical (duration)	3h					
Assessme	% contribution to Summative Assessment Mark	100					
	Sub minimum	40			_		

Module Code: (4 alphabetic & 3 numeric)	MOTA030
Module Name:	Fundamentals of Occupational Therapy III
Content:	 This course consists of three Sections i.e. Philosophy Management and Research Protocol Development 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. The students are required to prepare and present a research proposal, using knowledge gained through theory and own consultation.
Learning Outcomes:	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 manger, management knowledge in practice; the process of research; the various methods used in research, how to develop a research protocol.

Module Info	Module Information:		SAQA	Credits	NQF	Level	CESM Code (3 rd Order)		
Module Information.		1	2	7		091404			
Delivery Information:			Campus		Full/Part Time		Period (Year/1 st /2 nd Se m)		
			S	MU	Ful	l time	Y		
Periods per	week	c :	Classe s	Practic al	Tutorial	Seminars	Independent Learning		
			4						
Pre-requisite module:	e m	odules for this	MOTA02	0					
Co-requisite	s mo	dules for module:	None						
Assessment	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 manger, 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	met	hod	Assignments; tests; examination						
	Ass	imum Form sessment Mark for m admission (%)	40%						
Mark Structure:		% Formative Assessment Mark % Summative	60%						
		Assessment Mark			40%				
	Minimum final mark to pass (%)				50%				
			Paper	1 P	aper 2	Paper 3	Paper 4		
	[-	Theory (duration)	Theor	y					
Summative		Practical (duration)	3h						
Assessment		% contribution to Summative Assessment Mark	100						
	;	Sub minimum	40						

Module Code: (4 alphabetic & 3 numeric)	MOTA04	0			
Module Name:	Fundamentals of Occupational Therapy IV				
Content:	This course consists of three sections i.e. Philosophy and Management 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. 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.				
Learning Outcomes:	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				
Module Information:	SAQA	Credits	NQF Level		CESM Code (3 rd Order)
Module Information:	1	2	;	8	091404
Delivery Information:	Car	npus	Full/Part Time		Period (Year/1 st /2 nd S em)
	S	MU	Ful	I time	Υ
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independen t 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 therapy; describe 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	meth	od	Assignments; t	ests; examination	n		
Mark	Asse	num Form ssment Mark for admission (%) % Formative Assessment Mark	40% 60%				
Structure:		% Summative Assessment Mark		40	%		
	Minin pass	num final mark to (%)	50%				
			Paper 1	Paper 2	Paper 3	Paper 4	
	Т	heory (duration)	Theory				
Summative	Р	ractical (duration)	3h				
Assessment	S	contribution to ummative ssessment Mark	100				
	S	ub 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 (3 rd Order)		
		2	4		8	091404		
Delivery In	Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd S em)	
			S	MU	Ful	l time	Υ	
Periods pe	r week:		Classe s	Practic al	Tutorial	Seminars	Independent Learning	
			5					
Pre-requisi module:	te mo	dules for this	MRCA03	1; MOTA03	0			
Co-requisit module:	es i	modules for	None					
Assessme	Assessment criteria		Collect and analyse data; write a research report, present and evaluate the research process and results.					
Assessme	nt metho	od	Examination; oral presentation and written report					
	Assess	um Form sment Mark for admission (%)	40%					
Mark	% Formative Assessment		60%					
-		Mark			60%			
Structure:		Mark % Summative Assessment Mark			40%			
-	Minimu pass (Mark % Summative Assessment Mark um final mark to						
-	· ·	Mark % Summative Assessment Mark um final mark to	Paper		40%	Paper 3	Paper 4	
-	pass (Mark % Summative Assessment Mark um final mark to	Paper Researd report	ch	40% 50%	Paper 3	Paper 4	
Structure:	The Pra	Mark % Summative Assessment Mark um final mark to %) eory (duration)	Resear	ch	40% 50% aper 2	Paper 3	Paper 4	
Structure:	The Pra	Mark % Summative Assessment Mark um final mark to %) eory (duration)	Resear	ch	40% 50% aper 2 Oral	Paper 3	Paper 4	

Module Code: (4 alphabetic & 3 numeric)	MCSA020

Module Nai	me:		Clinical Sciences 1A: Social Pathology					
Content:			This is a capita select course where concepts relevant occupational therapy are discussed in the context of soc 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 Info	orma	tion:	SAQA	Credits	NQF	Level	CESM Code (3 rd Order)	
			4	4	(6	091404	
Delivery Inf	forma	ation:	Car	mpus	Full/Pa	rt Time	Period (Year/1 st /2 nd S em)	
			S	MU	Ful	I time	Y	
Periods pe	r wee	ek:	Classe s	Practic al	Tutorial	Seminars	Independent Learning	
			1					
Pre-requisi module:	te n	nodules for this	MSCL010)				
Co-requisit module:	es	modules for	None					
Assessmer	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					
Assessmer	nt me	thod	Assignments; tests; examination					
	Ass	imum Form essment Mark for m admission (%)	40%					
Mark Structure:		% Formative Assessment Mark	60%					
on dotale.		% Summative Assessment Mark	40%					
	Minimum final mark to pass (%)			50%				
	Pao	- (· · ·)	Paper	1 P	aper 2	Paper 3	Paper 4	
	-	Theory (duration)	Theor		*	-	-	
Summative	,	Practical (duration)	3h					
Assessmer	nt S	% contribution to Summative Assessment Mark	100					
	(Sub minimum	40					

Module Code: (4 alph numeric)	nabetic & 3	MSCA03	1			
Module Name:		Clinical S	ciences IIA			
Content:					articular the pa	athogenesis of
						otoms, course,
		prognosis and medical treatment of different medical conditions are covered in the fields of Internal Medici				
						Cardio-thoracic
		Surgery,	Hand si	urgery, Obs	tetrics and	Gynaecology,
						Psychiatry. An
			under this c		itii as a dist	cipline is also
					derstand the	knowledge of
				•		efinition of the
Learning Outcomes:						classification, priate special
Loanning Outcomes.						ement of the
			•	complications,	prognosis, pr	recautions and
		contra inc				CESM Code
Module Information:		SAQA	Credits	NQF Level		(3 rd Order)
		16		7		091404
		Cor	200	Full/Da	urt Time	Period
Delivery Information:		Car	npus	Full/Pa	art Time	(Year/1st/2ndS
Delivery Information:			mpus MU		art Time	
Delivery Information:			•	Ful	I time	(Year/1st/2ndS em) S1 Independent
Delivery Information: Periods per week:		S Classe s	MU			(Year/1st/2ndS em) S1
Periods per week:		S Classe	MU Practic	Ful	I time	(Year/1st/2ndS em) S1 Independent
Periods per week:	s for this	S Classe s	MU Practic al	Ful Tutorial	I time	(Year/1st/2ndS em) S1 Independent Learning
Periods per week: Pre-requisite module:		S Classe s	MU Practic al	Ful Tutorial	I time Seminars	(Year/1st/2ndS em) S1 Independent Learning
Periods per week: Pre-requisite module: module: Co-requisites mod		Classe s 6 MANA010 None The stude	MU Practic al 0; MPIA020 ent is able to	Ful Tutorial 0; MCSA020; 0: demonstrat	Seminars MPSA011; MF	(Year/1st/2ndS em) S1 Independent Learning
Periods per week: Pre-requisite module: module: Co-requisites mod module:		S Classe s 6 MANA010 None The stude each spec	MU Practic al 0; MPIA020 ent is able to cialty area	Tutorial); MCSA020; o: demonstrate and be able to	Seminars MPSA011; MF te knowledge of define the cor	(Year/1st/2ndS em) S1 Independent Learning PSA012 of conditions in addition, explain
Periods per week: Pre-requisite module: module: Co-requisites mod		S Classe s 6 MANA010 None The stude each spec	MU Practic al 0; MPIA020 ent is able to cialty area acauses, list	Tutorial O; MCSA020; o: demonstrate and be able to different type	Seminars MPSA011; MF e knowledge of define the cores and classifi	(Year/1st/2ndS em) S1 Independent Learning
Periods per week: Pre-requisite module: module: Co-requisites mod module:		S Classe s 6 MANA010 None The stude each spec possible of the path appropria	Practic al O; MPIA020 ent is able to cialty area a causes, list nology, detection to the cology of the special in the special in the cology of the special in the	Tutorial Tutorial O; MCSA020; O: demonstrate and be able to different type escribe clinic nvestigation,	Seminars MPSA011; MF The knowledge of define the cores and classification features, explain the effects.	(Year/1st/2ndS em) S1 Independent Learning PSA012 of conditions in addition, explain explain the fective medical
Periods per week: Pre-requisite module: module: Co-requisites mod module:		S Classe s 6 MANA010 None The stude each spectors possible of the path approprial management of the stude of the stu	Practic al O; MPIA020 ent is able to cialty area a causes, list nology, dete special inent of the	Tutorial Tutorial O; MCSA020; o: demonstrate and be able to different type escribe clinic investigation, condition; Expenses	Seminars MPSA011; MF de knowledge of define the cores and classifical features, explain the effolain possible	(Year/1st/2ndS em) S1 Independent Learning PSA012 of conditions in adition, explain explain the
Periods per week: Pre-requisite module: module: Co-requisites mod module:		S Classe s 6 MANA010 None The stude each specipossible of the path appropria managem prognosis	Practic al O; MPIA020 ent is able to cialty area a causes, list nology, dete special inent of the	Tutorial Tutorial O; MCSA020; O: demonstrate and be able to different type escribe clinic nvestigation,	Seminars MPSA011; MF de knowledge of define the cores and classifical features, explain the effolain possible	(Year/1st/2ndS em) S1 Independent Learning PSA012 of conditions in addition, explain explain the fective medical
Periods per week: Pre-requisite module: Co-requisites mod module: Assessment criteria Assessment method	ules for	S Classe s 6 MANA010 None The stude each specipossible of the path appropria managem prognosis	Practic al O; MPIA020 ent is able to cialty area a causes, list nology, detected the special inent of the specialtic precaution.	Tutorial Tutorial O; MCSA020; o: demonstrate and be able to different type escribe clinic investigation, condition; Expenses	Seminars MPSA011; MF de knowledge of define the cores and classifical features, explain the effolain possible	(Year/1st/2ndS em) S1 Independent Learning PSA012 of conditions in addition, explain explain the fective medical
Periods per week: Pre-requisite module: module: Co-requisites mod module: Assessment criteria	ules for form ant Mark for	S Classe s 6 MANA010 None The stude each specipossible of the path appropria managem prognosis	Practic al O; MPIA020 ent is able to cialty area a causes, list nology, detected the special inent of the specialtic precaution.	Tutorial Tutorial O; MCSA020; o: demonstrate and be able to different type escribe clinic investigation, condition; Expenses	Seminars MPSA011; MF de knowledge of define the cores and classifical features, explain the effolain possible	(Year/1st/2ndS em) S1 Independent Learning PSA012 of conditions in addition, explain explain the fective medical

	% Formative Assessment Mark		60	%				
	% Summative Assessment Mark		40	%				
	Minimum final mark to pass (%)		50%					
		Paper 1	Paper 2	Paper 3	Paper 4			
	Theory (duration)	Theory						
Summative	Practical (duration)	3h						
Assessment	t % 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 passes 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 program.

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

3HC B3.11	Curricui	um Inforn										
					ΜI	NFORMA	TIC	ON				
School:	HEALTH CARE SCIENCES											
Qualificati on Name:	Bachelo	or of Scien	ice in Ph	ysiothera	ру		С	ualificatior ode:		BP	Γ01	
Campus:		Makgatho	Health	Sciences	Ur	niversity	date:					
Total SAQA Credits for Qualification:							_	this a fixe urriculum:	d		Y	es
PERIOD		PEI	RIC	DD OF STU	DY / `	YEAF	LEVEL	. 1				
Year Modules												
Module	Offerin g Period	Possib le major	SAQ A Credi t	Hemis Credit		Module Code		Offerin g Period	I	ssib e ijor	SAQ A Credi t	Hemi s Credi t
The followin	g 6 modi	ules are C	OMPUL	SORY				•	•			
MBLA01 0	Υ	Υ	20	0.156								
MCHY0 10	Υ	Υ	20	0.156								
MHUS0 10	Υ	Υ	16	0.125								
MBPA0 10	Υ	Υ	20	0.156								
MEHS0 10	Υ	Υ	12	0.125								
MPHT0 10	Υ	Υ	40	0.282								
Total credit modules	ts for Yea	ar	128	1								
TOTA	L CRED	ITS FOR '	YEAR LI	EVEL 1:	SA	QA CRE	DIT	S = 128; H	EMIS	CRE	DITS =	1
PERIOD	OF STU	JDY / YEA	R LEVE	L 2		PEI	RIC	DD OF STU	DY/	YEAF	R LEVEL	. 2
	Year	[·] Modules										
Module	Offerin g Period	Possib le major	SAQ A Credi t	Hemis Credit		Module Code	!	Offerin g Period	I	ssib e ijor	SAQ A Credi t	Hemi s Credi t
The followin	g 3 modu	ules are C	OMPUL	SORY				_	1		1	
MANB0 20	Υ	Υ	32	0.3								
MPIA02 0	Υ	Υ	32	0.27								
MPTA02 0	Υ	Υ	64	0.43								
Total credit modules			128	1								
TOTA	L CRED	ITS FOR	YEAR LI	EVEL 2:	SA	QA CRE	DIT	S = 128; H	EMIS	CRE	DITS =	1
PERIOD	OF STU	JDY / YEA	R LEVE	L 3		PE	RIC	DD OF STU	DY/	YEAF	RLEVEL	. 3

	Semes	ter Modu	les				Year	Modules		
Module Code	Offerin g Period	Possib le major	SAQ A Credi t	Hemis Credit		Module Code	Offerin g Period	Possib le major	SAQ A Credi t	Hemi s Credi t
The follow	ing 5 mod	ules are C	OMPUL	SORY		The following 2 modules are COMPUI				DRY
MPTC0 30	S1	Y	4	0.031		MPTB030	Y	Y	48	0.375
MCSA0 31	S1	Y	16	0.125		MPTF030	Y	Y	44	0.344
MRCA0 30	S1	Y	8	0.063						
MPTD0 30	S1	Y	4	0.031						
MPTE03 0	S1	Y	4	0.031						
Total cred	S		36	0.281		Total credit modules			92	0.719
					SA	QA CREDITS	S = 128; H	EMIS CRE	DITS =	1
PERIC	DD OF STU			L 4			Vacu	Madula		
Module Code	Offerin g Period	Possib le major	SAQ A Credi t	Hemis Credit		Module Code	Offerin g Period	Possib le major	SAQ A Credi t	Hemi s Credi t
The follow	ing 1 mod	ules are C	OMPUL	SORY		The followin	g 3 module	es are COI	MPULSO	DRY
MPTB04 0	S1	Υ	4	0.031		MPTA040	Y	Y	100	0.782
						MPTC040 MPTR040	Y	Y	12 12	0.094
Total cred	s		4	0.031	Total credits for Year modules					
TOT	TAL CRED	ITS FOR	YEAR L	EVEL 4:	SA	QA CREDITS	S = 128; H	EMIS CRE	DITS =	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:			ecology, systemati	environn cs, genetic	nental hea s, tissues an	Ith, pollution	mbryology and			
Module Info	Module Information:		SAQA Credits		NQF Level		CESM Code (3 rd Order)			
			20			6	130101			
Delivery In	Delivery Information:		Campus		Full/Part Time		Period (Year/1 st /2 nd S em)			
			S	MU	Ful	I time	Υ			
Periods pe	r week:		Classe s	Practic al	Tutorial	Seminars	Independent Learning			
			3	1			1			
Pre-requisi module:	te mo	dules for this	None							
Co-requisit module:	es	modules for	None							
Assessme	Assessment criteria			To comply with the required learning outcomes						
Assessme	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.						
	Asses	um Form sment Mark for admission (%)	40%							
Mark Structure:		% Formative Assessment Mark	60%							
Structure.		% Summative Assessment Mark	40%							
	Minim pass (um final mark to (%)			50%					
	1 \\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\\			1 P	aper 2	Paper 3	Paper 4			
	Theory		Theor	y						
Summative	Pra	actical (duration)	3h							
Assessme	nt %	contribution to Immative Isessment Mark	100							
	Su	ıb minimum	40							

Module Code: (4 alphabetic & 3 numeric)	MCHY010

Module Name:	Chemistr	y 1B				
Content:	Unit 1 Chemical Foundations: matter, periodic table and periodicity, molecular structure, chemical reactions Unit 2 Chemical Behavior: acids and bases, acid base titrations, pH and buffer solutions, common ion effect, gas laws, chemical equilibrium, reaction rates, electrochemistry 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 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.					
Learning Outcomes:	 The students should be able to: Demonstrate knowledge of basic chemistry and its links to health and environmental issues Apply the principles, concepts and facts of chemistry to solve chemical problems Identify, name and analyse different inorganic and organic compounds including physiologically important ones Perform measurements related to pH, concentration, volume, mass, density, length, time, temperature, pressure etc. Master the art of handling chemicals and basic laboratory 					
Module Information:	SAQA	Credits	NQF Level		CESM Code (3 rd Order)	
	2	20		6	140401	
Delivery Information:	Car	mpus	Full/Pa	art Time	Period (Year/1 st /2 nd S em)	
	S	MU	Ful	l time	Y	
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independen t Learning	
	4	1	1			
Pre-requisite modules for this module:	None None					
Co-requisites modules for module:	None					
Assessment criteria	 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 Identify, name and analyse different inorganic and organic compounds including physiologically important ones Perform measurements related to pH, concentration, volume, mass, density, length, time, temperature, pressure etc. 					
					rate mastery of the laboratory equip	•	chemicals		
Assessment	me	tho	d		; tests; practicals; ports; examination	•	ssment;		
	Minimum Form Assessment Mark for exam admission (%)				40)%			
Mark		% Formative Assessment Mark		60%					
Structure:		% Summative Assessment Mark		40%					
		nimu Iss (ʻ	um final mark to %)		50)%			
				Paper 1	Paper 2	Paper 3	Paper 4		
		The	eory (duration)	Theory					
Summative		Pra	ctical (duration)	3h					
Assessment	:	Sur	contribution to mmative sessment Mark	100					
		Sul	o 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:	behavior which form most of the commor	an understanding of mental n the basis for comprehen nly occurring psychological Health Care setting in Sout	sively treating problems that				
Module Information:	SAQA Credits	NQF Level	CESM Code (3 rd Order)				
	16 6		180101				
Delivery Information:	Campus	Full/Part Time	Period				

							(Year/1st/2ndS em)	
			S	MU	Ful	l time	Υ	
Periods	per we	ek:	Classe s	Practic al	Tutorial	Seminars	Independent Learning	
	Pre-requisite modules for this module:							
Co-requ module:		modules for	None					
Assessr	ment cr	iteria	 Students are 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. 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. 					
Assessr	nent m	ethod	Assignme examinati		oractical semi	nars; presenta	itions;	
	Asses	um Form sment Mark for admission (%)			40%			
Mark		% Formative Assessment Mark			60%			
Structur e:		% Summative Assessment Mark			40%			
	Minim pass (um final mark to %)			50%			
			Paper	1 P	aper 2	Paper 3	Paper 4	
	. Th	eory (duration)	Theor	у				
Summat ve	Pra	actical (duration)	3h					
Assessr ent	Su	contribution to mmative sessment Mark	100					
	Su	b minimum	40					

Module Code: (4 alphabetic & 3	MBPA010

numeric)									
Module Nar	me:		Biophysics 1B						
Content:			Mechanics Fluids, Heat and Properties of matter Electricity and Magnetism Waves, Sound and Optics Radiation Physics						
Learning Outcomes:			Demonstr solving us Apply the physiolog	rate analy sing mode fundame ical function	s analogous ntals laws ons of the hu	nerical skills the to real life situa of physics to a man body. Ire related in sy	nations.		
Module Info	ormation	ı:	SAQA	Credits	NQ	F Level	CESM Code (3 rd Order)		
			2	.0		6	130202		
Delivery Inf	formatio	n:	Car	npus	Full/F	Part Time	Period (Year/1 st /2 nd S em)		
			S	MU	F	ull time	Y		
Periods per week:		Classe s	Practic al	Tutorial	Seminars	Independent Learning			
•			3	1	2				
Pre-requisi module:	te mod	ules for this	None						
Co-requisit module:	es m	nodules for	None						
Assessmer	nt criteria	a	which demonstrated Apply analogous Demo	the effects nstrated. logical a gous to rea nstrate	s on physical approach to al life situatio		n a system are		
Assessmer	nt metho	d				rk; examination			
		ment Mark for dmission (%)			40%				
Mark Structure:		% Formative Assessment Mark			60%	6			
	Minimo	% Summative Assessment Mark			40%	6			
	Minimui pass (%	m final mark to	50%						
Summative		,	Paper	1 I	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	MEHS010				
Module Name:	English fo	or Health So	ciences			
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: 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 (3 rd Order)	
	1	2	6		110101	
Delivery Information:	Car	npus	Full/Part Time		Period (Year/1 st /2 nd S em)	
	S	MU	Ful	I time	Y	
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning	
	5	1				
Pre-requisite modules for this module:	None					
Co-requisites modules for module:	None					
Assessment criteria		• • •		sment is to en nas taken plac		

			 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 Not all assessments are included for CA marks. Some assessments are used for self-reflection and 					
Assessmer	nt meth	nd	improvement. Assignments; tests; oral presentations; examination					
Assessmen	Minimu Assess	um Form sment Mark for admission (%)	40%					
Mark Structure:		% Formative Assessment Mark		60	%			
Structure:		% Summative Assessment Mark	40%					
	Minimu pass (um final mark to %)	50%					
		,	Paper 1	Paper 2	Paper 3	Paper 4		
	The	eory (duration)	Theory					
Summative	Pra	ectical (duration)	2h					
Assessme	Sur	contribution to mmative sessment Mark	100					
	Sul	Sub minimum 40						

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

Content:			A course	of basic pl	nysiotherany	principles incl	uding those in	
			basic physiotherapy procedures for patient care: principles functional mobility; electro-physical and therapeutic agen					
			principles of health and human development and kinetic handling.					
						emonstrate ki	nowledge and iples.	
Learning Ou	tcomes	:	The stud	dent should	d be able t	o demonstra	te and apply n a safe and	
				nanner on		s and skills i		
Module Infor	rmation	:	SAQA	Credits	NQF	Level	CESM Code (3 rd Order)	
			4	.0	(6	091406	
Delivery Info	ormation	1:	Car	npus	Full/Pa	rt Time	Period (Year/1 st /2 nd S em)	
			S	MU	Ful	I time	Y	
Periods per	week.		Classe s	Practic al	Tutorial	Seminars	Independen t Learning	
T chlodo per	WCCK.		6	9			1	
Pre-requisite module:	e mod	ules for this	None					
Co-requisite	s modu	les for module:	None					
Assessment criteria			 Define conce List/el rehab Descr conce Expla conce Comn Selection physical mode Apply electric 	epts numerate b ilitation cor ibe basic m epts in basic ma epts nunicate ef t appropria cal modaliti l. selected p o-physical	nual and elections asic manual and election and elections and elections and elections and technical	ctro-physical r a model ual handling a iques to be ap manual handl d techniques o	nysical I rehabilitation The habilitation The habilitatio	
Assessment method		a safe, efficient and effective manner. Assignments; tests; skills assessment; practical tests; written and practical examination						
Mark	Assess	um Form sment Mark for admission (%)	,		40%			
Structure:		% Formative Assessment Mark			60%			

	% Summative Assessment Mark Minimum final mark to pass (%)	40% 50%					
		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory (duration)	Theory	Practical				
Summative	Practical (duration)	3h	1hr				
Assessment	% 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 F The Lower Limb					
Learning Outcomes:						
Module Information:	SAQA Credits	NQF Level	CESM Code (3 rd Order)			
	32	6	130402			
Delivery Information:	Campus	Full/Part Time	Period (Year/1 st /2 nd S em)			
	SMU	Full time	Y			

Periods pe	r week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning	
		5	1.3	2		2	
Pre-requisi module:	te modules for this	MBLA010); MBPA01(0			
Co-requisit module:	es modules for	None					
Assessmer	nt criteria	 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. 					
Assessmer	nt method		Assignments; tests; practical spotter tests; tutorials examination				
	Minimum Form Assessment Mark for exam admission (%)		40%				
Mark Structure:	% Formative Assessment Mark			60%			
otractare.	% Summative Assessment Mark			40%			
	Minimum final mark to pass (%)	50%					
		Paper	1 P	aper 2	Paper 3	Paper 4	
	Theory (duration)	Theor	y P	ractical			
Summative	Practical (duration)	3h		1h			
Assessmer	% contribution to Summative Assessment Mark	65		35			
	Sub minimum	40		40			

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

		OFNEDA		1001/				
Content:		_	L PHYSIO					
					•	ected areas in		
						cardiovascular		
		system, blood & Immunity, the gastrointestinal system,						
		endocrinology, body temperature, reproduction,						
		neurophysiology, special senses, respiration, renal						
		physiolog	yy, body	fluids, acid	base) and	Physiological		
			Chemistry					
		PHYSIOL	OGY PRA	CTICALS				
		Practicals	s on selecte	ed topics to ill	ustrated the th	heory		
		The st	tudent will b	oe able to der	monstrate an	understanding		
						ystems to the		
					•	mechanisms,		
l				•	oathophysiolo	•		
Learning Ou	tcomes:					competency to		
					al phenomena			
					•	se problems of		
		a physiological nature in the context of Physiotherapy						
 Module Info	rmation	SAQA	Credits	NQF	Level	(3 rd Order)		
Wodule IIIIOI	mation.	3	2		6	130801		
			12					
		Campus		Full/Part Time		Period		
Delivery Info	rmation:					(Year/1st/2ndS		
Delivery line	illiation.					em)		
		SMU		Full time		\/		
			_	Ful	i time	Y		
		Classe	Practic			Independen		
Periods per	week:	Classe s	_	Tutorial	Seminars			
Periods per	week:	Classe	Practic			Independen		
Periods per		Classe s	Practic al			Independen t Learning		
		Classe s	Practic al			Independen t Learning		
Pre-requisite module:		Classe s	Practic al			Independen t Learning		
Pre-requisite module:	e modules for this	Classe s 8 None	Practic al 1	Tutorial	Seminars	Independen t Learning 2		
Pre-requisite module:	e modules for this	Classe s 8 None None The s	Practic al 1	Tutorial	Seminars nd knowledge	Independen t Learning 2		
Pre-requisite module: Co-requisite	e modules for this s modules for module:	Classe s 8 None None • The s physic	Practic al 1	Tutorial It have a sour	Seminars and knowledge vered.	Independen t Learning 2 of the basic		
Pre-requisite module:	e modules for this s modules for module:	Classe s 8 None None The s physic The s	Practic al 1 tudent mustology of the tudent mustudent mu	Tutorial It have a sour systems cover use the phy	Seminars Ind knowledge rered. Isology of the	Independen t Learning 2 of the basic systems		
Pre-requisite module: Co-requisite	e modules for this s modules for module:	Classe s 8 None None The s physic The s cover	Practic al 1 tudent must blogy of the tudent must ed and app	t have a sour e systems count use the phy	Seminars and knowledge rered. siology of the ld of the speci	Independen t Learning 2 of the basic systems alized field.		
Pre-requisite module: Co-requisite	e modules for this s modules for module:	Classe s 8 None None The s physic The s cover The s	tudent must blogy of the tudent must ed and app	Tutorial It have a sour systems cover use the phyoly it to the field to be able to it	Seminars Ind knowledge rered. Isology of the lid of the specidentify the nor	of the basic systems falized field.		
Pre-requisite module: Co-requisite	e modules for this s modules for module:	Classe s 8 None None • The s physic • The s cover • The s physic	tudent mustology of the tudent mustological value of the tudent mustological value of tudent mustologic	Tutorial It have a sour systems cover use the phyoly it to the field to be able to it	Seminars and knowledge rered. siology of the ld of the speci	of the basic systems falized field.		
Pre-requisite module: Co-requisite	e modules for this s modules for module:	Classe s 8 None None • The s physic • The s physic species	tudent mustology of the tudent mustological valuation alized field.	t have a sour e systems cov t use the phy ly it to the fie t be able to ic ues paramete	Seminars Ind knowledge rered. Siology of the lid of the specifientify the norms applicable	of the basic systems ialized field.		
Pre-requisite module: Co-requisite Assessment	e modules for this s module:	Classe s 8 None None • The s physic • The s cover • The s physic specia	tudent must blogy of the tudent must blogical valualized field.	t have a sour e systems cov t use the phy ly it to the fie t be able to ic ues paramete	Seminars Ind knowledge rered. siology of the ld of the specidentify the nor ers applicable estions, practi	of the basic systems falized field.		
Pre-requisite module: Co-requisite	e modules for this s module:	Classe s 8 None None The s physic The s cover The s physic specia	tudent muse tudent mused and apputudent muselogical valuation metternostration	t have a sour e systems cover t use the phyoly it to the fie to be able to icues paramete thods, oral que	Seminars Ind knowledge ered. It is is is is is independent of the specific dentify the norm ers applicable estions, practices sment	of the basic systems ialized field.		
Pre-requisite module: Co-requisite Assessment	e modules for this s module: criteria	Classe s 8 None None The s physic The s cover The s physic specia	tudent mused and appetudent mused and appetudent mused logical valuation metternostration	t have a sour e systems cov t use the phy ly it to the fie t be able to ic ues paramete	Seminars Ind knowledge ered. It is is is is is independent of the specific dentify the norm ers applicable estions, practices sment	of the basic systems ialized field.		
Pre-requisite module: Co-requisite Assessment	e modules for this s modules for module: criteria method Minimum Form	Classe s 8 None None The s physic The s cover The s physic specia	tudent mused and appetudent mused and appetudent mused logical valuation metternostration	t have a sour e systems cov et use the phy ly it to the fie to be able to ic ues paramete hods, oral que ons, self-asse examination	Seminars Ind knowledge ered. It is is is is is independent of the specific dentify the norm ers applicable estions, practices sment	of the basic systems ialized field.		
Pre-requisite module: Co-requisite Assessment	e modules for this s modules for module: criteria method Minimum Form Assessment Mark for	Classe s 8 None None The s physic The s cover The s physic specia	tudent mused and appetudent mused and appetudent mused logical valuation metternostration	t have a sour e systems cover t use the phyoly it to the fie to be able to icues paramete thods, oral que	Seminars Ind knowledge ered. It is is is is is independent of the specific dentify the norm ers applicable estions, practices sment	of the basic systems ialized field.		
Pre-requisite module: Co-requisite Assessment Assessment	e modules for this s modules for module: criteria method Minimum Form Assessment Mark for exam admission (%)	Classe s 8 None None The s physic The s cover The s physic specia	tudent mused and appetudent mused and appetudent mused logical valuation metternostration	t have a sour e systems cov et use the phy ly it to the fie to be able to ic ues paramete hods, oral que ons, self-asse examination	Seminars Ind knowledge ered. It is is is is is independent of the specific dentify the norm ers applicable estions, practices sment	of the basic systems ialized field.		
Pre-requisite module: Co-requisite Assessment	e modules for this s modules for module: criteria method Minimum Form Assessment Mark for exam admission (%) % Formative	Classe s 8 None None The s physic The s cover The s physic specia	tudent mused and appetudent mused and appetudent mused logical valuation metternostration	t have a sour e systems cover t use the phyoly it to the fie to be able to idea to be able to idea thods, oral que tons, self-asset examination	Seminars Ind knowledge ered. It is is is is is independent of the specific dentify the norm ers applicable estions, practices sment	of the basic systems ialized field.		
Pre-requisite module: Co-requisite Assessment Assessment	e modules for this s modules for module: criteria method Minimum Form Assessment Mark for exam admission (%)	Classe s 8 None None The s physic The s cover The s physic specia	tudent mused and appetudent mused and appetudent mused logical valuation metternostration	t have a sour e systems cov et use the phy ly it to the fie to be able to ic ues paramete hods, oral que ons, self-asse examination	Seminars Ind knowledge ered. It is is is is is independent of the specific dentify the norm ers applicable estions, practices sment	of the basic systems ialized field.		

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

Module Code: (4 alphabetic & 3 numeric)	MPTA020				
Module Name:	Principles	s of Physio	therapy 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.				Electrotherapy c Neurology I, and Massage
Learning Outcomes:	 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 (3 rd Order)
	6	64	6		091406
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd S em)
	S	MU	Ful	I time	Y
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independen t Learning
·	14	2.5			3
Pre-requisite modules for this module:	MPHT010				
Co-requisites modules for module:	None				

Assessment	criteria	 Explain the and treatm neurologics conditions. Distinguish methods for respiratory Apply the particular various neurologics conditions Carry out a of neurologic conditions Correctly a 	 Students are able to: 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		tests; skills asse actical examinat		cal tests;		
	Minimum Form Assessment Mark for exam admission (%)		40%				
Mark Structure:	% Formative Assessment Mark		60%				
otractare.	% Summative Assessment Mark		40%				
	Minimum final mark to pass (%)		50%				
		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory (duration)	Theory	Practical				
Summative	Practical (duration)	3h	1hr				
Assessment	% 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 Ou	tcomes:	The student will be able to: 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 Infor	mation:		Credits		Level 7	CESM Code (3 rd Order) 130901			
Delivery Information:		Campus		Full/Part Time		Period (Year/1st/2ndS em)			
		S	MU	Full time		S1			
Periods per v	week:	Classe s	Practic al	Tutorial	Seminars	Independen t Learning			
Pre-requisite module:	Pre-requisite modules for this				MCHY010; MBPA010; MANB020; MPIA020				
Co-requisites modules for module:		_	0; MBPA01	0; MANB020	; MPIA020				
Co-requisite:		_	0; MBPA01	0; MANB020	; MPIA020				
Co-requisites Assessment	s modules for module:	None Stand Stand minor Minim particu	ardization i ards for ex outcomes um permis ular learnii on	s criterion-ref cellence are of being met. ssible perforning outcome	erenced. determined by nance as app is used as	all major and olied to every the pass/fail			
	s modules for module:	None Stand Stand Stand Minim partice criteric Formative logbook a tests. Not feedback contribute Summativ written ex	ardization is ards for excoutcomes outcomes on eassessment and portfolious all formation is provided to 60% towards amination	s criterion-ref cellence are of being met. ssible performing outcome ent methods in projects, serve assessment. Scored forming the final referent method in	erenced. determined by nance as applications are scored native assessment ncludes an erective assessment	the pass/fail assignments, t as well as d, but ments ad of year			

Structure:	Assessment Mark for						
	exam admission (%) % Formative Assessment		60%				
	Mark % Summative Assessment		40%				
	Mark Minimum final mark to pass (%)	50%					
	page (70)	Paper 1	Paper 2	Paper 3	Paper 4		
	Theory (duration)	Theory					
Summative	Practical (duration)	2h					
Assessment	% contribution to Summative Assessment Mark	100					
	Sub minimum	40					

Module Code: (4 alphabetic & 3 numeric)	MCSA03	MCSA031					
Module Name:	Clinical S	ciences 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 (3 rd Order)		
	1	6	7		091406		
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd S em)		
	S	MU	Full time		S1		
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning		
·	9						
Pre-requisite modules for this module:	MANB020; MPIA020						
Co-requisites modules for module:	None						
Assessment criteria		ent is able t Explain the		, structural and	d functional		

			 manifestation of disease Explain the etiology of various disease including metal disorders Describe signs and symptoms relevant to various pathologies and diseases Discuss the role of physiotherapy in various diseases 				
Assessment method			Tests and exar	mination			
Minimum Form Assessment Mark for exam admission (%)				40	%		
Mark Structure:		% Formative Assessment Mark	60%				
Structure:		% Summative Assessment Mark	40%				
	Minim pass	num final mark to (%)	50%				
			Paper 1	Paper 2	Paper 3	Paper 4	
	Th	neory (duration)	Theory				
Summative	Pr	ractical (duration)	3h				
Assessme	Sı	contribution to ummative ssessment Mark	100				
	Sı	ub minimum	40				

Module Code: (4 alphabetic & 3 numeric)	MRCA030
Module Name:	Research Design and Statistics
Content:	Research design: 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 Statistics: Definitions basic concepts in statistics Probability and the binomial distribution Normal distribution Chi square test

	. Danisi	مم مممارنام م				
		on making arametric t	•			
		ation and r				
Learning Outcomes:	 Students will: 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 ab	le to perfor	m significanc	e tests	050M 0 - d	
Module Information:	SAQA	Credits	NQF Level		CESM Code (3 rd Order)	
	8		7		091303	
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd S em)	
	SI	MU	Full time		S1	
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independen t Learning	
	3		2			
Pre-requisite modules for this module:	None					
Co-requisites modules for module:	None					
Assessment criteria	Research design:					
		istributions		'		

			Explain the general procedure of decision makingApply the significance test principles				
Assessment method		Tests; tutorials	s; examination				
	Ass	imum Form essment Mark for m admission (%)		40	%		
Mark Structure:		% Formative Assessment Mark		60	%		
Structure.		% Summative Assessment Mark	40%				
		imum final mark to s (%)	50%				
			Paper 1	Paper 2	Paper 3	Paper 4	
	-	Theory (duration)	Theory				
Summative	F	Practical (duration)	3h				
Assessment		% 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:	· · ·					
Module Information:	SAQA Credits	NQF Level	CESM Code (3 rd Order)			
	4	7	110101			

Delivery Information:			m pus MU		art Time	Period (Year/1st/2ndS em)	
Periods per week:			Classe s	Practic al	Tutorial	Seminars	Independent Learning
			1	1			
Pre-requisi module:	te mo	dules for this	MEHS010	0			
Co-requisit module:	es	modules for	None				
Assessment criteria			desire contin any ar prope Stude follow Readi article summ Writing inform Oral coasses class an aca	ed and pland uous assess rea efforts war intervention ints are assessing knowled ing: Read fast in Physion paries of the g: Write assession from communicates incommunicates incommunicates ademic topical	ned learning has ment, if ther will be made ton. essed for the dge and skills ast and with untherapy. Make articles. Synthesised Lidifferent sour ion and preselude students as, use Powerfic anding of the light synthesised lides.	items. nderstanding e notes, parap terature Revie	ee. In able gap in through betence of the journal ohrases and ew using ative in group and y to present
Assessmer	nt meth	od	Assignments; tests; examination				
	Asses	um Form sment Mark for admission (%)			40%		
Mark Structure:		% Formative Assessment Mark			60%		
ou doud 6.		% Summative Assessment Mark			40%		
	Minim pass (um final mark to (%)			50%		
			Paper	1 P	aper 2	Paper 3	Paper 4
Cummative	Th	eory (duration)	Theor	y			
Summative Assessmer	• —	actical (duration)	2h	-			
	%	contribution to	100				

Assessment Mark			
Sub minimum	40		

Module Code: (4 alphabetic & 3 numeric)	MPTE030	MPTE030				
Module Name:	First Aid					
Content:	The purp	ose of the	e module is	for learners	to attain the	
		•		npetencies t	o deal with	
		cy first aid				
		nd the role				
			s an incident.	v who is broat	thing normally.	
		•		•	not breathing	
Learning Outcomes:	normally.		onorvo oasa	arty write is	not broating	
J	,		st a casualty	who is choking	g.	
		•		ed and bleedi	ing	
			who is in sho			
	Understa	nd now to i	manage a cas	sualty with a n	CESM Code	
Madula Information	SAQA	Credits	NQF	Level	(3 rd Order)	
Module Information:	4	4		7	091406	
					Period	
Delivery Information:	Campus		Full/Part Time		(Year/1st/2ndS	
Delivery information.					em)	
		MU	Full time		S1	
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independen t Learning	
Consult per meen.	1	1				
Pre-requisite modules for this module:	None					
Co-requisites modules for module:	None					
	Descr	ibe how to	minimize risk	of infection to	self and	
	others	S.				
		•		ailable and de	scribe how it	
	can be used safely.					
				ary survey of a		
Assessment criteria	 Demonstrate how to assess a casualties' level of consciousness. 					
			w to open a c	asualtv's airw	ay and check	
	breath		i to opon a o	accarry o an w	ay and oncor	
		•	w to administe	er cardiopulmo	onary	
	resus	citation usii	ng a manneq	uin.		
				evere externa	l bleeding.	
	 Descr 	ibe signs a	nd symptoms	of shock.		

				 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						
	Minimum Form Assessment Mark for exam admission (%)		sment Mark for	40%				
Mark			% Formative Assessment Mark	60%				
Structure:			% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)			50%				
				Paper 1	Paper 2	Paper 3	Paper 4	
		Theory (duration)		Theory	Practical			
Summative		Practical (duration)		3h	1hr			
Assessment	% contribution to Summative Assessment Mark		mmative	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.				
 Demonstrate the ability to determine, confirm the diagn of ill-health, disability and dysfunction Demonstrate the ability to extract information from relevant sources, to evaluate the patient and implenent effective physiotherapy management under supervision 					
Module Information:	SAQA Credits	NQF Level	CESM Code (3 rd Order)		
	48	7	091406		
Delivery Information:	Campus	Full/Part Time	Period (Year/1 st /2 nd S em)		
	SMU	Full time	Υ		

Periods per week:		Classe s	Practic al	Tutorial	Seminars	Independent Learning	
			12				
Pre-requisi module:	te modules for thi	MPTA02	MPTA020; MANB020; MPIA020				
Co-requisit module:	es modules fo	r None	None				
Assessme	nt criteria	 Apply Comminstitution Assest Apply care Identition Deter Apply care Demonstrates 	 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 				
Assessme	nt method		Case presentations; skills assessments; continuous evaluations; examinations				
	Minimum Form Assessment Mark for exam admission (%)		40%				
Mark Structure:	% Formative Assessment Mark		60%				
Structure.	% Summative Assessment Mark		40%				
	Minimum final mark to pass (%)		50%				
		Paper	1 P	aper 2	Paper 3	Paper 4	
	Theory (duration)	Practic	al P	ractical			
Summative	Practical (duration)	3hr		3hr			
Assessme	% 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, orthopeadics, rheumatology, OMT and community.				
Learning Outco	 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 (3 rd Order)
		44 7		7	091406	
Delivery Information:		Campus		Full/Part Time		Period (Year/1st/2ndS em)
		SMU		Full time		Υ
Periods per wee	ek:	Classe s	Practic al	Tutorial	Seminars	Independent Learning
		12	9			
	odules for this module:	MPTA020				
Co-requisites m	odules for module:	None				
Assessment cri	 A student is able to: 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 me	ethod	Assignments; tests; examination				
	Minimum Form Assessment Mark for exam admission (%) % Formative Assessment	40% 60%				
Mark Structure:	Mark % Summative Assessment Mark	40%				
	Minimum final mark to pass (%)	50%				
Summative			1 F	aper 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:	Profession	nal Practice	e & Administra	ation		
Content:	All aspect	s of the prir	nciples of man	agement of a	Physiotherapy	
	service (p	rivate or go	overnmental)	_		
Learning Outcomes:	health car Demonstr administra Demonstr	re team in e rate know ation of fina	either public o wledge of ancial resourc owledge and	r private secto managemer es		
Module Information:	SAQA	Credits	NQF	Level	CESM Code (3 rd Order)	
	4	1		8	091406	
Delivery Information:	Can	npus	Full/Part Time		Period (Year/1 st /2 nd S em)	
	SMU		Ful	S1		
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning	
·	1					
Pre-requisite modules for this module:	None					
Co-requisites modules for module:	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 criteria	discus admin health Studer workin Studer for eva	is the influe istering and care team int must be ag contract int must be aluation and	able to identifences of ethics dimanaging a able to invest for employees able to write a dimaintenance	s and legal pri physiotherap igate, identify s up: a financial e of quality ar	inciples in y practice or a and write up request , plan	

	Asses	um Form sment Mark for admission (%)	40%							
Mark		% Formative Assessment Mark	60%							
Structure:		% Summative Assessment Mark	40%							
	Minimo pass (um final mark to %)	50%							
			Paper 1	Paper 2	Paper 3	Paper 4				
	The	eory (duration)	Theory							
Summative	Pra	actical (duration)	3h							
Assessme	Su	contribution to mmative sessment Mark	100							
	Su	b minimum	40							

Module Code: (4 alphabetic & 3 numeric)	MPTA040					
Module Name:	Applied Physiothera	py II				
Content: A course of Physiotherapy principles applied clinical areas, consisting of a minimum of 10 clinical instruction and practice. Includes praspects of surgery, including Cardio-Thoracic Plastic Surgery, Neurology, Paediatrics, Interpretation of the clinical workbook. An elective weeks is spent away, in a hospital of the students of the students of the students of the students of the students.						
Learning Outcomes:	diagnosis of ill-healt Demonstrate the ab efficient comprehen level of care Demonstrate the	bility to determine, confirments, disability or dysfunction illity to plan and implement is in place physiotherapy manability to provide healt ention and disability awarences and groups	effective and gement at all h			
Module Information:	SAQA Credits	NQF Level	CESM Code (3 rd Order)			
	100	8	091406			
Delivery Information:	Campus	Campus Full/Part Time				

							em)		
			S	MU	Fu	Full time			
Periods per	week:		Classe s	Practic al	Tutorial	Seminars	Independen t Learning		
Pre-requisite	m m c	odules for this		20					
module:	- 1110	dules for this	MPTB030	0					
Co-requisite	s mod	dules for module:	None						
Assessment criteria			 The student should be able to: 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 						
Assessment			Clinical assessment and examination						
	Asse	num Form essment Mark for n admission (%)	40%						
Mark Structure:		% Formative Assessment Mark	60%						
orradiano.		% Summative Assessment Mark	40%						
	Minir pass	mum final mark to			50%	1			
		, ,	Paper	1 F	aper 2	Paper 3	Paper 4		
	Т	heory (duration)	Practic	al P	ractical				
Summative	Р	ractical (duration)	1h		1h				
Assessment	S	contribution to summative seessment Mark	50		50				
	S	ub minimum	45		45				

Module Code: (4 alphabetic & 3 numeric)	MPTC040)					
Module Name:	Principles	of Physiot	herapy 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:	Demonstrate the ability to synthesize and apply the scientific knowledge of physiotherapy principles in the management of various conditions in different scenarios. 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						
Module Information:	SAQA	Credits	NQF	Level	CESM Code (3 rd Order)		
	1	2		8	091406		
Delivery Information:	Car	mpus	Full/Pa	Period (Year/1 st /2 nd S em)			
	S	MU	Ful	Υ			
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning		
·	5						
Pre-requisite modules for this module:	MPTB030)	l	I			
Co-requisites modules for module:	None						
Assessment criteria	 Students will be provided with scenarios on paper and will be assessed on their ability to: 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						
MarkMinimum FormStructure:Assessment Mark for			40%				

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

Module Code: (4 alphabetic & 3 numeric)	MPTR040)				
Module Name:	Undergra	duate Rese	earch Project			
Content: Learning Outcomes:	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. Student should be able to: Reflect a critical review of literature Apply research methodology to a study					
	Condu					
Module Information:	SAQA	Credits	NQF Level		CESM Code (3 rd Order)	
	1	2	;	8	091406	
Delivery Information:	Can	npus	Full/Part Time		Period (Year/1 st /2 nd S em)	
	SI	MU	Ful	Υ		
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning	

					1				
Pre-requisi module:	te modules for this	MRCA030	MRCA030						
Co-requisit module:	es modules for	None							
Assessme	nt criteria	• R • D a	 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. 						
Assessme	nt method	presentati Summativ	Formative assessment: Protocol document & Protocol presentation Summative Assessment: Research report writing & Final research presentation						
	Minimum Form Assessment Mark for exam admission (%)	40%							
Mark	% Formative Assessment Mark	60%							
Structure:	% Summative Assessment Mark	40%							
	Minimum final mark to pass (%)		50%						
		Paper	1 P	aper 2	Paper 3	Paper 4			
	Theory (duration)	Theory	/ Pre	sentation					
Summative	Practical (duration)	3h		1hr					
Assessme	% 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 readmitted 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 <u>clinical</u> 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

			CHE	DICIII II	N/I	NFORMA	TIC	NI NI				
0.11	LIEALTI	LOADE OOI		KICULU	IVI I	NFURIVIA	IIC	JN				
School:	HEALIH	CARE SCI	ENCES				_	. !'6' ('				
Qualificatio n Name:	Bacheloi	of Speech I	Language	Pathology	& A	Code:			01	01		
Campus:	Campus: Sefako Makgatho Health Sciences Univer						-	st Revision te:				
Total SAQA Credits for Qualification: 512							_	this a fixed ırriculum:			Ye	es
PER	RIOD OF ST	UDY / YEAR	RLEVEL	1			PER	RIOD OF STU	DY / Y	EAR I	EVEL 1	
	Yea	r Modules						Semest	er Mo	dules		
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit ⁴		Module Code		Offering Period	Poss		SAQA Credit	Hemis Credit
The following				0.00			/ing	11 modules a		•		0.00.0
MANC010	Υ	N	12	0.094		MLNG011		S1	١	1	8	0.063
MEHS010	Υ	N	12	0.094		MAUA011		S1	١	<u> </u>	8	0.063
MCSL010	Υ	Υ	8	0.063		MAUB011		S1	١	/	8	0.063
						MSLA011		S1	١	/	12	0.094
						MPCL011		S1	١	/	12	0.094
						MLNG012	<u>)</u>	S2	١	1	8	0.058
						MAUC012	2	S2	`	1	8	0.063
						MAUB012	2	S2	١	<u> </u>	4	0.031
						MSLC012)	S2	١	(8	0.063
						MSLD012)	S2	١	(8	0.063
						MPCL012		S2	١	1	12	0.094
Total credits	s for Year m	nodules	32	0.251		Total cre	dits	for Semeste	r mod	ules	96	0.722
	TOTAL	CREDITS F	OR YEAR	LEVEL 1:	SA	QA CREDI	TS =	= 128; HEMIS	CRE	DITS =	1	
PER	RIOD OF ST	UDY / YEAF	R LEVEL	2			PER	OD OF STU	DY / Y	EAR I	EVEL 2	
	Yea	r Modules						Semest	er Mo	dules		
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit ⁴		Module Code		Offering Period	Poss ma		SAQA Credit	Hemis Credit
The following		•		Orcuit			/ina	13 modules a		•		Ordan
MPIB020	Υ Υ	N	12	0.094		MPSA021	ŭ	S1	N		20	0.156
MAUA 020	Υ	Υ	16	0.125		MAUA021		S1	١	1	4	0.031
MSLB 020	Υ	Υ	16	0.125		MAUC021		S1	١	1	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	Υ	4	0.031
						MSLC022	S2	Υ	4	0.031
						MSLD022	S2	Υ	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 CRE	DITS FO	R YEAR	LEVEL 2:	SA	QA CREDITS =	128; HEMIS	CREDITS =	:1	·

	TOTAL	CREDITS F	OR YEAR	LEVEL 2:	SA	QA CREDITS =	128; HEMIS	CREDITS =	1	
PFI	RIOD OF ST	UDY / YEAF	RIFVFI	3		PFR	IOD OF STU	DY / YFAR I	FVFI 3	
		ar Modules						ter Modules		
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit ⁴		Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
The followin	g 3 modules	are COMPU	LSORY			The following	12 modules a		SORY	
MAUA030	Υ	Υ	16	0.125		MAUA031	S1	Y	8	0.063
MSLB030	Υ	Υ	16	0.125		MAUC031	S1	Y	4	0.032
MNAA030	Υ	N	8	0.063		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	Υ	24	0.187
Total credit			40	0.313		Total credits			88	0.694
	TOTAL	CREDITS F	OR YEAR	LEVEL 3:	SA	QA CREDITS =	128; HEMIS	CREDITS =	: 1	
PEI	RIOD OF ST	UDY / YEAF	RLEVEL	4		PER	OD OF STU	DY / YEAR I	LEVEL 4	
	Yea	ar Modules					Semest	er Modules		
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit ⁴		Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit
		are COMPU		0.00		The following 9				O. Gait
MSLA040	Y	N	12	0.094		MSLC041	S1	Y	8	0.156
MAUA040	Υ	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 credit	s for Year n	nodules	64	0.5		Total credits	for Semeste	r modules	64	0.5
	TOTAL	CREDITS F	OR YEAR	LEVEL 4:	SA	QA CREDITS =	128; HEMIS	CREDITS =	1	

Module Code: (4 alphabetic & 3 numeric)	MAUC01	1				
Module Name:	Introduction	Introduction to Audiology				
Content:	 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:	The student will demonstrate a fundamental knowledge of: • 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 (3 rd Order)	
	}	3		5	090202	
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd S em)	
	SMU		Full time		S1	
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning	
·	6					
Pre-requisite modules for this module:	None					
Co-requisites modules for module:		0; MAUB01 1; MSLA01		MEHS010; M	IPCL011;	
Assessment criteria	 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. Continuous assessment: Multi-source Assignment (peer and 					
Assessment method	prepared))	•	nultiple choice er test; Examir	and nation (written)	
Mark Minimum Form Structure: Assessment Mark for			40%			

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

Module Code: (4 alphabetic & 3 numeric)	MAUB011						
Module Name:	Basic Tes	st Battery					
Content:	 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 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 (3 rd Order)		
	8	3	5		090202		
Delivery Information:	Car	npus	Full/Pa	art Time	Period (Year/1 st /2 nd S em)		
	S	MU	Ful	I time	S1		
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning		
-	6						
Pre-requisite modules for this module:	None						

Co-requisit module:	es modules for	· ·	AUA011,MCSL01 CL011,MLNG01	•			
Assessmei	nt criteria	 The student is able to: 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). 					
Assessme	nt method	Group / individual Assignment; written test (quiz); semester test; examination (written)					
	Minimum Form Assessment Mark for exam admission (%)		40%				
Mark Structure:	% Formative Assessment Mark	60%					
Structure:	% Summative Assessment Mark		40	%			
	Minimum final mark to pass (%)		50	%			
		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory (duration)	Theory					
Summative		3h					
Assessmer	% contribution to Summative Assessment Mark	100					
	Sub minimum	40					

Module Code: (4 alphabetic & 3 numeric)	MAUC012
Module Name:	Auditory Pathology and Audiometric Findings
Content:	 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

Learning Outcomes:	 Time Audito audio Psyc pharm syster Cerur Outer Middle Middle Middle Inner NVIII Tinnit Hyper HIV ir Diaber The stud Under syster Lesion Under syster Analy various press 	 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 The student will demonstrate a fundamental knowledge of: 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 						
	Apply referred	ing		nagement op	appropriate otions through			
		Credit		Level	CESM Code			
Module Information:		8	:	5	(3 rd Order) 090202			
Delivery Information:	Car	mpus	Full/Pa	art Time	Period (Year/1st/2ndS em)			
		MU	Ful	l time	S1			
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independen t Learning			
Pre-requisite modules for this	6 2 None							
module: Co-requisites modules for module:	MANC01		10, MEHS01 2, MLNG012	0, MSLB012,	MAUB012,			

The student will be assessed through criterion-refere tests according to the following criteria: Listing and defining with correct understanding Al auditory pathologies covered by applying the classification system to differentiate between pathologies Describing the location of the pathology and how affects the anatomy and physiology of the auditor system so that students may be able to identify the of lesion Listing and describing the symptomatology, etiologies approcess and site of lesion so that student able to differential between the pathologies which allow for a differential diagnosis Describing and interpreting the audiometric finding associated with the various pathologies to allow for differential diagnosis as well as to identify the relationship between the pathology and the audiofindings Students must be able to justify their decision of a pathology based on the audiometric findings through the pathology based on the audiometric findings so the students may be able to facilitate the appropriate recommendations, referrals and/or management Selecting, explaining and defending the referral/recommendations/treatment options through decision making model which will be based on be application of the theoretical underpinning of the					ding ALL he en ad how it auditory entify the site v, etiologies/s, students are es which will c findings allow for the e audiometric ion of a gs through a gs so that opriate ement options as through a		
			as well as on the		idings.		
Assessment	1	Lests, semest	er tests, examina	ation (written)			
	Minimum Form Assessment Mark for exam admission (%)		40	%			
Mark Structure:	% Formative Assessment Mark % Summative	60%					
	Assessment Mark	40%					
	Minimum final mark to pass (%)	50%					
		Paper 1	Paper 2	Paper 3	Paper 4		
Summative	Theory (duration)	Theory					
Assessment	Practical (duration)	3h					
	% contribution to Summative	100					

Assessment Mark			
Sub minimum	40		

Module Cod	de: (4	alphabetic & 3	MAUB012				
Module Nam	e:		Clinical A	udiology:	Self-testing		
Content:						e conduction)	
						/mpanometry)	
			•	•	(Speech Red	eption Thres	hold (SRT) &
			word reco		11.0.1		11.
Loorning Ou	toomoo		•			dents will be a	
Learning Ou	tcomes	•					n approach in tery approach.
							CESM Code
Module Info	mation		SAQA	Credits	NQF	Level	(3 rd Order)
Wodule IIIIOI	mation	•		4		 5	090202
				•	· ·		Period
			Car	npus	Full/Pa	rt Time	(Year/1st/2ndS
Delivery Info	rmatio	າ:	-				em)
			SMU		Full time		S2
			Classe	Practic	Tutorial	Seminars	Independen
Periods per	week:		S	al	Tutoriai	Seminars	t Learning
				2			1
Pre-requisite module:	e mod	ules for this	MAUB01	1			
Co-requisite	s modu	les for module:			10, MEHS010 2, MLNG012), MSLB012, I	MAUB012,
Assessment	Apply theoretical knowledge in practice by providing practical (hands-on) experience by: Conducting the basic test battery using the correct protocol Communicating effectively with clients and other professionals Adhering to code of ethics and professional beha Making clinical & diagnostic decisions and show openness to criticism to learn and improve clinical				correct other behaviour show		
Assessment	: metho	Formative: Multi-source Assignment (peer and self-assessment) Continuous: Report; Clinical Skill Observation Summative: Portfolio (Clinical skills and report)					
Mark	Assessment Mark for exam admission (%)						
Structure:		% Formative Assessment			60%		

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

Module Code: (4 alphabetic & 3 numeric)	MSLC011	1				
Module Name:	Typical H	uman Deve	elopment			
Content:	 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: 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 (3 rd Order)	
	1	2	5		090203	
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd S em)	
	S	MU	Ful	I time	S1	
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning	
'	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: Discuss developmental patterns, predictability, milestones, opportunities, phases, individual differences and multicultural issues Discuss motor, cognitive, emotional and social, neurolinguistic, 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. 				
Assessme	Assessment method			epared class tes emester Test; Ex	•		
	Asse	num Form ssment Mark for admission (%)	40%				
Mark Structure:		% Formative Assessment Mark	60%				
Our dottar or		% Summative Assessment Mark	40%				
	Minin pass	num final mark to (%)	50%				
			Paper 1	Paper 2	Paper 3	Paper 4	
	TI	heory (duration)	Theory				
Summative	<i>'</i> —	ractical (duration)	3h				
Assessme	S	contribution to commative ssessment Mark	100				
	S	ub minimum	40				

Module Code: (4 alphabetic & 3 numeric)	MSLC012
Module Name:	Health Care Delivery in South Africa
Content:	 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

			A team approach and collaboration between team players Traditional Medicine					
Learning Ou	tcomes	:	At the end of this module students will be: • 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 Info	rmation	:		Credits		NQF Level		
			8	8	,	5	090203	
Delivery Information:		Car	mpus	Full/Part Time		Period (Year/1 st /2 nd S em)		
			S	MU	Ful	I time	S1	
Periods per	week:		Classe s	Practic al	Tutorial	Seminars	Independen t Learning	
Pre-requisite modules for this module:			None None					
Co-requisite	s modu	les for module:		ANC010 , MCSL010, MEHS010,MSLB012, MAUA012, IAUB012, MPCL012, MLNG012				
Assessment criteria			 The student is able to: 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	Assessment method		Continuous assessment: Multi-source assignment (peer and self-assessment); Semester test Summative assessment: Written examination					
Mouls	Asses	um Form sment Mark for admission (%)	40%					
Mark Structure:		% Formative Assessment Mark			60%			
% Summative					40%			

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

Module Code: (4 alphabetic & 3 numeric)	MLSD012						
Module Name:	Speech Sound Disorders						
Content:	 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:	The student will demonstrate a fundamental knowledge of: 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 (3 rd Order)				
	8	5	090203				
Delivery Information:	Campus	Full/Part Time	Period (Year/1 st /2 nd S em)				
	SMU	Full time	S2				

Periods per week:	Classe	Practic	Tutorial	Seminars	Independent
Perious per week.	S	al	Tutoriai	Seminars	Learning

		6					
Pre-requisi module:	te modules for this	MSLA011	MSLA011, MSLA012				
Co-requisit module:	es modules for		•	10, MEHS0 [.] 2, MLNG01	10, MSLA012, N 2	MAUA012,	
Assessmen	nt criteria	 The student is able to: 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. 					
Assessme	nt method	Formative: Written class test; Assignment Summative: Semester test; Examination					
	Minimum Form Assessment Mark for exam admission (%)	40%					
Mark Structure:	% Formative Assessment Mark	60%					
Structure.	% Summative Assessment Mark	40%					
	Minimum final mark to pass (%)	50%					
		Paper	1 P	aper 2	Paper 3	Paper 4	
	Theory (duration)	Theory	/				
Summative	Practical (duration)	3h					
Assessme	% contribution to Summative Assessment Mark	100					
	Sub minimum	40					

Module Code: (4 alphabetic & 3 numeric)	MCSL010
Module Name:	Clinical Principles of Communication Disorders
Content:	 Introduction and ethics Infection control and skills required for course Introduction and Communication defined Communication disorders

	 Preparation for clinical work SLTs working in schools Normal development observation 					
Learning Outcomes: Learning Outcomes (continued)	 Demonstrate fundamental knowledge and understanding of: 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. Clinical Speech-Language Pathology: Normal Development: 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 (3 rd Order)	
	8		5		090203	
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd S em)	
	S	MU	Full time		Y	
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning	
·	2	2				
Pre-requisite modules for this module:	MSLA011					
Co-requisites modules for module:	MPCL011	I, MLNG01	1, MSLA011,	, MAUA011, M MSLA012, M MLNG012		
Assessment criteria	 MAUA012, MAUB012, MPCL012, MLNG012 The student is able to: Discuss developmental patterns, predictability, milestones, opportunities, phases, individual differences and multicultural issues Discuss motor, cognitive, emotional and social, neurolinguistic, 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: Written class test; Team assignment (birth history interview); Assignment: Normal Development observation report Summative: Semester Test; Examination					
	As	nimum Form ssessment Mark for am admission (%)		40%				
Mark Structure:		% Formative Assessment Mark	60%					
otractare.		% Summative Assessment Mark	40%					
		nimum final mark to ass (%)	50%					
			Paper 1	Paper 2	Paper 3	Paper 4		
		Theory (duration)	Theory					
Summative	•	Practical (duration)	3h					
Assessme	nt	% contribution to Summative Assessment Mark	100					
		Sub minimum	40					

Module Code: (4 alphabetic & 3 numeric)	MLNG01	1			
Module Name:	Linguistics: Phonetics and Phonology				
Content:				of the Speech	n Organs
			assification of		_
			ream Mechai		Languagea
			assification of	South African Vowels	Languages
		and Dipht		V 0 W 0 10	
	To demo	nstrate fun	damental kno	owledge and	understanding
	of:	e i		, .	
				n empnasis oind production	n transcription
Learning Outcomes:					anguages and
	its releva	nce for SLT	Ts S		
					be taken into
				howing cultura	CESM Code
Module Information:	SAQA Credits		NQF	Level	(3 rd Order)
module information.	8		5		110101
	_				Period
Delivery Information:	Campus		Full/Part Time		(Year/1 st /2 nd S em)
	SMU		Full time		S1
	Classe	Practic	Tutorial	Seminars	Independen
Periods per week:	S	al			t Learning
	5				
Pre-requisite modules for this module:	None				
Co-requisites modules for module:		0, MCSL01 1, MSLA01		, Maua011, N	MAUB011,
		ent is able t			
		•	•	e functions of	all the speech
	 organs during articulation Demonstrate detailed knowledge of the different places 				
	and manners of articulation				
A	and m	nanners of a	articulation		
Assessment criteria	• Show	and unde	erstanding of		ons of vowel
Assessment criteria	Show classi	and unde	erstanding of lize the vowe	l chart in the	description of
Assessment criteria	 Show classi vowel 	and unde fication, uti s, and dev	erstanding of lize the vowe	l chart in the	
Assessment criteria	 Show classi vowel group 	and unde fication, uti s, and dev work	erstanding of lize the vowe relop an appl	el chart in the reciation for t	description of
Assessment criteria	Show classir vowel groupSelection the aux	and unde fication, uti s, and dev work t and use nalyses of	erstanding of lize the vowe relop an appr appropriate r speech and	el chart in the reciation for to methods and show an und	description of he benefits of procedures in derstanding of
Assessment criteria	 Show classiful vowel group Selection the aucultura 	and unde fication, uti s, and dev work t and use nalyses of al and lingu	erstanding of lize the vowe relop an appr appropriate r speech and uistic diversity	el chart in the reciation for the methods and show an und within the SA	description of he benefits of procedures in derstanding of a context.
Assessment criteria Assessment method	 Show classire vowel group Selection the auxiliaria Continuo 	and under fication, uting s, and deverwork trandruse nalyses of al and lingurus: Written	erstanding of lize the vowe relop an appr appropriate r speech and uistic diversity	el chart in the reciation for the methods and show an unconstitution the SA uizzes, assign	description of he benefits of procedures in derstanding of a context.

Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%				
	% Formative Assessment Mark		60%				
		% Summative Assessment Mark	40%				
	Minimo pass (um final mark to %)		50	%		
			Paper 1	Paper 2	Paper 3	Paper 4	
	The	eory (duration)	Theory				
Summative	Pra	actical (duration)	3h				
Assessment	Su	contribution to mmative sessment Mark	100				
	Su	b minimum	40				

Module Code: (4 alphabetic & 3 numeric)	MLNG01	MLNG012				
Module Name:	Linguistic	s: Gramm	atical Concep	ots		
Content:	 Introduction to Grammar Lexical and Phrasal Categories Nouns and Noun Phrases Verbs and Verb Phrases Clauses and Sentences 					
Learning Outcomes:	Students will be able to demonstrate fundamental knowledge of • 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 (3 rd Order)	
	8	3	5		110101	
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd S em)	
	S	MU	Ful	I time	S2	
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independen t Learning	
'	5					
Pre-requisite modules for this	None					

module:								
Co-requisite	s modules for module:		MANC010, MCSL010, MEHS010, MSLB012, MAUA012, MAUB012, MSLA012, MPCL012					
Assessment	criteria	 The student is able to: 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		/ritten exercises emester test; Ex	(quizzes, assign amination	ments, test)			
	Minimum Form Assessment Mark for exam admission (%)	40%						
Mark Structure:	% Formative Assessment Mark	60%						
Structure:	% Summative Assessment Mark		40)%				
	Minimum final mark to pass (%)		50)%				
		Paper 1	Paper 2	Paper 3	Paper 4			
	Theory (duration)	Theory						
Summative	Practical (duration)	3h						
Assessment	% 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 Infor	mation	:	SAQA	Credits	NQ	NQF Level		
			1	2		5	180101	
Delivery Info	rmatio	n:	Car	npus	Full/P	art Time	Period (Year/1 st /2 nd S em)	
			S	MU	Fu	ull time	S1	
Periods per	week:		Classe s	Practic al	Tutorial	Seminars	Independen t Learning	
			5					
Pre-requisite module:	e mod	ules for this	None					
Co-requisite	s modu	les for module:		0, MCSL0 1, MSLA0		0, MAUA011, I	MAUB011,	
Assessment criteria			 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	metho	d	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.					
	Asses	um Form sment Mark for admission (%)			40%	ó		
Mark Structure:		% Formative Assessment Mark			60%	0		
Junotul G.	Minim	% Summative Assessment Mark um final mark to			40%			
	pass (50%					
Summative			Paper	1 F	Paper 2	Paper 3	Paper 4	

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

Module Co	ode: (4 alphabetic & 3	MPCL012	MPCL012				
Module Nar	me:	Research	. Interperso	onal Skills and	d Social Psvch	nology	
Content:		Interperson Social Ps Introduction	Research, Interpersonal Skills and Social Psychology Interpersonal Skills Social Psychology Introduction to Research Cognitive Processes (human memory, perception & sensation)				
Learning O	utcomes:	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 Info	ormation:	SAQA		`	Level	CESM Code (3 rd Order)	
		1	2		5	180101	
Delivery Inf	Delivery Information:		Campus		Full/Part Time		
		SMU		Full time		S2	
Periods per	r week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning	
		5		2			
Pre-requisimodule:	te modules for this	None					
Co-requisit module:	es modules for			0, MEHS010, 2, MLNG012	, MSLB012, M	AUA012,	
Assessmer	nt criteria	Students must be able to apply a basic understanding cognitive processes.				role of social blain the basic	
Assessmer	nt method	Assignments; tests; examination					
Mark Structure:	Minimum Form Assessment Mark for	<u> </u>	, ,	40%			

е	xam admission (%)						
	% Formative Assessment Mark	60%					
	% Summative Assessment Mark	40%					
	linimum final mark to ass (%)	50%					
		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory (duration)	Theory					
Summative	Practical (duration)	3h					
Assessment	% contribution to Summative Assessment Mark	100					
	Sub minimum	40					

Module Code: (4 alphabetic & 3 numeric)	MANC010					
Module Name:	Anatomy for Speech	n-Language Pathology and	Audiology			
Content:	Introduction to anatoupper limb, head,	Introduction to anatomy, gross anatomy of the thorax & back, upper limb, head, & neck, central nervous system; and embryology and histology				
Learning Outcomes:	Students will: Identify basic structure back and upper lire Name component system Discuss clinical component of the Describe the ner thorax & back and Describe the em components of the Relate presente apparatus and an	uctures in the brain, head and the lats of the vocal apparatus and auditive and blood supply of the lat upper limb libryology of the lat uditory system and vocal disorders of uditory system to embryology of various stru	with each tory system head & neck, e and various al apparatus the speech gy			
Module Information:	SAQA Credits	NQF Level	CESM Code (3 rd Order)			
	12	5	130402			
Delivery Information:	Campus	Full/Part Time	Period (Year/1 st /2 nd S em)			

			S	SMU		Full time		
Periods per week:			Classe s	Practic al	Tutorial	Seminars	Independen t Learning	
r enous per	renous per week.			1			J	
Pre-requisite module:	e mod	ules for this	None	I				
Co-requisite	s modu	les for module:	MANC010, MCSL010, MEHS010, MAUA011, MAUB011, MPCL011, MLNG011, MSLA011, MSLA012, MSLB012, MAUA012, MAUB012, MPCL012, MLNG012					
Assessment criteria			Students Expla section Expla direct struct classi Differ and a macro Differ periph respe Descr Descr Descr Descr Descr Descr Descr Descr Descr Explai Descr Descr Explai Explai Explai Explai	will: in the anate on softhe his of the his of the his on the anate of the control of the contro	omical position and body derstand terms of a structure ipoints and body and a system a sic anatomy of a canatomy of anatomy of the factors of the coup of musclation of the factors of the atomy of the atomy of the actors anatomy of	on and differed minology used the and relative nessed different types, histologicall entral nervous nd know their fithe thorax and fithe back the upper limites in the head he vocal apparate supply and ear and explosion of the brain and explosion of the brain and explosion of the brain and explosion of the different and explosion of the brain and the brain a	and neck and araturs diblood supply ain its various dithe branches is of the vocal ear and tongue rigin of the their related	
Assessment	t method	d			tter) tests; ex			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)			40%				

	Mark						
	% Summative Assessment Mark	40%					
	Minimum final mark to pass (%)		50	50%			
		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory (duration)	Theory	Practical				
Summative	Practical (duration)	3h	1h				
Assessment	% 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:	 Academic Reading – basic and intermediate Academic/Scientific Writing - basic and intermediate Formal Oral Communication/Discourse and Presentation Listening
Learning Outcomes:	 On successful completion the student will be able to: Academic Reading – basic and intermediate 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 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 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 Demonstrate understanding of overall message of a big class lecture by means of paraphrase, summary and/or

			note taking				
Module Info	ormatio	n·	SAQA	Credits	NQF	Level	CESM Code (3 rd Order)
module iiii	Jimatio	111	1	2		5	110104
Delivery In	formatio	on:	Car	npus	Full/Pa	art Time	Period (Year/1 st /2 nd S em)
			S	MU	Ful	l time	Y
Periods pe	r week:		Classe s	Practic al	Tutorial	Seminars	Independent Learning
Pre-requisi module:	te mo	dules for this	6 None				
Co-requisit	es I	modules for	MPCL01	1, MLNG01		MAUA011, N MSLA012, N MLNG012	
Assessmer	nt criter	ia	following	knowledge emic Readir stand and itly fy the main ont informati hrase authoratise a lon emic/Scient ruct accept rate well-strate well-strate in group of the properties in formal ing each phrase, serious assertate lister aphrase, serious Reading each phrase, serious Reading each phrase each phras	and skills corning – basic and draw inform ideas of a give ion precisely ion in the statement of the statement of the sentence in the statement of the sentence in the statement of the statement	d intermediated action stated ren text notables and of the sentials pasic and interest information ons nation and specialish discussions present an action actions act	explicitly and graphs rmediate ohs in accordance elling ademic topic and language
Assessme	nt meth	od	Assignme	ents; tests;	examination		
Mark Structure:	Assess	um Form sment Mark for admission (%)			40%		
		% Formative Assessment	60%				

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

Module Code: (4 alphabetic & 3 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: 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 (3 rd Order)			
	4	6	090202			
Delivery Information:	Campus	Full/Part Time	Period (Year/1 st /2 nd S em)			
	SMU	Full time	S1			

Periods per week:		Classe s	Practic al	Tutorial	Seminars	Independent Learning	
		6			2		
Pre-requisi module:	te modules fo	r this	MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				
Co-requisit module:	es modules	for		•		MPSA021, M	AUB021
Assessment criteria		 MSLA021, MSLB021 The student is able to: 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			Continuous: Case study simulations; Team assignment; Quiz, worksheets Summative: Semester Test; Examination				
Minimum Form Assessment Mark for exam admission (%)		40%					
Mark Structure:	% Form Assessr Mark	nent	60%				
	% Sumr Assessr Mark	nent	40%				
Minimum final mark to pass (%)			50%				
			Paper	1 P	aper 2	Paper 3	Paper 4
Summative	Theory (dura	tion)	Theor	у			
		,	3h				
Assessme	% contribut Summative Assessment		100				
	Sub minimur	Sub minimum					

Module Code: (4 alphabetic & 3 numeric)	MAUC021				
Module Name:	Differential Diagnosis in Audiology				
Content:	 Site of lesion testing: Cochlea and retro-cochlea tests: Acoustic Reflex Threshold Test Eustachian Tube Dysfunction Test (ATD) Recruitment tests: Metz Test, ABLB AND AMLB, SISI Tone decay tests: Rosenburg & Carharts TD test Oto-acoustic Emissions: spontaneous, transient, Distortion product OAE's Electrocochleography Tests for Functional (non-organic hearing loss): Lombard test Stenger pure tone and speech test confusion techniques spar calculation Objective tests for hearing sensitivity: An introduction 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:	 The student will demonstrate a fundamental knowledge of: 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 (3 rd Order)
	4		6		090202
Delivery Information:		Campus		Full/Part Time	
B	Classe	MU Practic		I time	S1 Independent
Periods per week:	S	al	Tutorial	Seminars	Learning

			6			2	
Pre-requisi module:	te modules fo	MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012					
Co-requisit	es modules	for	MPIB020, MAUA 020, MSLA 020, MPSA021, MAUA021, MAUB021 MSLA021, MSLB021				
Assessment criteria Assessment criteria (continued)			 The student will be assessed through criterion-referenced tests according to the following criteria: 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 Minimum Form Assessment Mark for exam admission (%)			Assignments; tests; class tests; examination 40%				
Mark Structure:	% Forma Assessn Mark	ative nent		60%			
Structure.	% Summative Assessment Mark		40%				
Minimum final mark to pass (%)			50%				
			Paper	1 P	aper 2	Paper 3	Paper 4
Summative Assessmer	Theory (dura		Theor	у			
			3h				
	ent % contribution to Summative Assessment Mark		100				
	Sub minimum		40				

Module Code: (4 alphabetic & 3 numeric)	MAUA022	2			
Module Name:	Identificat	ion and Pa	ediatric Audio	ology	
Content:	 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 bes practice guidelines. 				ment in paediatric
Learning Outcomes:	Demonstrate detailed knowledge and understanding of: The appropriate test protocols to obtain reliable audiological results in the paediatric population, as well a case management. Key terms, rules, concepts, established principles and theories.			btain reliable ion, as well as principles and	
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	4		6		090202
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd S em)
	_	MU	Full time		S2
Periods per week:	Classe s	Practic al	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 Assessment criteria (continued)	 MSLC022, MSLD022, MPSA022, MSLA022 The student is able to: 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 				

			 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				
	Asse	mum Form essment Mark for m admission (%)		40	%	
Mark Structure:		% Formative Assessment Mark		60	%	
otractare.		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
Summative	, F	Practical (duration)	3h			
Assessme	5	% contribution to Summative Assessment Mark	100			
	5	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MAUB022
Module Name:	Educational Audiology
Content:	 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

	Classroom acousticsEthical considerations				
Learning Outcomes: Learning Outcomes (continued)	 Demonstrate detailed knowledge and understanding of: 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 (3 rd Order)
Delivery Information:	4 Campus		6 Full/Part Time		090202 Period (Year/1st/2ndS em)
	S	MU	Full time		S2
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning
Pre-requisite modules for this module:	6 MANC010, MEHS010, MCSL010; MLNG011, MAUA011, MAUB011, MSLA011, MPCL011, MLNG012, MAUA012, MAUB012, MSLA012, MSLB012, MPCL012				
Co-requisites modules for	MPIB020, MAUA 020, MSLA 020, MSLA022, MAUB022,				AUB022,
Module: Assessment criteria	 MSLC022, MSLD022, MPSA022, MSLB022 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 Describe the role of the audiologist in the process of evaluation and rehabilitation of the individual with a hearing impairment Critically discuss the scope of practice and code of ethics pertaining to educational audiology. 			
Assessment method		Continuous: M test Summative: Ex	ulti-source Assig camination	nment; Class tes	st; Semester	
	Minimum Form Assessment Mark for exam admission (%)			40	%	
Mark Structure:	% Formative Assessment Mark % Summative Assessment Mark					
Structure.			40%			
	Minimum (pass (%)	final mark to	50%			
			Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)		Theory			
Summative	Practic	cal (duration)	3h			
Assessmer	Summ	ntribution to ative sment Mark	100			
	Sub m	inimum	40			

Module Code: (4 alphabetic & 3 numeric)	MAUA020
Module Name:	Industrial Audiology and Diagnostic Audiology
Content:	Diagnostic Audiology

	مطاه براميم ۸	معطنمما لدم	مرساه ما مرم امرساه	aatiaa bu maa	امماناهم سعماناهما
Learning Outcomes:	 Apply theoretical knowledge in practice by providing practical (hands-on) experience: 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		-	Level	CESM Code (3 rd Order)
Delivery Information:	16 Campus		6 Full/Part Time		090202 Period (Year/1st/2ndS em)
	SMU		Full time		Υ
	Classe				
Periods per week:	S	Practic al	Tutorial	Seminars	Independent Learning
Periods per week:			Tutorial	Seminars	•
Periods per week: Pre-requisite modules for this module:	s MANC010	al 4 0, MEHS01	1	Seminars , MAUB011, M	Learning 3
Pre-requisite modules for this	MANC010 MAUA012 MPIB020 MAUB022	al 4 0, MEHS01 2, MAUB01 , MPSA021 2, MPSA02	1 0; MAUA011 2, MPCL012 , MAUA021, 1		Learning 3 MPCL011, AUA022,

			during the conduction, analyze a accurately Conduct and during the reception the critically an accurately Summarize structured of client and/of and synthe multidisciplicity. Summarize manner in a synthesis multidisciplicity. Conduct a profession defined but and appropriate openness to pevelop, man program in	conduction of bone conduction of apply an age-conduction of allowed and synthesize and apply an age-conduction of allowed allowed allowed and synthese audiometric recomprehensible or significant other audiometric responsible of information and the protocol during protoc	sults and explain rough the critica as well as e	priate protocol netry (speech and masking), and interpret priate protocol netry (speech and masking), and interpret in it in a well-eedback to the critical analysis encouraging a it in a written all analysis and incouraging a neg; solve well-ect procedures communicate ently using as and formats ely and show linical skill g conservation through critical	
Assessment method			change. Continuous: Multi-source Assignment (peer and self-assessment); Clinical Skill Observation; Report; Clinical test.				
	Minimum Form Assessment Mark for exam admission (%) % Formative		Summative: Oral Examination 40%				
Mark Structure:	Minim pass	Assessment Mark % Summative Assessment Mark inimum final mark to ss (%) Assessment 50%					
Summative			Paper 1	Paper 2	Paper 3	Paper 4	
Assessme	nt 🗀	neory (duration)	Oral 1h				
	FI	actical (duration)	111				

% contribution to Summative Assessment Mark	100		
Sub minimum	40		

Module Code: (4 alphabetic & 3 numeric)	MSLB021				
Module Name:	Child Lan	guage Disc	orders		
Content:	Child Language Disorders What is Language? Language Development Language Disorders Assessment for Language Disorders Intervention for Language Disorders Multicultural issues in Language Disorders				
Learning Outcomes:	 The n nature disord Langu Child sympto develot Termir Assess with la The formal teams 	nodels of c, causes, a ers in child age develor languag omatology, opment of a nology asso sment and nguage dis unctions of lers and the g with other	language de assessment a ren pment of pre-e disorders the role language disociated with Coloraders orders of the SLP in the role of the profession	eschool childres i.t.o. the sorder child Language to terms of Child terms of Chil	s well as the on of language en he etiology, odels in the
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
Delivery Information:	8 Campus		6 Full/Part Time		090203 Period (Year/1st/2ndS em)
	SI	MU	Ful	l time	S1
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning
	6				
Pre-requisite modules for this module:	MAUB011	1, MSLA01		MLNG011, M MLNG012, M MPCL012	

Co-requisit module:	es	modules for	MPIB020, MAU MAUB021 MSLA021	MSLA021				
Assessment criteria			 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. 					
Assessme	Assessment method		study simulatio	repared class tes ons emester Test; Ex		nent; Case		
	Asse	num Form ssment Mark for admission (%)	40%					
Mark Structure:		% Formative Assessment Mark	60%					
Structure.	% Summative Assessment Mark			40	%			
	Minin pass	num final mark to (%)		50	%			
			Paper 1	Paper 2	Paper 3	Paper 4		
	Т	heory (duration)	Theory					
Summative	, P	ractical (duration)	3h					
Assessme	S	contribution to ummative ssessment Mark	100					
	S	ub minimum	40					

Module Code: (4 alphabetic & 3 numeric)	MSLC021
Module Name:	Voice and Laryngectomy
Content:	 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

	1						
	AssesThera disordersLaryn dysph	 disorders) 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: 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:	SAMA Credite NOF Level			CESM Code (3 rd Order)			
Delivery Information:		mpus	6 Full/Part Time		090203 Period (Year/1st/2ndS em)		
	SMU		Full time		S2		
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independen t Learning		
Pre-requisite modules for this module:	MANC01 MAUB01	1, MSLA01	•	 D; MLNG011, , MLNG012, , MPCL012	•		
Co-requisites modules for module:		•	•		MAUB022,		
Assessment criteria	 MPIB020, MAUA 020, MSLA 020, MSLA022, MAUB022, MSLC022, MSLD022, MPSA022, MSLA022 Demonstrate detailed knowledge and understanding of the following aspects related to Voice and Laryngectomy Disorders: 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 						

			 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: te Summative: E	ests; Team assig xamination	nment		
Minimum Form Assessment Mark for exam admission (%) % Formative Assessment Mark Structure: Mark % Summative		60%					
		Assessment Mark mum final mark to s (%)	50%				
			Paper 1	Paper 2	Paper 3	Paper 4	
	1	heory (duration)	Theory				
Summative	F	Practical (duration)	3h				
Assessment	3	6 contribution to Summative Assessment Mark	100				
	5	Sub minimum	40				

Module Code: (4 alphabetic & 3 numeric)	MSLC022					
Module Name:	Language Learning Disabilities					
Content:	 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:	 To demonstrate detailed knowledge and understanding of: 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 					

			 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 Info	ormatio	ո։	SAQA	Credits	NQF	Level	CESM Code (3 rd Order)	
			4	4		6	090203	
Delivery Inf	ormatio	on:	Car	npus	Full/Pa	ırt Time	Period (Year/1 st /2 nd S em)	
			S	MU	Ful	I time	S2	
Periods per	r week:		Classe s	Practic al	Tutorial	Seminars	Independent Learning	
i chodo poi	WOOK		6				_	
Pre-requisi module:	te mod	lules for this	MAUB01	1, MSLA01		MLNG011, M MLNG012, M MPCL012	•	
Co-requisit module:	es r	nodules for		•	0, MSLA 020, 2, MAUB22, N	MSLA022, M MPSA022	AUA022,	
Assessment criteria			 Discus langua Discus Develor assoc Develor select approximanas Demo manas Demo profes Describinguis Demo 	age developes the nature op an asserting appropriate for a management of least on a sional and sibe speecestic and cultinstrate cultinstrate cultinstrate cultinstrate cultinstrate cultinstrate cultinstrate cultinstrate in a sional and cultinstrate cultins cultinstrate cultinstr	e concepts represent for learners of Language essment planders e.g. ADH gement planders e.g. ADH	rning Je Learning Di for learners JD; dyslexia et for learners wi gement option Ders can continueld LD/L4L ake decisions er pathology se packgrounds a	with LLD and c. th LLD/L4L by ons/ models, ribute towards and act in a rvices across	
Assessment method			range of social contexts. Continuous: Class test; Team assignment/ oral presentation; Case study simulations. Summative: Semester Test; Examination					
Mark Structure:	Assess	Im Form sment Mark for admission (%)			40%			
		% Formative			60%			

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

Module Code: (4 alphabetic & 3 numeric)	MSLD022						
Module Name:	Craniofacial Abnorm	nalities					
Content:	 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:	 Intervention of Craniofacial Disorders To demonstrate detailed knowledge and understanding of: 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 (3 rd Order)				
	4	6	090203				
Delivery Information:	Campus	Full/Part Time	Period (Year/1 st /2 nd S em)				
	SMU	Full time	S2				

Periods per	week		Classe s	Practic al	Tutorial	Seminars	Independen t Learning
l crious per	WCCK		6				
Pre-requisite module:	e m	odules for this	MAUB01	1, MSLA01	,	; MLNG011, N , MLNG012, N MPCL012	,
Co-requisite	s mo	dules for module:		•	0, MSLA 020 2, MAUB22,	, MSLA022, N MPSA022	ISLB022,
Assessment criteria			 Discust development Description Velople inform Apply Devel Discust base in contest 	opment of to libe craniofa libes, related maryngeal ropation and ward knowledge op an inter- ss the man their decision	ogical develo he head and acial anomalid craniofacial mechanism the work as a teat of assessment vention progragement of cons on ethica	ent to specific amme for spe raniofacial and I guidelines w	es o genetic d the tion of clients cific clients omalies and
Assessment	metl	hod	Continuous: Class Tests; Team assignment Summative: Examination				
	Ass	imum Form essment Mark for m admission (%)	40%				
Mark Structure:		% Formative Assessment Mark		60%			
ou dotaio.		% Summative Assessment Mark	40%				
		imum final mark to s (%)	50%				
		Paper	1 P	aper 2	Paper 3	Paper 4	
	-	Theory (duration)	Theor	y			
Summative	F	Practical (duration)	3h				
Assessment	9	% contribution to Summative Assessment Mark	100				
	5	Sub minimum	40				

Module Code: (4 alphabetic & 3 numeric)	MSLB020)				
Module Name:	Clinical S	peech-Lan	guage Pathol	oav		
Content:	 Clinical Speech-Language Pathology 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: • Articulation Disorders, • Phonological Developmental Delays • Childhood Language Disorders.					
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)	
	1	6	6		090203	
Delivery Information:	Car	npus	Full/Part Time		Period (Year/1 st /2 nd S em)	
	S	MU	Full time		Y	
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning	
r chicae per mooni		4			6	
Pre-requisite modules for this module:	MAUB01 MAUB01	1, MSLA01 2, MSLA01	1, MPCL011, 2, MSLB012,		AUA012,	
Co-requisites modules for module:	MPIB020, MAUA 020, MPSA021, MAUA021, MAUB021 MSLA021, MSLB021, MSLA022, MAUA022, MAUB022, MSLC022, MSLD022, MPSA022					
Assessment criteria	 Identification process 	ication of cass and lang	juage disorde	iculation, phor rs culation, phon		

	 Process and language disorders Report writing (which requires the integration of information, communication competence, as well as technological skills) Intervention and management, as well as consultation clients with articulation, phonological process and language disorders All of the above should be dealt with in an ethical and culturally sensitive manner. 						
Assessme	nt 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					
	Minimum Form Assessment Mark for exam admission (%)		40%				
Mark Structure:	% Formative Assessment Mark	60%					
Structure.	% Summative Assessment Mark	40%					
	Minimum final mark to pass (%)		50	%			
		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory (duration)	Oral					
Summative		1h					
Assessme	% contribution to Summative Assessment Mark	100					
	Sub minimum	40					

Module Code: (4 alphabetic & 3 numeric)	MSLA021
Module Name:	Psycholinguistics: Basic Concepts
Content:	 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:

Module Info	ormatio	n:	 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. SAQA Credits NQF Level CESM Code (3rd Order) 					
Delivery In	formatio	on:	Can	1 npus	Full/Pa	6 Irt Time	110101 Period (Year/1st/2ndS em)	
			SI	MU	Ful	l time	S1	
Periods pe	r week:		Classe s	Practic al	Tutorial	Seminars	Independent Learning	
			4					
Pre-requisi module:	te mod	dules for this	MAUB01 ²	1, MSLA01	•	MLNG011, M MLNG012, M MPCL012	•	
Co-requisit module:	tes r	modules for	MPIB020 MAUB02 MSLB021	1	0, MSLA 020,	MPSA021, N	IAUA021,	
Assessment criteria			 The student is able to: 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. 					
Assessme	Assessment method			Continuous: Written exercises Summative: Semester test; Examination				
	Assess	um Form sment Mark for admission (%)	40%					
Mark Structure:		% Formative Assessment Mark			60%			
		% Summative Assessment			40%			

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

Module Code: (4 alphabetic & 3 numeric)	MSLA022				
Module Name:	Psvcholin	auistics: L	anguage Acc	uisition	
Content:		age and Th			
			g Language A		
		•	and Linguist	ic Phases	in Language
	Acquisitio	on s and Sente	2222		
				al Differences	s in Language
	Developn	•	and marriage	ar Billorollooc	7 III Languago
		age Disabi	lity		
		d of this mo			
					wledge of the
		elical aspe es and dev	•	age, its nati	ure, structure,
Learning Outcomes:				ed to perfo	rm language
	sampling and analysis in terms of syntax, phonology,				
	pragmatics and semantics for both normal and disordered				
	speech.				CESM Code
Module Information:	SAQA Credits		NQF Level		(3 rd Order)
	4	4	6		110101
					Period
Delivery Information:	Can	npus	Full/Pa	rt Time	(Year/1st/2ndS
Benvery information.	0	MII	F. J	1.4	em)
		MU	Ful	l time	S2
	Classe s	Practic al	Tutorial	Seminars	Independen t Learning
Periods per week:	4	aı			t Leaning
		NEUCO1		 ; MLNG011, I	\/A A A A A A A A A A A A A
Pre-requisite modules for this					
module: MAUB011, MSLA011, MPCL011, MLNG012, MAUB012, MSLA012, MSLB012, MPCL012				MPCL012	

Co-requisite	s mod	dules for module:		JA 020, MSLA 0 SLC022, MAUB2	020, MSLD022, N 02, MPSA022	MSLB022,
Assessment	crite	ria	 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 SLPA 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 SLPA Show 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	meth	od	Continuous: Written exercises Summative: Semester test; Examination			
	Asse	mum Form essment Mark for n admission (%)		40)%	
Mark Structure:		% Formative Assessment Mark		60	9%	
-		% Summative Assessment Mark		40	0%	
	Minir pass	mum final mark to (%)		50)%	
			Paper 1	Paper 2	Paper 3	Paper 4
		heory (duration)	Theory			
Summative		Practical (duration)	3h			
Assessment	S	6 contribution to Summative Assessment Mark	100			
	S	Sub minimum	40			

Module Co	ode: (4	alphabetic & 3	MPIB020							
Module Nai	me:		Physiology for Speech Language Pathology and Audiology							
Content:			GENERAL PHYSIOLOGY				a r ta areregy			
			Membrane physiology and excitable tissues, nervous system							
							language and			
			hearing. Physiology of respiration.							
							understanding			
							ne functions of			
l comina O	\ t = =					ch and langua				
Learning O	utcomes	5:			be able to d d physiologica		competency to			
						•	problems of a			
							and language.			
							CESM Code			
Module Info	ormation	ı:	SAQA	Creaits	NQF	Level	(3 rd Order)			
			1	2	(6	130801			
			_		_		Period (Year/1 st /2 nd S			
Delivery Inf	formatio	n·	Can	npus	Full/Pa	Full/Part Time				
Delivery IIII	ioiiiiatio	•••	_				em)			
				MU	Ful	l time	Υ			
Periods pe	r week		Classe s	Practic al	Tutorial	Seminars	Independent Learning			
l onode po			2	0.3						
D	4		MANC010	0, MEHS01	0, MCSL010;	MLNG011, M	IAUA011,			
module:	te mod	lules for this	MAUB01 ²	1, MSLA01	1, MPCL011,	MLNG012, M	AUA012,			
illouule.			MAUB012, MSLA012, MSLB012, MPCL012							
Co-requisit		module.				MAUA 020, MSLA 020, MPSA021, MAUA021, MAUB021				
00.040.00	Co-requisites modules for			0, MSLA 0	20, MPSA021					
module:	tes n	nodules for	MAUA 02 MSLA021	0, MSLA 0 , MSLB02	20, MPSA021 1, MSLA022,	, MAUA021, M MAUA022, M				
module:	tes n	nodules for	MAUA 02 MSLA021 MSLC022	0, MSLA 0 , MSLB02 2, MSLD02	20, MPSA021 1, MSLA022, 2, MPSA022	MAUA022, M				
			MAUA 02 MSLA021 MSLC022 Discuss a	0, MSLA 0: , MSLB02 ² , MSLD02: and explain	20, MPSA021 1, MSLA022, 2, MPSA022 the following:	MAUA022, M	AUB022,			
module:			MAUA 02 MSLA021 MSLC022 Discuss a	0, MSLA 0; , MSLB02; 2, MSLD02; and explain dembrane p	20, MPSA021 1, MSLA022, 2, MPSA022 the following: physiology and	MAUA022, M	AUB022,			
			MAUA 02 MSLA021 MSLC022 Discuss a	0, MSLA 0., MSLB02., MSLD02., MSLD02., MSLD02., md explain fembrane plervous sys	20, MPSA021 1, MSLA022, 2, MPSA022 the following: ohysiology and stem and the s	MAUA022, M d excitable tiss special sense.	AUB022,			
			MAUA 02 MSLA021 MSLC022 Discuss a • N • N	0, MSLA 02, MSLB022, MSLD022,	20, MPSA021 1, MSLA022, 2, MPSA022 the following: physiology and stem and the s gy of speech,	MAUA022, M	AUB022,			
			MAUA 02 MSLA021 MSLC022 Discuss a • N • T • P	0, MSLA 02, MSLB022, MSLD022,	20, MPSA021 1, MSLA022, 2, MPSA022 the following: bhysiology and stem and the s gy of speech, of respiration.	MAUA022, M d excitable tiss special sense. language and	AUB022, sues. I hearing.			
	nt criteria	a	MAUA 02 MSLA021 MSLC022 Discuss a	0, MSLA 02, MSLB022, MSLD022,	20, MPSA021 1, MSLA022, 2, MPSA022 the following: bhysiology and stem and the s gy of speech, of respiration. ation methods	MAUA022, M d excitable tiss special sense.	AUB022, sues. I hearing.			
Assessmer	nt criteria	a od	MAUA 02 MSLA021 MSLC022 Discuss a	0, MSLA 02, MSLB022, MSLD022,	20, MPSA021 1, MSLA022, 2, MPSA022 the following: bhysiology and stem and the s gy of speech, of respiration. ation methods	MAUA022, M d excitable tiss special sense. language and , oral question	AUB022, sues. I hearing.			
Assessmer	nt criteria	a od m Form	MAUA 02 MSLA021 MSLC022 Discuss a	0, MSLA 02, MSLB022, MSLD022,	20, MPSA021 1, MSLA022, 2, MPSA022 the following: ohysiology and stem and the sigy of speech, of respiration. ation methods nstrations, se examination.	MAUA022, M d excitable tiss special sense. language and , oral question	AUB022, sues. I hearing.			
Assessmer	nt criteria	a m Form ment Mark for	MAUA 02 MSLA021 MSLC022 Discuss a	0, MSLA 02, MSLB022, MSLD022,	20, MPSA021 1, MSLA022, 2, MPSA022 the following: chysiology and stem and the sigy of speech, of respiration. ation methods nstrations, se	MAUA022, M d excitable tiss special sense. language and , oral question	AUB022, sues. I hearing.			
Assessmer	nt criteria	a m Form ment Mark for dmission (%)	MAUA 02 MSLA021 MSLC022 Discuss a	0, MSLA 02, MSLB022, MSLD022,	20, MPSA021 1, MSLA022, 2, MPSA022 the following: ohysiology and stem and the sigy of speech, of respiration. ation methods nstrations, se examination.	MAUA022, M d excitable tiss special sense. language and , oral question	AUB022, sues. I hearing.			
Assessmer Assessmer	nt criteria	m Form ment Mark for dmission (%) % Formative	MAUA 02 MSLA021 MSLC022 Discuss a	0, MSLA 02, MSLB022, MSLD022,	20, MPSA021 1, MSLA022, 2, MPSA022 the following: ohysiology and stem and the sigy of speech, of respiration. ation methods nstrations, se examination.	MAUA022, M d excitable tiss special sense. language and , oral question	AUB022, sues. I hearing.			
Assessmer	nt criteria	a m Form ment Mark for dmission (%)	MAUA 02 MSLA021 MSLC022 Discuss a	0, MSLA 02, MSLB022, MSLD022,	20, MPSA021 1, MSLA022, 2, MPSA022 the following: ohysiology and stem and the sigy of speech, of respiration. ation methods nstrations, se examination.	MAUA022, M d excitable tiss special sense. language and , oral question	AUB022, sues. I hearing.			
Assessmer Assessmer	nt criteria	m Form ment Mark for dmission (%) % Formative Assessment	MAUA 02 MSLA021 MSLC022 Discuss a	0, MSLA 02, MSLB022, MSLD022,	20, MPSA021 1, MSLA022, 2, MPSA022 the following: ohysiology and stem and the sigy of speech, of respiration. ation methods nstrations, se examination.	MAUA022, M d excitable tiss special sense. language and , oral question	AUB022, sues. I hearing.			

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

Module Code: (4 alphabetic & 3 numeric)	MPSA02	1			
Module Name:	Research, Assessment and Developmental Psychology				
Content:		Methods		•	,
	Psycholo	gical Asses	ssment		
			chology (Child		
Learning Outcomes:	 At the end of the module the student will: 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		180101
Delivery Information:	Car	npus	Full/Pa	art Time	Period (Year/1 st /2 nd S em)
	S	MU	Full time		S1
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independen t 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: 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	: metho	d	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.				
	Asses	um Form sment Mark for admission (%)		40	%		
Mark		% Formative Assessment Mark	60%				
Structure:		% Summative Assessment Mark	40%				
	Minimi pass (um final mark to %)		50	%		
			Paper 1	Paper 2	Paper 3	Paper 4	
	The	eory (duration)	Theory				
Summative	Pra	actical (duration)	3h				
Assessment	Su	contribution to mmative sessment Mark	100				
	Su	b 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:	psychology. Now and unders Know and comprin within the disci	dule the student will: apply the concepts applications and the different personalisehend the position of medical pline of psychology rate the ethical principles by, medical psychology are	ty theories cal psychology applicable in		
Module Information:	SAQA Credits	NQF Level	CESM Code (3 rd Order)		

			2	20		6	180101
Delivery Inf	forma	ation:	Car	npus	Full/Pa	ırt Time	Period (Year/1 st /2 nd S em)
			S	MU	Ful	I time	S2
Periods per	r wee	ek:	Classe s	Practic al	Tutorial	Seminars	Independent Learning
			5	1	2		2
Pre-requisi module:	te n	nodules for this	MPSA02	1			
Co-requisit module:	es	modules for	None				
Assessmer	nt cri	teria	 At the end of the module students will: 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 				
Assessmer	nt me	ethod	assignme assessme	ensive, cor ents, and te ent. Practic	sts) and sumr		
Mark	Ass	imum Form essment Mark for m admission (%) % Formative Assessment Mark	40% 60%				
Structure:		% Summative Assessment Mark imum final mark to	40% 50%				
	pas	s (%)	D-	4 5		Day 0	Da 4
	-		Paper		aper 2	Paper 3	Paper 4
Summative	′. ⊢	Theory (duration)	Theor	у			
Assessmer	<u> </u>	Practical (duration)	3h				
		% contribution to	100				

Summative Assessment Mark			
Sub minimum	40		

Module Code: (4 alphabetic & 3 numeric)	MAUA031					
Module Name:	Electrophysiology					
Content:	Electrophysiology: Introduction and I AEPs versus beh Classification of A Auditory Brainste Steady-State res Auditory middle-la Auditory late-late Auditory neuropa Oto-acoustic emi Electro-cochleogy Vestibular audiology Revision of the a and central vestib Prevalence and e Pathologies of the Test battery function/dysfunction vestibular test barehabilitation Clinical application ther tests. Team approach t Research advance	m Response conses (ASSR/SSR/SSEP) atency response (AMLR) ncy response thy ssions raphy : unatomy and physiology of oular systems epidemiology of vestibular page vestibular system	the peripheral athologies of balance NG Vestibular correlation to			
Learning Outcomes:	 Demonstrate detailed knowledge and understanding of: 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 (3 rd Order)			

		8		7	090202
Delivery Information:	Car	npus	Full/Pa	ırt Time	Period (Year/1 st /2 nd S em)
	S	MU	Ful	I time	S1
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning
	6				
Pre-requisite modules for this module:	MAUA 02	0, MAUA0	21, MAUB02	1, MAUA022,	MAUB022
Co-requisites modules for module:	MSLB031	I, MSLC03	1, MPSB031	MAUB031,M	
Assessment criteria	Listing the arraudito descripatholoconte: Descripatholoconte: Listing disting vestib types, placed Parox Menies subject Under that confor assevaluating the simust batter Critical of election of elections elections election of elections elections election of elections electio	ording to the composition of the	e following crionents of and physiology of vestibular sy iagrammatic of discussing of vestibular nce and disease tween the min detail by do and causes of big five passitional vestibular sy beleating and causes of balance fundage of these which they many assessments and and composical and vesto that studer pret the resonant studer pret the resonant sylvanian and destroptions to the lidescribing and compositions and destroptions to the lidescribing and compositions and destroptions to the lidescribing and destroptions to the lidescribing and describing and	d explaining a of the peripher stems in a manner g the pre r pathologies ase orizing, convarious pathologies such thologies such thologies such thologies such thologies such thologies such thology and vestion/dysfunct assessment to a peripher so the conents of the pathology, aring the clinical stibular tests and the case studies or cribing rehability of the pathology, hrough interroot d defending to	and discussing ral and central an illustrative, valence and s by applying mparing and plogies of the comparing the res. Emphasis is ch as, Benign ular neuritis, and chronic e various tests stibular battery ion by critically echniques and Understanding vestibular test IG tests ical application and correlation re reliability of from the test

			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 • 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.				
Assessme	nt metho	od		repared class tes emester test; Exa			
	Assess	ım Form sment Mark for admission (%)	Summative. Se	40			
Mark Structure:		% Formative Assessment Mark		60	%		
	NA:	% Summative Assessment Mark		40	%		
	pass (%	um final mark to %)		50	%		
			Paper 1	Paper 2	Paper 3	Paper 4	
		eory (duration)	Theory 3h				
	Summative Practical (duration)						
Assessme	Assessment % contribution to Summative Assessment Mark						
	Suk	o minimum	40				

Module Code: (4 alphabetic & 3 numeric)	MAUC03	1			
Module Name:	Fitting He	earing Aids	and Assistive	Listenina De	vices
Module Name: Content:	 Fitting Hearing Aids and Assistive Listening Devices 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:	 Stages of hearing aid litting The student is able to: 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 (3 rd Order)
	4	4		7	090202
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd S em)
	S	MU	Ful	I time	S2
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independen t Learning
Pre-requisite modules for this module:		1 20, MAUA02	21, MAUB02 ⁻	1, MAUA022,	MAUB022

Co requisite	o modulos for modulos	MALIADRO MNAADRO MALIADRA MDCDORA MALICORR
Co-requisite	es modules for module:	MAUA030, MNAA030, MAUA031; MPSB031; MAUC032
Assessment criteria		 At the successful completion of this module, students will be able to: 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 personcentered 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	t method	Continuous assessment: Prepared short class tests; Team assignment using case study simulations; Semester test Summative assessment: Examination
	Minimum Form Assessment Mark for exam admission (%)	40%
Mark Structure:	% Formative Assessment Mark	60%
	% Summative Assessment Mark	40%
	Minimum final mark to	50%

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

Module Code: (4 alphabetic & 3 numeric)	MAUD03	2			
Module Name:	Aural Rel	nabilitation			
Content:		nabilitation:			
			els and need	for AR	
		•			s, speech and
	language		•	·	•
				assistive dev	ices
		c Aural Ref		9.1 90	
				nildren with un	itreated HL
			nd early intervintervintervintervintervention	/ention	
			ral Rehabilita	tion	
				l paediatric Al	₹
				•	g and family
	rehabilitation				
			•	and understa	
		rehabilitati	on tor variou	s populations	with hearing
Learning Outcomes:	loss. • This in	ncludos un	doretanding o	f theoretical c	omponente ac
	 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 (3 rd Order)
module information.	4		7		090202
Delivery Information:	Car	npus	Full/Part Time		Period (Year/1 st /2 nd S em)
	S	MU	Ful	l time	S1
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independen t Learning
	6				
Pre-requisite modules for this module:	MAUA 02	20, MAUA0	21, MAUB02 ⁻	1, MAUA022,	MAUB022

Co-requisite	s modules for module:		ISLA030, MNAAUB032, MPSB0		2, MSLA032,
Assessment	criteria	 MSLB032, MAUB032, MPSB032 Demonstrate detailed knowledge and understanding of the following aspects related to Aural Rehabilitation by: 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	Continuous: Multi-source Assignment (peer and self-assessment); Case study simulations; Class presentations; Written test; Assignment Summative assessment: Semester test; Examination			
	Minimum Form Assessment Mark for exam admission (%)		40		
Mark Structure:	% Formative Assessment Mark	60%			
on dotale.	% Summative Assessment Mark Minimum final mark to pass (%)		40		
	70)	Paper 1	Paper 2	Paper 3	Paper 4
	Theory (duration)	Theory	•	•	-
Summative	Practical (duration)	3h			
Assessment	% contribution to Summative Assessment Mark	100			
	Sub minimum	40			

Module Code: (4 alphabetic & 3 numeric)	MAUB032

Module Name:	Central A	uditory Pro	cessing Disor	ders	
Content:	 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. Students are expected to: 				
Learning Outcomes:	 auditory processing disorder. Students are expected to: 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:	•	Credits		Level	CESM Code (3 rd Order)
	4	4		7	
Delivery Information:		npus	Full/Part Time		Period (Year/1 st /2 nd S em)
	S	MU	Ful	l time	S2
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning
Pre-requisite modules for this	0				
module:	MAUA 02	20, MAUA02	21, MAUB021	, MAUA022, N	MAUB022

Co-requisit	tes	modules for	MAUA030, MN	AA030, MAUC)32, MAUA032, N	MPSB032	
Assessme		teria teria (continued)	 At the successful completion of this module, students will be able to: 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. 				
Assessmei	nt me	ethod		dy simulations; 🤄	ass tests; Team a Semester Test	assignment	
	Ass	imum Form essment Mark for m admission (%) % Formative			0%		
Mark Structure:		Assessment Mark % Summative Assessment Mark	40%				
		imum final mark to s (%)	50%				
			Paper 1	Paper 2	Paper 3	Paper 4	
Summative Assessmen		Theory (duration)	Theory				
. 10000011101		Practical (duration)	3h				

% contribution to Summative Assessment Mark	100		
Sub minimum	40		

Module Code: (4 alphabetic & 3	MAUA030
numeric)	Clinical Audiology
	Ç.
Module Name: Content:	Clinical Audiology Electrophysiology & Vestibular Audiology: 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 Reonatal Screening: Identification of hearing loss Prevention of hearing loss Assessment of hearing loss Intervention of hearing loss Counseling of care-givers Diagnostic Audiology: Case history Interview Otoscopic examination Immittance measurements – tympanometry and acoustic reflexes Pure tone audiometry (air, bone and masking) Speech audiometry Feedback and referrals Educational Audiology: Hearing and CAPD screening in schools Classroom modifications and teacher collaboration ENT ward rounds: Participation of ENT ward rounds with other healthcare professionals at DGMAH
	Ototoxicity screening:
	 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:

	 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 (3 rd Order) 090202
Delivery Information:	4 Campus		Full/Part Time		Period (Year/1st/2ndS em)
	SMU		Full time		у
Daviada wayale	Classe	Practic	Tutorial	Cominora	Independent
Periods per week:	S	al	Tutorial	Seminars	Learning
Periods per week:	5	al 8	Tutoriai	Seminars	•
Periods per week: Pre-requisite modules for this module:	MAUA 02	8 0, MAUA02	21, MAUB021	, MAUA022, I	Learning MAUB022
Pre-requisite modules for this	MAUA 02 MSLA030 MSLC031	8 0, MAUA02 0, MNAA03 1, MPSB03	21, MAUB021 0, MAUA031,		MAUB022 SLB031,

Assessmen	nt criteria (continued)	unfamiliar concrete and abstract problems and issues using evidence-based solutions and theory-driven arguments; Encourage a multidisciplinary approach and act as agents of change Demonstrate task management, contingency management, job environment and transfer of skills. For diagnostic audiology and ototoxicty the student should be able to: 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. For Educational Audiology the student should be able to: 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.
Assessme	nt method	Continuous: Report; Clinical Skill Observation Summative: Oral Examination
	Minimum Form Assessment Mark for exam admission (%)	40%
Mark Structure:	% Formative Assessment Mark	60%
2	% Summative Assessment Mark Minimum final mark to	40%
	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:	 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:	Students must be able to: • 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		CESM Code (3 rd Order)
	4		7		090204
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd S em)
	SMU		Full time		S2
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning
		8			
Pre-requisitemodulesforthisMPIB020, MAUA 020, MSLA 020, MPSA021, MAUA021,module:MAUB021, MSLA021, MSLB021, MSLB021, MSLA022, MAUA022,					

	MAUB022, MSLC022, MSLD022, MPSA022, MSLA022							
Co-requisit module:	es i	modules for	MAUA030, MSLA030, MNAA030, MAUB032, MSLA032, MSLB032, MAUA032, MPSB032					
Assessment criteria		 hands on sess Understand environmer policies and Demonstra BASIC spe hospital serbattery, new assessmen Actively obsin audiolog clients with video fluore forms of manageme injury or spatient's fee Observing measures to other profesif required Demonstratkeeping st 	 Students will be assessed through observational and practical hands on sessions in: 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. 					
Assessme	nt meth	od	Continuous assessment: Practical assessment; Report Summative assessment: Oral examination					
Mark	Minimum Form Assessment Mark for exam admission (%) % Formative Assessment		40% 60%					
Structure:	Minim	Mark % Summative Assessment Mark	40%					
	Minimum final mark to pass (%)		50%					
			Paper 1	Paper 2	Paper 3	Paper 4		
Summative Assessmen	ı ını	eory (duration)	Oral					
		actical (duration)	1h					

% contribution to Summative Assessment Mark	100		
Sub minimum	40		

Module Code: (4 alphabetic & 3 numeric)	MSLA03	1			
Module Name:	Disorders	of Fluency	/		
Content:			inition of stut	tering	
	Onset, development and symptoms			otoms	
		sment			
	Interven		L	- f f l	
			her disorders		to:
Learning Outcomes:	 At the end of the module students will be able to: 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 (3 rd Order)
	4	4	7		090203
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd S em)
	S	MU	Full time		S1
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independen t Learning
l crious per week.	6				
Pre-requisite modules for this module:	MSLB02 ²	1, MSLC02	2, MSLD022,	MSLB022	1
Co-requisites modules for module:	MAUA030, MSLA030, MNAA030, MAUB031,MAUA031, MSLB031, MSLC031, MPSB031				
Assessment criteria	 The student is able to: 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, communica assessment information effectively to parents, caregivers, adult clients and significant others Explain the need for an accurate, effective and effintervention program, identify an appropriate appropriate appropriate appropriate appropriate efficiently and monitor progress, as well ademonstrate an understanding that the intervention process includes remediation of many other aspessich as emotional wellbeing and attitudes and noworking solely on speech behaviours Demonstrate the ability to effectively communicate work within a team.				nunicate ts, ers and efficient e approach, client and the s well as rvention r aspects, and not			
Assessment method			Continuous: Multi-source assessment (peer and self - assessment); Quizzes; worksheets; Case study simulations; Prepared class test; Assignment Summative: Semester Test; Examination				
	As	inimum Form ssessment Mark for kam admission (%)	40%				
Mark Structure:		% Formative Assessment Mark	60%				
3		% Summative Assessment Mark	40%				
		inimum final mark to ass (%)		50%			
			Paper 1	Paper 2	Paper 3	Paper 4	
		Theory (duration)	Theory				
Summative		Practical (duration)	3h				
Assessment		% contribution to Summative Assessment Mark	100				
		Sub minimum	40				

Module Code: (4 alphabetic & 3 numeric)	MSLB031
Module Name:	Dysphagia
Content:	 Dysphagia (Paediatric and Adult): 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

	bodoido -	vaminatia			
		xamination gement of s	ı swallowing dis	orders	
	• Dysph	agia in ora	l and laryngea	al cancer clien	
		•		d by neuro	•
		-		rgical procedu	head trauma,
	•			ologic disease	
					ciplinary team.
				will be able to	· -
			causes of d	ysphagia and	the resultant
	symptoms • Asses		at dysphagia	effectively i	n the clinical
Learning Outcomes:				•	itic knowledge
	base	_		•	_
				•	counselling to
	•			ts and significa	ant others with
	regard to dysphagia. SAQA Credits NQF Level CESM Code			CESM Code	
Module Information:			,		(3 rd Order)
	2		,	7	090203
	Campus		Full/Part Time		Period
Delivery Information:					(Year/1st/2ndS em)
	SMU		Full time		S1
	Classe	Practic	Totavial	0	Independent
Periods per week:	s	al	Tutorial	Seminars	Learning
·	6				
Pre-requisite modules for this module:	MPCL012	, MANC01	0, MSLD022,	MSLB022	
Co-requisites modules for module:			0, MNAA030, 1, MPSB031	MAUB031,M	AUA031,
		nt is able t			
	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)				
Assessment criteria	Discuss the causes of dysphagia				
Assessment Gilleria	•			•	procedures of
				_	luding various
	instrumental procedures and their specific advantages and limitations				
			vention plan	based on the	clinical and/or
	instrur	nental asse	essment resul	ts	
					arding dietary
	•		swallowing is	sues as well a	s being able to
	work in a team.				

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

Module Code: (4 alphabetic & 3 numeric)	MSLC031
Module Name:	Neuro-motor Speech Disorders
Content:	 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. telehealth) Burden of disease
Learning Outcomes:	 At the end of the module students will be able to: 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

	regard to the symptoms of dysarthria and apraxia of speech and relate these to the specific lesion sites in the brain • 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	4		7	090203	
Delivery Information:	Car	mpus	Full/Pa	rt Time	Period (Year/1 st /2 nd S em)	
	S	MU	Ful	l time	S1	
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning	
·	6					
Pre-requisite modules for this module:	MSLB021	, MSLB022	2, MSLC022,	MSLD022		
Co-requisites modules for module:			0, MNAA030, 1, MPSB031	MAUB031,M	AUA031,	
Assessment criteria	 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	Continuous: assignment; class tests; semester tests Summative: Examination					
MarkMinimum FormStructure:Assessment Mark for		40%				

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

Module Code: (4 alphabetic & 3 numeric)	MSLA032
Module Name:	Adult Language Disorders
Content:	 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: Learning Outcomes (continued)	 To show knowledge and understanding of: 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

		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. CESM Code					
Module Info	ormation:	SAQA	Credits	NQF	Level	(3 rd Order)	
		4	4		7	090203	
Delivery Inf	formation:	Car	npus		art Time	Period (Year/1 st /2 nd S em)	
		S	MU	Ful	I time	S2	
Periods per	r week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning	
	·						
Pre-requisi module:				2, MSLC022,			
Co-requisit module:	es modules for		•		MAUC032, N	IAUB032,	
Assessmer	nt criteria	 MAUA030, MSLA030, MNAA030, MAUC032, MAUB032, MSLB032, MAUA032, MPSB032 The student is able to: 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. 					
Assessmer	nt method	Continuous: assignment; class tests; semester test Summative: Examination					
Mark Structure:	Minimum Form Assessment Mark for	Guillillati	ro. Examili	40%			

е	xam admission (%)					
	% Formative Assessment Mark	60%				
	% Summative Assessment Mark	40%				
	linimum final mark to ass (%)	50%				
		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory (duration)	Theory				
Summative	Practical (duration)	3h				
Assessment	% contribution to Summative Assessment Mark	100				
	Sub minimum	40				

Module Code: (4 alphabetic & 3 numeric)	MSLD032				
Module Name:	Early Communicatio	n Intervention			
Content:	 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:	 To identify, assess and effectively treat: 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	CESM Code (3 rd Order)		
	4	7	090203		
Delivery Information:	Campus	Full/Part Time	Period (Year/1 st /2 nd S em)		

			S	MU	Fu	II time	S2
Periods pe	Periods per week:		Classe s	Practic al	Tutorial	Seminars	Independent Learning
		6					
Pre-requisi module:	re-requisite modules for this MSL				22, MSLD022	2, MSLD022	
Co-requisites modules for module:					30, MNAA030 32,MPSB032	, MAUC032, M	AUB032,
Assessment criteria			 The student is able to: 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. 				
Assessme	nt method		Continuous: assignment; class tests Summative: semester tests; examinations				
	Minimum For Assessment I exam admiss	Mark for ion (%)	40%				
Mark Structure:	Asses Mark	rmative ssment	60%				
ou uoturo.		mmative ssment	40% 50%				
			Paper	1	Paper 2	Paper 3	Paper 4
	Theory (du	uration)	Theor	y			
Summative	Practical (duration)	3h				
Assessme		е	100				
	Sub minim	num	40				

Module Code: (4 alphabetic & 3	MSLB030

numeric)					
Module Name:	Clinical S	peech-Lang	guage Patholo	ogy	
Content:	 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:	Demonstrate well rounded knowledge, skills and attitudes with regard to; • The identification, assessment and intervention of schoolaged 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. Assessment and management of learners with LLD and related disorders effectively within the range of the South African context.				
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
Delivery Information:	16 Campus			rt Time	090203 Period (Year/1st/2ndS em)
	S	MU	Full time		Υ
Periods per week:	Classe s	Practic al	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	 MSLB032, MAUA032,MPSB032, MAUB032 The student is able to: 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 				

		 Formulate a linguistically Execute tea professiona Report on a 	 (and teachers) 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. 			
Assessme		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				
	Minimum Form Assessment Mark for exam admission (%)		40%			
Mark Structure:	% Formative Assessment Mark	60%				
Structure:	% Summative Assessment Mark					
Minimum final mark to pass (%)		50%				
		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory (duration)	Oral				
Summative	Summative Practical (duration)					
Assessme	% 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			

	must further understand how to interpret results and write report. Students must have knowledge and understanding of the following aspects of community psychology: the emergence and relevant 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. Students must have knowledge and understanding of abnormal behaviour in historical context, clinical assessment and diagnosis, anxiety disorders, somatoform and dissociative disorders, as well 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. Students must have knowledge and understating of legal and ethical issues relating to research, community psychology and psychopathology. CESM Code CESM Code				
Module Information:	20		7		(3 rd Order) 180101
Delivery Information:	Campus		Full/Pa	ırt Time	Period (Year/1 st /2 nd S em)
	SI	MU	Full time		Y
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning
Pre-requisite modules for this module:	5 MPSA021	1 1; MPSA02	2		
Co-requisites modules for module:			0, MNAA030, 1,MSLC031	MAUB031, M	SLA031,
Assessment criteria	 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 relevant 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 demonstrate, explain critically analyse and differentiate perspectives of paradigms. 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, 				
Assessment method			community psychology and psychopathology. 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.				
	Minimum Form Assessment Mark for exam admission (%)		40%				
Mark		% Formative Assessment Mark	60%				
Structure:		% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)		50%				
			Paper 1	Paper 2	Paper 3	Paper 4	
		Theory (duration)	Theory				
Summative	, [Practical (duration)	3h				
Assessme	nt	% 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)	measurement, dealing with data, basic descriptive statistics, tables, measures of central tendency, measures of dispersion and the normal curve. 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. 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 understating of middle childhood, adolescence and social development.				
Module Information:	SAQA	Credits	NQF	Level	CESM Code (3 rd Order)
	2	4		7	180101
Delivery Information:	Can	npus	Full/Part Time		Period (Year/1 st /2 nd S em)
	SI	MU	Full time		Y
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning
	5	1	2		
Pre-requisite modules for this module:		1, MPSB02			
Co-requisites modules for module:		•),MNAA030, 2,MSLB032, N	MAUC032,MAI	UA032
Assessment criteria	 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 s social deve	such as middle lopment.	childhood, ado	lescence and	
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.				
	Minimum Form Assessment Mark for exam admission (%)			40	%		
Mark Structure:	% Formative Assessment Mark		60%				
otractare.	% Summative Assessment Mark		40%				
	Minimum final mark to pass (%)		50%				
			Paper 1	Paper 2	Paper 3	Paper 4	
	Theory (duration)		Theory				
Summative Practical (duration)		3h					
Assessmer	Sumr	ontribution to mative ssment Mark	100				
	Sub r	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:	 Students will: 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 Understand the blood supply of the brain Understand the control centres involved in verbal and nonverbal 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 (3 rd Order)		
	8	3		7	130402		
Delivery Information:	Car	npus	Full/Pa	rt Time	Period (Year/1 st /2 nd S em)		
	S	MU	Ful	I time	Υ		
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independent Learning		
a constant per mount	3						
Pre-requisite modules for this module:	MANC01	0, MPIB020)				
Co-requisites modules for module:	MAUA03	1, MSLC03	1, MPSB031,	•	·		
Assessment criteria	 MAUA031, MSLC031, MPSB031, MAUC032, MSLA032, MSLB032, MAUA032, MPSB032, MAUB032 Students will: Describe and differentiate the divisions/organisation of the nervous system Describe and discuss the anatomy of the components of the brainstem Discus 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 						
Assessment method				(spotter) asse	essment;		

	Asses	num Form ssment Mark for admission (%)	40%					
Mark		% Formative Assessment Mark	60%					
Structure:	% Summative Assessment Mark 40%							
	Minim pass	um final mark to (%)	50%					
			Paper 1	Paper 2	Paper 3	Paper 4		
	Th	eory (duration)	Theory	Practical				
Summative	Pr	actical (duration)	3h	1hr				
Assessmen	Su	contribution to ummative ssessment Mark	75	25				
	Sı	ıb minimum	40	40				

Module Code: (4 alphabetic & 3 numeric)	MAUC041
Module Name:	Advances in Audiology
Content:	 New developments in the field of Audiology around the globe. Themes include: 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: • Understand and apply new global developments in the field

			 of Audiology on a variety of themes. 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 Info	ormatio	n:	SAQA	Credits	NQF	Level	CESM Code (3 rd Order)	
			4	4		8	090202	
Delivery Inf	formatio	on:	Car	mpus	Full/Pa	rt Time	Period (Year/1st/2ndS em)	
			S	MU	Ful	I time	S1	
Periods pe	r week:		Classe s	Practic al	Tutorial	Seminars	Independent Learning	
l onode po	, woom		4					
Pre-requisi module:	te mod	dules for this	MAUA030 MAUB032		1, MAUB031,	, MPSB031, M	IAUA032,	
Co-requisit module:	es r	modules for	MAUA030 MAUB032	•	1, MAUB031,	, MPSB031, M	IAUA032,	
At the succe able to: Discuss Audiology advances and hear audiology developn manner Use, infer field of A Relate, Audiology Audiology Formulat				ss and applogy accordes in tile ces in implements in the ces in implements in the cer infer, and cer investigation for the color of Audiology for the color of th	oply new developing to partitus and antable device echnology, additional and antable device echnology in Style hearing Audiology in Style and critical are and critical and critical are and tof patients response to the patients of patients response to the patients of patients response to the patients of patients of patients response to the patients of patients response to the patients of patients response to the patients of pat	velopments in rticular them hyperacusis es, advances in mH ng losses, South Africa) in rt new develor patient que new develor context approaches i elevant to the	tudents will be the the field of thes (including management, in hearing aids tealth and tele- and latest the an integrated the pments in the tyleopments in the syleopments in South African	
Assessmer	nt metho	od	Continuous: Team assignment; case simulations; class tests; semester tests Summative: Examination					
Mark	Assess	ım Form sment Mark for admission (%)	40%					
Structure:		% Formative Assessment Mark			60%			

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

Module Code: (4 alphabetic & 3 numeric)	MAUB04	MAUB041			
Module Name:	South Afr	ican Sign L	anguage		
Content:	 South African Sign Language 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:	Demonstrate detailed knowledge and understanding of the following: • 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 (3 rd Order)
	8	3	8		090202
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd S em)
	S	MU	Ful	I time	S1
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independen t Learning
	4				
Pre-requisite modules for this module:	MAUA03	0, MAUA03	31, MAUB031	, MAUA032 N	/AUB032

Co-requisite	s modules for module:	MSLA040, MAUA040, MSLA041, MAUA041, MSLB041				
Assessment	criteria	 The student is able to: 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				
	Minimum Form Assessment Mark for exam admission (%)		40)%		
Mark	% Formative Assessment Mark		60)%		
Structure:	% Summative Assessment Mark		40)%		
	Minimum final mark to pass (%)		50)%		
		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory (duration)	Theory				
Summative	Practical (duration)	3h				
Assessment	% contribution to Summative Assessment Mark	100				
	Sub minimum	40				

Module Code: (4 alphabetic & 3 numeric)	MAUA042
Module Name:	Practice Management
Content:	 Practice Management 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 Place Promotion Marketing plan Competitive analysis Advertising options Kotler's 8 steps Consumer Protection Act Demonstrate detailed knowledge and understanding of: Practice management principles within a speech- 					
Learning Outcomes:	The in	age patholo	ogy and/or au of strategic pla	diology practi	ce arketing within	
Module Information:	•	Credits	-	Level	CESM Code (3 rd Order)	
Delivery Information:		1 npus	8 Full/Part Time		090202 Period (Year/1st/2ndS em)	
	SMU		Full time		S2	
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independen t Learning	
Pre-requisite modules for this module:		0, MAUA03	l 31, MAUB031	, MAUA032, I	MAUB032	
Co-requisites modules for module:		•	0, MAUB042	, MAUC042, N	MSLB042,	
Assessment criteria	The student is able to: 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		us: Class to		signment / Pr	esentation;	

			Summative: Se	emester test; Ex	am			
Mark	Asses	um Form sment Mark for admission (%)	40%					
		% Formative Assessment Mark	60%					
Structure:		% Summative Assessment Mark)%				
	Minim pass (um final mark to %)	50%					
			Paper 1	Paper 2	Paper 3	Paper 4		
	Th	eory (duration)	Theory					
Summative	Pra	actical (duration)	3h					
Assessment	Su	contribution to mmative sessment Mark	100					
	Su	b minimum	40					

Module Code: (4 alphabetic & 3 numeric)	MAUD042	MAUD042					
Module Name:	Clinical In	tegrated A	udiology				
Content:	 Integral 						
Learning Outcomes:	At the end of the module, the student will be able to: • 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 (3 rd Order)		
	4	1	8		090202		
Delivery Information:	Campus		Full/Part Time		Period (Year/1st/2ndS em)		
	S	MU	Ful	time	S2		
Periods per week:	Classe	Practic	Tutorial	Seminars	Independent		

		S	al			Learning	
		4					
Pre-requisi module:	te modules for this	MAUA03	0, MAUA03	1, MAUB031	, MAUA032 M	AUB032	
Co-requisit module:	es modules for	MSLA040 MSLA042	•	0, MAUA042,	, MAUC042, M	SLB042,	
Assessment criteria The student is able to: Describe the role of the audiologist within a specialist of practice, reflect on own area of interest/special make sound theoretical judgments based on evidence an ability to think about foundations, scope, and val knowledge gained Apply the recent advances in audiology within the African context, solve problems; and develop thinking, as well as use literature to become literatures.					/specialty and evidence and and validity of thin the South evelop logical		
Assessmer	nt method	Continuous: Case presentations Summative: Semester Test; Portfolio					
	Minimum Form Assessment Mark for exam admission (%)			40%			
Mark	% Formative Assessment Mark		60%				
Structure:	% Summative Assessment Mark			40%			
	Minimum final mark to pass (%)			50%			
		Paper 1 Paper 2 Paper 3 Paper 4					
	Theory (duration)	Theor	y				
Summative	Practical (duration)	3h					
Assessment % contribution to Summative 100 Assessment Mark							
	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:	Apply theoretical knowledge in practice by providing practical (hands-on) experience: Paediatric Audiology: • 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 Aural Rehabilitation: • 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 Electrophysiology and Vestibular Audiology: • 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 Fitting Hearing Aids and Assistive Listening Devices: • 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
	 and make referrals if required By performing verification and validation of hearing aid fittings Central Auditory Processing Disorders: 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 Educational Audiology: 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 (3 rd Order)
	32		8		090202
Delivery Information:	Car	npus	Full/Pa	rt Time	Period (Year/1 st /2 nd S em)
	S	MU	Ful	l time	Υ
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independen t Learning
-		24			
Pre-requisite modules for this module:	MAUA030, MAUA031, MAUB031, MAUA032 MAUB032				MAUB032
Co-requisites modules for module:	MAUBU42, MAUCU42, MSLBU42, MSLAU42				
Assessment criteria					

counse Collabre Present audiolor reader: Adhere Fitting Obtain ages, through sensitive Select audiog Fit the Preform clients Summan explain manner caregive critical well as the interpresent the interpresent audiolog reader: Central Au Select (C)API Analys Classiff Formul (C)API Present audiolog reader: Education: Perform Perform Interpresent audiolog reader: Education: Perform Perform Perform Formul these for Present audiological reader. Formul these for Present audiological reader.	inicate effectively with clients and provide ling where relevant rate with other professionals the results, findings and recommendations of the gical testing procedures in a clear, concise and specific, written format; to code of ethics and professional behaviour dearing Aids and Assistive Listening Devices: ear impressions of high quality from clients of all as well as display the ability to solve problems critical and logical thinking displaying cultural ity the appropriate hearing aid according to am, specification sheet and client needs nearing aid through use of fitting software						
Collabo Preser audiolo reader Adhere Fitting Obtain ages, through sensitiv Select audiog Fit the Preforr clients Summa explain manne caregiv critical well as the inte Central Au Select (C)API Analys Classif Formul (C)API Preser audiolo reader- Educationa Perforr Interpre Formul these f Preser audiolo Preser audiolo Preser audiolo Perforr Preser Formul These f Preser audiolo Preser Adhere Educationa Perforr Preser Formul These f Preser audiolo Preser Preser Adhere Preser Adhere Preser	rate with other professionals the results, findings and recommendations of the gical testing procedures in a clear, concise and specific, written format; to code of ethics and professional behaviour dearing Aids and Assistive Listening Devices: ear impressions of high quality from clients of all as well as display the ability to solve problems critical and logical thinking displaying cultural ity the appropriate hearing aid according to am, specification sheet and client needs						
Preser audiolo reader: Adhere Fitting Obtain ages, through sensitive Select audiog Fit the Prefor clients Summa explain manne caregive critical well as the inte Central Au Select (C)API Analys Classif Formul (C)API Preser audiolo reader-Educations Perforr Interpreser audiolo Preser audiolo Preser audiolo Perforr Preser audiolo Preser	the results, findings and recommendations of the gical testing procedures in a clear, concise and specific, written format; to code of ethics and professional behaviour dearing Aids and Assistive Listening Devices: ear impressions of high quality from clients of all as well as display the ability to solve problems critical and logical thinking displaying cultural ity the appropriate hearing aid according to am, specification sheet and client needs						
audiolor reader Adhere Fitting Obtain ages, through sensitiv Select audiog Fit the Preforr clients Summe explain manne caregiv critical well as the inte Central Au Select (C)API Analys Classif Formul (C)API Presen audioloreader Educations Perforr Perforr Interpri Formul these f Presen audioloreader	gical testing procedures in a clear, concise and specific, written format; to code of ethics and professional behaviour dearing Aids and Assistive Listening Devices: ear impressions of high quality from clients of all as well as display the ability to solve problems critical and logical thinking displaying cultural ity the appropriate hearing aid according to am, specification sheet and client needs						
reader Adhere Fitting Obtain ages, through sensitiv Select audiog Fit the Preforr clients Summe explain manne caregiv critical well as the inte Central Au Select (C)API Analys Classif Formul (C)API Presen audiolo reader Educations Perforr Interpre Formul these f Presen audiolo	specific, written format; to code of ethics and professional behaviour Hearing Aids and Assistive Listening Devices: ear impressions of high quality from clients of all as well as display the ability to solve problems critical and logical thinking displaying cultural ity the appropriate hearing aid according to am, specification sheet and client needs						
reader Adhere Fitting Obtain ages, through sensitiv Select audiog Fit the Preforr clients Summe explain manne caregiv critical well as the inte Central Au Select (C)API Analys Classif Formul (C)API Presen audiolo reader Educations Perforr Interpre Formul these f Presen audiolo	specific, written format; to code of ethics and professional behaviour Hearing Aids and Assistive Listening Devices: ear impressions of high quality from clients of all as well as display the ability to solve problems critical and logical thinking displaying cultural ity the appropriate hearing aid according to am, specification sheet and client needs						
Fitting Obtain ages, through sensitiv Select audiog Fit the Preforr clients Summa explain manne caregiv critical well as the inte Central Au Select (C)API Analys Classif Formul (C)API Presen audiolo reader- Educations Perforr Interpre Formul these f Presen audiolo resen	Hearing Aids and Assistive Listening Devices: ear impressions of high quality from clients of all as well as display the ability to solve problems critical and logical thinking displaying cultural ity the appropriate hearing aid according to am, specification sheet and client needs						
Fitting Obtain ages, through sensitiv Select audiog Fit the Preforr clients Summa explain manne caregiv critical well as the inte Central Au Select (C)API Analys Classif Formul (C)API Presen audiolo reader- Educations Perforr Interpre Formul these f Presen audiolo resen	Hearing Aids and Assistive Listening Devices: ear impressions of high quality from clients of all as well as display the ability to solve problems critical and logical thinking displaying cultural ity the appropriate hearing aid according to am, specification sheet and client needs						
Obtain ages, through sensitives Select audiog Fit the Preforr clients Summe explain manne caregives critical well as the intext of the select (C)API Analys Classifee Formules (C)API Present audiology reader-Educations Perforr Perforr Interpresent audiology reserves audiology rese	ear impressions of high quality from clients of all as well as display the ability to solve problems critical and logical thinking displaying cultural ity the appropriate hearing aid according to am, specification sheet and client needs						
ages, through sensitive. Select audioge. Fit the Preform clients. Summa explain manner caregive critical well as the interpression of the control of the con	is well as display the ability to solve problems critical and logical thinking displaying cultural ity the appropriate hearing aid according to am, specification sheet and client needs						
through sensitive. Select audioge. Fit the Preform clients. Summa explain manner caregive critical well as the interpretation of the property	critical and logical thinking displaying cultural ity the appropriate hearing aid according to am, specification sheet and client needs						
sensitive Select audioge Fit the Preform clients Summare explain manner caregive critical well as the interpretation of the presential states of t	ity the appropriate hearing aid according to am, specification sheet and client needs						
Select audiog Fit the Preforr clients Summa explain manne caregiveritical well as the interpretarion of the control of the co	the appropriate hearing aid according to am, specification sheet and client needs						
audiog Fit the Preforr clients Summa explain manne caregiv critical well as the inte Central Au Select (C)API Analys Classif Formul (C)API Presen audiolo reader- Educations Perforr Perforr Interpre Formul these f Presen audiolo	am, specification sheet and client needs						
Fit the Preforr clients Summa explain manne caregive critical well as the interpretation of the present audiology reader. Educationa Perforr Perforr Interpretational Person audiology reserved audiology reserved.							
Preformation Clients Summation Explain Manne Caregive Critical Well as The inte Central Au Select (C)API Analys Classif Formul (C)API Present Audiolo Treader Education Perform Perform Interpret Formul These f Present Audiolo Teader The formul These f Present Audiolo The formul These f Present Audiolo The formul These f The formul							
clients Summa explain manne caregiv critical well as the inte Central Au Select (C)API Analys Classif Formul (C)API Presen audiolo reader- Educations Perforr Perforr Interpro Formul these f Presen audiolo	real ear measurements (speech mapping) on						
Summa explain manne caregive critical well as the interpretation of the control of the cont	of all ages						
explain manne caregiv critical well as the inte Central Au • Select (C)APE • Analys • Classif • Formul (C)APE • Presen audiolo reader- Educations • Perforr • Perforr • Interpre • Formul these f • Presen audiolo control of the present audiolo o	rize hearing aid fitting and verification results and						
manne caregiv critical well as the inte Central Au Select (C)API Analys Classif Formul (C)API Presen audiolo reader- Educations Perforr Perforr Interpre Formul these f Presen audiolo	it in a well-structured comprehensible professional						
caregive critical well as the intercent of the intercent	during feedback to the client, the parents,						
critical well as the inte Central Au Select (C)APE Analys Classif Formul (C)APE Presen audiolo reader- Educations Perforr Perforr Perforr Perforr Presen audiolo reader- Educations Perforr Perforr Perforr Perforr Persen audiolo reader- Educations Perforr Perforr Perforr Perforr Persen audiolo	ers and/or significant others as well as through the						
well as the intercent of the intercent o	analysis and synthesis of information in writing as						
the intercentral Au Select (C)API Analys Classif Formul (C)API Presen audiolo reader- Educationa Perforr Perforr Interpre Formul these f Presen audiolo	encouraging a multidisciplinary team approach to						
 Select (C)API Analys Classif Formul (C)API Presen audiolo reader- Educations Perforr Perforr Interpresent audiolo Pormul these f Present audiolo 	rvention of the client						
 Select (C)API Analys Classif Formul (C)API Presen audiolo reader- Educations Perforr Perforr Interpresent audiolo Pormul these f Present audiolo 	ditory Processing Disorders:						
(C)APE Analys Classif Formul (C)APE Presen audiolo reader- Educations Perforr Perforr Perforr Perforr Persen audiolo reader- Educations Perforr Perforr Perforr Perforr Interpre Formul these f Presen audiolo	and perform the appropriate test battery from the						
Classif Formul (C)APE Presen audiolo reader- Education Perforr Perforr Interpre Formul these f Presen audiolo	diagnostic test categories for any particular client						
Classif Formul (C)APE Presen audiolo reader- Education Perforr Perforr Interpre Formul these f Presen audiolo	A 1 1: ((C)ADD ()						
Formul (C)APE Presen audiolo reader- Educations Perforr Perforr Interpre Formul these f Presen audiolo	Classify the sub-profile of the client with (C)APD						
(C)API Present audiolog reader- Educations Perform Perform Interpretion Formula these for audiological present au	ate remediation strategies based on the client's						
audiolo reader- Education Perforr Perforr Interpre Formul these f audiolo	sub-profile						
audiolo reader- Education Perforr Perforr Interpre Formul these f audiolo	the results, findings and recommendations of the						
reader- Education Perforr Perforr Interpre Formul these f uddid	audiological testing procedures in a clear, concise and						
Educations Perform Perform Interpre Formul these f Present	specific, written format						
 Perform Perform Interpresentation Presentation Presentation Authorized Presentation Presentation Authorized Presentation Presenta	l Audiology:						
 Perform Interpretent Formulathese for the present audiological pre	Perform hearing and/or (C)APD screening						
Formul these fPresen audiolo	= -						
Formul these fPresen audiolo	= -						
Presen audiolo	hearing and/or (C)APD screening						
audiolo	h hearing and/or (C)APD screening diagnostic testing when deemed necessary						
	h hearing and/or (C)APD screening h diagnostic testing when deemed necessary at screening and/or diagnostic results ate recommendations and/or referrals based on						
	h hearing and/or (C)APD screening h diagnostic testing when deemed necessary at screening and/or diagnostic results ate recommendations and/or referrals based on						
	h hearing and/or (C)APD screening h diagnostic testing when deemed necessary at screening and/or diagnostic results hate recommendations and/or referrals based on hindings						
Continuou	h hearing and/or (C)APD screening h diagnostic testing when deemed necessary at screening and/or diagnostic results hate recommendations and/or referrals based on hdings hate results, findings and recommendations of the						
Assessment method Audiology:	h hearing and/or (C)APD screening and/or (C)APD screening and/or diagnostic results atte recommendations and/or referrals based on addings at the results, findings and recommendations of the gical testing procedures in a clear, concise and						
audiologis	h hearing and/or (C)APD screening h diagnostic testing when deemed necessary tt screening and/or diagnostic results hate recommendations and/or referrals based on hdings hate results, findings and recommendations of the hgical testing procedures in a clear, concise and heapecific, written format. Heaport; Clinical Skill Observation; Paediatric heapsclinical skill observation; Testing as the main						
	h hearing and/or (C)APD screening h diagnostic testing when deemed necessary tt screening and/or diagnostic results hate recommendations and/or referrals based on hidings hither results, findings and recommendations of the higical testing procedures in a clear, concise and hispecific, written format. His Report; Clinical Skill Observation; Paediatric Hidden Clinical skill observation; Testing as the main High Assistant audiologist; Report						
Mark Minimum Form	h hearing and/or (C)APD screening h diagnostic testing when deemed necessary tt screening and/or diagnostic results hate recommendations and/or referrals based on hdings he the results, findings and recommendations of the hgical testing procedures in a clear, concise and he specific, written format. He port; Clinical Skill Observation; Paediatric he clinical skill observation; Testing as the main						
Structure: Assessment Mark for	h hearing and/or (C)APD screening h diagnostic testing when deemed necessary tt screening and/or diagnostic results hate recommendations and/or referrals based on hidings hither results, findings and recommendations of the higical testing procedures in a clear, concise and hispecific, written format. His Report; Clinical Skill Observation; Paediatric Hidings and Clinical Skill Observation; Paediatric Hidden Skill Observation; Testing as the main High Assistant audiologist; Report						
Assessment method Audiology: audiologis Summative	h hearing and/or (C)APD screening h diagnostic testing when deemed necessary tt screening and/or diagnostic results ate recommendations and/or referrals based on						

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

Module Code: (4 alphabetic & 3 numeric)	MAUC042						
Module Name:	Clinical Speech-Lan Hospital Practice	Clinical Speech-Language Pathology and Audiology – Rural Hospital Practice					
Content:	 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:	Students must be al Understand the denvironment Demonstrate clisspeech, language setting Understand and measures. Understand and multidisciplinary Demonstrate re		provision of the hospital ection control work within a tion, keeping				
Module Information:	SAQA Credits	NQF Level	CESM Code (3 rd Order)				
	4	8	090204				

Delivery Information:			Campus SMU		Full/Part Time Full time		Period (Year/1 st /2 nd S em)
Daviada nanu			Classe	Practic al	Tutorial	Seminars	Independen t Learning
Pre-requisite modules for this		<u> </u>	24			Leaning	
Pre-requisite modules for this module:			MAUA03	0, MAUA0	31, MAUB03	1, MAUA032	MAUB032
Co-requisites modules for module:			MSLA040 MSLA042	•	10, MAUB04	2, MAUA042,	MSLB042,
Assessment criteria Assessment criteria (continued)		sessions Unde hospidepar Demospeed setting electric hearing hearing video forms mana brain patier Obse meas Unde multic patier other round Demoskeepide included	in: rstanding tal enviror tmental po onstrating of ch, languag g relating ophysiolog ng aid fittin ng loss in ng screenin fluoroscop of dysph gement, n injury or st nt's feeding rving and ures by we rstanding a disciplinary ots to the re profession ls if require onstrating ng statistic ling the boo	the operation in the process and process and hearing and vestings in the management roke, evaluate and communication and transdistevant medicinals and paties and paties and paties being of paties.	n and mana agaging with otocols etence in the ng services in instory taking oular testing anagement of all rehabilitation and mana of patients woice are of patients with the propriate PPE ating ability to sciplinary tears all professions ricipating in ag of patient of file entry	gement of a hospital and e provision of a hospital and e provision of a the hospital g, Diagnostic, in audiology, clients with a on, new-born assessments, gnose various and dysfluency with traumatic gement of the fection control o work within a m by referring als, consulting ward/ grand t information, and handling	
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:	Asses	um Form sment Mark for admission (%)			40%		
		% Formative			60%		

		Assessment Mark					
		% Summative Assessment Mark	40%				
	Minimu pass (um final mark to %)		50)%		
			Paper 1	Paper 2	Paper 3	Paper 4	
	The	eory (duration)	Oral				
Summative	Pra	ectical (duration)	1h				
Assessment	Sur	contribution to mmative sessment Mark	100				
	Sul	o minimum	40				

Module Code: (4 alphabetic & 3 numeric)	MSLB041					
Module Name:	Augmentative and A	Iternative Communication (A	AAC)			
Content:	 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:						
Module Information:	SAQA Credits	NQF Level	CESM Code (3 rd Order)			

			1	2		8	090203	
Delivery Information:			Car	Campus		Full/Part Time		
			SMU		Ful	I time	S1	
Periods pe	r week:		Classe s	Practic al	Tutorial	Seminars	Independent Learning	
•			4					
Pre-requisi module:		dules for this	MSLA030 MSLB032		1, MSLB031,	MSLC031, MS	SLA032,	
Co-requisit module:	es	modules for				MAUA041, M	ISLB041	
Assessmei	nt criter	ia	 The students will be assessed in their ability to: 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 					
Assessmer			Written assignments; tests; written examinations					
	Asses	um Form sment Mark for admission (%)	40%					
Mark Structure:		% Formative Assessment Mark	60%					
		% Summative Assessment Mark	40%					
Minimum final mark to pass (%)				ı	50%		T	
			Paper	1 P	aper 2	Paper 3	Paper 4	
Summative Assessmer		eory (duration)	Theor	у				
	I Pra	actical (duration)	3h					
7.555511161	% Su	contribution to mmative sessment Mark	100					

Sub minimum	40			
-------------	----	--	--	--

Module Code: (4 alphabetic & 3 numeric)	MSLC04	1			
Module Name:	Relevant	Issues in S	LP&A Praction	ce	
Content: Content (continued)	 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: • 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 (3 rd Order)
		8	8		090204
Delivery Information:		npus		art Time	Period (Year/1st/2ndS em)
	S	MU	Ful	l time	S2
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independen t Learning
Pre-requisite modules for this module:	4 MSLA030, MSLA031, MSLB031, MSLC031, MSLA032, MSLB032				
Co-requisites modules for module:	MSLA040, MAUA040, MAUA042, MAUB042, MAUC042, MSLA042				
Assessment criteria	• Identi	•	and manage	emerging eth	

				 including monitoring and evaluation of consequences of these decisions 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					
	As	Minimum Form Assessment Mark for exam admission (%)		40%				
Mark Structure:			% Formative Assessment Mark	60%				
ou ucture.			% Summative Assessment Mark	40%				
		nimu ss (%	m final mark to %)	50%				
				Pa	aper 1	Paper 2	Paper 3	Paper 4
		Theory (duration)		T	heory			
Summative		Pra	ctical (duration)		3h			
Assessment	% contribution to Summative Assessment Mark			100				
Sub minimum			minimum		40			

Module Code: (4 alphabetic & 3 numeric)	MSLC042
Module Name:	Clinical Speech Language Pathology
Content:	 Voice Disorders Dysfluency Early Childhood Intervention (ECI) Paediatric Dysphagia School management and teacher support (service learning)

	Child Language Disorders (CLD) Language Learning Disorders (LLD)					
Learning Outcomes:	ntion, and ma e problems uency proble of age uage disorder uage-learning	anagement of ms				
Module Information:	SAQA	Credits	NQF	Level	CESM Code (3 rd Order)	
	2	0		8	090203	
Delivery Information:	Car	mpus	Full/Part Time		Period (Year/1 st /2 nd S em)	
	SMU		Full time		S2	
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independen t Learning	
		12			8	
Pre-requisite modules for this module:	s MSLA030, MSLA031, MSLB031, MSLC031, MSLA032, MSLB032				SLA032,	
Co-requisites modules for module:		•		MAUA041, N 2, MSLB042, N	The state of the s	
Assessment criteria	 In working with clients with severe communication difficulties, the student is able to: 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) 					

Assessment	metho	d	 managing clients with communication problems 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. Continuous: Direct observation by supervisor with feedback; Self-evaluation; Session planning; Reports; Portfolio Summative assessment: Oral examination 				
Mark Structure:	Asses exam	um Form sment Mark for admission (%) % Formative Assessment Mark % Summative Assessment Mark um final mark to %)	40% 60% 40%				
	The	eory (duration)	Paper 1 Oral	Paper 2	Paper 3	Paper 4	
Summative		actical (duration)	1h				
Assessment			100				
	Su	b minimum	40				

Module Code: (4 alphabetic & 3 numeric)	MSLA042
Module Name:	Clinical Speech Language Pathology
Content:	 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 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)	
			2	.0	8		090203	
Delivery Information:			Campus		Full/Part Time		Period (Year/1 st /2 nd S em)	
				SMU		Full time		
Periods per week:			Classe s	Practic al	Tutorial	Seminars	Independen t Learning	
	'			12				
Pre-requisite module:	e mod	lules for this	MSLA030 MSLB032		1, MSLB031,	MSLC031, ,M	SLA032,	
Co-requisite	s modu	iles for module:			0, MAUB042 MSLB041; M	, MAUC042, N ISLB042	MSLB042,	
Assessment criteria Assessment criteria (continued)			 In working with clients with severe communication difficulties (including neuro-motor and neurogenic communication disorders), the student is able to: 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 					
Assessment	metho	d	Continuous: Direct observation by supervisor with feedback; Self-evaluation; Session planning; Reports; Portfolio Summative assessment: Oral examination					
	Asses	um Form sment Mark for admission (%)	40%					
Mark Structure:		% Formative Assessment Mark		60%				
		% Summative Assessment Mark	40%					
		Minimum final mark to pass (%)		50%				
			Paper	1 P	aper 2	Paper 3	Paper 4	
Summative Assessment	Th	eory (duration)	Oral					
AUGUSIIIGII		actical (duration)	1h					

% contribution to Summative Assessment Mark	100		
Sub minimum	40		

Module Code: (4 alphabetic & 3 numeric)	MSLA040)				
Module Name:	Research	Method a	nd Renort			
Content:	Research Method and Report Preparation of research proposal Ethical clearance Collecting, analysing and interpreting data Preparation of research article					
Learning Outcomes:					nodology and in an ethical	
Module Information:	SAQA	Credits	NQF	Level	CESM Code (3 rd Order)	
	1	2		8	090204	
Delivery Information:	Campus		Full/Part Time		Period (Year/1 st /2 nd S em)	
	SMU		Full time		Υ	
Periods per week:	Classe s	Practic al	Tutorial	Seminars	Independen t 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	 The student is able to: 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: Re	esearch report			
	Minimum Form Assessment Mark for exam admission (%)		40%				
Mark		% Formative Assessment Mark	60%				
Structure:		% Summative Assessment Mark	40%				
	Minimi pass (um final mark to %)	50%		%		
			Paper 1	Paper 2	Paper 3	Paper 4	
	The	eory (duration)	Research Paper				
Summative		actical (duration)					
Assessment	Su	contribution to mmative sessment Mark	100				
	Su	b minimum	40				

SHC B7 Bachelor of Audiology Degree Programme (BAUD01) (Year 1)

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 readmitted 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 <u>theoretical</u> 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 reregister 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 <u>clinical</u> 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 Science	es								
Qualification Name:	Bachelo	or of Audiolog	ЭУ				Qualification Code:		BAI	UD01	
Campus:	Sefako	Makgatho He	ealth Scier	nces Univers	ity		Last Revision date:	n	Nev	v programr	ne
Total SAQA Qualificatio		518					Is this a fixed Curriculum:	ł		Y	'es
PE	RIOD OF S	TUDY / YEA	R LEVEL	1			PERIOD OF S	TUDY / `	YEAR	LEVEL 1	
	1s	^t Semester				2 nd Semester					
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit ⁴		Module Code	Offering Period	Possi majo		SAQA Credit	Hemis Credit
The followin	g 6 semeste	r modules a	re COMP	JLSORY		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	Υ		8	0.062
PSYC011	S1	Υ	8	0.062		PECH012	2 S2	Υ		12	0.094
IHCS011	S1	Υ	12	0.094		ISAD012	S2	Υ		12	0.094
HCOM01 1	S1	Y	12	0.094		PPIC012	S2	Y		12	0.094
ILSA011	S1	Y	12	0.094		AUAS012	2 S2	Υ		12	0.094
Total Credit Modules	Total Credits for Semester 1 Modules 64 0.5			Total cre Modules	dits for Seme	ster 2		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 followin	The following year module is COMPULSORY					
CLAU020	Υ	Υ	24	0.188		
Total Credi	Total Credits for Year Modules 24 0.188					
	1 st	^t Semester				
The followi	ng 4 semest	er modules	are COMF	PULSORY		
RADP021	S1	Υ	12	0.094		
APAF021	S1	Υ	12	0.094		
OCAU021	S1	Y	12	0.094		
PAED021	S1	Υ	12	0.094		

PE	PERIOD OF STUDY / YEAR LEVEL 2				
	2 nd	Semester			
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit	
The followin	g 6 semeste	r modules a	re COMPU	LSORY	
NEUR022	S2	N	8	0.062	
PSYC022	S2	Υ	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						

PE	PERIOD OF STUDY / YEAR LEVEL 3					
	Year					
Module	Offering	Possible	SAQA	Hemis		
Code	Period	major	Credit	Credit		
The followin	g 2 year mo	dules are CC	OMPULSO	RY		
CLAU030	Υ	Υ	60	0.468		
REST030	Υ	Υ	16	0.125		
Total Credi	ts for Year I	Vodules	76	0.593		
	1s	^t Semester				
The followin	g 2 semeste	er modules a	re COMP	JLSORY		
AREA031	S1	Υ	12	0.094		
ASLD031	S1	Y	16	0.125		
Total Credi Modules	ts for Seme	28	0.219			

PE	PERIOD OF STUDY / YEAR LEVEL 3				
·	2 ^{nc}	d Semester			
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit	
The following	g semester	module is CO	OMPULSO	RY	
VAUD032	S2	Υ	24	0.188	
Total credits for Semester 2 Modules			24	0.188	

PERIOD OF STUDY / YEAR LEVEL 4						
	Year					
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit		
The followin	g 2 year mo	dules are CC	OMPULSO	RY		
AREC040	Υ	Υ	30	0.22		
CLAU040	Υ	Υ	80	0.6		
Total Credi	ts for Year I	Modules	110	0.82		
	1s	^t Semester				
The followin	g 2 semest e	er modules a	re COMP	JLSORY		
BELD041	S1	Y	12	0.09		
AAUD041	S1	Y	12	0.09		
Total Credi Modules	ts for Seme	24	0.18			

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						
QA CREDITS	= 134; HEM	IS CREDITS	= 1			

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:	 Introduction to Anatomy Gross anatomy of the: Thorax and back Upper limb Head and neck Central nervous system Embryology

	Histol	ogy				
Learning Outcomes:	 KNOWLEDGE: By the end of this module, student must be able to: 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:		Credits		Level	CESM Code (3 rd Order)	
		8	5		130402	
Delivery Information:	Ca	mpus	Full/Part Time		Period (1st/2ndSem)	
20	5	SMU	Contact Full-time		1 st	
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning	
T GHOUG POT THOOM	6	1 (2 hours)	0	0	3	
Pre-requisite modules for this module:	None					
Co-requisites modules for module:			RISP011,	HCOM011	, ILSA011, ISAD012,	
ASSESSMENT:	Formative	and Summa	tive			
Assessment Criteria:	Formative and Summative 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: 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 upper limb. 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 l	Methods:	Formative Assessment: Six main tests each consisting of theory, practical (spotter) and computer tests. Summative Assessment:			
		Examination (wr Min Formative A			
		admission (%)		IN TOT ONUTT	40%
 Marks Structu	Ire	F	% Formative		60%
mains off doll	41 V	Final mark =	% Summative Mark	Assess	40%
		Min Final Assess	sment mark to p	pass (%)	50%
		Paper 1	Paper 2	Paper 3	Paper 4
Summative	Theory / Practical	Theory	Practical		
Assessment	Duration	3 hours	1 hour		
Paper:	% contribution to Summative Assessment Mark	80%	20%		

Sub minimum	40%	40%		
-------------	-----	-----	--	--

Module Code: (4 alphabetic & 3 numeric)	ENGL011					
Module Name:	ENGLISH FO	R HEALTH S	CIENCES			
Content:	 Academic 	c Reading – b c/Scientific W Oral Communi	riting - bas	ic and inter		
Learning Outcomes:	 ▶ Listening KNOWLEDGE: By the end of this module, student must be able to: ILO1: Academic Reading – basic and intermediate 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 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 Discuss in pairs, small groups and class.					
Module Information:	SAQA (Credits	NQF	Level	CESM Code (3 rd Order)	
	12	2		5	110104	
Delivery Information:	Cam	npus	Full/Pa	art Time	Period (Year/1 st /2 nd Sem)	
	SN	ЛU	Ful	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:	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: 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 • AC2: 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 • AC3: 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 • AC4: Listening ○ Demonstrate listening with understanding through the use of paraphrase, summary and note taking during a big class lecture
Assessment methods	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). Summative Assessment: Examination (written) x 3 hr examination

Marks Structure:		Min Formative admission (%)	40%		
		Final mark =	% Formative Ass	% Formative Assess Mark	
	warks Structure.		% Summative As	ssess Mark	40%
			Min Final Assessment mark to pass (%)		
		Paper 1	Paper 2	Paper 3	Paper 4
Summative	Theory /				
	Practical	Theory			
Assessment Paper:	•	Theory 3 hours			

Module Code: (4 alphabetic & 3 numeric)	PSYC011					
Module Name:	PSYCHOLO(GY I				
Content:	LearningDevelopnPersonali	 Learning Theories Developmental Psychology Personality, emotions, motivation, and stress Psychophysiology 				
Learning Outcomes	By the end of ILO1: Upsycholog ILO2: Un ILO3: Ur and stres	 KNOWLEDGE: By the end of this module, student must be able to: ILO1: Understand the basic principles and processes of psychology. ILO2: Understand and apply knowledge and link it to theories 				
Module Information:	SAQA Credits		NQF	Level	CESM Code (3 rd Order)	
	8	3	5		180101	
Delivery Information:	Can	npus	Full/Part Time		Period (1 st /2 nd Sem)	
,	SI	MU	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	d 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: 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 N	Methods	Formative assessment: Group and individual assignments Tests Practical work seminars Presentation of specific allocated case studies relevant to the thrus of the degree Summative assessment: Examination (written) x 3 hr examination			
		Min Formative Andmission (%)	Assessment marl	k for exam	40%
Marks Structu	ıre	Final mark	% Formative As	ssess Mark	60%
		=	% Summative A	Assess Mark	40%
	Т	Min Final Asses	ssment mark to p	ass (%)	50%
		Paper 1	Paper 2	Paper 3	Paper 4
Summative	Theory / Practical	Theory			
Assessment	Duration	3 hours			
Paper:	% 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:	 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:	 KNOWLEDGE: By the end of this module, the student must be able to: 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.

	T					
	By the end of the following		e, the stud	lent must l	have developed	
	 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. 					
	following inh Develop learning observati Demonst learning documen	of this module nerent values/ the skills of plathrough in onal skills. rate qualities by studying its. qualities of res	attitudes: anning and teraction, of respor the readi	organization develop nsibility tow ng materia	e developed the on within a team, listening and vards their own al and relevant cultural diversity,	
	I SAUA CRENITS '					
Module Information:	SAQA	Credits		rse Level ode	CESM Code (3 ^r Order)	
Module Information:	,	Credits 2			`	
Module Information: Delivery Information:	1		С	ode	Order)	
	1 Car	2	Full/Pa	ode 1	Order) 090203 Period	
	1 Car	2 mpus	Full/Pa	ode 1 art Time	Order) 090203 Period (1st/2ndSem)	
	1 Car	2 mpus MU	Full/Pa	ode 1 art Time	Order) 090203 Period (1st/2ndSem) 1st Independent	
Delivery Information:	Car S Classes 8 (70	2 mpus MU Practicals	Full/Pa Ful Tutorial	ode 1 art Time I time Seminars	Order) 090203 Period (1st/2ndSem) 1st Independent Learning 3 (40 Hours) Total NSH =	
Delivery Information: Periods per Week: Pre-requisite modules for this	Car SI Classes 8 (70 Hours)	2 mpus MU Practicals	Full/Pa Ful Tutorial	ode 1 art Time I time Seminars	Order) 090203 Period (1st/2ndSem) 1st Independent Learning 3 (40 Hours) Total NSH =	
Delivery Information: Periods per Week: Pre-requisite modules for this module: Co-requisites modules for	Car SI Classes 8 (70 Hours)	2 mpus MU Practicals	Full/Pa Ful Tutorial	ode 1 art Time I time Seminars	Order) 090203 Period (1st/2ndSem) 1st Independent Learning 3 (40 Hours) Total NSH =	
Delivery Information: Periods per Week: Pre-requisite modules for this module: Co-requisites modules for module:	Car Si Classes 8 (70 Hours) None None Formative and the stated lead	propus MU Practicals 0 d Summative will be assesse evidence in orderning outcome	Full/Pa Ful Tutorial 1 (10 Hours)	ode 1 Irt Time I time Seminars 0	Order) 090203 Period (1st/2ndSem) 1st Independent Learning 3 (40 Hours) Total NSH =	

- 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.

SKILLS:

By the end of this module, student must have developed the following skills:

- 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.

VALUES/ ATTITUDES:

By the end of this module, students must have developed the following inherent values/ attitudes:

		 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 N	lethods:	Formative assessment: 1x written test (integrated LO1-LO6) eliciting skills of bas integration of knowledge (including MCQ's short and long answ questions). 1x multi-source assignment (peer and self-assessment) Oral class presentation Summative assessment: Examination (written) x 3 hr examination				
		Min Formative Assessn admission (%)	40			
Assessment V	Veiahtina:	Final mark =	% Formative A	60		
			% Summative	40		
		Min Final Assessment	50			
		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.	
Summative Assessment	Duration	3 hours				
Paper:	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:	 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.

	_	Language and Deaf Culn to legislature respective	-
Learning Outcomes:	ILO1: Understand physiological process including normal aud ILO2: Understand a sound. ILO3: Understand typeri-natal, and posted developmental miles across the age salanguage use. ILO5: Understand the sign language as we basic signs. SKILLS: By the end of this man following skills: Pedagogical skills: an appreciation for existence, reading thinking skills. Interpersonal skills: Time priorities.	speech, language, and lister (infancy-school-age) the legislature respective of the legislature respective respective respecti	al structures and man communication speech mechanism. of the acoustics of at from the prenatal, ent including typical teracy development ed) including adult to deaf culture and e in an ability to use ave developed the alle content, development as well as logical thers, to engage in work.
	 following inherent value Care and concern for Respect for diversity process). 	odule, students must he es/ attitudes: r all people (honesty). (integrity and honesty three learning, excellence	oughout the learning
Module Information:	SAQA Credits	ITS Course Level Code	Order)
	12	1	090203
Delivery Information:	Campus	Full/Part Time	Period

					(1st/2ndSem)
	S	MU	Fı	ull time	1 st
	Classes	Practicals	Tutorial	Seminars	Independent Learning
Periods per Week:	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:	stated learn Students in connective control human different structure AC2 (list the print charact AC3 (list typical postnate sequent sequen	nust be able to cting relevant relevant relevant relevant relevant relevant relations anatom pathways a communication relation of the relation rela	to demons ant theorests and assile Defining ical structured physiologon so that sees and funders acoustics, neasurement in development of the control of the	trate accuracy etical KNOW signments) in the process in children from birth to cribing, and nent across the deep concepting and explained and explained and explained and explained are spective to extrelevant some extrelevant seems and explained and expla	tibing and explaining the peripheral and is that contribute to ole to distinguish and different anatomical dibing, and explaining terms of its physical dibing, and explaining atal, peri-natal and ing understanding of and discussing the en in terms of the age 12 in an orderly discussing speech, it is age span (infancyte, terminology, and uential manner. Ining adult language logy, and process of

		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. Working within a team as they engage in class group work tasks. 					
 Students must be able to show evidence of following <u>VALUES/ATTITUDES</u> through peer Appreciation for other colleagues' input and work within teams elicited through a peer-evaluation questionnaire. Commitment to the learning and reflection pevaluation questionnaire. 			ough peer and se o' input and conside the a peer-evaluation work within teams	elf-evaluation: erations as they n questionnaire. elicited through			
Assessment Methods:		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) Summative assessment: Examination (written) x 3 hr examination					
		Min Formative Assessment mark for exam admission (%)			40		
Assessment Weighting:		Final mark =	% Formative Assess Mark % Summative Assess Mark		60 40		
		Min Final Assessment mark to pass (%)			50		
		Paper 1	Paper 2	Paper 3	Paper 4		
Summative Assessment Paper:	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")		

Module Code: (4 alphabetic & 3 numeric)	ILSA011		
Module Name:	INTRODUCTION TO LINGUISTICS FOR SPEECH-LANGUAGE THERAPISTS AND AUDIOLOGISTS		
Module Content:	 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:	 KNOWLEDGE: By the end of this module, student must be able to: 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. 		
	SKILLS: By the end of this module, student must have developed the following skills: Personal skills: Time management and planning Interpersonal skills: Working in groups Administrative skills: Planning and coordination VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes: Respect for diversity.		

	 Tolerance and understanding to different SA cultures and languages. Collaboration, sharing and team spirit. 				
Module Information:		Credits		e Level Code	CESM Code (3 rd Order)
	1	2		1	090203
Delivery Information:	Car	mpus	Full/F	Part Time	Period (1 st /2 nd Sem)
·	S	MU	Fı	ull time	1 st
	Classes	Practicals	Tutorial	Seminars	Independent Learning
Periods per Week:	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, I	HCOM011			
ASSESSMENT:	Formative a	Formative and Summative			
Assessment Criteria:	stated learn Students n in connective criterion-re AC1 (line organs AC2 (line phonologics sounds AC3 (line phonologics and lane) AC4 (line gramma) AC5 (line betwee) AC6 (understated indications) Students n following	d evidence in aing outcomes nust be able to ting relevance to ILO1 in the developing by explain and manners. Inked to ILO2 on the Solution of	to demons ant theorests and assets and assets and assets and assets and assets and articular and proceed as a pro	trate accuracy etical KNOW signments) in: ng and explaining nonetics and plaining and discus tifying, and lo tion for both vo g and describing languages by i edures in the g and differen ing and discus s. Describing and oncepts by dra given sentence evidence of describing	ng the role of speech honology. ssing phonetics and reating the different owel and consonant on the phonetics and dentifying and using analyses of speech tiating between key using the differences discussing their twing a tree diagram

		 Personal skills planning skills. Administrative as choice and makin Interpersonal skil Students must be a following VALUES/A Respect for diver Tolerance and languages. 	nd management sound decision in the sound decision in the sound decision in the sound in the sou	nt skills by analyons. with group member vidence of develough peer and set to different SA	yzing ingredient ers. elopment of the self-evaluation
Assessment Me	ethods:	 Collaboration, share Formative Assessm 1 x Written Semester 1 x Class Test (ILO1-In 1 x Assignment (ILO3) Summative Assessment Examination (written) Min Formative Assess 	ent: Test (ILO1-ILC ILO2) 8-ILO4) ment: x 3 hr examina	05) tion	
Assessment Wo	Assessment Weighting:		% Formative Assess Mark % Summative Assess Mark		40 60 40
		Min Final Assessment mark to pass (%)			50
		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
Summetive	Duration	3 Hours			
Summative Assessment	Assessment Sub minimum	40%			
Paper: % 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:	 Membrane physiology and excitable tissues. Nervous system and the special sense. The neurology of speech, language, and hearing. Physiology of respiration.

	KNOWI FI	OGE:			
Learning Outcomes:	 KNOWLEDGE: By the end of this module, student must be able to: 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 (3 rd Order)
		8	ļ	5	130801
Delivery Information:	Cai	mpus	Full/Pa	rt Time	Period (1st/2ndSem)
Denvery information.	S	MU	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:	 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: 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:	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. Summative assessment: Examination (written) x 3 hr examination				

		Min Formative As admission (%)	40%		
Marks Structu	Marks Structure:		% Formative A	Assess Mark	60%
			% Summative	Assess Mark	40%
		Min Final Assess	50%		
		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory			
Summative	Duration	3 hours			
Assessment Paper:	% 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:	 Interpersonal skills Cognitive processes Reception and sensation memory Social psychology Introduction to research 					
Learning Outcomes	 KNOWLEDGE: By the end of this module, student must be able to: 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. SKILLS By the end of this module, the student must have developed the following skills: 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.				
	 VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes: 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:	Cam	npus	Full/Pa	ırt 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 an	d 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: 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	Formative as Group and in Tests Practical work	ssessment: dividual assig k seminars	nments		levant to the thrust

		of the degree				
		Summative assessment: Examination (written) x 3 hr examination				
		Min Formative A admission (%)	40%			
Marks Structu	ıre	Final mark	% Formative As	sess Mark	60%	
		=	% Summative A	40%		
		Min Final Assessment mark to pass (%)			50%	
		Paper 1	Paper 2	Paper 3	Paper 4	
Summative	Theory / Practical	Theory	Theory			
Assessment	Duration	3 hours				
Paper: % 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:	 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.

KNOWLEDGE:

By the end of this module, student must be able to:

- 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.

SKILLS:

By the end of this module, student must have developed the following skills:

- **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.

VALUES/ATTITUDES:

By the end of this module, students must have developed the following inherent values/ attitudes:

- 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.

	and position perspectation					
Module Information:	SAQA Credits		ITS Course Level Code		CESM Code (3 rd Order)	
	1	12 1		090203		
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)	
	S	MU	Full time		2 nd	
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent	

Learning Outcomes:

					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 a	and Summativ	/e			
Assessment Criteria:	The student criteria, and stated learns Students min connect criterion-re AC1 (terminon healthc) AC2 (communication of the communication of the communica	t will be assist evidence in sing outcomes ferenced testing relevant eferenced testing are profession (linked ILO): w, feedback, as during role and the linked ILO): e transmission control guidenked to ILO must be able SKILLS that tests and as all skills in reading strative skills are reading strative skills and skills in reading strative skills are reading strative skills and skills in reading strative skills are reading skills, we sks.	essed accorder to de so. to demons ant theores and assilated of a targe. Demonstra and counse a play. Demonstra and counse a play. Demonstra and in audio delines. 5): Describe to show a targe ading and material. in implemating and material. in implemating and decording within any heal	trate accurace etical KNOV signments) in fining and is study, SA contribing how sional communating effective elling skills to contribing the contribing the role of evaluated significant enting infection the care setting enting on the monstrate intering a team whill in a team whill in a team whill in a team whill in the contribination of the contribution of the contr	nterpreting medical text as well as to the language, culture, nication informs best communication and ommunicate in group of and prevention of including published of e-health in patient development of the through criterion-of information whilst on control strategies in the South African the importance of erview, feedback and e engaging in group	
	following <u>\</u> ■ Taking	/ALUES/ATT	TITUDES the for their ov	rough peer a	development of the nd self-evaluation: d commitment to the	

		 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 Mo	ethods:	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				
		Min Formative Assessment mark for exam admission (%)				
Assessment W	eighting:	Final mark =	% Formative	Assess Mark	60	
			% Summative	40		
		Min Final Assessmen	t mark to pass	(%)	50	
		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.	
Summative	Duration	3 Hours				
Assessment Paper:	Sub minimum	40%				
. upor	% 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:	 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. disorders. Fluency disorders, Motor speech 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. KNOWLEDGE: By the end of this module, the student must be able to: **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. SKILLS: By the end of this module, the student must have developed the following skills: 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. **Learning Outcomes:** 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. VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes: 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. CESM Code (3rd ITS Course Level Code SAQA Credits Order) Module Information: 090203 12 1 Period **Delivery Information:** Campus **Full/Part Time** (1st/2ndSem)

	SMU		Full time		2 nd	
	Classes	Practicals	Tutorial	Seminars	Independent Learning	
Periods per Week:	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, F	PIC012				
ASSESSMENT:		Formative and Summative				
Assessment Criteria:	stated learns stated learns Students in connect criterion-re AC1 (lianguage describe auditory) AC2 (lianguage describe auditory) AC3 (lianguage describe auditory) AC4 (lianguage describe auditory) AC4 (lianguage describe auditory) AC5 (lianguage describe auditory) AC5 (lianguage describe auditory) AC6 (lianguage describe auditory) AC7 (lianguag	d evidence in ing outcomes nust be able to ting relevance ferenced testing, and did in disorders and in disorders and in disorders. In disorders in disorders. In disorders and as a gical skills to the tests and as a gical skills by a generative and in the strative and in the strative and in the tests and tests an	corder to de s. co demons ant theorests and asset on auditor and strate to show the signments by selection, assessed on including me for indests. conder to demonstrate to show the signments of the selection o	trate accuracy etical KNOW signments) in and understanders across the common specespan. and understands the signs delanguage of iscussing signs and plan promotegies. evidence of devaluated signs and plan promotegies. evidence of devaluated signs analysing ment and mandividual and with group. isunderstandirecture. assessment tipendent learning the skills by analysing analysing signs and plan promotegies.	y and succinctness VLEDGE (through: nd common speech, lifespan by listing, ech, language, and and symptoms) of isorders by listing, ns and symptoms of motion, prevention, a language disorders tion, prevention and development of the through criterionage, and appraising nagement strategies cases and various and symptoms of the through criterionage imes timeously and ang in preparation for alysing and selecting tification techniques	

		Students must be able to show evidence of development of the following VALUES/ATTITUDES through peer and self-evaluation: 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 Me	presentation, and poster) Summative assessment: Examination (written) x 3 hr examination				nd long answer
		Min Formative Assessment mark for exam admission (%)			
Assessment We	eighting:	Final mark =	% Formative		60
		% Summative Assess Mark		40	
	T	Min Final Assessmen	t mark to pass	(%)	50
		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
Summative	Duration	3 Hours			
Assessment Paper:	Sub minimum	40%			
ι αρει.	% 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:	 Theoretical component: Promotion of health/healthcare. Prevention and its relation to burden of disease. Barriers to Health Promotion and Disease Prevention in Rural Areas. Opportunities for Heath – 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):
 - 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.

Practical component:

- 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.

KNOWLEDGE:

By the end of this module, the student must be able to:

- **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 socioeconomic issues can impact on health and wellbeing.

Learning Outcomes:

SKILLS:

By the end of this module, the student must have developed the following skills:

- 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.					
	By the end following in apprecial Apprecial appropriate in the following i	 VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes: 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 Cours	e Level Code	CESM Code (3 rd Order)	
	12 1 090202					
Delivery Information:	Car	npus	Full/F	Part Time	Period (1 st /2 nd Sem)	
	S	SMU Full time		2 nd		
	Classes	Practicals	Tutorial	Seminars	Independent Learning	
Periods per Week:	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 a	and Summativ	/e			
Assessment Criteria:	The student criteria, and stated learn Students n in connect criterion-re AC1 (I prevent screeni AC3 (I screeni AC4 (Iii conduct and conduct and conduct behavior)	 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. 				

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. Students must be able to show evidence of development of the following SKILLS that will be evaluated through criterionreferenced tests and assignments: Consolidate and synthesise the theory to practice. Display professional and ethical behaviours in the clinic and trouble shooting skills and infection control measures. Students must be able to show evidence of development of the following VALUES/ATTITUDES through peer and self-evaluation: Care and concern for all people (honesty). Respect for diversity (integrity). Commitment and dedication to the profession (self-motivation, selfconfidence, enthusiasm). Collaboration, sharing and team spirit (co-operation, enthusiasm). Desire for Formative learning, excellence, and innovation (optimism). Formative assessment: 2x written tests assessing ILO1-ILO2 eliciting skills of basic integration of knowledge (including MCQ's, short and long answer questions). Assessment Methods: 1x assignment assessing ILO2 (including written assignment, presentation, poster and compiling a screening and assessment kit). Summative assessment: Examination (written) x 3 hr examination Min Formative Assessment mark for exam admission 40 (%) % Formative Assess Mark 60 Assessment Weighting: Final mark = 40 % Summative Assess Mark Min Final Assessment mark to pass (%) 50 Paper 1 Paper 2 Paper 3 Paper 4 Theory Choose an Choose an Choose an Theory Practical item. item. item. Summative Duration 3 Hours Assessment Sub Paper: 40% minimum % Distribution 100% (if more

than one		
"Paper")		

Module Code: (4 alphabetic & 3 numeric)	AUAS012				
Module Name:	AUDIOLOGICAL ASSESSMENT I				
Module Content:	 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:	 KNOWLEDGE: By the end of this module, the student must be able to: 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. SKILLS: By the end of this module, the student must have developed the following skills: 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). 				

	 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. VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes: 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 (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, PPIC012					
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: 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 					

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. Students must be able to show evidence of development of the following SKILLS that will be evaluated through criterionreferenced tests and practical assessments: 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. Students must be able to show evidence of development of the following VALUES/ATTITUDES through peer and self-evaluation: 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 selfevaluation questionnaire. 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, Assessment Methods: feedback and counselling skills which will be assessed. 1x practical test/assessment relating to the clinical component Summative assessment: Examination (written) x 3 hr examination Min Formative Assessment mark for exam admission 40 (%) % Formative Assess Mark 60 **Assessment Weighting:** Final mark = % Summative Assess Mark 40 50 Min Final Assessment mark to pass (%) Paper 1 Paper 2 Paper 3 Paper 4 Theory Choose an Choose an Choose an Summative Theory Practical item. item. item. Assessment Duration 3 Hours Paper: Sub 40% minimum

% Distribution (if more than one "Paper")	100%			
---	------	--	--	--

Module Code: (4 alphabetic & 3 numeric)	RADP021					
Module Name:	RESEARCH, AS	SESSMENT	AND DEVE	LOPMENTA	AL PSYCHOLOGY	
Content:	DevelopmenPersonality t	ital psycholog	Jy			
Learning Outcomes	KNOWLEDGE: By the end of this module, student must be able to: 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 (
modulo information.	12 5 180101					
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)	
,	SMU		Full time		1 st	
Periods per week: = 34	Classes	Practicals	Tutorial	Seminars	Independent Learning	
weeks	5	1,5	0	0	0	
Pre-requisite modules for this module:	PSYC011, RISP	012				
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 KNOWLEDGE (through criterion-referenced tests and assignments) in: 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 I	Formative assessment: Group and individual assignments Tests Practical work seminars							
		Min Formative Ass (%)	40%					
 Marks Structu	ıre	Final mark =	% Formative As	60%				
	•		% Summative A	40%				
		Min Final Assessm	ent mark to pass	ent mark to pass (%) 50				
		Paper 1	Paper 2 Paper 3 Paper 4					
Summative	Theory / Practical	/ Theory						
Assessment	Duration	3 hours						
Paper:	% of Exam Mark	100%						
	Sub minimum	40%						

Module Code: (4 alphabetic & 3 numeric)	APAF021
Module Name:	AUDITORY PATHOLOGY AND AUDIOMETRIC FINDINGS
Module Content:	 Various pathologies will be discussed in terms of the following classification systems: 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: Outer ear: Pinna and external auditory meatus Cerumen management

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. **KNOWLEDGE:** By the end of this module, the student must be able to: 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. **SKILLS:** By the end of this module, the student must have developed the **Learning Outcomes:** following skills: 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. **VALUES/ATTITUDES:** By the end of this module, students must have developed the following inherent values/ attitudes: Care and concern for all people (honesty). Desire for Formative learning and excellence. CESM Code (3rd SAQA Credits ITS Course Level Code Order) **Module Information:** 12 2 090202

Delivery Information	Ca	mpus	Full/Part Time		Period (1 st /2 nd Sem)		
Delivery Information:	SMU		Full time		1st		
	Classes	Practicals	Tutorial	Seminars	Independent Learning		
Periods per Week:	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, H0	COM011, ISAD	012, AUAS0	12		
ASSESSMENT:		and Summati					
Assessment Criteria:	stated lear Students in connectiterion-re AC1 unders classiff AC2 (I how it so that s	must be able ecting releverenced to standing ALL ication system inked to ILO affects the antitudents madinked to ILO gies, disease partial diagnosis (linked to ILO pressor differential diagnosis (linked to ILO pressor differential diagnosis or differential diagnosis (linked to ILO pressor differential diagnosis or differential diagnosis or differential diagnosis (linked to ILO pressor differential diagnosis or differential diagnos	to demonstrate theoretics and assign ILO1): Listing auditory pathon to differentiate the pathon of t	te accuracy cal KNOW nments) in: g and defilogies covere between pathe location on a pathologies which te of lesion stores which the varie well as to identify the varie well as to identify the varie of a pathologies of a pathologies on a pathologies on the control of a pathologies of a pathologies on basic pathology a deduce of definition of a pathology and describing and descri	ning with correct ed by applying the athologies. If the pathology and he auditory system of lesion. The symptomatology, that students can a will allow for a symptomatologies to attify the relationship ings. Students must ogy based on the prodel. The ibing medical/other ate the appropriate		

		 anatomy and classification system Logical thinking stand how this cause Reading and stand stand system Working within a 	n skills by linking physiological prostem. skills by students oused audiological ummarizing skills to the core read team as they engotioning optimally	describing the ons problems. s by engaging a ling material. gage in class grou	ell as to the set, progression and answering
 Students must be able to show evidence of development following VALUES/ATTITUDES through peer and self-evalue. An appreciation for other colleagues' input and considerate they work within teams elicited through a peer-evaluestionnaire. Respect for colleagues as they work within teams elicited to a peer-evaluation questionnaire. Commitment to the learning and reflection process through evaluation questionnaire. 					elf-evaluation: nsiderations as beer-evaluation elicited through
Assessment Mo	ethods:	Tormative assessm 1x written test asses MCQs set using an itality 1x written test (italian integration of knowled) Summative assess Examination (written)	essing learning out tem analysis appr integrated ILO1-ledge. ment:	oach for quality a	ssurance)
		Min Formative Assessment mark for exam admission (%)			40
Assessment W	eighting:	% Formative Assess Mark		sess Mark	60
				Summative Assess Mark	
		Min Final Assessme		,	50
	Theory /	Paper 1	Paper 2 Choose an	Paper 3 Choose an	Paper 4 Choose an
	Practical	Theory	item.	item.	item.
Summative	Duration	3 Hours			
Assessment Sub minimum		40%			
Paper:	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic	OCAU021

& 3 numeric)	
Module Name:	OCCUPATIONAL AUDIOLOGY
Module 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 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:	 KNOWLEDGE: By the end of this module, the student must be able to: 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. SKILLS: By the end of this module, the student must have developed the following skills: 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. VALUES/ATTITUDES: By the end of this module, students must have developed the

	 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 Order						
	1	2		2	090202		
Delivery Information:	Car	npus	Full/Pa	art Time	Period (1 st /2 nd Sem)		
_	S	MU	Ful	Il time	1 st		
	Classes	Practicals	Tutorial	Seminars	Independent Learning		
Periods per Week:	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 a	and Summativ	⁄e				
Assessment Criteria:	Formative and Summative 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): 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. Students must be able to show evidence of development of the						

 Administrative and management skills: Develop a case histor that can be used in industrial audiology, prepare a power presentation for the workers informing them of a chosen top: Interpersonal skills: Collaboration with others, to enga meaningful communication, role play to determine if dilemmas and how to best resolve them, case studies for presolving skills and developing logical thinking. Pedagogical skills: Understanding subject and its conganizing concept through case studies and role play to links between observations/practice and literature. Students must be able to show evidence of development of following VALUES/ATTITUDES through peer and self-evaluation. Critical examining or reflecting on own skills and those of during the role play. 					e a power point hosen topic. to engage in mine if ethical dies for problem and its central e play to make some alopment of the elf-evaluation:	
Assessment Mo	ethods:	Formative assessment: 2x written tests (Quiz & semester test) (integrated ILO1-ILO6 eliciting skills of basic integration of knowledge (including MCQ's sho and long answer questions). 1x assignment including role play/power point presentation of fieldwork of noise survey. Clinical skill observation by supervisor (integrated ILO1-ILO4) Summative assessment: Examination (written) x 3 hr examination Min Formative Assessment mark for exam admission				
		(%) % Formative Assess Mark		40 60		
Assessment W	eighting:	Final mark =	% Summative	40		
		Min Final Assessment mark to pass (%)			50	
		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.	
Summativa	Duration	3 Hours				
Summative Assessment Paper: Sub minimum		40%				
ι αρσι.	% Distribution (if more than one "Paper")	100%				

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

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 Audiometry, Observation Audiometry, Visual Response **Module Content:** 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 KNOWLEDGE: By the end of this module, the student must be able to: **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. SKILLS: By the end of this module, the student must have developed the following skills: Personal skills: Reading and summarizing of information whilst engaging in reading material, integrative skills; connecting skills and knowledge from multiple sources and experiences, applying **Learning Outcomes:** 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. VALUES/ATTITUDES: By the end of this module, students must have developed the

Show responsibility to patient care in paediatrics.

Take responsibility for their own learning and commitment to the

following inherent values/ attitudes:

learning and reflection process.

	 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 Cours	e Level Code	CESM Code (3 rd Order)		
	1	2		2	090202		
Delivery Information:	Car	npus	Full/F	Part Time	Period (1 st /2 nd Sem)		
,	S	MU	F	ull time	1 st		
	Classes	Practicals	Tutorial	Seminars	Independent Learning		
Periods per Week:	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 a	and Summativ	/e				
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): 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. Students must be able to show evidence of development of the						

	1	referenced tests and				
		 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 VALUES/ATTITUDES through peer and self-evaluation: 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. 				
the patient's perspective. Formative assessment: 2x written tests (integrated ILO1-ILO4) eliciting skills of integration of knowledge (including MCQ's short and long ar questions) 1x assignment (relating to ILO4). Summative assessment: Examination (written) x 3 hr examination						
		Min Formative Assess (%)	sment mark for	exam admission	40	
Assessment We	eighting:	Final mark =	% Formative Assess Mark		60	
			% Summative		40 50	
		Min Final Assessmen		,	50	
Summative Assessment	Theory /	Paper 1	Paper 2 Choose an	Paper 3 Choose an	Paper 4 Choose an	
Paper:	Practical	Theory	item.	item.	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:	 KNOWLEDGE: By the end of this module, student must be able to: 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. IOL6: 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 nonverbal 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 				
Module Information:	SAQA Credits	NQF Level	CESM Code (3 rd Order)		
	8	6	130402		
Delivery Information:	Campus	Full/Part Time	Period (1st/2ndSem)		
25 institution	SMU	Contact Full-time	2 nd		

Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
i erious per Week.	3	1	0	0	6
Pre-requisite modules for this module:	ANAT011, P	SIO012			
Co-requisites modules for module:	APAF021, A	UAS022, AU	PD022, CLA	AU020	
ASSESSMENT:	Formative ar	nd Summativ	е		
Assessment Criteria:	 Formative and Summative 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: 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 				
Assessment Methods:	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. Summative Assessment: Examination (written) x 3 hr examination				
	Min Formativ admission (%	ve Assessme %)	nt mark for	exam	40%
Marks Structure	Final mar	% Fc	rmative Ass	sess Mark	60%
	rillal IIIdi		ımmative As	ssess Mark	40%
	Min Final As	sessment ma	ark to pass ((%)	50%

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

Module Code: (4 alphabetic & 3 numeric)	PSYC022				
Module Name:	PSYCHOLOGY	II			
Content:		Social psychology			
Learning Outcomes	 KNOWLEDGE: By the end of this module, student must be able to: 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 Cr	edits	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	Classes	Practicals	Tutorial	Seminars	Independent Learning
weeks	6	1,5	0	0	0
Pre-requisite modules for this module:	PSYC011, RISP	012			
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 KNOWLEDGE (through criterion-referenced tests and assignments) in: AC1: Listing, describing, and applying basic concepts in soci medical and child developmental psychology. AC2: Naming and describing different personality theories. AC3: Recognizing and explaining the position of medic psychology within the discipline of psychology. AC4: Listing and describing the ethical principles applicable social and medical psychology and personality theories. 					cepts in social, neories. on of medical s applicable in	
Formative assessment: Group and individual assignments Tests Practical work seminars Presentation of specific allocated case studies relevant to the three three degree Summative assessment: Examination (written) x 3 hr examination Min Formative Assessment mark for exam admission				to the thrust of		
Marks Structu	ire	Final mark =	% Formative Assess Mark % Summative Assess Mark		60% 40%	
		Min Final Assessm	ent mark to pass	(%)	50%	
		Paper 1	Paper 2	Paper 3	Paper 4	
Summative	Theory / Practical	/ Theory				
Assessment	Duration	3 hours				
Paper:	% of Exam Mark	100%				
	Sub minimum	40%				

Module Code: (4 alphabetic & 3 numeric)	AUAS022
Module Name:	AUDIOLOGICAL ASSESSMENT II
Module Content:	 Site of lesion testing: Acoustic Reflex Threshold Test Eustachian Tube Dysfunction Test (ETD) Recruitment tests: Metz Test, ABLB AND AMLB, SISI Tone decay tests: Rosenburg 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.

- 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

KNOWLEDGE:

By the end of this module, the student must be able to:

- 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.

SKILLS:

By the end of this module, the student must have developed the following skills:

- 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.

VALUES/ATTITUDES:

By the end of this module, students must have developed the following inherent values/ attitudes:

- 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.

Learning Outcomes:

	Accou	ssionalism untability			
Module Information:			ITS Course Lev	vel Code	CESM Code (3 ^r Order)
module information.		8	2		090202
Delivery Information:	Ca	mpus	Full/Part T	ime	Period (1 st /2 nd Sem)
,	9	SMU	Full tim	е	2 nd
	Classes	Practicals	Tutorial	Seminars	Independent Learning
Periods per Week:	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 Summa	tive		
Assessment Criteria:	Formative and Summative 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): 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				

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. Students must be able to show evidence of development of the following SKILLS that will be evaluated through criterionreferenced tests and assignments: 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. Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation: 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 selfevaluation questionnaire. 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 **Assessment Methods:** of knowledge. Summative assessment: Examination (written) x 3 hr examination Min Formative Assessment mark for exam admission 40 (%)% Formative Assess Mark 60 **Assessment Weighting:** Final mark = % Summative Assess Mark 40 50 Min Final Assessment mark to pass (%) Paper 1 Paper 2 Paper 3 Paper 4 **Summative** Assessment 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:	 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 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, including: The multidisciplinary approach towards management Components of managing an auditory processing disorder 			
Learning Outcomes:	 KNOWLEDGE: By the end of this module, the student must be able to: 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. 			

	SKILLS: By the end of this module, the student must have developed the following skills: • 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. VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes: • 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)				,
					090202
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
,	SMU		Full time		2 nd
	Classes	Practicals	Tutorial	Seminars	Independent Learning
Periods per Week:	6 (52 hours)	0	1 (10 hours)	0	3 (18 hours) Total NSH = 80 Hours
Pre-requisite modules for this module:	ANAT011, I	PSIO012, ISA	D012, PPI	C012, AUAS01	12
Co-requisites modules for module:	APAF021, I	NEUR022, AL	JAS022, Cl	_AU020	
ASSESSMENT:	Formative a	and Summativ	/e		
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 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 electroacoustic 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.

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:

- 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.

Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:

- Commitment and dedication to the profession indicating selfconfidence 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:

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 and report writing). 1x written test, in integration of knowled Summative assessment Examination (written)	itegrating ILO1	I-ILO6 (eliciting	· ·
		Min Formative Asses (%)	sment mark for	exam admission	40
Assessment W	eiahtina:	Final mark =	% Formative	Assess Mark	60
	Accessing trong training.		% Summative	Assess Mark	40
		Min Final Assessment mark to pass (%)			50
		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
C	Duration	3 Hours			
Summative Assessment	Sub minimum	40%			
Paper:	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	ASLD022			
Module Name:	ASSISTIVE LISTENING DEVICES I			
Module Content:	 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. 			

	1010111 554				
	 KNOWLEDGE: By the end of this module, the student must be able to: 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. 				
Learning Outcomes:	following sl • Persona	kills: al skills : Plann	ing, time-ma	nagement.	e developed the working within a
	 VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes: 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 (3 rd Order)
module information.	,	12	2		090202
Delivery Information:	Ca	mpus	Full/Part Time		Period (1 st /2 nd Sem)
•	S	SMU	Full time		2 nd
	Classes	Practicals	Tutorial	Seminars	Independent Learning
Periods per Week:	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 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:

- 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.

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:

- Personal skills, during planning of assignments and timemanagement 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.

		Students must be able to show evidence of development of the following VALUES/ATTITUDES through peer and self-evaluation: 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:		MCQs set using a well as short answer 1x team assignm and report writing). 1x written test, integration of know Summative asses Examination (written test)	sessing learning item analysiser questions. ent, assessing integrating itedge) sement: en) x 3 hr exam		y assurance) as	
		Min Formative Ass (%)	40			
Assessment W	eighting:	Final mark =	% Formative Assess Mark		60	
			% Summative Assess Mark		40	
	1	Min Final Assessm	50			
		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical		Choose an item.	Choose an item.	Choose an item.	
Summative	Duration	3 Hours				
Assessment Paper:	Sub minimum	40				
. upon	% 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:	 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
	 KNOWLEDGE: By the end of this module, the student must be able to: 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 SKILLS:
Learning Outcomes:	 By the end of this module, the student must have developed the following skills: 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.
	 VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes: 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)

	12		2		090203
Delivery Information:	Car	npus	Full/Part Time		Period (1 st /2 nd Sem)
	S	MU	Fı	ull time	2 nd
	Classes	Practicals	Tutorial	Seminars	Independent Learning
Periods per Week:	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 a	ind Summativ	⁄e		
Assessment Criteria:	stated learns stated learns Students m in connect criterion-re AC1 (lint of Deaf AC2 (lint legislate AC3 (lint models AC4 (lint with a fire familiar parame of South Students m following referenced Demonstrasks time Demonstrate parame of Demonstrate Demonstr	nust be able to ting relevant ferenced testing relevant ferenced testing relevant ferenced to ILO for Deafness. Inked to ILO for Deafness. Inked to ILO for Deafness. Inked to ILO for topic, responser and class frate and class frate satisfact frate satisfact for the strate satisfact for the strat	to demons ant theorests and assistant and assistant and assistant and a company of S. O2): Outland and a company of S. O2): Taking and using a company of the sign and a compa	trate accuracy etical KNOW signments) in and demonstrate in a sign current Sign Language user. part in a sign current Sign Lamake sound just evidence of devaluated sign being on sistrative and mions. ersonal skills be being culturaff, and patients oblem-solving	rating understanding king South African by social and medical pasic communication ed monologue on a anguage structures, adgement on the use development of the through criterion-evelopment in time time and completing management skills by by being able to work lly and linguistically is.

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. Students must be able to show evidence of development of the following VALUES/ATTITUDES through peer and self-evaluation: 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. 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 Assessment Methods: auestions). 1x assignment (class presentation) relating to demonstrating skills, values, and knowledge Summative assessment: Examination (written) x 3 hr examination Min Formative Assessment mark for exam admission 40 (%) 60 % Formative Assess Mark **Assessment Weighting:** Final mark = % Summative Assess Mark 40 50 Min Final Assessment mark to pass (%) Paper 1 Paper 2 Paper 3 Paper 4 Choose an Choose an Theory Choose an **Summative** Theory Practical item. item. item. **Assessment** Duration 3 Hours Paper: Sub 40% minimum

% Distribution (if more than one "Paper")	100%			
---	------	--	--	--

Module Code: (4 alphabetic & 3 numeric)	CLAU020				
Module Name:	CLINICAL AUDIOLOGY I				
Module Content:	 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:	 The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes. 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). VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes: 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 Cours	e Level Code	CESM Code (3 rd Order)
module information.	2	.4		2	090202
Delivery Information:	Car	npus	Full/F	Part Time	Period (Y/1 st /2 nd Sem)
,	S	MU	Fı	ull time	Υ
	Classes	Practicals	Tutorial	Seminars	Independent Learning
Periods per Week:	0	18 (130 Hours)	3 (24 Hours)	0	12 (86 Hours) Total NSH = 240 Hours
Pre-requisite modules for this module:	PECH012,	ISAD012, PP	IC012, AU	AS012	
Co-requisites modules for module:	APAF021, AUAS022				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	the clinical assessed upon performation constructive requiring in completion marking rule. Students in following observation. • AC1 (If question) • AC2 (If following concept through through through the concept through the c	assessment sing a grade ance. The form witten feat approvement. of a clinical rabric. Institute to linical in and clinical inked to linical inked ink	and mana d marking ormative as edback to The stude report, which to show will be of all reports: O1): Select in the information produced by the conduction assessme experience tone audion diometry (sasking).): Interpret test battery (sasking).	rubric includires sessment for the students and will also be ching and devention getting are the results obtained the results of the results obtained the results of the resu	and competence in patient. This will be any a self-evaluation of will also include focusing on areas a see assessed on the ated using a graded development of the ough clinical skill eloping appropriate interviews. Diogical test battery lying the theoretical or adults in practice acludes: Otoscopy, some conduction and on threshold, speech ained from the basic dervention strategies eferrals for a diverse

		results and exp professional is co. • AC6 (linked to II plan and coordinate) • AC7 (linked to though an integral students must be a following VALUES/A • Critically examine clinical practice.	lain how they onducting him/h LO6): Critically ate sessions. ILO7): writing ated patient republe to show exact this erreflect own	vidence of deve	ue whether the I manner. ty to coordinate, patient findings lopment of the elf-evaluation:	
Assessment Methods:		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 Summative assessment: Oral examination x 1 hr/ Clinical test based on a clinical case study				
		Min Formative Assessment mark for exam admission (%)				
Assessment W	eiahtina:		% Formative	Assess Mark	60	
	o.gg.	Final mark =	% Summative Assess Mark		40	
	1	Min Final Assessment mark to pass (%)			50	
		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Practical	Choose an item.	Choose an item.	Choose an item.	
Cummatina	Duration	1 Hour				
Summative Assessment Paper	Sub minimum	40%				
Paper: % Distribution (if more than one "Paper")		100%				

Module Code: (4 alphabetic & 3 numeric)	AREA031
Module Name:	AURAL (RE)HABILITATION AND EDUCATIONAL AUDIOLOGY
Module Content:	 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), familycentred 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.

KNOWLEDGE:

By the end of this module, the student must be able to:

- 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.

SKILLS:

By the end of this module, the student must have developed the following skills:

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

Learning Outcomes:

- 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.

VALUES/ATTITUDES:

By the end of this module, students must have developed the following inherent values/ attitudes:

- 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:	PAED021, ASLD022, DCSL022, CLAU020						
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:

- 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 <u>SKILLS</u> 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.

		 Students must be able to show evidence of development of the following VALUES/ATTITUDES through peer and self-evaluation: 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 Me	ethods:	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 (%)					
		Final mark =	% Formative Assess Mark		60		
			% Summative Assess Mark		40		
		Min Final Assessmen	50				
Summative Assessment Paper:	Theory /	Paper 1	Paper 2 Choose an	Paper 3 Choose an	Paper 4 Choose an		
	Practical	Theory	item.	item.	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:	 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:	 KNOWLEDGE: By the end of this module, the student must be able to: 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. SKILLS: By the end of this module, the student must have developed the following skills: Personal skills: Planning, goal setting and time-management

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. VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes: 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. CESM Code (3rd ITS Course Level Code SAQA Credits Order) Module Information: 090202 16 3 Period **Full/Part Time** Campus (1st/2ndSem) **Delivery Information:** 1st **SMU** Full time Independent **Practicals Tutorial** Classes Seminars Learning 8 (58 Hours) Periods per Week: 12 (86 2 (16 Total NSH = 160 0 0 Hours) Hours) Hours Pre-requisite modules for APAF021, NEUR022, AUAS022, CLAU020 this module: Co-requisites modules for AREA031, CLAU030 module: ASSESSMENT: Formative and Summative 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): Discussing the assessment requirements, **Assessment Criteria:** 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.

- 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.

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:

- 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.

Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:

- Commitment and dedication to the profession indicating selfconfidence 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:

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 1x team assignmer report writing). 1x written test, ir integration of knowled Summative assessr Examination (written)	nt, assessing II ntegrating ILO dge) nent:	1-ILO4 (eliciting	-
		Min Formative Asses (%)	sment mark for	exam admission	40
Assessment W	eiahtina:	Final mark =	% Formative	Assess Mark	60
	Accessificate Weighting.		% Summative	% Summative Assess Mark	
		Min Final Assessmer	50		
		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
Summative	Duration	3 Hours			
Assessment	Sub minimum	40%			
Paper:	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	VAUD032
Module Name:	VESTIBULAR AUDIOLOGY
Module Content:	 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.

- 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

KNOWLEDGE:

By the end of this module, the student must be able to:

- **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.

SKILLS:

By the end of this module, the student must have developed the following skills:

- 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.

VALUES/ATTITUDES:

Learning Outcomes:

	 By the end of this module, students must have developed the following inherent values/ attitudes: 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:	·		ITS Cours	e Level Code	CESM Code (3 rd Order)
		npus	Full/F	3 Part Time	090202 Period
Delivery Information:		 MU	Fı	ull time	(1st/2ndSem) 2nd
	Classes	Practicals	Tutorial	Seminars	Independent Learning
Periods per Week:	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, I	NEUR022, AL	JAS022, CI	LAU020	
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 KNOWLEDGE (through criterion-referenced tests and assignments) in: 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				

- 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.

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:

- 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

		diagnosing a patechnical or patie Independent lear video clips and of Students must be a following VALUES/A An appreciation of they work within questionnaire. Respect for college a peer-evaluation. Commitment to the evaluation question question.	nt related varial rning as studen ther learning manufactured the show exact the state of the sta	oles. ts engage with reaterial. vidence of develough peer and secured through a vork within teams	lopment of the elf-evaluation: onsiderations as peer-evaluation elicited through	
Assessment Me	ethods:	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). Summative assessment: Examination (written) x 3 hr examination				
		(%)			40	
Assessment W	eighting:	Final mark =	% Formative	60		
		Min Final Assessmen	% Summative	40 50		
		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.	
Cummetive	Duration	3 Hours				
Summative Assessment Paper:	Sub minimum	40%				
ι αρει.	% Distribution (if more than one "Paper")	100%				

Module Code: (4 alphabetic & 3 numeric)	REST030
Module Name:	RESEARCH AND STATISTICS
Module Content:	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.
- 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 guestions 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).

KNOWLEDGE:

By the end of this module, the student must be able to:

- **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.

SKILLS:

By the end of this module, the student must have developed the following skills:

- 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.

VALUES/ATTITUDES:

Learning Outcomes:

	By the end of this module, students must have developed the following inherent values/ attitudes: 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 Cours	e Level Code	CESM Code (3 rd Order)
	1	6		3	090202
Delivery Information:	Car	npus	Full/F	Part Time	Period (Y/1 st /2 nd Sem)
-	S	MU	F	ull time	Υ
	Classes	Practicals	Tutorial	Seminars	Independent Learning
Periods per Week:	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:	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): 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				

		AC5 (linked to ILO1-ILO5): Complete a research proposal by selecting and preparing key elements of a research proposal.					
		selecting and pre	paning key elen	ients of a research	п ргорозаг.		
		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:					
			•	nalysing, and appi	raising research		
		•		data analysis met	hods.		
		 Interpersonal skil Reflective skills b 		with groups. sunderstandings o	f contont during		
		assessment feed		•	Content during		
				ssessment times	•		
		ensuring sufficier assignments and	•	endent learning in	preparation for		
		•		skills by analysin	g and selecting		
			•	s, procedures, and	•		
		Students must be a			•		
		 following <u>VALUES/A</u> Consolidate and 		theory to practice.	eif-evaluation:		
			•	rds their own learn	ing.		
		Group/teamwork.					
		Commitment to c Appreciation for r			African context		
		 Appreciation for research needs within the South African context. Responsibility to advancing knowledge within the profession. 					
		Formative assessment:					
		2x written test (integrated ILO1-ILO5) eliciting skills of basic integration of knowledge (including MCQ's short and long answer					
Assessment Me	othode:	questions).					
Assessifient wit	emous.	1x assignment (ILO1-ILO5) (complete research proposal)					
		Summative assessment:					
		Examination (written) x 3 hr examination					
		Min Formative Assessment mark for exam admissing (%)		exam admission	40		
Assessment Wo	eighting:	Final mark =	% Formative Assess Mark		60		
		T mai man	% Summative	40			
		Min Final Assessmen	t mark to pass	(%)	50		
	T	Paper 1	Paper 2	Paper 3	Paper 4		
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.		
Summative Assessment	Duration	3 Hours					
Paper:	Sub minimum	40%					
	% Distribution	100%					
	(if more						

than one		
"Paper")		

Module Code: (4 alphabetic & 3 numeric)	CLAU030
Module Name:	CLINICAL AUDIOLOGY II
Module Content:	 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:	The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes. The student's <u>SKILLS</u> will be assessed in: 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.

- **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.

VALUES/ATTITUDES:

By the end of this module, students must have developed the following inherent values/ attitudes:

- Care and concern for all people (honesty).
- Respect for diversity (integrity).
- Commitment and dedication to the profession (self-motivation, selfconfidence, 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)
	6	60	3		090202
Delivery Information:	Campus		Full/Part Time		Period (Y/1 st /2 nd Sem)
	SMU		Full time		Υ
	Classes	Practicals	Tutorial	Seminars	Independent Learning
Periods per Week:	0	26 (450 Hours)	1 (10 Hours)		8 (215 Hours)
				0	Total NSH = 600 Hours

Pre-requisite modules for	APAF021, AUAS022, RADP021, CLAU020, PAED021, ASLD022,
this module:	DCSL022, AUPD022, OCAU021
Co-requisites modules for module:	VAUD032, AREA031
ASSESSMENT:	Formative and Summative
	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. Students must be able to show evidence of development of the following SKILLS that will be evaluated through clinical skill absentation and allinical reports:
Assessment Criteria:	 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

the type, degree and configuration of the hearing reflected on the audiogram as well as on the age and expectations of the patient. 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. Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation: Critically examine or reflect own skills and those of peers during clinical practice. Formative assessment: Clinical skill observation by supervisor (integrated ILO1-ILO4) Clinical report x 2 Grand rounds observation report x 2 **Assessment Methods:** Summative assessment: Oral examination x 1 hr/ Clinical test based on a clinical case study Min Formative Assessment mark for exam admission 40 (%) **Assessment Weighting:** Final mark = % Formative Assess Mark 60

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

Module Code: (4 alphabetic & 3 numeric)	BELD041
Module Name:	BUSINESS MANAGEMENT, ENTREPENEURSHIP AND LEADERSHIP DEVELOPMENT
Module Content:	 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: 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

KNOWLEDGE:

By the end of this module, the student must be able to:

- **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.

SKILLS:

By the end of this module, the student must have developed the following skills:

- 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.

VALUES/ATTITUDES:

By the end of this module, students must have developed the following inherent values/ attitudes:

- 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

Learning Outcomes:

					(1st/2ndSem)
	S	MU	Fı	ull time	1 st
	Classes	Practicals	Tutorial	Seminars	Independent Learning
Periods per Week:	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 a	and Summativ	/e		
Assessment Criteria:	stated learns stated learns Students m in connect criterion-re AC1 (I entrepro AC2 (approace audiolo AC3 (Iii a private AC4 (Iii practice Forces. AC5 (Ii in pract AC6 (Ii identify) AC7 (Ii steps o AC8 (Ii critically AC9 (Ii steps o AC9 (Ii practically AC9 (II practi	d evidence in ing outcomes outs be able to ting relevant ferenced testinked to ILO and the distance of the dis	to demons ant theorests and associate theorests and associated theorests are associated theorests are associated theorests and	trate accuracy etical KNOV signments) in mining, discussimanagement of polying differentiation and advantage ing discussing a devidence of control of the evaluated in evaluat	sing, and applying competencies ent entrepreneurial d to setting up an any the core issues in dexamining a private per using Porter's 5 and ethical principles distinguishing, and tising options. In and applying the grand distinguishing and applying the grand critiquing the 12 development of the through criterion-electing appropriate and problem-solving

		Personal skills by submitting assessment times timeously and ensuring sufficient time for independent learning in preparation for assignments and tests.				
		 Students must be able to show evidence of development of the following VALUES/ATTITUDES through peer and self-evaluation: 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:		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. Case study simulations Summative assessment: Examination (written) x 3 hr examination				
		Min Formative Assessment mark for exam admission (%)			40	
Assessment W	eighting:	Final mark =	% Formative Assess Mark		60	
				Assess Mark	40	
1:		Min Final Assessmen			50	
	Theory /	Paper 1	Paper 2 Choose an	Paper 3 Choose an	Paper 4 Choose an	
	Practical	Theory	item.	item.	item.	
Summative	Duration	3 Hours				
Assessment Paper:	Sub minimum	40%				
ι αρσι.	% Distribution (if more than one "Paper")	100%				

Module Code: (4 alphabetic & 3 numeric)	AAUD041

Themes include: 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. Applying new developments in Audiology to the South African context. Applying new developments in the field of Audiology to a specific patient. Applying new developments in the field of Audiology to the South African context. Innovation and creativity within current societal challenges Fourth Industrial Revolution and the impact on the Audiology profession KNOWLEDGE: By the end of this module, the student must be able to: ILO1: Understand new global developments in the field of Audiology. LiCo2: Apply, analyse and evaluate new advances in Audiology within the South African context. ILO3: Create ethical and evidence-based practices relevant to the South African context, based on advances in the field of Audiology. SKILLS: By the end of this module, the student must have developed the		TARVANIOSO IN AURIOLOGY
Themes include: Advances in tinnitus and hyperacusis management, such as modern expectations towards tinnitus and hyperacusis management. Advances in implantable devices, including expanded cochlear implant criteria, vesitibular 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 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. Applying new developments in Audiology to the South African context. Applying new developments in the field of Audiology to a specific patient. Applying new developments in the field of Audiology to a patient. Applying new developments in the field of Audiology to the South African context. Innovation and creativity within current societal challenges Fourth Industrial Revolution and the impact on the Audiology profession KNOWLEDGE: By the end of this module, the student must be able to: ILO1: Understand new global developments in the field of Audiology. LiCO2: Apply, analyse and evaluate new developments in the field of Audiology. LiCO3: Apply, analyse and evaluate new advances in Audiology within the South African context. Learning Outcomes: By the end of this module, the student must have developed the	Module Name:	
Fourth Industrial Revolution and the impact on the Audiology profession KNOWLEDGE: By the end of this module, the student must be able to: 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. SKILLS: By the end of this module, the student must have developed the		 New developments in the field of Audiology around the globe. Themes include: 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 practices and approaches in assessment and management of patients relevant to the South African context.
KNOWLEDGE: By the end of this module, the student must be able to: 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. SKILLS: By the end of this module, the student must have developed the		, · · · · · · · · · · · · · · · · · · ·
By the end of this module, the student must be able to: 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. SKILLS: By the end of this module, the student must have developed the		
1	Learning Outcomes:	 By the end of this module, the student must be able to: 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.

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. **VALUES/ATTITUDES:** By the end of this module, students must have developed the following inherent values/ attitudes: 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. CESM Code (3rd **SAQA Credits** ITS Course Level Code Order) Module Information: 090202 12 4 Period Campus **Full/Part Time** (1st/2ndSem) **Delivery Information:** 1st **SMU** Full time Independent **Practicals Tutorial** Classes Seminars Learning Periods per Week: 3 (40 Hours) 8 (70 1 (10 0 0 Total NSH = 120 Hours) Hours) Hours Pre-requisite modules for VAUD032, AREA031, ASLD031, CLAU030 this module: Co-requisites modules for None module: **ASSESSMENT:** Formative and Summative 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: **Assessment Criteria:** • 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.

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. Students must be able to show evidence of development of the following SKILLS that will be evaluated through criterionreferenced tests and assignments: 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. Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation: · Commitment and dedication to the profession indicating Selfconfidence 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. 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 **Assessment Methods:** and report writing). 1x written test, integrating ILO1-ILO4 (eliciting skills of basic integration of knowledge) Summative assessment: Examination (written) x 3 hr examination Min Formative Assessment mark for exam admission 40 (%) **Assessment Weighting:** % Formative Assess Mark 60 Final mark = 40 % Summative Assess Mark

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

Module Code: (4 alphabetic & 3 numeric)	AREC040				
Module Name:	APPLIED RESEARCH				
Module Content:	 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:	 KNOWLEDGE: By the end of this module, the student must be able to: 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. SKILLS: By the end of this module, the student must have developed the following skills: 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 VALUES/ATTITUDES: 				
By the end of this module, students must have developed					

	 following inherent values/ attitudes: 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 Cours	e Level Code	CESM Code (3 rd Order)	
	3	30		4	090202	
Delivery Information:	Car	npus	Full/F	art Time	Period (Y/1 st /2 nd Sem)	
,	S	MU	Fı	ull time	Υ	
	Classes	Practicals	Tutorial	Seminars	Independent Learning	
Periods per Week:	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:	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): 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					

- 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.

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:

- Personal skills, during planning of research project, data collection and writing of research report, setting of goals and timemanagement 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.

Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:

- 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.

Formative assessment:

Students will be graded for (ILO1-ILO2)

- Literature review
- Methodology
- Results and interpretations
- Conclusions and Recommendations
- Peer review

Summative assessment:

- Research Report (internal and external examiner reports) (ILO2)
- Research Poster (ILO3)

Assessment Methods:

		Min Formative Asses (%)	sment mark for	exam admission	40
Assessment W	eiahtina:	Final mark =	% Formative A	Assess Mark	60
	gg-	Filiai Iliaik –	% Summative	Assess Mark	40
		Min Final Assessmen	t mark to pass (%)	50
		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical		Research report	Research Poster	Choose an item.
Summer etime	Duration				
Summative Assessment	Sub minimum		40%	40%	
Paper:	% Distribution (if more than one "Paper")		60%	40%	

Module Code: (4 alphabetic & 3 numeric)	CLAU040				
Module Name:	CLINICAL AUDIOLOGY III				
Module Content:	 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:	 The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes. The student's <u>SKILLS</u> will be assessed in: 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 				

- **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.

VALUES/ATTITUDES:

By the end of this module, students must have developed the following inherent values/ attitudes:

- 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.

Modu	ıle Information:	SAQA	Credits	ITS Cours	se Level Code	CESM Code (3 rd Order)
		8	30		4	090202
Deliv	ery Information:	Cai	mpus	Full/F	Part Time	Period (Y/1 st /2 nd Sem)
	,	S	MU	Fı	ull time	Υ
Perio	ds 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							
	the clinical assessed u of perform constructive requiring in completion marking ru	assessment using a grade ance. The form the second ance written feet mprovement. of a clinical rubric.	and mana d marking ermative as edback to The stude eport, whice	gement of a rubric including sessment for the students and will also be the will be evaluated.	and competence in patient. This will be ng a self-evaluation or will also include focusing on areas be assessed on the lated using a graded				
Assessment Criteria:	• AC1 (I assess hearing vestibul accord • AC2 (I informate hearing vestibul • AC3 (I interview patient • AC4 (I explain during signific synthemultidis • AC5 (II interve monito ASSR, • AC6 (II service context commutation)	SKILLS that on and clinical linked to IL. ament protocolog aid fitting, alar disorders ingly. Inked to ILC ation obtained graid fitting, alar disorders, linked to ILC ation and team mulinked to ILC ation and team to there are inked to ILC and others are sis of information and rearing paediatric OAE) and vering paediatric OAE) and vering paediatric of the ILC and to ILC and the ILC and th	will be on reports: O1): Selection (C)AP electrophysis and in of the patients well as mation in approach the patients well as	cting and per D, ototoxicity resiology (ABR) dependently sing and interest of the parents of the	development of the rough clinical skill forming appropriate monitoring paediatric ASSR, OAE) and assessing patients repreting assessment monitoring paediatric, ASSR, OAE) and diagnoses. The communication, o communicate with assment results and professional manners, caregivers and/or critical analysis and ille encouraging a nation of the patient ementing appropriate (C)APD, ototoxicity strophysiology (ABR, ehensive audiological and implementing divellness strategies				

		AC7 (linked to I interpretation/ presentations and	recommendat	trating clinical cor ions/management	•			
		 Students must be able to show evidence of development of the following VALUES/ATTITUDES through peer and self-evaluation: 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:		Formative assessment: Clinical skill observation by supervisor (integrated ILO1-ILO5) Clinical reports as determined by each clinical block Summative assessment: Oral examination x 1 hr						
		Min Formative Asses (%)	40					
Assessment W	eighting:	Final mark =	% Formative Assess Mark		60			
	- ·	i mai mant –	% Summative	40				
	T	Min Final Assessmen	50					
		Paper 1	Paper 2	Paper 3	Paper 4			
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.			
Summative	Duration	3 Hours						
Assessment Paper:	Sub minimum	40%						
, upor	% 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 readmitted 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 <u>theoretical</u> 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 reregister 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 <u>clinical</u> 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 Science									
Qualification Name:	Bachelo	or of Speech-	Language	Pathology			Qualification Code:		(То	be confir	med)
Campus:	Sefako	Makgatho He	ealth Scier	nces Univers	ity		Last Revision date:	1	Nev	v programr	me
Total SAQA Qualificatio		518					Is this a fixed Curriculum:			Y	'es
PE	RIOD OF S	TUDY / YEA	R LEVEL	1		l	PERIOD OF ST	rudy / '	YEAF	R LEVEL 1	
	1s	^t Semester					2 ⁿ	d Semes	ster		
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit ⁴		Module Code	Offering Period	Possi majo		SAQA Credit	Hemis Credit
The following	g 6 semeste	er modules a	re COMP	JLSORY		The following 6 semester modules are COMPULSORY				LSORY	
ANAT011	S1	N	8	0.062		PSIO012	S2	N		8	0.062
ENGL011	S1	N	12	0.094		RISP012	S2	Υ		8	0.062
PSYC011	S1	Υ	8	0.062		PECH012	2 S2	Υ		12	0.094
IHCS011	S1	Υ	12	0.094		ISAD012	S2	Υ		12	0.094
HCOM01 1	S1	Υ	12	0.094		PPIC012	S2	Y		12	0.094
ILSA011	S1	Υ	12	0.094		Speech sound system disorders	S2	Y		12	0.094
Total Credit Modules	Total Credits for Semester 1 64 0.5 Modules					Total cre Modules	dits for Semes	ster 2		64	0.5
	TOTAL	CREDITS F	OR YEAR	LEVEL 1:	SAC	QA CREDIT	S = 128; HEM	IS CREI	DITS	= 1	

PE	PERIOD OF STUDY / YEAR LEVEL 2							
	1 st Semester							
Module Code	1 0 1 1 1							
The followin	The following 6 semester modules are COMPULSORY							
RADP021	S1	Υ	12	0.094				
Applied linguistics	S1	Υ	8	0.062				
Early communic ation	S1	Y	12	0.094				

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

Total Credit			64	0.5	S A C	Total credit Modules QA CREDITS	s for Semes		64	0.5
						Clinical Speech- Language Pathology	S2	Y	16	0.126
Clinical Speech- Language Pathology	S1	Y	16	0.125		DCSL022	S2	Υ	12	0.094
Child language disorders	S1	Y	16	0.125		AUPD022	S2	Υ	8	0.062
interventio n						disorders				

PEI	PERIOD OF STUDY / YEAR LEVEL 3					PE	RIOD OF ST	UDY /	YEAR	LEVEL 3	
		Year					2 nd	Seme	ester		
Module Code	Offering Period	Possible major	SAQA Credit	Hemis Credit		Module Code	Offering Period		sible ijor	SAQA Credit	Hemis Credit
The following	The following year module is COMPULSORY					The following	2 semeste	r mod	ules ar	e COMPUI	SORY
REST030	Y	Y	16	0.124		Paediatric dysphagia and motor speech disorders	S2		Υ	16	0.125
Total Credit	s for Year N	lodules	16	0.124		Clinical Speech- Language Pathology IV	S2		Y	40	0.312
	1 st	Semester									
The following	ng 4 semest	er modules a	are COMP	ULSORY							
AREA031	S1	Υ	12	0.094							
Adult dysphagia and motor speech disorders	S1	Y	12	0.094							
Acquired neurogeni c language disorders	S1	Y	12	0.094							
Clinical Speech- Language Pathology III	S1	Y	20	0.156							
Total Credit Modules	s for Semes	ster 1	56	0.438		Total credits modules	s for Semes	ter 2		56	0.438
	TOTAL	CREDITS F	OR YEAR	LEVEL 3:	SAQ	A CREDITS =	= 128; HEMIS	S CRE	DITS:	= 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 followin	g 2 year mo	dules are CC	OMPULSO	RY	
AREC040	Υ	Υ	30	0.22	
Clinical Speech- Language Pathology V	Y	Y	80	0.6	
Total Credi	ts for Year I	Modules	110	0.82	
	1s	^t Semester			
The followin	g 2 semeste	er modules a	re COMP	ULSORY	
BELD041	S1	Υ	12	0.09	
Relevant issues in Speech- Language Pathology practice	S1	Y	12	0.09	
Total Credi Modules	0.18				

	2 ⁿ	Semester					
Module	Offering	SAQA	Hemis				
Code	Period major Credit 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:	 Introduction to Anatomy Gross anatomy of the: Thorax and back Upper limb Head and neck Central nervous system Embryology Histology 			
Learning Outcomes:	 KNOWLEDGE: By the end of this module, student must be able to: 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. 			

	appar • ILO7:	atus and aud	litory syster	n to embryo	ders of the speech ology. tructures in the head,
Module Information:	SAQA Credits		NQF Level		CESM Code (3 rd Order)
	8		5		130402
Delivery Information:	Campus		Full/Part Time		Period (1st/2ndSem)
Delivery illiorillation.	SMU		Contact Full-time		1 st
Periods per Week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
T enous per week.	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:					

		 functional uni AC14: Description of the cranical apparatus. AC15: Discutongue. AC16: Discutore 	ts. ibe the basic an al nerves sup uss the embryouts the spector of the vocal disorders.	atomy of the br plying compo blogy of the h ific embryolog al apparatus	rain and the branches ments of the vocal mead, face, ear and gical origin of the and their related 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 A admission (%)	40%			
		F' 1 1	% Formative /		60%	
		Final mark =	% Summative Assess Mark		40%	
		Min Final Assessment mark to pass (%)			50%	
		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory	Practical			
Summative	,	Theory 3 hours	Practical 1 hour			
Summative Assessment Paper:	Practical	•				

Module Code: (4 alphabetic & 3 numeric)	ENGL011		
Module Name:	ENGLISH FOR HEALTH SCIENCES		
Content:	 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: ILO1: Academic Reading – basic and intermediate 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 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 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 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		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, P PECH012, IS	•		•	OM011, ILSA011,
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: Academic Reading – basic and intermediate O Understand and draw information stated explicitly and implicitly Oldentify 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 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 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 Demonstrate listening with understanding through the use of paraphrase, summary and note taking during a big class lecture 			ntermediate raphs n accordance with pelling academic topic es and language ogue g through the use
Assessment methods		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). Summative Assessment: Examination (written) x 3 hr examination			
		Min Formative A	Assessment mark		40%
Marks Structu	ıro.	admission (%)	% Formative Assess Mark		60%
Iviai ka ati uctu	II G.	Final mark =	% Summative Assess Mark		40%
			ssment mark to pa	ass (%)	50%
		Paper 1	Paper 2	Paper 3	Paper 4
Summative Assessment	Theory / Practical	Theory			
Paper:	Duration	3 hours			
	% of Exam Mark	100%			

Module Code: (4 alphabetic & 3 numeric)	PSYC011

Module Name:	PSYCHOLO0	GY I				
Content:	 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: 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 (3 ^r Order)	
	8	3		5	180101	
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)	
·	SI	MU	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	d 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: 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 M	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				
		Min Formative Assessment mark for exam admission (%)			40%	
 Marks Structu	ıre	Final mark	Final mark		60%	
marko otraota		=	% Summative A	40%		
		Min Final Assessment mark to pass (%)			50%	
		Paper 1	Paper 2	Paper 3	Paper 4	
Summative	Theory / Practical	Theory				
Assessment	Duration	3 hours				
Paper:	% 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:	 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)

KNOWLEDGE:

By the end of this module, the student must be able to:

- 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.

SKILLS:

By the end of this module, the student must have developed the following skills:

- 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.

VALUES/ATTITUDES:

By the end of this module, students must have developed the following inherent values/ attitudes:

Learning Outcomes:

	learning observation Demonstration learning documen	through in onal skills. Tate qualities by studying ts. qualities of resance.	teraction, of respor the read spect for a	develop nsibility tow ing materia Il cultures, o	n within a team, listening and rards their own al and relevant cultural diversity, CESM Code (3r
Module Information:	1		С	ode 1	Order) 090203
Delivery Information:		npus	Full/Pa	art Time	Period (1st/2ndSem)
Denvery information.	SI	MU	Ful	I time	1st
	Classes	Practicals	Tutorial	Seminars	Independent Learning
Periods per Week:	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:	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): 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. SKILLS: By the end of this module, student must have developed the following skills: 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. **VALUES/ ATTITUDES:** By the end of this module, students must have developed the following inherent values/ attitudes: 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). 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) Assessment Methods: Oral class presentation **Summative assessment:** Examination (written) x 3 hr examination Assessment Weighting: Min Formative Assessment mark for exam 40

		admission (%)			
		Final mark =	% Formative	Assess Mark	60
		Filiai Iliaik –	% Summative	Assess Mark	40
		Min Final Assessment mark to pass (%)			50
		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
Summative Assessment	Duration	3 hours			
Paper:	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:	 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:	 KNOWLEDGE: By the end of this module, student must be able to: 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.

SKILLS:

By the end of this module, student must have developed the following skills:

- 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.

VALUES/ ATTITUDES:

By the end of this module, students must have developed the following inherent values/ attitudes:

- 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 Cours	e Level Code	CESM Code (3 rd Order)
	1	2		1	090203
Delivery Information:	Campus		Full/F	Part Time	Period (1 st /2 nd Sem)
	SMU		Fi	ull time	1 st
	Classes	Practicals	Tutorial	Seminars	Independent Learning
Periods per Week:	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 studen	nt will be ass	sessed acc	ording to the f	ollowing 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:

- 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 (infancyschool-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.

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:

- 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.					
		 Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation: 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. 					
Formative assessment: 1x written test assessing learning outcomes ILO1-ILO5 (consi MCQs set using an item analysis approach for quality assurance 1x written test (integrated ILO6-ILO10) eliciting skills of integration of knowledge. 1x group assessment/practical (assessing basic sign lar skills) Summative assessment: Examination (written) x 3 hr examination					assurance) skills of basic		
		Min Formative Assessment mark for exam admission (%)					
Assessment W	eiahtina:	% Formative Assess Mark		60			
710000011101111111	o.gg.	Final mark =	% Summative Assess Mark		40		
		Min Final Assessment mark to pass (%)			50		
		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.		
C	Duration	3 Hours					
Accecment	Sub minimum	40%					
ι αροι.	% 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:	 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 KNOWLEDGE: By the end of this module, student must be able to: **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. **Learning Outcomes:** SKILLS: By the end of this module, student must have developed the following skills: Personal skills: Time management and planning Interpersonal skills: Working in groups Administrative skills: Planning and coordination **VALUES/ATTITUDES:** By the end of this module, students must have developed the following inherent values/ attitudes: Respect for diversity. Tolerance and understanding to different SA cultures and languages. Collaboration, sharing and team spirit. CESM Code (3rd **SAQA Credits** ITS Course Level Code Order) **Module Information:** 12 1 090203 Period **Full/Part Time** Campus (1st/2ndSem) **Delivery Information:** SMU Full time 1st Independent Classes **Practicals Tutorial** Seminars Learning Periods per Week: 8 (70 1 (10 3 (40 Hours) 0 0 Hours) Total NSH = 120 Hours)

Pre-requisites modules for this module: ANAT011, HCOM011 ASSESSMENT: Formative and Summative 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): 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): Describing 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 the differences between clauses and sentences. • AC6 (linked to ILO5): Describing and discussing the indicating the parts of speech in given 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. • 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. • AC6 (linked to show evidence of development of the following SKILLS that will be evaluated through criterion-referenced tests and assignments: • 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. Students must be able to show evidence of development of the following VALUES/ATTIT						Hours
ASSESSMENT: Formative and Summative 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): 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. Students must be able to show evidence of development of the following SKILLS that will be evaluated through criterion-referenced tests and assignments: • 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. Students must be able to show evidence of development of the following YALUES/ATTITUDES through peer and self-evaluation • Respect for diversity. • Tolerance and understanding to different SA cultures and languages. • Collaboration, sharing and team spirit.		None				
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): 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 ILO3): 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. Students must be able to show evidence of development of the following SKILLS that will be evaluated through criterion-referenced tests and assignments: • 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. Students must be able to show evidence of development of the following YALUES/ATTITUDES through peer and self-evaluation • Respect for diversity. • Tolerance and understanding to different SA cultures and languages. • Collaboration, sharing and team spirit.	•	ANAT011, I	HCOM011			
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 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. Students must be able to show evidence of development of the following SKILLS that will be evaluated through criterion-referenced tests and assignments: • 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. Students must be able to show evidence of development of the following VALUES/ATTITUDES through peer and self-evaluation • Respect for diversity. • Tolerance and understanding to different SA cultures and languages. • Collaboration, sharing and team spirit.	ASSESSMENT:	Formative a	Formative and Summative			
Assessment Methods: Formative Assessment:		The students of stated learns sounds	nust be able to cting relevance in the development of the development	essed accorder to describe the comment of plants and process. 1): Describing, ident of articular of and process. 1): Describing and process. 1): Describing the sentences of sentences of sentences of sentences of speech in to show the will be signment ound decise ound decise ound decise ound decise ound decise ound sentences ound decise ound d	trate accurace etical KNOV signments) in a gand explaining and discustifying, and lotion for both viagand discustifying, and lotion for both viagand discustifying and different ing and different ing and discustifying and discustifying and different ing and different ing and discustifying and discustifying and discustifying and discustifying and different ing and different evidence of celevaluated in evidence of celevaluated in the evidence of	y and succinctness VLEDGE (through: ng the role of speech honology. ssing phonetics and ocating the different owel and consonant ing the phonetics and identifying and using analyses of speech intiating between key ssing the differences and discussing their awing a tree diagram ces. development of the through criterion- management and analyzing ingredient embers. development of the nd self-evaluation
1 x Written Semester Test (ILO1-ILO5)	Assessment Methods:				O 5)	

		1x Class Test (ILO1-ILO2) 1 x Assignment (ILO3-ILO4) Summative Assessment: Examination (written) x 3 hr examination Min Formative Assessment mark for exam admission				
A a a a a a wa a w t NA/	-ila-4i	(%)	% Formative		40 60	
Assessment Wo	eignting:	Final mark =	% Summative	% Summative Assess Mark		
		Min Final Assessment mark to pass (%)			50	
		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.	
Summative	Duration	3 Hours				
Assessment	Sub minimum	40%				
Paper:	% Distribution (if more than one "Paper")	100%				

Module Code: (4 alphabetic & 3 numeric)	PSIO012	PSIO012			
Module Name:	PHYSIOLOGY FOR PATHOLOGY	AUDIOLOGY AND	SPEECH-LANGUAGE		
Module Content:	 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: 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 (3 rd Order)		
	8	5	130801		
Delivery Information:	Campus	Full/Part Time	Period (1st/2ndSem)		

			SMU	Contact Full-time		2 nd	
Periods per W	leek:	Classes	Practicals	Tutorial	Seminars	Independent Learning	
l crious per vi	icci.	2	1		0	7	
Pre-requisite this module:	modules f	or None					
Co-requisites module:	modules f		, PSYC011, AUAS012	RISP012,	ENGL011, I	HCOM011, ISAD012,	
ASSESSMEN [*]	Т:	Formative	and Summat	ve			
Assessment (Criteria:	stated lease state	 succinctness in connecting relevant theoretical KNOWLED (through criterion-referenced tests and assignments) in: AC1: Discuss and explain membrane physiology and excitable tissues. AC2: Discuss and explain nervous system and the special ser 			the achievement of the achievement of the accuracy and etical KNOWLEDGE gnments) in: ology and excitable and the special sense. speech, language, and	
Assessment I	Methods:	Observation Oral quest Practical Self-asse Tests Not all for Scored for Summati	on tions exercises and exercis	demonstra sments are sments con	scored, but tribute 60% t	feedback is provided. owards the final mark.	
		Min Form	Examination (written) x 3 hr examination Min Formative Assessment mark for exam admission (%) 40%				
Marks Structu	ıre:	Final m	% Fc	rmative As	sess Mark	60%	
				mmative Assess Mark		40%	
		Min Final Assessment mark to pass (%) 50%					
	Theory	Pape	r 1 Pa	per 2	Paper 3	Paper 4	
Summative	Theory Practical	Theo	ry				
Assessment Paper:	Duration	3 hou	ırs				
rapei.	% contribution Summative	to 100°	%				

Assessment Mark			
Sub minimum	40%		

Module Code: (4 alphabetic & 3 numeric)	RISP012					
Module Name:	RESEARCH, INTERPER PSYCHOLOGY	SONAL SKILLS	AND SOCIAL			
Content:	Social psychologyIntroduction to research	 Cognitive processes Reception and sensation memory Social psychology Introduction to research 				
Learning Outcomes	KNOWLEDGE: By the end of this module, ILO1: Have a basic unde ILO2: Understand the respecific field. ILO3: Know and unders skills and research. SKILLS By the end of this module, following skills: Pedagogical skills: Unan appreciation for content healthcare, reading and thinking skills. Interpersonal skills: Omeaningful communication in Personal skills: Time may priorities. Administrative and mastudy skills, note record in VALUES/ATTITUDES: By the end of this module following inherent values/selection in priorities. Develop the skills of placerning through interactions in the reading	erstanding of cognitive one of social interaction that the basic principle that the student must have derstanding the modul communication and it is summarizing skills at Collaboration with other on during class group to an agement, goal setting an agement skills: Takeeping. e, students must have attitudes: anning and organization, develop listening is responsibility towards	processes. and link it to their es of interpersonal ve developed the e content, develop ts importance of as well as logical ers, to engage in work. g, planning, setting ime management, ve developed the on within a team, and observational their own learning			
Module Information:	SAQA Credits	NQF Level	CESM Code (3 rd Order)			
module information.	8	5	180101			

Delivery Information:		Camp	ous	Full/Part Time		Period (1 st /2 nd Sem)
		SMU		Full time		2 nd
Periods per week: = 34		Classes	Practicals	Tutorial	Seminars	Independent Learning
weeks		5,5	0	2	0	0
Pre-requisite this module:	modules for	None				
Co-requisites module:	modules for	None	None			
ASSESSMENT	Γ:	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: 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 M	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 Min Formative Assessment mark for exam				
		admission (%)	.55550111011111		n	40%
Marks Structu	Marks Structure		% Format	tive Assess	Mark	60%
		Final mark =	% Summa	ative Asses	s Mark	40%
	Γ	Min Final Asses	ssment mark	to pass (%)		50%
Summative		Paper 1	Paper	· 2	Paper 3	Paper 4
Assessment Paper:	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:	 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.
	KNOWLEDGE:
Learning Outcomes:	 By the end of this module, student must be able to: 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.

	By the on	d of this m	adula atri	dont must be	wo dovoloped the
	following s		Jaule, Stu	ueni must na	ive developed the
	 Person 			summarizing o	of information whilst
		•		to implemen	nt infection control
			,	•	care setting in the
		African contex		. . .	
					the importance of rview, feedback and
		•	•		e engaging in group
	work ta	•	J		
	VALUES/A	TTITUDES:			
	By the end	d of this mo			ave developed the
	 following inherent values/ attitudes: Take responsibility for their own learning and commitment to the 				
		sponsibility to and reflection		n learning and	commitment to the
	Show a	an appreciation	•	munication an	d its importance in
		existence.	n and roen	act for other o	olleagues' input and
		erations as the			nieagues iriput and
			•		ellbeing of a patient
	•				nselling relationship
		aintaining a p moathic unde			to see things from
		ent's perspec	•	and the demity	to ooo tiiilgo iroiii
Module Information:	SAQA	Credits	ITS Cours	e Level Code	CESM Code (3 rd Order)
	1	2	1		090203
Delivery Information:	Car	npus	Full/Part Time		Period (1 st /2 nd Sem)
•	S	MU	Full time		2 nd
	Classes	Practicals	Tutorial	Seminars	Independent Learning
Periods per Week:	8 (64	0	1 (12	0	5 (44 Hours)
	Hours)	0	Hours)	0	Total NSH = 120 Hours
Pre-requisite modules for this module:					
Co-requisites modules for module:	None				
ASSESSMENT:	Formative and Summative				
				•	following standards,
Assessment Criteria:	·			emonstrate the	achievement of the
Assessinent Officia.	งเสเซน I&dIII	ing outcomes).		
	Students m	nust be able t	o demons	trate accuracy	and succinctness

in connecting relevant theoretical <u>KNOWLEDGE</u> (through criterion-referenced tests and assignments) in:

- 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.

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:

- 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.

Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:

- 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.

Formative assessment:

Assessment Methods:

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 assessn Examination (written)			
		Min Formative Assess (%)	sment mark for	exam admission	40
Assessment W	eiahtina:	Final mark =	% Formative	Assess Mark	60
		rillai Illaik –	% Summative	Assess Mark	40
		Min Final Assessment mark to pass (%)			50
		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
Summative	Duration	3 Hours			
Assessment	Sub minimum	40%			
Paper:	% 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:	 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:	 KNOWLEDGE: By the end of this module, the student must be able to: 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.

SKILLS:

By the end of this module, the student must have developed the following skills:

- 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.

VALUES/ATTITUDES:

By the end of this module, students must have developed the following inherent values/ attitudes:

- 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)
	1	2		1	090203
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
,	S	MU	Full time		2 nd
	Classes	Practicals	Tutorial	Seminars	Independent Learning
Periods per Week:	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:	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:

- 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.

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:

- 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.

Students must be able to show evidence of development of the following VALUES/ATTITUDES through peer and self-evaluation:

- 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.

Formative assessment:

Assessment Methods:

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)

		Examination (written)	Summative assessment: Examination (written) x 3 hr examination				
		Min Formative Asses (%)	sment mark for	exam admission	40		
Assessment W	eighting:	Final mark =	% Formative	Assess Mark	60		
		i iliai iliaik –	% Summative	e Assess Mark	40		
		Min Final Assessmen	50				
		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.		
Cummative	Duration	3 Hours					
Summative Assessment	Sub minimum	40%					
Paper:	% 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:	 Promotion of health/healthcare. Prevention and its relation to burden of disease. Barriers to Health Promotion and Disease Prevention in Rural Areas. Opportunities for Heath – 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): 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.
	 Practical component: 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.
	KNOWLEDGE:
	 By the end of this module, the student must be able to: 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 socioeconomic issues can impact on health and wellbeing.
Learning Outcomes:	 SKILLS: By the end of this module, the student must have developed the following skills: 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.
	 VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes: 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:	Car	npus	Full/Part Time		Period (1 st /2 nd Sem)	
	S	MU	Full time		2 nd	
	Classes	Practicals	Tutorial	Seminars	Independent Learning	
Periods per Week:	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 a	and Summativ	⁄e			
Assessment Criteria:	stated learns stated learns Students m in connect criterion-re AC1 (I prevent AC2 (Ii screeni AC3 (I screeni AC4 (Iii conduct and cor AC5 (I behavio AC6 (I regardin in grou utilized AC8 (Iii strategi AC9: (L social, I) Students m	 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 decision 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. 				

		Display professional and ethical behaviours in the clinic and trouble shooting skills and infection control measures.				
		confidence, enthule Collaboration, sha	ATTITUDES through for all people sity (integrity). dedication to thusiasm). aring and team	ough peer and s	elf-evaluation: -motivation, self- n, enthusiasm).	
Formative assessment: 2x written tests assessing ILO1-ILO2 eliciting skills of integration of knowledge (including MCQ's, short and long a questions). 1x assignment assessing ILO2 (including written assignment assessment) Summative assessment: Examination (written) x 3 hr examination				nd long answer en assignment,		
		Min Formative Assessment mark for exam admission (%)				
Assessment We	eiahtina:		% Formative	Assess Mark	60	
	o.gg.	Final mark =	% Summative	40		
	Γ	Min Final Assessment mark to pass (%)		50		
		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.	
Summative	Duration	3 Hours				
Summative Assessment Paper:	Sub minimum	40%				
, upon	% Distribution (if more than one "Paper")	100%				

Module Code: (4 alphabetic & 3 numeric)	SSSD012
Module Name:	SPEECH SOUND SYSTEM DISORDERS
Module Content:	The role of speech language pathologist in working with people with speech sound disorders.

- 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.

KNOWLEDGE:

By the end of this module, the student must be able to:

- **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.

SKILLS:

By the end of this module, the student must have developed the following skills:

- 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.

VALUES/ATTITUDES:

By the end of this module, students must have developed the following inherent values/ attitudes:

- 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.

Learning Outcomes:

	 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 Cours	se Level Code	CESM Code (3 rd Order)		
	1	2		1	090203		
Delivery Information:	Car	mpus	Full/F	Part Time	Period (1 st /2 nd Sem)		
-	S	MU	F	ull time	2 nd		
	Classes	Practicals	Tutorial	Seminars	Independent Learning		
Periods per Week:	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 a	Formative and Summative					
Assessment Criteria:	·						

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. Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation: 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. 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. **Assessment Methods:** values, and knowledge 1x practical test/assessment relating to the clinical component Summative assessment: Examination (written) x 3 hr examination Min Formative Assessment mark for exam admission 40 (%) % Formative Assess Mark 60 **Assessment Weighting:** Final mark = 40 % Summative Assess Mark Min Final Assessment mark to pass (%) 50

		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
Comment of the co	Duration	3 Hours			
Summative Assessment	Sub minimum	40%			
Paper:	% Distribution (if more than one "Paper")	100%			

Module Code: (4 alphabetic & 3 numeric)	RADP021					
Module Name:	RESEARCH, AS	${\sf RESEARCH, ASSESSMENTANDDEVELOPMENTALPSYCHOLOGY}$				
Content:	Developmental psychologyPersonality theories					
Learning Outcomes	 KNOWLEDGE: By the end of this module, student must be able to: 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 (3 rd Order)	
	12		5		180101	
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)	
	SMU	J	Full time		1 st	
Periods per week: = 34	Classes	Practicals	Tutorial	Seminars	Independent Learning	
weeks	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		dence in orde		•	llowing standards, echievement of the	

 Students must be able to demonstrate accuracy and succinctn in connecting relevant theoretical KNOWLEDGE (through critering referenced tests and assignments) in: AC1: Listing, describing, and applying basic concepts in some 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 social and medical psychology and personality theories. 					cepts in social, neories on of medical
Assessment M	Methods	Formative assess Group and individu Tests Practical work sem	sment: ial assignments ninars ecific allocated ca ssment: en) x 3 hr examina	ase studies relevant	
Marks Structu	ıre	Final mark =	% Formative Assess Mark		60%
		r marmark –	% Summative A	40%	
			Min Final Assessment mark to pass (%)		50%
		Paper 1	Paper 2	Paper 3	Paper 4
Summative	Theory / Practical	Theory			
Assessment	Duration	3 hours			
Paper:	% of Exam Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	APLG021		
Module Name:	APPLIED LINGUISTICS		
Module Content:	 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 		

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 KNOWLEDGE: By the end of this module, the student must be able to: 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. SKILLS: By the end of this module, the student must have developed the following skills: 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. **Learning Outcomes:** 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. **VALUES/ATTITUDES:** By the end of this module, students must have developed the following inherent values/ attitudes: 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. CESM Code (3rd SAQA Credits ITS Course Level Code Order) **Module Information:** 8 2 090203 Period Campus **Full/Part Time** (1st/2ndSem) **Delivery Information:** SMU 1st Full time Independent Classes Practicals **Tutorial** Seminars Learning Periods per Week: 6 (52 0 1 (10 0 3 (18 hours)

	hours)		hours)		Total NSH = 80 Hours		
Pre-requisite modules for this module:							
Co-requisites modules for module:	PSYC022, ECOM021, CLAD021, CSLP021						
ASSESSMENT:	Formative and Summative						
Assessment Criteria:	stated learn Students in in connective community of the composition of the compos	nust be able to cting relevance ferenced testing relevance inked to ILO1 ploring the application disordinked to ILO2 agnitive process and treat condinked to ILO2 agnitive process and treat condinked to ILO3 problems mare due to different and devirent inked to ILO3, identifying sing developming an awarer ance of study ch on the containing an awarer and co	to demonse and theorems. Service and assemble plication of oders. O2): Critical SLPA.): Discussion of oders. O3): Describing individual ight have been tundered or respectively. Identify the relation ment and planess and dring psychological villages. ILO4): Show and utilized and utilized are a case of the show at will be serviced by the serviced are a case of the show at will be serviced and utilized are a case of the show at will be serviced and utilized are a case of the show at will be serviced and utilized are a case of the show at will be serviced and utilized are a case of the show at will be serviced and utilized are a case of the show at will be serviced and utilized are a case of the show at will be serviced and utilized are a case of the show at will be serviced as a serviced are a case of the show at the serviced are a case of the show at the serviced are a case of the serviced are a c	trate accurace etical KNOV signments) in ing the branch psycholinguistically evaluating a psycholing in problems. Cribing the valuating the importang a psycholing in problems. Cribing the valuating the valuating and explainship between assess of literace eper sense of litera	n of psycholinguistics tics to clinical work in g the link between nce of categorisation guistic framework to arious Psychological plans for individuals stic descriptions but ng problems, as well ation for the diversity ning the structure of a phases of speech cy development, and f appreciation for the doing independent		

Accommont Mathe de		 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. Students must be able to show evidence of development of the following VALUES/ATTITUDES through peer and self-evaluation: 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. Continuous Assessment: 1x Written Semester Test (ILO1 - ILO4) 1x Class Test (ILO1 - ILO2) 					
Assessment Methods:		1x Assignment (ILO3, ILO4) Summative Assessment: Examination (written) x 3 hr examination					
Assessment Weighting:		Min Formative Assessment mark for exam admission (%)					
		Final mark =	% Formative	60			
		Filiai IIIaIK –	% Summative	40			
		Min Final Assessmen	50				
		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.		
Summative	Summative						
Assessment Paper:	Sub minimum	40%					
	% Distribution (if more than one "Paper")	100%					

Module Code: (4 alphabetic & 3 numeric)	ECOM021
Module Name:	EARLY COMMUNICATION INTERVENTION

Introduction to Early Communication Intervention (ECI): Neurotypical development Theoretical underpinnings for ECI Service delivery in ECI Promotion, prevention, and identification Assessment Introduction to therapy in ECI **Module Content:** Communication intervention in the NICU Hanen approach to communication development Kangaroo Mother Care (KMC): A strategy to facilitate motherinfant communication in high-risk infants in different contexts A neonatal communication intervention programme Services in the NICU Special populations Augmentative and Alternative communication KNOWLEDGE: By the end of this module, the student must be able to: **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 **Learning Outcomes:** promotion, prevention, and identification of children with communication disorders/disabilities. SKILLS: By the end of this module, the student must have developed the

following skills:

- 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.

	 VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes: 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:	,	Credits	ITS Cours	e Level Code	Order)	
Delivery Information:		2 mpus	Full/F	2 Part Time	090203 Period (1st/2ndSem)	
Benvery information.	S	MU	Full time		1 st	
	Classes	Practicals	Tutorial	Seminars	Independent Learning	
Periods per Week:	8 (70 Hours)	0	1 (10 Hours)	0	3 (40 Hours) Total NSH = 120 Hours	
Pre-requisite modules for this module:	HCOM011,	PECH012, IS	SAD012, PI	PIC012, ILSA0	12	
Co-requisites modules for module:	RADP021,	APLG021, Cl	_AD021, C	SLP021		
ASSESSMENT:						
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): 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					

- gathering and interpreting assessment findings in different context.
- 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.

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:

- 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.

Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:

- 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.

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 (including written assignment/ presentation/ communication board, poster/ compiling a screening and assessment kit).

Assessment Methods:

		Summative assessi Examination (written)				
		Min Formative Asses (%)	sment mark for	exam admission	40	
Assessment W	eiahtina:	Final mark =	% Formative	Assess Mark	60	
	gg-	rillai Illaik –	% Summative	% Summative Assess Mark		
		Min Final Assessmen	50			
		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.	
C	Duration	3 Hours				
Summative Assessment	Sub minimum	40%				
Paper:	% Distribution (if more than one "Paper")	100%				

Module Code: (4 alphabetic & 3 numeric)	CLAD021					
Module Name:	CHILD LANGUAGE DISORDERS					
Module Content:	 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: ILO1: Know and understand the core concepts or pre-requisites related to normal language; emergent literacy and literacy acquisition / development 					

- 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.

SKILLS:

By the end of this module, the student must have developed the following skills:

- 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.

VALUES/ATTITUDES:

By the end of this module, students must have developed the following inherent values/ attitudes:

- 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)
	1	6		2	090203
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	SMU		Full time		1 st
	Classes	Practicals	Tutorial	Seminars	Independent Learning
Periods per Week:	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:	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): 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 comorbid 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 background, including language, literacy, and related co-morbid conditions. Students must be a

		 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.	ivoloity for all		a accounting,		
		 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	e disorders and <i>i</i>	scholastic proble	ms.		
Students must be able to show evidence of development of following VALUES/ATTITUDES through peer and self-evaluati An appreciation for working in a group as well as an appreciat of diversity within this group as they work within teams elicit 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-evaluate questionnaire. Ethical and professional behaviour by handing in on time a being truthful in a self - and peer evaluation questionnaire. Continuous assessment: 1x written test (integrated ILO1-ILO5) eliciting skills of beintegration of knowledge (including MCQ's, short and long ansiquestions). 1x assignment (including written assignment/ presentation).					elf-evaluation: an appreciation teams elicited elicited through self-evaluation n on time and onnaire. ekills of basic d long answer		
		Examination (written)			T		
		Min Formative Asses (%)	ssment mark for exam admission 40				
Assessment W	eiahtina:	Final made —	% Formative Assess Mark		60		
- 10000011101111 W	טיייייטי	Final mark =	% Summative Assess Mark		40		
		Min Final Assessmer	nt mark to pass	(%)	50		
		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.		
C	Duration	3 Hours					
Summative Assessment	Sub minimum	40%					
Paper:	% Distribution (if more than one "Paper")	100%					

Module Code: (4 alphabetic & 3 numeric)	CSLP021						
Module Name:	CLINICAL SPEECH-LANGUAGE PATHOLOGY I						
Module Content:	 Screening and assessment of communication disorders are speech sound disorders in young children. Basic approaches to assessment and intervention 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:	 The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes. The student's SKILLS will be assessed in: 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. 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 						

	• Interpr	otativo ekill	e: To clos	selv evamino	ideas, to identify	
	assump	otions, reaso	ons, and o	claims, and t	o gather detailed	
	 information from case presentations. VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes: 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 Order)					
module information.	16		2		090203	
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)	
	SMU		Full time		1 st	
	Classes	Practicals	Tutorial	Seminars	Independent Learning	
Periods per Week:	0	12 (86 Hours)	2 (16 Hours)		8 (58 Hours) Total NSH = 160 Hours	
Pre-requisite modules for this module:	ENGL011, ILSA012, S		SP012, HC	COM011, ISAD(012, PPIC012,	
Co-requisites modules for module:	RADP021,	APLG021, E0	COM021, C	LAD021		
ASSESSMENT:	Formative a	and Summativ	/e			
Assessment Criteria:	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.					
	following		will be e		evelopment of the ough clinical skill	

- 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 problemsolving 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.

Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:

- 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 or client.; show a genuine openness, within the clinical contenteraction with various stakeholders while maintaining professional focus. Showing empathic understanding, and the ability to see thin from the client's perspective. 				
Continuous assessment: Structural direct observation (integrated ILO1-ILO4) – Assessment clinical supervisor (global rating with comments and written feed Clinical skill observation by supervisor (integrated ILO1-ILO4) Clinical reports as determined by the assignment of clients at clinical site. Summative assessment: Oral examination x 1 hr					ritten feedback) - O1-ILO4)
		Min Formative Assessment mark for exam admission (%)			
Assessment W	eiahtina:	Final mark =	% Formative	60	
	gg-	Fillal Illalk -	% Summative	40	
	1	Min Final Assessment mark to pass (%)			50
		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Practical	Choose an item.	Choose an item.	Choose an item.
Summative	Duration	1 Hour			
Assessment Paper:	Sub minimum	40%			
. apor	% 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: ILO1: Understand the divisions and organization of the nervous system.

				1.6. (1		
	 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. 					
	 IOL6: 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 nonverbal 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 					
Module Information:	cerebral hemispheres SAQA Credits		NQF Level		CESM Code (3 rd Order)	
module information.	8		6		130402	
Delivery Information	Campus		Full/Part Time		Period (1st/2ndSem)	
Delivery Information:	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, P	SIO012				
Co-requisites modules for module:	AUPD022, A	APLG021, CL	AD021, CSI	LP021		
ASSESSMENT:	Formative a	nd Summative	Э			
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: 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 an cerebral hemispheres. 				
Assessment I	Methods:	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. Summative Assessment: Examination (written) x 3 hr examination				
		Min Formative Assessment mark for exam admission (%)				
Marks Structu	ıre	, ,	% Formative A	Assess Mark	60%	
marks off dott		Final mark =	% Summative Assess Mark		40%	
		Min Final Assessment mark to pass (%)			50%	
		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory	Practical			
	Duration	3 hours	1 hour			
Summative Assessment Paper:	% contribution to Summative Assessment Mark	80%	20%			
	Sub minimum	40%	40%			

Module Code: (4 alphabetic & 3 numeric)	PSYC022
Module Name:	PSYCHOLOGY II
Content:	Medical psychology

	Social psych	nology				
Learning Outcomes	 KNOWLEDGE: By the end of this module, student must be able to: 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 Cr			Level	CESM Code (3 rd Order)	
	8			6	180101	
Delivery Information:	Camp	ous	Full/Pa	rt Time	Period (1 st /2 nd Sem)	
•	SMU	J	Full	time	2 nd	
Periods per week: = 34	Classes	Practicals	Tutorial	Seminars	Independent Learning	
weeks	6	1,5	0	0	0	
Pre-requisite modules for this module:	PSYC011, RISP	012				
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 KNOWLEDGE (through criterion-referenced tests and assignments) in: 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 A (%)			m admission	40%	

		Final mark =	% Formative As	60%	
			% Summative A	40%	
		Min Final Assessm	ent mark to pass	(%)	50%
		Paper 1	Paper 2	Paper 3	Paper 4
Summative	Theory / Practical	Theory			
Assessment	Duration	3 hours			
Paper:	% of Exam Mark	100%			
	Sub minimum	40%			

Module Code: (4 alphabetic & 3 numeric)	SSSC022					
Module Name:	SPECIFIC SPEECH SOUND DISORDERS					
Module Content:	Voice Disorders and Laryngectomy 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. Craniofacial Anomalies 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. Fluency disorders 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:	KNOWLEDGE: By the end of this module, the student must be able to:					

- 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).

SKILLS:

By the end of this module, the student must have developed the following skills:

- 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.

VALUES/ATTITUDES:

By the end of this module, students must have developed the following inherent values/ attitudes:

- 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 (3 rd Order)
	12		2		090203
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	S	MU	Full time		2 nd
	Classes	Practicals	Tutorial	Seminars	Independent Learning
Periods per Week:	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:	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): 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 ILO3, ILO4): Discussing craniofacial disorders to a multi-disciplinary team. • AC6 (linked to ILO2-ILO4): Explaining velo-pharyngeal functioning and its role in communication as related to craniofacial disorders or a multi-disciplinary team. • AC6 (linked to ILO1-ILO2): Explaining the onset and development of disorders or fluency as based on several theories and apply to specific cases as a group assignment. • AC7 (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 ILO4): Developing an intervention and management p						

					<u> </u>	
		promotion, identificand techniques responses across Interpersonal skill Reflective skills be assessment feed conceptions with Personal skills the setting priorities. Administrative an allow for making planning and mare Students must be a following VALUES/A	based on indication, assessibased on indication, assessibased on indication in its various contexts by engaging by correcting mistiback with the those of others rough time mand management of sound dechaging co-curriculate to show examples to show examples on indication in its properties.	with groups. sunderstandings of lecturer critically, problem-solving. nagement, goal set skills through analisions and investigular activities. vidence of develough peer and set sough peer and set sound investigular activities.	ement strategies and available of content during examine own etting, planning, alytical skills that igate problems,	
		Show appreciation	•	•		
				of diversity in peers onal and ethical be		
			•			
		 Awareness of the influence of contextual factors i.e. culture and language. 				
		Research literature for problem solving.				
		 Become agents of significant others. 	• •	ucating parents ar	nd teachers and	
Assessment Methods: Continuous assessment: 2x written tests (integrated ILO1-ILO4) eliciting skills integration of knowledge (including MCQ's, short and lor questions). 1x group assignment (including written assignment/ preser Summative assessment: Examination (written) x 3 hr examination				nd long answer		
		Min Formative Assessment mark for exam admission (%)			40	
Assessment W	eighting:	Final mark =	% Formative /	Assess Mark	60	
	- -	i mai mant –	% Summative	Assess Mark	40	
		Min Final Assessmen	t mark to pass	(%)	50	
		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.	
Summative	Duration 3 Hours					
Assessment Paper:	Sub minimum	40%				
	% Distribution (if more than one	100%				

"Paper")				
----------	--	--	--	--

Module Code: (4 alphabetic & 3 numeric)	AUPD022				
Module Name:	AUDITORY PROCESSING DISORDERS				
Module Content:	 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 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. 				
	 Diagnosing and profiling an auditory processing disorder. Classification of an auditory processing disorder. Management of an auditory processing disorder, including: The multidisciplinary approach towards management Components of managing an auditory processing disorder KNOWLEDGE: 				
Learning Outcomes:	 By the end of this module, the student must be able to: 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. SKILLS: By the end of this module, the student must have developed the 				
	following skills: 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.				

	 VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes: 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 Cours	e Level Code	CESM Code (3 rd Order)	
	,	8		2	090202	
Delivery Information:	Car	npus	Full/F	Part Time	Period (1 st /2 nd Sem)	
	S	MU	F	ull time	2 nd	
	Classes	Practicals	Tutorial	Seminars	Independent Learning	
Periods per Week:	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:	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 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-					

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. Students must be able to show evidence of development of the following SKILLS that will be evaluated through criterionreferenced tests and assignments: 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. Students must be able to show evidence of development of the following VALUES/ATTITUDES through peer and self-evaluation: Commitment and dedication to the profession indicating selfconfidence 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. 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 **Assessment Methods:** and report writing). 1x written test, integrating ILO1-ILO6 (eliciting skills of basic integration of knowledge) Summative assessment: Examination (written) x 3 hr examination Min Formative Assessment mark for exam admission Assessment Weighting: 40

		Final mark =	% Formative Assess Mark		60
		Filiai Iliaik –	% Summative Assess Mark		40
		Min Final Assessmen	t mark to pass	(%)	50
		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.
0	Duration	3 Hours			
Summative Assessment	Sub minimum	40%			
Paper:	% 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:	 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:	 KNOWLEDGE: By the end of this module, the student must be able to: 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 SKILLS: By the end of this module, the student must have developed the following skills: 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. **VALUES/ATTITUDES:** By the end of this module, students must have developed the following inherent values/ attitudes: 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 CESM Code (3rd SAQA Credits ITS Course Level Code Order) Module Information: 12 2 090203 Period **Full/Part Time** Campus (1st/2ndSem) **Delivery Information:** 2nd **SMU** Full time Independent Classes **Practicals Tutorial Seminars** Learning Periods per Week: 3 (40 Hours) 8 (70 1 (10 Total NSH = 120 0 0 Hours) Hours) Hours Pre-requisite modules for HCOM011 this module: Co-requisites modules for None module: ASSESSMENT: Formative and Summative The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes. **Assessment Criteria:** 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 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.

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:

- 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.

Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:

- 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 Me	ethods:	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 Summative assessment: Examination (written) x 3 hr examination				
			Min Formative Assessment mark for exam admission (%)			
Assessment W	eiahtina:	Final mark =	% Formative	% Formative Assess Mark		
	- J - J		% Summative	40		
		Min Final Assessmer	50			
		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.	
Cummativa	Duration	3 Hours				
Summative Assessment Paper:	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:	 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:	The student will be assessed according to the following standard criteria, and evidence in order to demonstrate the achievement of the				

stated learning outcomes.

The student's SKILLS will be assessed in:

- 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

VALUES/ATTITUDES:

By the end of this module, students must have developed the following inherent values/ attitudes:

- Respect and appreciation of diversity (integrity)
- Professional and ethical behavior
- Commitment
- Care and concern for all people (honesty)
- Become agents of change

Modulo	Information:	SAQA Credits	ITS Course Level Code	CESM Code (3 rd
Wodule	mormation.	SAQA Credits	113 Course Level Code	Order)

	16		2		090203	
Delivery Information:	Car	mpus	Full/Part Time		Period (1 st /2 nd Sem)	
	S	MU	Fi	ull time	2 nd	
	Classes	Practicals	Tutorial	Seminars	Independent Learning	
Periods per Week: Pre-requisite modules fo this module:	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:	RADP021Child language disordersClinical Speech-Language Pathology I					
ASSESSMENT:		and Summativ				
Assessment Criteria:	the clinical assessed upof performation performation requiring in completion marking rule. Students in following observatio. • AC1 (limports and (for diverse disorded ADHD, expended AC2 (limports and causes). • AC3 (limports and causes).	assessment using a grade ance. The form witten feat in provement. of a clinical rubric. must be able SKILLS that on and clinical indication and clinical indication and information and literacy). Inked to ILO2 or of clients od language comorbid dising, dyslexial inked to ILO2 of Auditory on Deficit Hypor co-morbid inked to ILO3 all and formations.	and mana d marking ormative as edback to The stude report, which to show the will be the reports: all): Implementally measured and cultural elearning cal awaren de clearning cal awaren / learners disorders, isorders (p., ADHD, and Perceptual reperactivity conditions s): Selecting all) procedu	rubric including sessment for the students and will also be children to devaluated threshold the exited the ex	and competence in patient. This will be any a self-evaluation of will also include focusing on areas a sessed on the ated using a graded development of the ough clinical skill assessment models dients / learners from with child language derelated comorbid processing, dyslexia, where the language delays, ming disorders, and awareness, auditory and explaining the Disorders (APD), OHD) as underlying and dyslexia.	

- 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/ leaners 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.

Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:

- 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 selfevaluation 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.

Continuous assessment:

Assessment Methods:

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 assessn Oral examination x 1			
		Min Formative Asses (%)	40		
Assessment W	eiahtina:	Final mark =	% Formative	Assess Mark	60
	o.gg.	Filiai Iliaik –	% Summative	e Assess Mark	40
		Min Final Assessment mark to pass (%)			50
		Paper 1	Paper 2	Paper 3	Paper 4
	Theory / Practical	Practical	Choose an item.	Choose an item.	Choose an item.
Cativa	Duration	1 Hour			
Summative Assessment Paper:	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:	 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 			

Ethical considerations in AR and educational audiology.

KNOWLEDGE:

By the end of this module, the student must be able to:

- **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.

mac:

SKILLS:

By the end of this module, the student must have developed the following skills:

- 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.

VALUES/ATTITUDES:

By the end of this module, students must have developed the following inherent values/ attitudes:

Learning Outcomes:

	 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 				
	interver	ntion of the he	earing impa		CESM Code (3 rd
Module Information:	Orac			Order) 090202	
Delivery Information:	Campus Full/Part Time Perio			Period (1st/2ndSem)	
Donvory miorination.	SMU		Full time		1 st
	Classes	Practicals	Tutorial	Seminars	Independent Learning
Periods per Week:	8 (70 Hours)	0	1 (10 Hours)	0	3 (40 Hours) Total NSH = 120 Hours
Pre-requisite modules for this module:	Early CClinical	anguage Discommunication Speech-Lano Speech-Lano	n Interventi guage Path	ology I	
Co-requisites modules for module:	None				
ASSESSMENT:	Formative a	ind Summativ	/e		
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): 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 <u>SKILLS</u> 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.

Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:

- 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 Mo	ethods:	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				
		Min Formative Assessment mark for exam admission (%)			40	
Assessment W	eiahtina:	Final mark =	% Formative	60		
			% Summative	40		
		Min Final Assessmer	50			
		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.	
Cummative	Duration	3 Hours				
Summative Assessment	Sub minimum	40%				
Paper:	% Distribution (if more than one "Paper")	100%				

Module Code: (4 alphabetic & 3 numeric)	ADMD031					
Module Name:	ADULT DYSPHAGIA AND MOTOR SPEECH DISORDERS					
Module Content:	 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. 					

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** KNOWLEDGE: By the end of this module, the student must be able to: 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). Apply the ICF and person-centered care for the ILO4: 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. SKILLS: By the end of this module, the student must have developed the following skills: Pedagogical skills: Understanding subject and its central **Learning Outcomes:** 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. VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes: 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. CESM Code (3rd ITS Course Level Code Module Information: **SAQA Credits** Order)

	12		3		090203
Delivery Information:	Car	npus	Full/Part Time		Period (1 st /2 nd Sem)
Bonvory miorination.	S	MU	Fı	ull time	1 st
	Classes	Practicals	Tutorial	Seminars	Independent Learning
Periods per Week:	8 (64 Hours) 0 1 (12 2.5 (22 Hours) Hours)				2.5 (22 Hours) Total NSH = 120 Hours
Pre-requisite modules for this module:	NEUR022,	RADP021, <mark>A</mark> l	PLG021		
Co-requisites modules for module:	ANLD031				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	stated learn Students succinctne (through ci AC1 (lii physiolo identify neurolo AC2 (lii physiolo describ swallow of spee AC3 (I swallow sympto sympto sympto AC4 (lii identific speech appropri assess present AC5 (prevent swallow formula AC5: (I care fra	must be ess in connective in c	able to ecting relevanced tests. It is to ecting relevanced tests. It is know and in swallowing and in swallowing and in swallowing, and is get to the foundation. It is in swallowing, and in swallowing, and is get to the foundation. It is in swallowing, and is get to the foundation, and is get to the foundation, and is in a swallowing and in agement and in age	demonstrate the demonstrate evant theoretics and assigned understand in ing and/or specing the anator despeech product of speech product of and understand ing and/or specing in swallowing in swallowing in swallowing in swallowing in and plan promanagement in and plan promanagement in analysis in assessment and in disorders in assessment and interest and	ical KNOWLEDGE ments) in: normal anatomy and eech production by mical structures and action process. normal anatomy and eech production by the physiology of chases and phases and the causes of as their resultant g the causes and sorders. motion, prevention, of swallowing and ing and describing on, identification, clients at risk of/or disorders. anning promotion, if management of by predicting and

		 swallowing and/o AC6: (linked to I principles in the speech disorders 	r motor speech LO5): Understa management by discussing, in the manage	and management disorders. and, analyse and e of clients with so relating, and categ ement of clients w	valuate ethical wallowing and orizing various	
		promotion, identificand techniques resources across Interpersonal skill Reflective skills be assessment feed Personal skills be ensuring sufficient assignments and Administrative and appropriate assess Students must be a following VALUES/A	that will be dassignments assignments lls by selecting ication, assess based on indiversious contexts by engaging by correcting mistack with the let by submitting ast time for independent and management and managemen	evaluated throust: ng, analysing and manager vidual and cases its. with groups. understandings of cturer. ssessment times endent learning in skills by analysing nagement technique vidence of develoough peer and se	nd appraising ment strategies and available content during timeously and preparation for g and selecting ues and tools. The properties of the elf-evaluation:	
		 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. 				
				ng in a group or te oundaries of each		
Assessment Mo	ethods:	Continuous assessr 2x written tests (ii integration of knowle questions). 1x assignment (I presentation/ poster/ Summative assessn Examination (written)	ntegrated ILO1 edge (including ILO1-ILO3) (incompiling a screent:	MCQ's, short and neluding written eening and assess	d long answer assignment/,	
		Min Formative Asses			40	
		(%)	% Formative	Accace Mark	60	
Assessment W	eighting:	Final mark =	% Formative Assess Mark % Summative Assess Mark		40	
		Min Final Assessmen			50	
Summative		Paper 1	Paper 2	Paper 3	Paper 4	
Assessment	Theory /	Theory	Choose an	Choose an	Choose an	
	, ,	· · · · · · · · · · · · · · · · · · ·	<u> </u>	<u> </u>		

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:	 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:	 KNOWLEDGE: By the end of this module, the student must be able to: 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. SKILLS: By the end of this module, the student must have developed the

	following s		. 11 1 4	an dia 12		
	_	•		anding subject and interpretive	ct and its central	
	•	•	•	•	a group, to engage	
		ningful comm		vitiliii a tcaiii oi	a group, to engage	
		•		mine own con	ceptions with those	
		rs, problem-se			·	
			ime mana	gement, goal	setting, planning,	
	•	priorities.		4 - L:!! A		
			_		nalytical skills that	
	allow for making of sound decisions and investigate problems, planning and managing co-curricular activities.					
	planning and managing so carriodial doublics.					
	VALUES/A					
	_		•		ve developed the	
	 following inherent values/ attitudes: 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.					
	 Apprec 	ation of the s	cope and b	oundaries of e	ach profession.	
Module Information:	SAQA Credits ITS Course Level Code CESM Code (3r Order)					
	12		3		090203	
Delivery Information:	Car	npus	Full/F	Part Time	Period (1 st /2 nd Sem)	
,	SMU		Full time		1 st	
	Classes	Practicals	Tutorial	Seminars	Independent Learning	
Periods per Week:	8 (64		1 (12 Hours)	1 (12 Hours)	4 (32 hours)	
	Hours)	0			Total NSH = 120	
Due ve visite vec dules for			1155.07	1.00.01	Hours	
Pre-requisite modules for this module:	NEUR022,	RADP021, E	COM021, C	CLAD021, APL	G021	
Co-requisites modules for module:	ADMD031,	CSLP031				
ASSESSMENT:	Formative a	and Summativ	/e			
	The studen	t will be ass	essed acco	ording to the fo	ollowing standards,	
				monstrate the	achievement of the	
	stated learning outcomes. ia: Students must be able to demonstrate accuracy a					
Assessment Criteria:						
succinctness in connecting relevant theoretical					•	
	(through c	riterion-refer	enced test	ts and assigni	ments) in:	
	•				ormal anatomy and	
	physiology involved in language production by identifying,					

- defining and describing the anatomical structures and neurology of the language production process
- 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

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:

- 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.

Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:

- 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 second content of t	Appreciation of the scope and boundaries of each profession.				
Assessment Mo	ethods:	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). Summative assessment: Examination (written) x 3 hr examination					
		Min Formative Assessment mark for exam admission (%)			40		
Assessment Weighting:		Final mark =	% Formative /	60			
	/ toossoment troighting.		% Summative	40			
		Min Final Assessmen	50				
		Paper 1	Paper 2	Paper 3	Paper 4		
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.		
Summative	Duration	3 Hours					
Assessment Paper:	Sub minimum	40%					
ι αρει.	% Distribution (if more than one "Paper")	100%					

Module Code: (4 alphabetic & 3 numeric)	CSLP031				
Module Name:	CLINICAL SPEECH- LANGUAGE PATHOLOGY III				
Module Content:	 ECI (including special populations including craniofacial anomalies, syndromes; cerebral palsy) Voice disorders Fluency disorders 				
Learning Outcomes:	 The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes. The student's <u>SKILLS</u> will be assessed in: 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). 				

- **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.

VALUES/ATTITUDES:

By the end of this module, students must have developed the following inherent values/ attitudes:

- 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 (3 rd Order)
modulo informationi	20	3	090203
Delivery Information:	Campus	Full/Part Time	Period (1 st /2 nd Sem)

	SMU		Fı	ull time	1 st			
	Classes	Practicals	Tutorial	Seminars	Independent Learning			
Periods per Week:	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:		and Summativ						
Assessment Criteria:	the clinical assessed upon performation constructive requiring in completion graded material Students of following observation. Students of following observation. AC1 (line assess communication co	assessment sing a graded ance. The form written feet approvement. of a clinical arking rubric. must be able SKILLS that an and clinical inked to ILO ment, integration and also ang those from the syndromication programment, and also ang those from the syndromication programment of the syndromication programment of the syndromication programment to ILO1 ble for a special anomalical	to show a will be a reports: 1-ILO4): Plante the with suitab working withose requires and cere and cer	gement of a production in the students and which will be evidence of devaluated through anning and conformation and populations be precipiled by the clients with all populations by the clients with all popula	and competence in patient. This will be g a self-evaluation in will also include focusing on areas a assessed on the evaluated using a evelopment of the bugh clinical skill and effectively ations in a culturally a voice and fluency lidhood intervention is e.g. craniofacial and implement a in consultation with voice and fluency lidhood intervention is e.g. craniofacial incation system that in clients with voice in gearly childhood in populations e.g. ral palsy). The caregivers and the intervention in disorders, and also including those from es, syndromes and			

		 Students must be able to show evidence of development of the following VALUES/ATTITUDES through peer and self-evaluation: 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 Mo	ethods:	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				
		Min Formative Assessment mark for exam admission (%)				
Assessment W	eighting:	Final mark =	% Formative	Assess Mark	60	
		T mar man	% Summative	40		
		Min Final Assessmer	t mark to pass	(%)	50	
		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.	
Summative	Duration	3 Hours				
Assessment Sub minimum		40%				
Paper:	% Distribution (if more than one "Paper")	100%				

Module Code: (4 alphabetic & 3 numeric)	PDMD032
Module Name:	PAEDIATRIC DYSPHAGIA AND MOTOR SPEECH DISORDERS

Normal anatomy, physiology, and embryology (swallowing and speech production). Swallowing and speech disorders of various causes (neurological

- 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.

KNOWLEDGE:

By the end of this module, the student must be able to:

- **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.

Learning Outcomes:

Module Content:

SKILLS:

By the end of this module, the student must have developed the following skills:

- 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.

VALUES/ATTITUDES:

By the end of this module, students must have developed the following inherent values/ attitudes:

511

	 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. 					
					ach profession.	
Module Information:	SAQA Credits ITS Course Level Code Orde					
	1	6		3	090203	
Delivery Information:	Car	npus	Full/F	Part Time	Period (1 st /2 nd Sem)	
,	S	MU	F	ull time	2 nd	
	Classes	Practicals	Tutorial	Seminars	Independent Learning	
Periods per Week:	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:						

	·					
	principles in the (with swallowing relating and ca	 AC6 (linked to ILO5): Understand, analyse and evaluate eth principles in the (therapeutic and medical) management of clie with swallowing and motor speech disorders by discuss relating and categorizing various ethical principles in management of clients with swallowing and or motor spe disorders. 				
	 Students must be able to show evidence of development of the following SKILLS that will be evaluated through criterion-referenced tests and assignments: 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. Students must be able to show evidence of development of the 					
	following VALUES/A					
			rsity in peers and gard for the well-b			
			l ethical behaviour	•		
			ng in a group or te			
	 Appreciation of the 	ne scope and bo	oundaries of each			
Assessment Methods:	2x written tests (in integration of knowled questions). 1x assignment	ntegrated ILO1 dge (including (e.g. written	MCQ's, short and assignment/	d long answer presentation/		
	communication board, poster/ compiling a screening and assessment kit).					
	Summative assessn Examination (written)		tion			
	Min Formative Asses (%)			40		
Assessment Weighting:	Final mands	% Formative A	Assess Mark	60		
Accessificate Weighting.	Final mark =	% Summative	Assess Mark	40		
	Min Final Assessmen	t mark to pass ((%)	50		
Summative	Paper 1	Paper 2	Paper 3	Paper 4		
<u>.</u>						

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:	 Aphasia Apraxia TBI Adult Dysphagia ICF Client-centered approach Evidence-based practice Group intervention 				
Learning Outcomes:	 The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes. 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. 				

	ı				
	 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 				
	VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes: 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)	
Module Information.	40		3		090203
Delivery Information:	Car	npus	Full/Part Time		Period (1 st /2 nd Sem)
,	S	MU	Full time		2 nd
	Classes	Practicals	Tutorial	Seminars	Independent Learning
Periods per Week:	0	16 (280 Hours)	2 (20 Hours)	0	6 (100 Hours) Total NSH = 400 Hours
Pre-requisite modules for this module:	RADP021,	NEUR022, A	PLG021		
Co-requisites modules for module:	ADMD031,	ANLD031, C	SLP031		
ASSESSMENT:	Formative a	and Summativ	/e		
Assessment Criteria:	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.				
	Students n	nust be able	to show e	evidence of de	evelopment of the

following <u>SKILLS</u> that will be evaluated through clinical skill observation and clinical reports:

- 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 multidisciplinary 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/ leaners 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.

Students must be able to show evidence of development of the following <u>VALUES/ATTITUDES</u> through peer and self-evaluation:

- 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, utilising a self - and peer evaluation questionnaire/ checklist. 				
Assessment M	ethods:	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				
		Min Formative Asses (%)	40			
Assessment W	eiahtina:	Final mark =	% Formative	60		
	o.gg.	Fillal Illalk –	% Summative	40		
	1	Min Final Assessmer	50			
		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Practical	Choose an item.	Choose an item.	Choose an item.	
Summative	Duration	1 Hour				
Assessment Paper:	Sub minimum	40%				
ι αρει.	% Distribution (if more than one "Paper")	100%				

Module Code: (4 alphabetic & 3 numeric)	phabetic REST030			
Module Name:	RESEARCH AND STATISTICS			
Module Content:	 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. 			

- 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).

KNOWLEDGE:

By the end of this module, the student must be able to:

- **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.

SKILLS:

By the end of this module, the student must have developed the following skills:

- 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.

VALUES/ATTITUDES:

By the end of this module, students must have developed the following inherent values/ attitudes:

- Consolidate and synthesise the theory to practice.
- Demonstrate responsibility towards their own learning.
- Group/teamwork.

Learning Outcomes:

	 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 Cours	e Level Code	CESM Code (3 rd Order)	
	1	6		3	090202	
Delivery Information:	Car	npus	Full/F	Part Time	Period (Y/1 st /2 nd Sem)	
,	S	MU	Fu	ull time	Υ	
	Classes	Practicals	Tutorial	Seminars	Independent Learning	
Periods per Week:	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 a	Formative and Summative				
Assessment Criteria:	stated learn Students in connect criterion-re AC1 (liand framew) AC2 (liand date employ researd AC3 (liand principle various) AC4 (liand selecting proposa) AC5 (liand selecting proposa) Students in following	d evidence in aing outcomes nust be able cting relevanted to ILO meworks for ang, describing orks. Inked to ILO e qualitative ta analysis ming, comparing to tools, procented to ILO es in researe ethical principal/report. Inked to ILO ag and preparamet be able outcomes and preparamet be able outcomes.	to demons ant theorests and assaultative ag, and discount theorests and assaultative ag, and quant bethods by ag and appendures and appendures and appendures and appendures during l-ILO4): Deparing keyele at show at will be	trate accuracy etical KNOW signments) in and understand and quantitative research identifying, deraising qualitative and, analyse, acussing, relative research personal resear	I research paradigm e research methods rch paradigms and apply, analyse and h tools, procedures scribing, explaining, tive and quantitative methods. and evaluate ethical ng, and employing process. h proposal/report by	

Assessment M	ethods:	 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. Students must be able to show evidence of development of the following VALUES/ATTITUDES through peer and self-evaluation: 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. Formative assessment: written test (integrated ILO1-ILO5) eliciting skills of basic integration of knowledge (including MCQ's short and long answer questions). 				
		Summative assess n Examination (written)		ition		
		Min Formative Asses (%)	40			
Accecement M	eiahtina:		% Formative	60		
Assessment W	eigiidiig:	Final mark =	% Summative	40		
		Min Final Assessment mark to pass (%)			50	
		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.	
Summative	Duration	3 Hours				
Assessment Paper:	Sub minimum	40%				
ι αρσι.	% Distribution (if more than one "Paper")	100%				

Module Code: (4 alphabetic & 3 numeric)	BELD041
Module Name:	BUSINESS MANAGEMENT, ENTREPENEURSHIP AND LEADERSHIP DEVELOPMENT
Module Content:	 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: 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:	 KNOWLEDGE: By the end of this module, the student must be able to: 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. SKILLS: By the end of this module, the student must have developed the following skills:

- 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.

VALUES/ATTITUDES:

By the end of this module, students must have developed the following inherent values/ attitudes:

- 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)
	1	2	4		090202
Delivery Information:	Campus		Full/Part Time		Period (1 st /2 nd Sem)
	S	MU	Fı	ull time	1 st
	Classes	Practicals	Tutorial	Seminars	Independent Learning
Periods per Week:	8 (70 Hours)	0	1 (10 Hours)	0	3 (40 Hours) Total NSH = 120 Hours
Pre-requisite modules for this module:	Clinical Speech-Language Pathology III Clinical Speech-Language Pathology IV				
Co-requisites modules for module:	Clinical Speech-Language Pathology V				
ASSESSMENT:	Formative and Summative				
Assessment Criteria:	The student will be assessed according to the following stand criteria, and evidence in order to demonstrate the achievement 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:

- 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..

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:

- 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.

Students must be able to show evidence of development of the following VALUES/ATTITUDES through peer and self-evaluation:

- Commitment and dedication to the profession indicating selfconfidence 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:

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. Case study simulations Summative assessment: Examination (written) x 3 hr examination				
		Min Formative Asses (%)	sment mark for	exam admission	40	
Assessment W	Assessment Weighting:		% Formative	60		
	o.gg.	Final mark = % Summa		Assess Mark	40	
		Min Final Assessment mark to pass (%)			50	
		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Theory	Choose an item.	Choose an item.	Choose an item.	
Summative	Duration	3 Hours				
Assessment Sub minimum		40%				
Paper:	% 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:	 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

•	Fourth	Industrial	Revolution	and	the	impact	on	the	Speech-
	Langua	age Therap	y profession	١.					

KNOWLEDGE:

By the end of this module, the student must be able to:

- **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

SKILLS:

By the end of this module, the student must have developed the following skills:

- 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, decisionmaking 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.

VALUES/ATTITUDES:

By the end of this module, students must have developed the following inherent values/ attitudes:

- Develop the skills to recognize, reflect and manage ethical dilemmas through advanced processes of ethical decisionmaking, 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.

Learning Outcomes:

Module Information:	SAQA	Credits	ITS Course Level Code		CESM Code (3 rd Order)
	12		4		090203
Delivery Information:	Car	npus	Full/F	Part Time	Period (1 st /2 nd Sem)
, , , , , , , ,	S	MU	Fı	ull time	1 st
	Classes	Practicals	Tutorial	Seminars	Independent Learning
Periods per Week:	8 (64 Hours	0	1 (12 Hours)	0	5 (44 hours) Total NSH = 120 Hours
Pre-requisite modules for this module:	CSLP031, 0	CSLP032			
Co-requisites modules for module:	BELD041,	CSLP040			
ASSESSMENT:	Formative a	and Summativ	/e		
Assessment Criteria:	stated learn Students succinctne (through ci AC1 (li emergin decision conseq AC2 (li practice speech AC3 (li the eth profess AC4 (l educati Langua AC5 (li Commu sustain develop rehabili Students in following referenced Practice	must be ess in connective in c	able to ecting relevanced tests. able to ecting relevanced tests. O1): Identificates through cluding including including including including the second tests. O2): Facilitation of essions and ge to differ of essignments and get to show an essignment of ethical to estimate of estimate of ethical to estimate of ethical to estimate of ethical to estimate of estimate of estimate of ethical to estimate of estimate of ethical to estimate of estimate of ethical to estimate of	demonstrate the demonstrate the vant theoreti s and assignitying, addressi h advanced p monitoring are ins. ing issues related to the treatm and be able to rent scenarios. ing and integ statements to sing and explation that co ing the sector entation of evidence of de evaluated to s: theories and g	cal KNOWLEDGE ments) in: ng, and managing rocesses of ethical and evaluation of atted to the scope of ment of persons with scussions regarding apply ethical and

Management skills by developing an understanding of prioritizing, goal setting and time-management, collaboration, decisionmaking 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. Students must be able to show evidence of development of the following VALUES/ATTITUDES through peer and self-evaluation: Developing the skills to recognize, reflect and manage ethical dilemmas through advanced processes of ethical decisionmaking, 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. Continuous assessment: 1x written test (integrated ILO1-ILO3) eliciting skills of basic integration of knowledge (including MCQ's short and long answer **Assessment Methods:** 1x multi-source assignment (peer and self-assessment)) Summative assessment: Examination (written) x 3 hr examination Min Formative Assessment mark for exam admission 40 (%) % Formative Assess Mark 60 **Assessment Weighting:** Final mark = % Summative Assess Mark 40 50 Min Final Assessment mark to pass (%) Paper 1 Paper 2 Paper 3 Paper 4 Summative Theory Choose an Choose an Choose an Assessment Theory Practical item. item. item. Paper: 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:	 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:	 KNOWLEDGE: By the end of this module, the student must be able to: 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. SKILLS: By the end of this module, the student must have developed the following skills: 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 VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes: 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 (optimis)		ive learni	ng, excellenc	e, and innovation	
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	
	Classes	Practicals	Tutorial	Seminars	Independent Learning	
Periods per Week:	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 a	and Summativ	/e			
Assessment Criteria:	Formative and Summative 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): 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.					

		Students must be able to show evidence of development of the following <u>SKILLS</u> that will be evaluated through criterion-					
		referenced tests and					
		Personal skills, during planning of research project, data collection					
		and writing of					
		management wh	en completing	research report	and preparing		
		research poster.					
		Administrative ski					
		as well as writir supervisor.	ig and submitti	ng work umeous	siy to research		
		 Interpersonal skills in the collaboration with others and w 					
		within a team, and by engaging in meaningful communication, when completing research project and report.					
		 Problem solving 	skills and logica	al thinking in han	dling obstacles		
		throughout the re	•	, ,	•		
		writing the literatu		ssion, and conclu	sion, as well as		
		interpreting result		المسمم والطين المسلم			
		 Professionalism and presenting the 			_		
		and presenting th	e research in a r	eport and poster	presentation.		
		Students must be a	ble to show ev	ridence of devel	opment of the		
		following VALUES/A					
		Honesty and integrated integrated in the state of th	grity in collecting	g data and reporti	ng on research		
		results.	- 16		i		
		 Self-motivation, search and completing the 			in engaging in		
		 Collaboration, sl 			naging in and		
				iiii Spiiit iii Cii	gaging in and		
		completing the research project.Desire for Formative learning, excellence, and innovation in					
		engaging in and completing the research project.					
		Formative assessme					
		Students will be graded for (ILO1-ILO2)					
		Literature review					
		Methodology Desults and interpretations					
Assessment Mo	athode:	Results and interpretationsConclusions and Recommendations					
Assessment with	cuious.	Conclusions and Recommendations Peer review					
		1 001 10 110 11					
		Summative assessment:					
		Research Report (internal and external examiner reports) (ILO2)					
		 Research Poster 					
		Min Formative Assessment mark for exam admission (%)			40		
Assessment Weighting:			% Formative Assess Mark		60		
		Final mark =	% Summative Assess Mark		40		
	T	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:	 Addressing communication and swallowing disorders in the following areas: speech sound production: articulation, apraxia of speech, dysarthria and dyskinesia; voice: phonation quality, pitch, loudness and respiration, resonance, fluency: stuttering and cluttering; 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; cognition: attention, memory, sequencing, and executive functioning; feeding and swallowing: oral, pharyngeal, laryngeal components orofacial myology (including tongue thrust), and oral -motor functions. 				
Learning Outcomes:	 and oral -motor functions. The student will be assessed according to the following standards, criteria, and evidence in order to demonstrate the achievement of the stated learning outcomes. 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 				

	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. VALUES/ATTITUDES: By the end of this module, students must have developed the following inherent values/ attitudes: 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		1st	
	Classes	Practicals	Tutorial	Seminars	Independent Learning	
Periods per Week:	0	35 (600 Hours)	2 (20 Hours)	0	10 (180 Hours) Total NSH = 800 Hours	
Pre-requisite modules for this module:	 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					
ASSESSMENT:	Relevant Issues in Speech-Language Pathology practice Formative and Summative					
Assessment Criteria:	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.

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:

- 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 servicelearning 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 communitybased 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 <u>VALUES/ATTITUDES</u> 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.

		 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 				
Assessment M	ethods:	the client's perspective. 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 Asses (%)	40			
		Final mark =	% Formative A	Assess Mark	60	
			% Summative	6 Summative Assess Mark		
		Min Final Assessmen	50			
		Paper 1	Paper 2	Paper 3	Paper 4	
	Theory / Practical	Practical	Clinical examination	Choose an item.	Choose an item.	
Summative Assessment Paper:	Duration	1 Hour	1 Hour			
	Sub minimum	40%	40%			
	% Distribution (if more than one "Paper")	100%	100%			

