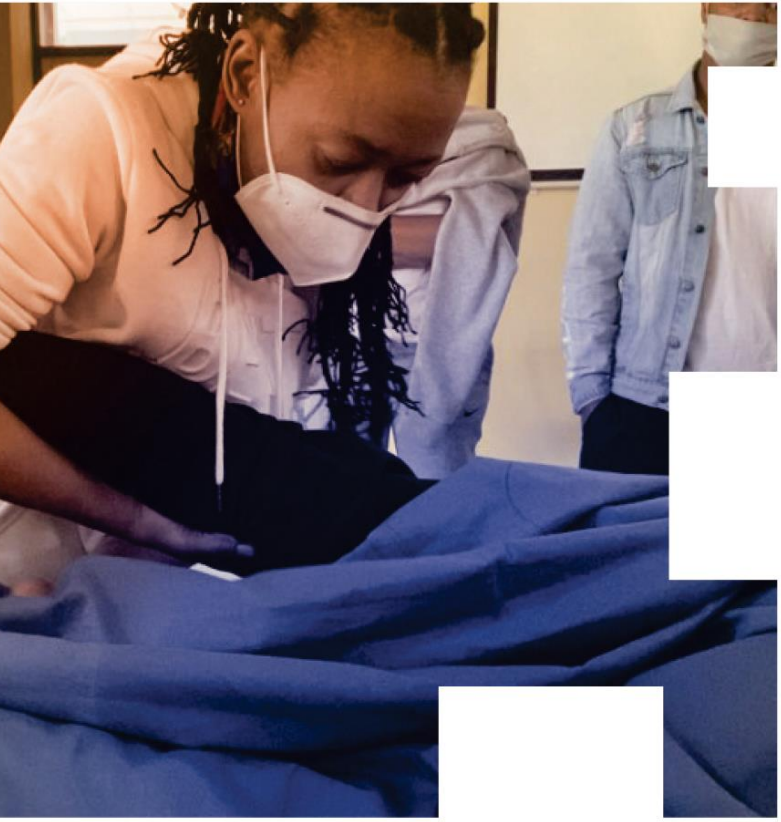

SEFAKO MAKGATHO
HEALTH SCIENCES UNIVERSITY

SCHOOL Calendar 2025

SCHOOL OF HEALTH CARE SCIENCES

Postgraduate Students

www.smu.ac.za

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MESSAGE FROM THE DEAN

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

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

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

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

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

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

……
PROFESSOR D MALEKA
DEAN

SCHOOL VISION AND MISSION STATEMENTS

Vision

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

Mission

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

Values

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

Fields of Study (Departments)

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

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

Careers

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

Medium of Instruction

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

Validity

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

Please note:

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

Correspondence

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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**
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 • **School Selection Committee Meeting for FTEN students**: School of Science and Technology • **Last Day:** Registration ends for all returning (undergraduate & Postgraduate) students.	**09h00** **14h00**

Saturday	18			
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**

FEBRUARY 2025				**Time**
Saturday	1			
Sunday	2			
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 • **Special Summative Assessment (For undergraduate, honours and post graduate diploma) ends**	**09h00**
Thursday	13		**Meeting:** Senate Academic Rules Committee **Meeting: CE**	**09h00** **10h00**
Friday	14		**Meeting:** Senate Research, Ethics and Postgraduate studies Committee • **Closing date:** ➢ Late registration for all undergraduate and postgraduate students	**09h00**

			➢ 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 Closing date for submission of documents: SHCSRC	**08h30** **16h00**
Tuesday	18		**Meeting**: Senate Committee on Student Life and Wellness	**09h00**
Wednesday	19		**Meeting**: Senate Teaching and Learning Committee Closing date for submission of documents: SMUREC	**09h00** **16h00**
Thursday	20		**Meeting:** Remuneration Committee of the Council	**09h00**
Friday	21		**Meeting**: Meeting: Senate Academic Planning Committee	**09h00**
Saturday	22			
Sunday	23			
Monday	24		• Supervisors Workshop	**09h00**
Tuesday	25			
Wednesday	26		**Meeting: Capacity Development**	**13h00**
Thursday	27		**Meeting**: Human Resources Committee of the Council **Meeting**: Membership Committee of the Council • Postgraduate Induction	**09h00** **14h00** **09h00**
Friday	28		**Meeting:** Executive Committee of Senate	**09h00**

MARCH 2025				**Time**
Saturday	1			
Sunday	2			
Monday	3		**Meeting**: Executive Management Committee • Research Methodology (REME) course commences	**08h30** **09h00**
Tuesday	4		**Meeting:** Postgraduate Committee of the Senate	**09h00**
Wednesday	5		**Meeting:** Senate Library Committee **Meeting:** SHCS Executive Committee Meeting Meeting: SHCSRC	**09h00** **09h00** **13h00**
Thursday	6		**Meeting**: SMUREC **Meeting**: Institutional Forum **Meeting**: Finance and Investment Committee of Council	**09h00** **09h00** **09h00**
Friday	7		**Meeting**: Audit and Risk Committee of Council	**09h00**
Saturday	8			
Sunday	**9**			
Monday	10		**Meeting**: Student Affairs Committee of the Council	**09h00**
Tuesday	11			
Wednesday	12		**Meeting**: Planning and Resources Committee of the Council	**09h00**
Thursday	13		Closing date: SMUREC Meeting: CE	**09h00** **10h00**
Friday	14		**Meeting:** Executive Committee of the Senate • **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 graduation ceremonies to the Postgraduate Office. **Meeting**: IT Governance Committee of the Council	**09h00** **12h00**
Saturday	15			
Sunday	16			

Monday	17		**Meeting**: Executive Management Committee **Meeting:** Board - School of Medicine	**08h30** **09h00**
Tuesday	18		**Meeting:** Board - School of Science and Technology **Meeting**: Executive Committee of the Council	**09h00** **09h00**
Wednesday	19		**Meeting:** Board: - School of Dentistry **Meeting:** Board: School of Pharmacy	**09h00** **14h00**
Thursday	20		**Meeting:** Board **-** School of Health Care Sciences	**09h00**
Friday	21		**HUMAN RIGHTS DAY**	
Saturday	22			
Sunday	23			
Monday	24		**Meeting**: Senate Committee on Student Life and Wellness Closing date submission of documents: SHCSRC	**09h00** **16h00**
Tuesday	25			
Wednesday	26			
Thursday	27		**Meeting**: Senate Academic Planning Committee	**09h00**
Friday	28		**Meeting:** Senate	**09h00**
Saturday	29			
Sunday	30			
Monday	31		**Meeting:** Executive Management Committee AUTUMN Recess for students starts ****NB** - The Senate approved recess dates are subject to clinical rotation dates as approved by the relevant Schools, in line with the School approved timetable for each of the programme. Where there is a contradiction between the Senate approved dates and School dates for recess for clinical students, the School dates will take precedence. • Last day for submission of name lists for Graduation Ceremonies • Last day for submission of mini-dissertation, dissertation and thesis reports to the Examination Department by supervisors for consideration and endorsement by Postgraduate Committee and approval of eligible candidates by Executive Committee of Senate for May Graduation Ceremonies.	**08h30**
APRIL 2025				**Time**
Tuesday	1		**Applications for admission for the 2026 academic year open** **Meeting:** Postgraduate Committee of the Senate	 **09h00**
Wednesday	2		**Meeting:** SHCS Executive Committee Meeting Meeting: Capacity Development	**09h00** **13h00**
Thursday	3		**Meeting**: SMUREC **Meeting:** Council	**09h00** **09h00**
Friday	4		AUTUMN Recess for students ends	
Saturday	**5**			
Sunday	**6**			
Monday	7		**Meeting**: Executive Management Committee	**09h00**
Tuesday	8		**Meeting:** Senate Information and Communication Technology Committee	**09h00**
Wednesday	9		Meeting: SHCSRC	**13h00**
Thursday	10		Meeting: CE	
Friday	11		**Meeting:** Senate Community Engagement Committee	**09h00**
Saturday	12			
Sunday	13			
Monday	14		**Meeting:** Senior Management Committee	**08h30**
Tuesday	15		**Closing date for submission: SMUREC**	
Wednesday	16		**Meeting:** Postgraduate Committee of the Senate	**09h00**
Thursday	17			
Friday	18		**PUBLIC HOLIDAY: GOOD FRIDAY**	

Saturday	19			
Sunday	20			
Monday	21		**PUBLIC HOLIDAY: FAMILY DAY**	
Tuesday	22		**Meeting:** Executive Management Committee	**08h30**
Wednesday	23			
Thursday	24			
Friday	25			
Saturday	26			
Sunday	27			
Monday	**28**		**PUBLIC HOLIDAY: FREEDOM DAY**	
Tuesday	**29**		**Closing date for document submission: SHCSRC**	
Wednesday	**30**		Meeting: Capacity Development	**13h00**

MAY 2025				**Time**
Thursday	1		**PUBLIC HOLIDAY: WORKERS' DAY**	
Friday	2		**UNIVERSITY HOLIDAY**	
Saturday	3			
Sunday	4			
Monday	5		**Meeting**: SMUREC **Meeting**: Executive Committee of Senate	**09h00** **09h00**
Tuesday	6		**Meeting:** Senate Academic Rules Committee	**09h00**
Wednesday	7		**Meeting**: Senate Research, Ethics and Postgraduate Studies Committee **Meeting:** SHCS Executive Committee Meeting Meeting: SHCSRC	**09h00** **09h00** **13h00**
Thursday	8		• Open Day **Meeting**: Institutional Forum	**09h00**
Friday	9			
Saturday	10			
Sunday	11			
Monday	12		**Meeting**: Executive Management Committee	**08h30**
Tuesday	13		**Meeting:** Planning and Resources Committee of the Council	**09h00**
Wednesday	14			
Thursday	15		**Meeting:** ICT Governance Committee of the Council Meeting: CE	**09h00** **10h00**
Friday	16		• **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 • Mid-year supplementary examinations commence	**09h00**
Wednesday	2		**Meeting:** SHCS Executive Committee Meeting	**09h00**
Thursday	3		**Meeting:** Senate Library Committee **Meeting:** SMUREC	**09h00** **14h00**
Friday	4		**Meeting**: Honorary Degrees Committee	**09h00**
Saturday	**5**			
Sunday	6			
Monday	7		**Meeting:** Executive Management Committee	**08h30**
Tuesday	8		**Meeting:** Senate Community Engagement Committee • Mid-year supplementary examinations end	**09h00**
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			
Friday	11		Meeting: CE	**10h00**
Saturday	**12**			
Sunday	13			
Monday	14			
Tuesday	15			
Wednesday	16		Meeting: SHCSRC	**13h00**
Thursday	17		**Meeting:** School Examinations Commissions (Standard Examinations): a. Dentistry b. Health Care Sciences c. Medicine d. Pharmacy e. Science and Technology	 **09h00** **09h00** **09h00** **09h00** **09h00**
Friday	18		**Meeting:** Executive Committee of Senate • **Closing date** for the VC's Research Excellence Awards • **Closing date** for the VC's Teaching Excellence Awards • **Winter recess for students ends** • **Release of mid-year examination results** **END OF FIRST SEMESTER**	**09h00**
Saturday	19			
Sunday	20			
Monday	21		**SECOND SEMESTER COMMENCES**	

			Meeting: Executive Management Committee	**08h30**
Tuesday	22		**Meeting:** Senate Rules Committee	**09h00**
Wednesday	23		**Meeting:** Senate Research, Ethics and Postgraduate Studies Committee SMUREC: Closing date for documentation	**09h00**
Thursday	24			
Friday	25			
Saturday	26			
Sunday	27			
Monday	28		**Meeting:** Board - School of Health Care Sciences **Meeting:** Board - School of Dentistry Closing date of documents: SHCSRC	**09h00** **13h00**
Tuesday	29		**Meeting:** Board - School of Pharmacy **Meeting:** Board - School of Science and Technology	**09h00** **13h00**
Wednesday	30		**Meeting**: Board – School of Medicine	**09h00**
Thursday	31		**Closing date** for the submission of the **2026** applications for all undergraduate qualifications including MSc Clinical Psychology only. **Meeting:** SMUREC	 **09h00**

AUGUST 2025				**Time**
Friday	1		**Meeting**: Postgraduate Committee of Senate	**09h00**
Saturday	**2**			
Sunday	3			
Monday	**4**		**Meeting:** Executive Management Committee • Special Summative Assessment (For undergraduate, honours and post graduate diploma) commence	**08h30**
Tuesday	5		**Meeting**: ICT Governance Committee of the Council	**09h00**
Wednesday	6		**Meeting:** Membership Committee of the Council • Special Summative Assessment (For undergraduate, honours and post graduate diploma) end **Meeting:** SHCS Executive Committee Meeting Meeting: Capacity Development	**09h00** **09h00** **13h00**
Thursday	7			
Friday	8		**Meeting:** Remuneration Committee of the Council	**09h00**
Saturday	9		**NATIONAL HOLIDAY: WOMEN'S DAY**	
Sunday	10			
Monday	11		**Meeting**: Senior Management Committee	**09h00**
Tuesday	12		**Meeting:** Institutional Forum	**09h00**
Wednesday	13		Meeting: SHCSRC	**13h00**
Thursday	14		**Meeting:** Human Resources Committee of Council Meeting: CE	**09h00** **10h00**
Friday	15			
Saturday	**16**			
Sunday	17			
Monday	18		**Meeting**: Executive Management Committee SMUREC: Closing date for documentation	**08h30**
Tuesday	19		**Meeting:** Executive Committee of Senate	**09h00**
Wednesday	20		• SMU Research Day **Meeting:** Student Affairs Committee of the Council	**09h00** **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 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			
Sunday	31			
SEPTEMBER 2025				**Time**
Monday	1		**Meeting**: Executive Management Committee	**08h30**
Tuesday	2		**Meeting:** Executive Committee of the Council	**09h00**
Wednesday	3		**Meeting**: Senate Committee on Student Life and Wellness **Meeting**: Audit and Risk Committee of the Council **Meeting:** SHCS Executive Committee Meeting Meeting: Capacity Development	**09h00** **09h00** **09h00** **13h00**
Thursday	4		**Meeting**: SMUREC **Council Strategic Planning Session**	**09h00** **09h00**
Friday	5		**Council Strategic Planning Session**	**09h00**
Saturday	6			
Sunday	7			
Monday	8		**Meeting**: Postgraduate Committee of Senate	**09h00**
Tuesday	9			
Wednesday	10		**Meeting: SHCSRC**	**13h00**
Thursday	11			
Friday	12		• Graduation Ceremony	
Saturday	13			
Sunday	14			
Monday	15		**Meeting:** Executive Management Committee	**08h30**
Tuesday	16		**Meeting**: Senate Teaching and Learning Committee	**09h00**
Wednesday	17		**Meeting**: Senate Research, Ethics and Postgraduate Studies Committee SMUREC: Closing date for documentation	**09h00**
Thursday	18		**Meeting**: Senate Academic Planning Committee	**09h00**
Friday	19		**Meeting:** Student Affairs Committee of the Council	**10h00**
Saturday	20			
Sunday	**21**			
Monday	22		**Meeting:** Senate Information and Communication Technology Committee	**09h00**
Tuesday	23		• **Closing date:** ➢ Submission of standard, supplementary and special assessment question papers **Meeting:** Senate Academic Rules Committee	 **09h00**
Wednesday	24		**NATIONAL HOLIDAY: HERITAGE DAY**	
Thursday	25		**Meeting:** Senate Library Committee	**09h00**

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

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

			• Oath-taking Ceremony: School of Health Care Sciences	**09h00**
Thursday	**11**		• Oath-taking Ceremony: School of Dentistry	**09h00**
Friday	**12**		• Oath-taking Ceremony: School of Medicine	**09h00**
Saturday	**13**			
Sunday	**14**			
Monday	**15**		**Release of year-end examination results** **End of Semester 2 & End of all academic activities of the University**	
Tuesday	**16**		**PUBLIC HOLIDAY: DAY OF RECONCILIATION**	
Wednesday	**17**			
Thursday	**18**			
Friday	**19**			
Saturday	**20**			
Sunday	**21**			
Monday	**22**			
Tuesday	**23**			
Wednesday	**24**			
Thursday	**25**		**PUBLIC HOLIDAY: CHRISTMAS DAY**	
Friday	**26**		**PUBLIC HOLIDAY: DAY OF GOODWILL**	
Saturday	**27**			
Sunday	**28**			
Monday	**29**			
Tuesday	**30**			
Wednesday	**31**			
			JANUARY 2026	
Thursday	**1**		**NEW YEAR'S DAY**	
Friday	**2**			
Saturday	**3**			
Sunday	**4**			
Monday	**5**		• **UNIVERSITY RE-OPENS FOR THE 2026 ACADEMIC YEAR: SUPPORT AND ACADEMIC STAFF REPORT FOR DUTY**	

SCHOOL COMMITTEES

SHCS Board

1. Dean (Chairperson)
2. Members

- Heads of Departments
- Professors and Associate Professors
- Permanently appointed Senior Lecturers
- Permanently appointed Lecturers
- The representative of the respective School student council

3. Ex-officio members

- VC & Principal
- Registrar
- Deputy Registrar
- Assistant Registrar
- Director: Research
- Director: Student Affairs

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

SHCS Executive Committee

1. Dean (Chairperson)
2. Heads of Departments

- Human Nutrition & Dietetics
- Nursing Science
- Occupational Therapy
- Physiotherapy
- Public Health
- Speech Language Pathology & Audiology

3. Ex-officio members

- Deputy Registrar
- Director: CUTL
- CTG Grant Officer- Department of Finance
- Quality Assurance Officer
- Director: Library
- School committees chairpersons

SHCS Research and PG studies Committee

1. Chairperson
2. Deputy Chairperson
3. Departmental representatives

- Human Nutrition & Dietetics
- Nursing Science
- Occupational Therapy
- Physiotherapy
- Public Health
- Speech-Language Pathology & Audiology

4. Ex-officio members

- Dean: SHCS
- Director: Research

SHCS Selection Committee

Dean (Chairperson)
Deputy Registrar
SMU HOD: Enrolment or representative
SHCS SRC Chairperson

Human Nutrition & Dietetics	HoD plus 1 representative
Nursing Science	HoD plus 1 representative
Occupational Therapy	HoD plus 1 representative
Physiotherapy	HoD plus 1 representative
Public Health	HoD plus 1 representative
Speech Language Pathology & Audiology	HoD plus 1 representative

SHCS Examination Committee

Dean (Chairperson)
Deputy Registrar
SMU HOD examination and graduation or representatives

Human Nutrition & Dietetics	HoD plus 1 representative
Nursing Science	HoD plus 1 representative
Occupational Therapy	HoD plus 1 representative
Physiotherapy	HoD plus 1 representative
Public Health	HoD plus 1 representative
Speech Language Pathology & Audiology	HoD plus 1 representative

SHCS Teaching and Learning, Curriculum & Quality Assurance Committee

1. Chairperson
2. Deputy Chairperson
3. Members: A minimum of one representative except Nursing Science

- Human Nutrition & Dietetics
- Nursing Science (minimum of three members)
- Occupational Therapy
- Physiotherapy
- Public Health
- Speech-Language Pathology & Audiology

4. Ex- Officio members

- Dean: SHCS
- Director: Quality Assurance

SHCS Community Engagement Committee

1. Chairperson
2. Deputy Chairperson
3. Members: Ideally two staff members are nominated by their respective departments to serve on the committee for a period of one year

- Human Nutrition & Dietetics
- Nursing Science
- Occupational Therapy
- Physiotherapy
- Speech Language Pathology & Audiology

SHCS Academic and Student Support Committee (Academic Gurdian)

1. Chairperson
2. Deputy Chairperson
3. Members: A minimum of one representative from each department

- Human Nutrition & Dietetics
- Nursing Science
- Occupational Therapy
- Physiotherapy
- Public Health
- Speech-Language Pathology & Audiology

4. Ex-Officio members

- Dean: SHCS
- Director: Quality Assurance

SHCS Oath Taking and Gala Dinner Committee

1. Chairperson
2. Deputy Chairperson
3. Members: A maximum of two representatives from each department

- Human Nutrition & Dietetics
- Nursing Science
- Occupational Therapy
- Physiotherapy
- Speech-Language Pathology & Audiology

4. A representative from the Office the Dean

SHCS Internationalisation Committee

1. Chairperson
2. Deputy Chairperson
3. Members: A minimum of one representative from each department

- Human Nutrition & Dietetics
- Nursing Science
- Occupational Therapy
- Physiotherapy
- Public Health
- Speech-Language Pathology & Audiology

4. Ex-Officio members

- Dean: SHCS
- Director: Internationalisation

SHCS Marketing Committee

1. Chairperson
2. Deputy Chairperson
3. Members: A minimum of one representative from each department

- Human Nutrition & Dietetics
- Nursing Science
- Occupational Therapy
- Physiotherapy
- Public Health
- Speech-Language Pathology & Audiology

4. Ex-Officio members

- Dean: SHCS
- Director: Marketing and communication or representative

SHCS Risk Management Committee

1. Chairperson
2. Deputy Chairperson
3. Members: A minimum of one representative from each department

- Human Nutrition & Dietetics
- Nursing Science
- Occupational Therapy

- Physiotherapy
- Public Health
- Speech-Language Pathology & Audiology

4. Ex-Officio members

- Dean: SHCS
- Director: Internal Audit and Risk management or representative

SCHOOL DEPARTMENTS

HUMAN NUTRITION AND DIETETICS — Tel: 012 521 4187

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

NURSING SCIENCES

Tel: 012 521 4305/4166

HOD	Prof Dr Phetlhu PHD NWU, MHS (NWU), B.A Diploma In Advanced Nursing Science (RAU), Diploma In General Nursing And Midwifery. Western Transvaal Nursing College
Senior Lecturer	Dr Y.Uys: MCur (UP), PhD (UP)
Senior lecturer	Dr Vink PhD (Nursing) (UWC), M CUR (Nursing), (UWC) (BPAHons)(US), , Diploma in Nursing Education University of Stellenbosch, (US), Diploma in Nursing (General, Psychiatry, Community and Midwifery) Nico Malan Nursing College
Senior Lecturer	Dr AG Mokoena-de Beer: BCur (UL-Medunsa Campus); MCur (UJ); DNSc (UJ), Health Science Education (NWU); Health Service Management (NWU)
Senior Lecturer	Dr SM Moloko: Diploma in Nursing (General, Psychiatry, Community) & Midwife (SAMHS), Diploma in Clinical Nursing Science Health Assessment, Treatment & Care (SAMHS), Bcur Ed et Admin (UJ), MPH (UNISA), PhD in Public Health (UNISA)
Senior Lecturer	Dr L.K Motswasele BA Cur (UNISA), MCur (UL) PhD (SMU)
Lecturer	Dr E.M Makhavhu: B-Tech: Nursing (TUT), Diploma: Nursing Education (UP), M-Tech: Nursing (TUT)
Lecturer	Dr T. Ramalepa: Btech (TUT) Mtech (TUT) Di[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 , Communityand 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 THERAPY **Tel: 012 521 4133**

Senior Lecturer & Acting HOD	Lesunyane RA: B. Occ Ther (MEDUNSA), B. Occ Ther Hons (MEDUNSA), M. Occ Ther (UL-Medunsa Campus)
Lecturer	Dr Pitout SJS: B. Occ Ther (UP), M. Occ Ther (UL-Medunsa Campus), PhD (WITS)
Lecturer	Dzhugudzha NT: B. Occ Ther (UL-Medunsa Campus) MPH (SMU)
Lecturer	Nemakanga NM: B. Occ Ther (UL- Medunsa Campus) MPH (UL - Medunsa Campus)
Lecturer	Mphohoni MR: B. Occ Ther (MEDUNSA), M Human Rehab Studies (SU)
Lecturer	Makhubela MM: B. Occ Ther (UL- Medunsa Campus), M Occ Ther (SMU)
Lecturer	Ramodike KV: B. Occ Ther (MEDUNSA), B. Occ Ther Hons (MEDUNSA), MHPE (Maastricht)
Lecturer	Mohotlhoane R: BSc OT (WITS), M. Occ Ther (UP)
Lecturer	Diale, G.V: B Occ Ther (UL- Medunsa Campus), MSc OT (WITS)

Junior Lecturer	Phasumane SDJ: B. Occ Ther (MEDUNSA), BA Hons AAC (UP), Dip Management (TSA), PGDip (Public Health) (UP)
Junior Lecturer	Sebela P: BSc OT (UCT)

PHYSIOTHERAPY	**Tel: 012 521 5828**

Acting HOD	Tshabalala MD: BSc Physio (UCT), MSc Physio (WITS), PhD (UP), Leadership and management certificate (Wits Business School)
Research Fellow	Eksteen CA: BSc Physio (Stellen), Diploma in Tert Educ and MEd (UNISA), PhD Education (UP)
Senior Lecturer	Mtshali BF: BSc Physio (MEDUNSA), Dip.Fin.Management (UNISA), MPhysT Sports Medicine (UP), MPH (SMU), PhD (MEDUNSA)
Senior Lecturer	Dawood MA: BPhysT (UP), MPhysT (UP), PhD (WITS)
Lecturer	Sobantu NA: BSc Physio (MEDUNSA), MSc Physio (SMU)
Lecturer	Kotsokoane FM: BPhysT (UP), MPH (UL)
Lecturer	Raphokwane K: BSc Physio (MEDUNSA), MSc Physio (SMU)
Lecturer	Nkuna RD: BSc Physio (MEDUNSA), MSc Physio (UL), PhD (SMU)
Lecturer	Sibuyi M: BSc Physio (WITS), MSc (WITS), PhD (UP)
Lecturer	Molapisi ME: BPhysT (UP), MPH (UL)
Junior lecturer/CSF	Mabena-Segoe I: BSc Physio (MEDUNSA), MSc Physio (SMU)

SPEECH LANGUAGE PATHOLOGY AND AUDIOLOGY	Tel: 012 521 3842

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

PUBLIC HEALTH	Tel: 012 521 4613/3816

Professor - HOD	Mokgatle MM: BRad (MEDUNSA), BRad (Hons) (UP), MPH (MEDUNSA) PhD (UJ)
Professor Doctoral Programs	Prof. Olanrewaju Oladimeji: MB; BS, MSc, MPA, PhD, Postdoc (Harvard)
Admin Officer	Baloyi WA Hons in Indigenous Knowledge systems (UNIVEN)
Academic Coordinator	Radise T Certificate in Basic Principles of Public Relations Practice (Damelin Management School) Diploma in Public Relations & Business Communication (Damelin Business Campus), LLB (UNISA)
Epidemiology & Biostatistics	
Professor	Hoque ME. BSc Hons (University of Durban Westellille), MSc (UKZN), PhD (Antwerp 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 & Occupationa	**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 SARChI Chair	Substance Abuse and Public Health Population Mental Health
Professor	Mokwena KE: MSc. Ed.D. (University of South Carolina)

SMU GENERAL RULES

The General Rules apply except where the School rules expressly provide differently. The Council of the University in consultation with the Senate determines the admissions policy of the University. The University reserves the right ***not*** to offer a particular module or course where the prescribed minimum number of students has not registered for the module or course and/or programme or qualification in question.

GENERAL SCHOOL RULES

GENERAL SCHOOL RULES

SHC G1 Relation of School rules to General Rules

School Rules must be read in conjunction with the University General Rules. The General rules apply unless the School Rules expressly provide differently.

The School of Health Care Sciences is also subject to the dictates of discipline specific professional bodies; these dictates find expression in the School's School rules.

SHC G2 ADMISSION

SHC G2.1 An applicant for admission to a degree, diploma or a certificate in the School must comply with the conditions and meet the selection criteria as determined for by the programmes.

SHC G2.2 As accommodation is limited the School can only admit a limited number of applicants to a programme. Students are selected on merit by a Selection Committee and notified accordingly by the University

SHCG3 REGISTRATION

SHC G3.1 The registration schedule will be programme specific and is determined by the Dean after consultation with heads of departments.

SHC G3.2 A student in the School must register with the relevant professional body, by the date set by that body in his/her first year of registration.

SHC G3.3 A student may not register for any course/module unless he/she has passed all pre-requisite courses/modules.

SHC G3.4 A student with one or two clinical blocks to complete a year must register for that academic year.

SHC G4 AWARDING OF A QUALIFICATION SUBJECT TO COMPLETION OF CLINICAL REQUIREMENTS

SHC G4.1 A degree is not complete unless the stipulated clinical hours in a specific programme are met.

SHC G4.2 A student may not take the professional oath unless programme-specific clinical hours have been completed.

SHC G5 LIMITATIONS ON ENROLMENT

The following limitations on enrolment for modules/courses apply in cases where a student fails one or more courses at any level -

Second-year of registration

Subject to: (a) the General Rules, (b) having met the prerequisites determined for a given course/module and (c) timetable clashes, a student in his/her second year of registration may take any module/course at academic second-year level.

Third-year of registration

Subject to: (a) the General Rules, (b) having met the prerequisites determined for a given course/module and (c) timetable clashes, a student in his/her second year of registration may take any module/course at academic second-year level

Fourth-year of registration

Subject to: (a) the General Rules, (b) having met the prerequisites determined for a given course/module and (c) timetable clashes, a student in his/her second year of registration may take any module/course at academic third-year level.

SHCG6 COMPOSITION OF A PROGRAMME

SHC G6.1 Each programme is composed of a number of modules/courses as prescribed in the relevant Department Rules.

SHC G6.2 Department Rules may prescribe papers, projects, extended essays, practical's, or combinations thereof, as modules/courses for the honours bachelor's degree.

SHCS POSTGRADUATE PROGRAMMES

SHCDip1 POSTGRADIATE DIPLOMAS IN NURSING FULL- TIME

SHCDIP1.1 RULES TO POSTGRADUATE DIPLOMAS IN NURSING

SHCDIP1.2 GENERAL

SHCDIP1.3 DURATION FOR POSTGRADUATE RULE

(a) The course shall be offered over one (1) year full time in a block system.

SHCDIP1.4 POSTGRADUATE DIPLOMA IN NURSING RULES SPECIFIC TO THE NON-CLINICAL PROGRAMMES (HEALTH SERVICE MANAGEMENT AND NURSING EDUCATION)

SHCDIP1.5 SELECTION AND ADMISSION REQUIREMENTS

SHCDIP1.5.1 SELECTION

(a) Only a limited number of applicants can be admitted to the programme, as approved by the South African Nursing Council. Applicants are selected on merit by an SHSC selection committee.

SHCDIP1.6 Admission requirements

Applicants must meet the following requirements:

(a) Registration with the South African Nursing Council (SANC) as a Professional Nurse and Midwives, or a General Nurse with a Midwifery Qualification.
(b) 2-year Diploma (combination course) leading to registration as a General or Psychiatric Nurse offered under Government notice R.683, followed by 1-year Diploma in Midwifery offered under R.254 or
(c) 4-year Diploma in Nursing and Midwifery offered under Government notice R.425, or
(d) 4-year bachelor's degree offered under Government Notice R. 425, or
(e) Diploma in General Nursing offered under Government notice R.171 and an Advance Diploma in Midwifery under R.1497, or
(f) 4-year bachelor's degree in nursing and midwifery under government notice R.174.
(g) A minimum of two (2) years of experience (inclusive of community service) after registration with the South African Nursing Council (SANC) as a Professional Nurse, General Nurse and Midwife.
(h) Approval from the employer to register for the programme for the employed applicants.

SHCDIP1.7 SELECTION: INTERNATIONAL APPLICANTS

(a) International students 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 international students in the Fees Brochure.
(b) Before registration, international students must have at least 6 months in advance:

i. Obtain a matric certificate or equivalent thereof from SAQA.
ii. Obtain a study permit from the Department of Home Affairs.
iii. Obtain a provisional letter of acceptance for study at Sefako Makgatho Health Sciences University (SMU) and submit this to SANC
iv. Follow the SANC guidelines to apply for registration as a learner.
v. Evidence of personal medical assistance cover.
vi. Valid passport and or any valid form of identity document

SHCDIP1.8 INDEMNITY REQUIRED FOR CLINICAL PROGRAMMES

(a) Students registered for a clinical programme should acquire indemnity cover and renew this on a yearly basis.

SHCDIP1.9 CLINICAL REQUIREMENTS

(a) Clinical learning is compulsory for the study year and requires 100% practical attendance to complete the programme.
(b) All clinical requirements will apply according to the SANC Government notice R. 635.

SHCDIP1.10 REQUIREMENTS TO QUALIFY FOR THEORY SUMMATIVE ASSESSMENT (THEORY MODULE)

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

(a) To qualify for the summative assessments of each theory module, the student must meet the following.
i. Satisfactory evidence of 75% attendance in the class.
ii. A minimum of 40% formative assessment mark in each module

SHCDIP1.11 REQUIREMENTS TO QUALIFY FOR CLINICAL SUMMATIVE ASSESSMENT (CLINICAL MODULE)

To sit for the summative assessment of each clinical module, the student must meet the following.

(a) Satisfactory evidence of 80% clinical attendance.
(b) Fifty per cent (50%) continuous assessment marks in all clinical modules.
(c) A minimum of 50% in each clinical field of the summative assessment.

SHCDIP1.12 SUMMATIVE ASSESSMENT

(a) In order for the students to pass a theoretical or clinical module, the students must obtain a minimum final mark of 50%.

SHCDIP1.13 CALCULATION OF FINAL MARK

(a) The final mark will be calculated using the 60/40 rule. Therefore, continuous assessments shall contribute 60%, and summative assessments shall contribute 40% towards the final mark.

SHCDIP1.14 SUPPLEMENTARY THEORETICAL ASSESSMENT

(a) A student who obtains 45-49% of the final mark for the theory module will receive a supplementary assessment.
(b) However, a student who obtains below <40% on the summative assessment for the theory module fails the exam, qualifying for a supplementary assessment provided that the calculated final is 50% and greater.
(c) Notwithstanding point (b), a student who obtains a final grade below 45% calculated final mark fails the module.
(d) Calculation of the final mark for the supplementary assessment will be capped at 50% overall, regardless of the marks obtained in the module, where applicable

SHCDIP1.16 SUPPLEMENTARY CLINICAL ASSESSMENT

(a) A student who obtains a subminimum of 45-49% in a clinical module shall be granted supplementary clinical assessment, provided that the overall calculated final mark is 50% and above.
(b) A student who obtains a mark below 50% in the clinical module during supplementary assessment fails in the clinical module.
(c) 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

SHCDIP1.17 REGISTRATION WITH THE SOUTH AFRICAN NURSING COUNCIL FOLLOWING COMPLETION OF THE PROGRAMME

(a) Students who complete and obtain their degree from Sefako Makgatho Health Sciences University can be registered with the South African Nursing Council to recognise the post-graduate diploma obtained.

SHCDIP1.18 PGDIP IN HEALTH SERVICE MANAGEMENT CURRICULUM INFORMATION

CURRICULUM INFORMATION								
School:	Health Care Sciences				**Department**	Nursing Science		
Qualification Name:	Postgraduate Diploma in Health Services Management				**Qualification Code:**	PGDHSM		
Campus:	Sefako Makgatho Health Sciences University				**Last Revision date:**	N/A		
Total SAQA Credits for Qualification:	120				**Is this a fixed Curriculum:**	**Yes**		
Once-off Implementation Year:	2025							
Migration Implementation Years:	**Year level 1:**	2025	**Year level 2:**		**Year level 3:**		**Year level 4:**	
	Year level 5:		**Year level 6:**		**Year level 7:**			

NEW PROGRAMME					
PERIOD OF STUDY / YEAR LEVEL					
Year Modules					
X[1]	Module Code	Offering Period[2]	Possible major[3]	SAQA Credit	Hemis Credit[4]
	The following module/s are **COMPULSORY**				
TOTAL CREDITS FOR YEAR LEVEL					

NEW PROGRAMME					
PERIOD OF STUDY / YEAR LEVEL					
Year Modules					
X[1]	Module Code	Offering Period[2]	Possible major[3]	SAQA Credit	Hemis Credit[4]
	The following module/s are **COMPULSORY**				
	SEPP 180	1 year	Yes	8	0.06
	SEBP 180	1 year	Yes	12	0.08
	SPCD 180	1 year	Yes	4	0.03
	SHSM 180	1year	Yes	48	0.23
	SPMA 180	1 year	Yes	48	0.29
TOTAL CREDITS FOR YEAR LEVEL				120	1

TOTAL CREDITS FOR QUALIFICATION		

TOTAL CREDITS FOR QUALIFICATION	120	1

MODULAR INFORMATION						
Department:	Nursing Science			**School:**	Health Care Sciences	
Last Revision date:	N/A		**First Year Offered (New):**			
Replace this Module existing module(s)?	**N/A**		**If YES, give the module codes:**			
Module linked to Qualification/s:	PGDHSM					
Migration Strategy:	**None**	(If YES, Section G must also be completed)				

Module Code: (4 alphabetic & 3 numeric)	SEPP 180
Module Name:	Ethics and Professional practice
Content:	• Professional practice aspects and issues: Nursing theories and their application in nursing and nursing practice, principles of professional practice as applied to nursing practice, moral reasoning models, critical decision making and clinical judgements; accountability for own professional judgement, action, outcomes of specialist care • Legal practice: current legislation, policies, regulations, guidelines pertaining to specialist nurse practice, labour relations • record keeping as a legal requirement in nursing practice • Ethical practice: Ethical framework in professional practice, ethical code of conduct, and role of the nurse specialist in the management of professional misconduct, moral and legal issues related to nursing practice and the implications thereof inclusive of the scope of nursing practice. • Ethical and professional communication in the nursing profession: skills and channels • Advocacy: advocacy principles and role of a specialist nurse/midwife, • Professional practice challenges

<table>
<tr><td></td><td>Activity:
- participate in interest groups
- Lobby for clients
- Demonstrate communication skills</td></tr>
<tr><td>Learning Outcomes:</td><td>The student should be able to:

• Practice and facilitate Specialist nursing and midwifery, nursing education or health services management within ethical-legal parameters of the profession:
- demonstrate understanding of nursing theories, professionalism; professional practice as it applies to nursing and the nursing profession
- Apply ethical framework in nursing practice and conform to the ethical code of conduct
- Practice nursing within the indicated scope
- Use critical decision making and moral reasoning to make clinical judgements and resolve ethical dilemmas within specialist practice.
- Demonstrate competence and take accountability for own professional judgement, actions, outcomes of specialist care, nursing education or health services management
- Demonstrate ability to apply legislation, policies, regulations and guidelines pertaining to specialist practice, nursing education or health services management
- Keep comprehensive accurate and correct records
- Demonstrate knowledge of the nurse or midwife specialist's role in the management of professional misconduct according to institutional protocols within ethical-legal framework
• Facilitate advocacy for the profession and provide specialist professional support for personnel, patients or client, families and communities

- describe the purpose and Demonstrate ability to resolve challenges related to professional practice as well as identify and address ethical issues based on critical reflection on the speciality
- Demonstrate ability to advocate for clients in the relevant speciality
- apply advocacy principles to ensure a safe and quality care
- Demonstrate appropriate communication channels and skill</td></tr>
<tr><td rowspan="2">Module Information:</td><td>SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td>ITS Course Level</td><td>CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td>8</td><td>7</td><td>090802, 090811</td></tr>
<tr><td rowspan="2">Delivery Information:</td><td>Campus</td><td>Full/Part Time</td><td>Period (Year/1st/2ndSem)</td></tr>
<tr><td>SMU</td><td>Full/Part-time</td><td>Year</td></tr>
<tr><td>Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Seminars</td><td>Independent Learning</td></tr>
<tr><td></td><td>2</td><td>2</td><td></td><td></td><td>4</td></tr>
<tr><td>Pre-requisite modules for this module:</td><td colspan="5">N/A</td></tr>
<tr><td>Co-requisites modules for module:</td><td colspan="5">N/A</td></tr>
<tr><td>Assessment criteria</td><td colspan="5">• Discuss legislation directing and controlling the practice of specialist nurse/midwife.

• Discuss the application of legislation and its impact on specialist nursing/midwifery.

• Demonstrate accountability for own professional judgement, actions and outcomes of specialist care, nursing education and health services management provided.</td></tr>
</table>

	• Outline current legislation, policies, regulations, guidelines and scopes of function pertaining to specialist practice, nursing education and health services management • Apply the legal framework in keeping records in specialist practice. • Discuss the role of the nurse/midwife specialist in the management of professional misconduct and risk taking initiatives • Demonstrate the use of appropriate communication skills and channels to facilitate communication • apply advocacy principles to ensure safe and quality care in various health care settings • Provide legal and ethical solutions to professional practice challenges
Assessment method	Tests, projects, portfolio, examination.
Mark Structure: Minimum Form Assessment Mark for exam admission (%)	40%
% Formative Assessment Mark	60%
% Summative Assessment Mark	40%
Minimum final mark to pass (%)	50%

Summative Assessment Paper:		**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**
	Theory/practical	Theory	Submit a portfolio of evidence for evaluation		
	Duration	2 Hours			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

MODULAR INFORMATION

Department:	Nursing Science	**School:**	Health Care Sciences
Last Revision date:	N/A	**First Year Offered (New):**	2021
Replace this Module existing module(s)?	**N/A**	**If YES, give the module codes:**	
Module linked to Qualification/s:	PGDHSM		
Migration Strategy:	**None**	(If YES, Section G must also be completed)	

Module Code: (4 alphabetic & 3 numeric)	SEBP180
Module Name:	Evidence-based practice and Research
Content:	The research process • The process of evidence based practice, levels of evidence and critical analysis of evidence • Use of evidence-based practice, evidence based nursing education, evidence-based health services management • Apply evidence-based specialist practice, nursing education, health services management • Methodology of gathering evidence for practice, education and management, such as systematic and scoping reviews, appraisals of articles, practice based research, and publications • Research process: problem statement, purpose and objectives, designs and methodology

<table>
<tr><td></td><td colspan="5">

Appropriate search engines and databases for literature review to inform evidence based practice, nursing education and health services management.
Journal reviews, generation of evidence to utilize in specialist practice, nursing education and health services management
Activities: portfolios, dialogues, debates, discourses in quality and practice improvement, Problem identification, data collection, critical data analysis, diagnosis, plan and implementation based on scientific evidence, recommendations and report writing on evidence based practice

</td></tr>
<tr><td>Learning Outcomes:</td><td colspan="5">
Students should:

Apply knowledge of and facilitate evidence based practice, nursing education or management in the specialist field to solve contextual problems and develop policies and guidelines

understand the process of evidence-based practice
engage in systematic reviews to inform evidence-based practice
critically analyze assessment data from patients/clients, families, communities, students or employees to support problem identification, diagnosis, decision making and research
Apply models and strategies in research to implement evidence-based practice within the clinical nursing practice
Describe and apply the research process: formulate a problem statement, purpose of research and state the objectives and outline the research design and methodology. differentiate between quantitative, qualitative and mixed research designs
Select and apply a theoretical framework appropriate to the study
Apply methods and principles to ensure ethical research conducted on human beings
evaluate ethical implications of decisions and actions in relation to the research process with the professional context
write a research report

Engage in scholarly activities to inform evidence-based practice, nursing education or health services management

demonstrate knowledge of appropriate search engines and databases for review of literature to inform evidence based practice, nursing education and health services management
use appropriate methods to generate evidence to utilize in specialist practice
actively participate in inter and intra-professional dialogues and debates in conferences and peer reviewed journals to improve quality of care

Utilizes, manages and communicates data to support decision-making and research

Critically argue for evidence based nursing care using knowledge of research in the clinical nursing speciality
appraise the different sources of information to guide to guide evidence based practice in the clinical nursing speciality
Apply evidence to clinical nursing specialization
Record keeping of information gathered in the context of the specialist practice
Demonstrate utilization of data/information/emerging evidence pertinent to the respective speciality to support the research process in evidence based practice

</td></tr>
<tr><td rowspan="2">Module Information:</td><td colspan="2">SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td colspan="2">ITS Course Level</td><td>CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td colspan="2">12</td><td colspan="2">8</td><td>090802, 090811</td></tr>
<tr><td rowspan="2">Delivery Information:</td><td colspan="2">Campus</td><td colspan="2">Full/Part Time</td><td>Period (Year/1st/2ndSem)</td></tr>
<tr><td colspan="2">SMU</td><td colspan="2">Full time</td><td>Year</td></tr>
<tr><td rowspan="2">Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Seminars</td><td>Independent Learning</td></tr>
<tr><td>3</td><td>3</td><td></td><td></td><td>4</td></tr>
<tr><td>Pre-requisite modules for this module:</td><td colspan="5">N/A</td></tr>
<tr><td>Co-requisites modules for module:</td><td colspan="5">N/A</td></tr>
<tr><td>Assessment criteria</td><td colspan="5">

Demonstrate understanding of the process of research and evidence-based practice:
Demonstrate knowledge of appropriate search engines and data bases for review of literature to inform evidence based practice

</td></tr>
</table>

			• Demonstrate ability to follow the methodology of gathering evidence for practice, education and management • Engage in systematic reviews to inform evidence-based practice • Critically analyze data to support decision making and research • Demonstrate the importance and relevance of research and evidence based practice in the clinical nursing specialization • Identify, describe and apply major phases and steps in the research process • Write a research report • Use evidence based practice in specialist nursing • Complete a portfolio of evidence and practically apply evidence to clinical nursing specialization.
Assessment method			Tests, assignments, project, examination
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%
		% Formative Assessment Mark	60%
		% Summative Assessment Mark	40%
	Minimum final mark to pass (%)		50%

Summative Assessment Paper:		**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**
	Theory/practical	Theory	Submit a proposal for assessment and critique a relevant article		
	Duration	2hours			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

MODULAR INFORMATION						
Department:	Nursing Science			**School:**	Health Care Sciences	
Last Revision date:	N/A		**First Year Offered (New):**	2021		
Replace this Module existing module(s)?	**N/A**		**If YES, give the module codes:**			
Module linked to Qualification/s:	PGDHSM					
Migration Strategy:	**None**	(If YES, Section G must also be completed)				

Module Code: (4 alphabetic & 3 numeric)	SHSM 180
Module Name:	Health Service Management and leadership
Content:	• Management vs administration • Roles/responsibilities/functions of a supervisor and a manager • Health legislation and services in the RSA; Legal and ethical foundations of nursing administration; Levels of management; Management by objectives; principles of budgeting; financial management, • Philosophy of a health service. • Policy development and procedures for a health and nursing service organization; principles and theories of health services management,

<table>
<tr><td></td><td colspan="5">

Communication in management; Decentralization; Co-ordination; Standardization and standards of nursing.
management process: planning, organizing, delegation, ordering, supervision, control, inspection, leading, communication, finance, policy making, decision making, utilization of personnel
Time management; management of change; management of stress and conflict, negotiations and crisis management, roles of supervisors and managers, legal problems and risk management,
Risk factors that impact on health and wellness at the workplace and the management thereof
Management of resources, both material and human, in line with the activities of the organization including performance appraisal and staff development,
Collaboration and benchmarking as tools in management
Situational analysis, job design analysis and evaluation, Organizational behaviour and process; Organizational change and development'; Organizational health and safety issues; Organizational standardization and standards; health service organization and planning; Motivational Theories; Modes of organizing patient care; and patient advocacy, quality surveillance.
Strategic and operational plans, their review and change management
Disaster management; Utilization of research findings and statistics in organizations; Influence and utilization of management theories and models in the health service environment; Networking; Theoretical approaches to problem solving and decision making.
Contemporary issues and trends influencing health service management, leadership, theories, principle, types and style of leadership, financial matters, medical funds, managed care, case management, Ubuntu, negotiations and transformation issues in management.

</td></tr>
<tr><td>Learning Outcomes:</td><td colspan="5">Students should be able to:

Discuss management vs administration: management process, situational analysis, application of SA's industrial relations system; demonstrating competency in providing quality health service management.
Discuss management theories and their application to health services management
Discuss health legislation and services in the RSA; Legal and ethical foundations of nursing administration
Discuss the role of the manager in enhancing organizational behavior and processes of an organization
Discuss contemporary issues influencing health services management, leadership and leadership style
Demonstrate understand in of labour relations as they apply to health services, negotiations and conflict resolution
Design a strategic plan for health care services
Discuss management of risk, crisis and stress in the workplace
Manage resources and understand finances pertaining to health.
Discuss the marketing processes in the health care service
Discuss the diversity processes in the management of health service.

</td></tr>
<tr><td rowspan="2">Module Information:</td><td colspan="2">SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td colspan="2">ITS Course Level</td><td>CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td colspan="2">48</td><td colspan="2">8</td><td>090802, 090811</td></tr>
<tr><td rowspan="2">Delivery Information:</td><td colspan="2">Campus</td><td colspan="2">Full/Part Time</td><td>Period (Year/1st/2ndSem)</td></tr>
<tr><td colspan="2">SMU</td><td colspan="2">Full time</td><td>Year</td></tr>
<tr><td rowspan="2">Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Seminars</td><td>Independent Learning</td></tr>
<tr><td>6</td><td>2</td><td>2</td><td></td><td>8</td></tr>
</table>

Pre-requisite modules for this module:	N/a					
Co-requisites modules for module:	N/a					
Assessment criteria	• Discuss: situational analysis, job design analysis and evaluation, recruitment, selection, placement, induction. • Discuss the role of the manager in industrial relations and SA's industrial relations system; • Discuss organizational behaviour and management process; Organizational change and development'; Organizational health and safety issues; Organizational standardization and standards; health service organization and planning. • Discuss management Theories; Models of organizing patient care; patient advocacy, quality surveillance. • Demonstrate competency in providing quality health service management. • Demonstrate understanding of conflict management including mediation and negotiation techniques • Participate in strategic management • Demonstrate knowledge of budgeting • Use evidence in the management of health services • Discuss the manager as a leader and a mentor					
Assessment method	Tests, assignment, Portfolio of evidence, examination.					
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			

		Paper 1	**Paper 2**	**Paper 3**	**Paper 4**
Summative Assessment Paper:	Theory/practical	Theory	Practical		
	Duration	3Hours	Submit a portfolio of evidence for evaluation		
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

MODULAR INFORMATION						
Department:	Nursing Science			**School:**	Health Care Sciences	
Last Revision date:	N/A		**First Year Offered (New):**	2021		
Replace this Module existing module(s)?	**N/A**		**If YES, give the module codes:**			
Module linked to Qualification/s:	PGDHSM					
Migration Strategy:	**None**	(If YES, Section G must also be completed)				

Module Code: (4 alphabetic & 3 numeric)	SPMA 180
Module Name:	Personnel Management

<table>
<tr><td>Content:</td><td>

Introduction to human resources management. Review of manpower in South Africa: nature and extent of labour market, unemployment, job creation.
Manpower planning: job analysis and evaluation, recruitment, selection, placement and induction. Handling of absenteeism and staff turnover. Employee/personnel development training of lower-level personnel, management and organization development, Performance management,.
Motivation of staff, process, theories, money as a motivator.
Industrial relations: the role of the human resources manager in industrial relations; SA's industrial relations system acts related to labour practices
Communication: process, types, principles, inter/intrapersonal barriers, foundations of communication, creating and understanding messages, rational dimensions of interpersonal communication
Individual behavior in the organization: differences, work behavior, rewards and punishment; stress. Career development; personnel evaluation. Compensation and management.
Managing diversity in the work place, primary and secondary dimensions of diversity, guidelines/ strategies for managing a diverse workforce, cultural diversity.

</td></tr>
<tr><td>Learning Outcomes:</td><td>Students should demonstrate competency in:

providing efficient and effective personnel management policies
Manage and monitor performance on continuous basis.
Evaluation and development of personnel in the organization.
Illustrate and explain the motivation process.
Differentiate between content theories, process theories and reinforcement theories of motivation.
Make recommendation regarding the design of jobs, which are likely to motivate the worker.
communicating with stakeholders inside and outside the organization
Distinguish between the rights of the employer, the employee and the patient so that you can view the labour relations from all three sides.
Explain the value and the importance of drawing up a labour relations policy.
Discuss the procedures which a manager apply in the event of a strike in the health care facility.

</td></tr>
<tr><td rowspan="2">Module Information:</td><td>SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td>ITS Course Level</td><td>CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td>48</td><td>8</td><td>090802, 090811</td></tr>
<tr><td rowspan="2">Delivery Information:</td><td>Campus</td><td>Full/Part Time</td><td>Period (Year/1st/2ndSem)</td></tr>
<tr><td>SMU</td><td>Full time</td><td>Year</td></tr>
<tr><td>Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Seminars</td><td>Independent Learning</td></tr>
</table>

	6	2	2		8
Pre-requisite modules for this module:	N/A				
Co-requisites modules for module:	N/A				
Assessment criteria	• Demonstrate competency in providing efficient and effective personnel management processes and procedures • Discuss individual behaviour in the organization: differences, work behaviour, rewards and punishment; stress. • Discuss career development; personnel evaluation (performance appraisal), compensation on management • Develop and discuss policies pertaining to personnel management. • Identify the primary and secondary dimensions of diversity. • Discuss the guidelines for managing a diverse workforce. • Describe the opportunities and challenges presented by diversity.				
Assessment method	Tests, assignment, Portfolio of evidence, written examination				

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

		Paper 1	**Paper 2**	**Paper 3**	**Paper 4**
Summative Assessment Paper:	Theory/practical	Theory	Submiit a portfolio of evidence for evaluation		
	Duration	3 Hours			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

MODULAR INFORMATION

Department:	Nursing Science	**School:**	HCS
Last Revision date:	N/A	**First Year Offered (New):**	2021
Replace this Module existing module(s)?	**N/A**	**If YES, give the module codes:**	

Module linked to Qualification/s:	PGDHSM					
Migration Strategy:	**None**	(If YES, Section G must also be completed)				

Module Code: (4 alphabetic & 3 numeric)	SPCD180
Module Name:	PROFESSIONAL AND CAREER DEVELOPMENT
Content:	• Life skills: social determinants of health, lifestyle and behaviour, inclusive of interpersonal skills and communication, principles of healthy living • Human and patient's rights

<table>
<tr><td></td><td colspan="5">

adult learning perspectives and theories; adult learner characteristics and study preferences;
responsibilities of the nurse manager as educator; Principles of teaching and learning, the teaching-learning process, strategies and methods (with specific attention to the lecture method, simulation, group discussion,: both; classroom and clinical situation inclusive of assessment of learning outcomes),
Leadership: style; principles and theories
Continuous professional development for self and others: mentorship, preceptorship
performance management and staff appraisal,
the role of the nurse specialist in the planning, commissioning and managing of a health, education/midwifery facility/ unit
Designing a portfolio of evidence

</td></tr>
<tr><td>Learning Outcomes:</td><td colspan="5">

Appraises and develops self, peers and nurse/midwife specialist by facilitating self-directedness/leadership and lifelong learning to maintain competence

Describe the social determinants of health that apply to self and others.
Explain lifestyles that enhance behaviour change
Demonstrate leadership skills through appropriate leadership styles, theories and principles
Facilitate continuous professional development (CPD) for self and others and create a positive learning environment for lifelong learning through the processes of continuing education, in-service education, mentorship, preceptorship, supervision and performance appraisals
Describe the nurse teacher/manager as a role model: student support, structure and accompaniment.
Discuss the theory, principles, strategies and approaches to adult education and learning: Andragogy; The student nurse as adolescent and/or adult learner; adult learner characteristics and study preferences; responsibilities of the nurse manager as an educator.
Demonstrate competencies in preparing a lesson and managing learning situation.
Select appropriate teaching aids for different lessons.
describe the process of performance appraisal and staff development systems

Engage in planning, commissioning and managing a specialist unit, an educational entity or a health facility

Describe the inter and intra professional roles and responsibilities of the nurse/midwife specialist

</td></tr>
<tr><td rowspan="2">Module Information:</td><td colspan="2">SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td>ITS Course Level</td><td colspan="2">CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td colspan="2">4</td><td>7</td><td colspan="2">090802, 090811</td></tr>
<tr><td rowspan="2">Delivery Information:</td><td colspan="2">Campus</td><td>Full/Part Time</td><td colspan="2">Period (Year/1st/2ndSem)</td></tr>
<tr><td colspan="2">SMU</td><td>Full time</td><td colspan="2">Year</td></tr>
<tr><td rowspan="2">Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Seminars</td><td>Independent Learning</td></tr>
<tr><td>2</td><td>2</td><td></td><td></td><td>4</td></tr>
<tr><td>Pre-requisite modules for this module:</td><td colspan="5">N/A</td></tr>
<tr><td>Co-requisites modules for module:</td><td colspan="5">N/A</td></tr>
<tr><td>Assessment criteria</td><td colspan="5">

Describe the nursing philosophy and educational philosophy.
Discuss leadership, Leadership theories, principles and style

</td></tr>
</table>

			• Discuss the professional task of the nurse educator/manager regarding professionalization of colleagues and students. • Describe the nurse teacher/manager as a role model: Student support structure and accompaniment. • Discuss the theory, principles and strategy of adult teaching and learning: The student nurse as adolescent and/or adult learner; Adult learner characteristics and study preferences; • Describe the responsibilities of the nurse manager as an educator. • Describe educational learning theories and their application in clinical nursing. • Demonstrate competencies in preparing a lesson plan and managing learning situation. • Discuss Continuous professional development for self and others: continuing education, mentorship, preceptorship • Engage in the planning and commissioning of an educational nursing unit taking into consideration the burden of diseases and priority services as determined by current events			
Assessment method			Tests, assignment, portfolio of evidence and examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:			**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**
	Theory/practical		Theory			
	Duration		2 Hours			
	% contribution to Summative Assessment Mark		100%			
	Sub minimum		40%			

SHCDIP1.19 PGDIP IN NURSING EDUCATION CURRICULUM

CURRICULUM INFORMATION								
School:	Health Care Sciences				**Department**	Nursing Science		
Qualification Name:	Postgraduate Diploma in Nursing Education				**Qualification Code:**	PGDNE		
Campus:	Sefako Makgatho Health Sciences University				**Last Revision date:**	N/A		
Total SAQA Credits for Qualification:	120				**Is this a fixed Curriculum:**	**Yes**		
Once-off Implementation Year:	2025							
Migration Implementation Years:	**Year level 1:**	2025	**Year level 2:**		**Year level 3:**		**Year level 4:**	
	Year level 5:		**Year level 6:**		**Year level 7:**			

NEW PROGRAMME					
PERIOD OF STUDY / YEAR LEVEL					
Year Modules					
X[1]	Module Code	Offering Period[2]	Possible major[3]	SAQA Credit	Hemis Credit[4]
	The following module/s are **COMPULSORY**				
TOTAL CREDITS FOR YEAR LEVEL					

TOTAL CREDITS FOR QUALIFICATION		

NEW PROGRAMME					
PERIOD OF STUDY / YEAR LEVEL					
Year Modules					
X[1]	Module Code	Offering Period[2]	Possible major[3]	SAQA Credit	Hemis Credit[4]
	The following module/s are **COMPULSORY**				
	SEPP 180	1 year	No	8	0.07
	SEBP 180	1 year	No	12	0.1
	SPCD 180	1 year	No	4	0.03
	SNED 180	1 year	Yes	48	0.4
	SCDA 180	1 year	Yes	48	0.4
TOTAL CREDITS FOR YEAR LEVEL				120	1

TOTAL CREDITS FOR QUALIFICATION	120	1

MODULAR INFORMATION						
Department:	Nursing Science			**School:**	HCS	
Last Revision date:	N/A		**First Year Offered (New):**	2025		
Replace this Module existing module(s)?	**N/A**		**If YES, give the module codes:**			
Module linked to Qualification/s:	PGDNE					
Migration Strategy:	**None**	(If YES, Section G must also be completed)				

Module Code: (4 alphabetic & 3 numeric)	SPCD 180
Module Name:	PROFESSIONAL AND CAREER DEVELOPMENT
Content:	• Life skills: social determinants of health, lifestyle, and behaviour, inclusive of interpersonal skills and communication, principles of healthy living. • Human and patient's rights. • Adult learning perspectives and theories; adult learner characteristics and study preferences: responsibilities of the nurse manager as educator; principles of teaching and learning, the teaching-learning process, strategies and methods (with specific attention to the lecture method, simulation, group discussion, both classroom and clinical situations inclusive of assessment of learning outcomes). • Leadership: style, principles and theories. • Continuous professional development for self and others: mentorship, preceptorship.

<table>
<tr><td></td><td>

Performance management and staff appraisal.
The role of the nurse specialist in the planning, commissioning, and managing of a health, education/midwifery facility/unit.
Designing a portfolio of evidence.

</td></tr>
<tr><td>Learning Outcomes:</td><td>

Appraises and develops self, peers, and nurse/midwife specialist by facilitating self-directedness/leadership and lifelong learning to maintain competence:

Describe the nursing philosophy and the educational philosophy.
Describe relevant legislation in the management of health services, policies, regulations, and guidelines about nursing education and health services management.
Demonstrate leadership skills through appropriate leadership styles, theories, and principles in nursing education and management.
Describe management theories and their application in clinical specialist nursing.
Apply the management process in the management of the education platform.
Facilitate continuous professional development (CPD) for self and others and create a positive learning environment for lifelong learning through the processes of continuing education, in-service education, mentorship, preceptorship, supervision, and performance appraisals.
Describe the nurse teacher/manager as a role model: student support, structure, and accompaniment.
Explain the purpose and process of performance management and staff development systems.
Engage in performance appraisal.
Discuss risk management, crisis, conflict, and time management.
Demonstrate ability to negotiate and make decisions.

Engage in planning, commissioning, and managing a specialist unit, an educational entity, or a health facility:

Describe the inter and intra-professional roles and responsibilities of the nurse/midwife specialist.
</td></tr>
<tr><td rowspan="2">Module Information:</td><td>SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td>ITS Course Level</td><td>CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td>4</td><td>8</td><td>090813, 090811</td></tr>
<tr><td rowspan="2">Delivery Information:</td><td>Campus</td><td>Full/Part Time</td><td>Period (Year/1st/2ndSem)</td></tr>
<tr><td>Sefako Makgatho Health Sciences University</td><td>Full time</td><td>Year</td></tr>
<tr><td rowspan="2">Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Seminars</td><td>Independent Learning</td></tr>
<tr><td>2</td><td>2</td><td></td><td></td><td>4</td></tr>
<tr><td>Pre-requisite modules for this module:</td><td colspan="5">N/A</td></tr>
<tr><td>Co-requisites modules for module:</td><td colspan="5">N/A</td></tr>
<tr><td>Assessment criteria</td><td colspan="5">

Demonstrate understanding of Health legislation and services in the RSA.
Discuss the legal and ethical foundations of nursing administration.
implement the management process.
Discuss the systems perspective and management by objectives.

</td></tr>
</table>

	• Demonstrate understanding of financial estimation and control. • Discuss the philosophy of a health service. • Discus the policy of a health and nursing service organization of a nursing service; planning; communication; delegation; decentralization; co-ordination; standardization and standards of nursing. • Elaborate on leadership styles. • Demonstrate understanding of the following: time management, management of stress and conflict, crisis management, roles of supervisors and managers, legal problems and risk management, the nursing process, performance appraisal, self-reflection. • Describe the process of decision making. • Plan and commission a specialist unit.
Assessment method	Tests, assignments, projects, portfolio, examination.
Mark Structure: Minimum Form Assessment Mark for exam admission (%)	40%
Mark Structure: % Formative Assessment Mark	60%
Mark Structure: % Summative Assessment Mark	40%
Mark Structure: Minimum final mark to pass (%)	50%

Summative Assessment Paper:		**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**
	Theory/practical	Theory			
	Duration	2 Hours			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

MODULAR INFORMATION							
Department:	Nursing Science				**School:**	HCS	
Last Revision date:	N/A			**First Year Offered (New):**	2025		
Replace this Module existing module(s)?	**N/A**			**If YES, give the module codes:**			
Module linked to Qualification/s:	PGDNE						
Migration Strategy:	**None**	(If YES, Section G must also be completed)					

Module Code: (4 alphabetic & 3 numeric)	SNED180
Module Name:	Nursing Education
Content:	• Nursing philosophy and educational philosophy: The importance of congruence between nursing philosophy and educational philosophy;

	Nurse educators/managers personal and educational philosophy: Nursing and higher education. Professional task of the nurse educator/manager regarding professionalization of colleagues and students. The nurse teacher/manager as a role model: student support structure and accompaniment. Theory and principles of adult education: Andragogy; The student nurse as adolescent and adult learner; Adult learner characteristics and study preferences; responsibilities of the nurse educator/nurse manager as educator; Approaches to adult learning; Adult learner teaching strategies. Didactic situations in nursing. Learning theories/Educational psychology and their application in nursing educational situations and clinical nursing. • Teaching-Learning process: Teaching strategies and methods: Lecture method (theory, principles, issues); Small-group teaching (different types of groups, group dynamics, principles); Experiential learning methods (types, principles); Clinical setting teaching strategies; Teaching interpersonal communication skills (role modeling/simulation). • Teaching and learning programme for nursing in line with the national, regulatory and institutional requirement • Media for education in classroom and clinical situation. Construction, application and evaluation of learning objectives in clinical nursing specialty (fundamental nursing science/community nursing science/psychiatry/midwifery). In-service program, orientation program and continuing education. • Trends in higher education, • Assessment: methods, instruments, principles, design, implementation for theory and practice, and assessment applied to clinical specialty. • The scientific process of nursing & nursing care plans as teaching strategy; student-centred, self-directed teaching strategies and methods application in clinical specialization: fundamental/general/psychiatric/ community/midwifery.
Learning Outcomes:	• Describe the nursing philosophy and educational l philosophy. • Discuss the importance of congruence between nursing philosophy and educational philosophy; Nurse educators/managers personal and educational philosophy: Influence on the nursing programme and students. • Discuss the professional task of the nurse educator/manager regarding professionalization of colleagues and students. • Describe the nurse teacher/manager as a role model: student support structure and accompaniment. • Discuss the theory and principles of adult education: Andragogy; The student nurse as adolescent and adult learner; Adult learner characteristics and study preferences; responsibilities of the nurse educator/nurse manager as educator. • Describe the approaches to adult learning, adult learner teaching strategies. • Demonstrate understanding of didactic situations in nursing. • Describe learning theories/educational psychology and their application in nursing educational situations and clinical nursing. • Demonstrate competencies in preparing a lesson and managing learning situation. • Select appropriate teaching aids for different lessons. • Demonstrate understanding of trends in higher education.

<table>
<tr><td></td><td colspan="5">Demonstrate competency in ensuring quality teaching and management of a teaching institution.
Describe assessment methods & instruments, principles, design, implementation for theory and practice, and assessment [applied to clinical specialty.</td></tr>
<tr><td rowspan="2">Module Information:</td><td colspan="2">SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td colspan="2">ITS Course Level</td><td>CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td colspan="2">48</td><td colspan="2">8</td><td>090899, 090811</td></tr>
<tr><td rowspan="2">Delivery Information:</td><td colspan="2">Campus</td><td colspan="2">Full/Part Time</td><td>Period (Year/1st/2ndSem)</td></tr>
<tr><td colspan="2">Sefako Makgatho Health Sciences University</td><td colspan="2">Full time</td><td>Year</td></tr>
<tr><td rowspan="2">Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Seminars</td><td>Independent Learning</td></tr>
<tr><td>6</td><td>4</td><td>4</td><td></td><td>8</td></tr>
<tr><td>Pre-requisite modules for this module:</td><td colspan="5">N/A</td></tr>
<tr><td>Co-requisites modules for module:</td><td colspan="5">N/A</td></tr>
<tr><td>Assessment criteria</td><td colspan="5">Demonstrate understanding of philosophy and educational philosophy.
Discuss the importance of congruence between nursing philosophy and educational philosophy.
Discuss the importance of nurse educators/managers personal and educational philosophy and their influence on the nursing programme and students.
Discuss the professional task of the nurse educator/manager regarding professionalization of colleagues and students.
Describe the nurse teacher as a role model.
Discuss student support structure and accompaniment.
Demonstrate understanding of theory and principles of adult education with special reference to Andragogy.
Discus the student nurse as adolescent and adult learner; Adult learner characteristics and study preferences.
Describe the responsibilities of the nurse educator as educator.
Explain the approaches to adult learning and adult learner teaching strategies.
Discuss the didactic situations in nursing.
Describe the learning theories from educational psychology and their application in nursing educational situations and clinical nursing.
Demonstrate understanding of teaching-learning process, teaching strategies and methods: lecture method (theory, principles, issues); small-group teaching (different types of groups, group dynamics, principles); experiential learning methods (types, principles); clinical setting teaching strategies; teaching interpersonal communication skills (role modelling/simulation).
Apply media for education in classroom and clinical situation.
Demonstrate understanding of construction, application and assessment of learning outcomes in clinical nursing specialty (nursing science and art/community nursing science/ midwifery).
Design an in-service program and orientation program.
Describe trends in higher education.
Discuss commission reports with implications for nursing/nursing education.</td></tr>
</table>

	• Demonstrate understanding of assessment methods & instruments: theory, design, implementation, and evaluation applied to clinical specialty. • Describe the scientific process of nursing & nursing care plans as teaching strategy. • Discuss the student-centred, self-directed teaching strategies and methods [application in clinical specialization: fundamental/general/psychiatric/ community/midwifery]. • Elaborate on curriculum evaluation. • Demonstrate understanding of nursing research: principles & methodology. • Describe the interpretation & evaluation of existing research articles/reports on clinical specialty.
Assessment method	Tests, assignments, portfolio, practical, examination.
Mark Structure: Minimum Form Assessment Mark for exam admission (%)	40%
Mark Structure: % Formative Assessment Mark	60%
Mark Structure: % Summative Assessment Mark	40%
Mark Structure: Minimum final mark to pass (%)	50%

Summative Assessment Paper:		**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**
	Theory/practical	Theory	Submit portfolio of evidence for evaluation		
	Duration	3 Hours			
	% contribution to Summative Assessment Mark	100%	100%		
	Sub minimum	40%	40%		

MODULAR INFORMATION						
Department:	Nursing Science			**School:**	HCS	
Last Revision date:	N/A		**First Year Offered (New):**	2025		
Replace this Module existing module(s)?	**N/A**		**If YES, give the module codes:**			
Module linked to Qualification/s:	PGDNE					
Migration Strategy:	**None**	(If YES, Section G must also be completed)				

Module Code: (4 alphabetic & 3 numeric)	SCDA180
Module Name:	Curriculum Design & Accreditation

<table>
<tr><td>Content:</td><td colspan="5">

Curriculum: Approaches to curriculum development; level of curriculum development, Philosophical and ethical curriculum issues; Hidden curriculum; determinants of curriculum.
Factors influencing the nursing curriculum.
Curriculum design and development.
SAQA Programme Qualification Mix (PQM) format and the SANC format.
Discuss application of the National Qualification Framework principles in curriculum development in curriculum development.
Essential elements of quality assurance during curriculum review.
Accreditation: The role of governance structures, DHET, CHE, SAQA & the SANC in curriculum accreditation.
Policies applicable to the accreditation process: selection policy, RPL policy, assessment policy, appeal policy, etc.
Documents to be submitted for accreditation of a curriculum: study guides, clinical practical guide, staff profiles, timetables, master plans, available infrastructures and other support documents.
Evaluation and management of an educational programme.
Curriculum internal and external review and revision.
Management of the review data.
Curriculum implementation.

</td></tr>
<tr><td>Learning Outcomes:</td><td colspan="5">

Demonstrate understanding of curriculum design and development.
Discuss the philosophical and ethical curriculum issues.
Describe the hidden curriculum.
Analyze the role of DHET, CHE and SANC in curriculum design, development and accreditation.
Discuss application of the National Qualification Framework principles in curriculum development.
Apply the essential elements of quality assurance during curriculum review.
Demonstrate competency in curriculum development using the SANC, CHE and SAQA format.
Discuss curriculum accreditation according to SANC and CHE.
Identify the policies and documents applicable to curriculum accreditation.

</td></tr>
<tr><td rowspan="2">Module Information:</td><td colspan="2">SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td colspan="2">ITS Course Level</td><td>CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td colspan="2">48</td><td colspan="2">8</td><td>090899, 090811</td></tr>
<tr><td rowspan="2">Delivery Information:</td><td colspan="2">Campus</td><td colspan="2">Full/Part Time</td><td>Period (Year/1st/2ndSem)</td></tr>
<tr><td colspan="2">Sefako Makgatho Health Sciences University</td><td colspan="2">Full time</td><td>Year</td></tr>
<tr><td rowspan="2">Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Seminars</td><td>Independent Learning</td></tr>
<tr><td>6</td><td>2</td><td>2</td><td></td><td>8</td></tr>
<tr><td>Pre-requisite modules for this module:</td><td colspan="5">N/A</td></tr>
<tr><td>Co-requisites modules for module:</td><td colspan="5">N/A</td></tr>
<tr><td>Assessment criteria</td><td colspan="5">

Discuss approaches to curriculum development,
Describe curriculum design levels in South Africa.

</td></tr>
</table>

	• Elaborate on relevant people to be involved in curriculum development. • Identify the elements for curriculum development according to SAQA. • Explain the role of an educator in relation to curriculum development. • Design curriculum following the SAQA and CHE format. • Design curriculum following the SANC format. • Elaborate on curriculum accreditation. • Elaborate on the different aspects of curriculum review. • Describe application of the principles of NQF • Demonstrate understanding of the interrelatedness of the NQF quality assurance structure. • Apply the essential elements of quality assurance during curriculum review. • Analyze the activities of an ETQA in their quality management roles. • Analyse the role of Higher Education Council, in accreditation of the provider:
Assessment method	Tests, assignments, portfolio of evidence, practice teaching, written examination.
Mark Structure: Minimum Form Assessment Mark for exam admission (%)	40%
% Formative Assessment Mark	60%
% Summative Assessment Mark	40%
Minimum final mark to pass (%)	50%

Summative Assessment Paper:		**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**
	Theory/practical	Theory	Submit a portfolio of evidence for evaluation		
	Duration	3 Hours			
	% contribution to Summative Assessment Mark	100%	100%		
	Sub minimum	40%	40%		

MODULAR INFORMATION

Department:	Nursing Science	**School:**	HCS
Last Revision date:	N/A	**First Year Offered (New):**	2025
Replace this Module existing module(s)?	**N/A**	**If YES, give the module codes:**	
Module linked to Qualification/s:	PGDNE		
Migration Strategy:	**None**	(If YES, Section G must also be completed)	

Module Code: (4 alphabetic & 3 numeric)	SEBP 180
Module Name:	Evidence-based practice and research
Content:	• The research process. • The process of evidence-based practice, levels of evidence, and critical analysis of evidence. • Use of evidence-based practice, evidence-based nursing education, evidence-based health services management. • Apply evidence-based specialist practice, nursing education, health services management. • Methodology of gathering evidence for practice, education, and management, such as systematic and scoping reviews, appraisals of articles, practice-based research, and publications. • Research process: problem statement, purpose, objectives, designs, and methodology. • Appropriate search engines and databases for literature review to inform evidence-based practice, nursing education, and health services management. • Journal reviews, generation of evidence to utilize in specialist practice, nursing education, and health services management. • Activities: portfolios, dialogues, debates, discourses in quality and practice improvement, problem identification, data collection, critical data analysis, diagnosis, plan and implementation based on scientific evidence, recommendations, and report writing on evidence-based practice.
Learning Outcomes:	**Students should:** • Apply knowledge of and facilitate evidence-based practice, nursing education, or management in the specialist field to solve contextual problems and develop policies and guidelines: - Understand the process of evidence-based practice. - Engage in systematic reviews to inform evidence-based practice. - Critically analyse assessment data from patients/clients, families, communities, students, or employees to support problem identification, diagnosis, decision-making, and research. - Apply models and strategies in research to implement evidence-based practice within the clinical nursing practice. - Describe and apply the research process: formulate a problem statement, purpose of research and state the objectives, and outline the research design and methodology. - Differentiate between quantitative, qualitative, and mixed method research designs. - Select and apply a theoretical framework appropriate to the study. - Apply methods and principles to ensure ethical research conducted on human beings. - Evaluate the ethical implications of decisions and actions about the research process in the professional context. - Write a research report. • Engage in scholarly activities to inform evidence-based practice, nursing education, or health services management: - Demonstrate knowledge of appropriate search engines and databases for review of the literature to inform evidence-based practice, nursing education, and health services management. - Use appropriate methods to generate evidence to utilize in specialist practice.

<table>
<tr><td></td><td colspan="6">

- Actively participate in inter and intra-professional dialogues and debates in conferences and peer-reviewed journals to improve the quality of care.

Utilizes, manages, and communicates data to support decision-making and research:

- Critically argue for evidence-based nursing care using knowledge of research in the clinical nursing speciality.
- Appraise the different sources of information to guide evidence-based practice in the clinical nursing speciality.
- Apply evidence to clinical nursing specialization.
- Record keeping of information gathered in the context of the specialist practice.
- Demonstrate utilization of data/information/emerging evidence pertinent to the respective specialty to support the research process in evidence-based practice.

</td></tr>
<tr><td rowspan="2">Module Information:</td><td colspan="2">SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td colspan="2">ITS Course Level</td><td colspan="2">CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td colspan="2">12</td><td colspan="2">8</td><td colspan="2">090899, 090811</td></tr>
<tr><td rowspan="2">Delivery Information:</td><td colspan="2">Campus</td><td colspan="2">Full/Part Time</td><td colspan="2">Period (Year/1st/2ndSem)</td></tr>
<tr><td colspan="2">Sefako Makgatho Health Sciences University</td><td colspan="2">Full time</td><td colspan="2">Year</td></tr>
<tr><td rowspan="2">Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Seminars</td><td colspan="2">Independent Learning</td></tr>
<tr><td>3</td><td>3</td><td></td><td></td><td colspan="2">4</td></tr>
<tr><td>Pre-requisite modules for this module:</td><td colspan="6">N/A</td></tr>
<tr><td>Co-requisites modules for module:</td><td colspan="6">N/A</td></tr>
<tr><td>Assessment criteria</td><td colspan="6">

Demonstrate understanding of the process of research and evidence-based practice.
Demonstrate knowledge of appropriate search engines and databases for review of the literature to inform evidence-based practice.
Demonstrate ability to follow the methodology of gathering evidence for practice, education, and management.
Engage in systematic reviews to inform evidence-based practice.
Critically analyse data to support decision-making and research.
Demonstrate the importance and relevance of research and evidence-based practice in the clinical nursing specialization.
Identify, describe, and apply major phases and steps in the research process.
Write a research report.
Use evidence-based practice in specialist nursing.
Complete a portfolio of evidence and practically apply evidence to clinical nursing specialization.

</td></tr>
<tr><td colspan="2">Assessment method</td><td colspan="5">Tests, assignments, research proposal, written examination</td></tr>
<tr><td rowspan="2">Mark Structure:</td><td colspan="2">Minimum Form Assessment Mark for exam admission (%)</td><td colspan="4">40%</td></tr>
<tr><td></td><td>% Formative Assessment Mark</td><td colspan="4">60%</td></tr>
</table>

		% Summative Assessment Mark	40%
	Minimum final mark to pass (%)		50%

		Paper 1	Paper 2	Paper 3	Paper 4
Summative Assessment Paper:	Theory/practical	Theory	Submit a research proposal And find and critique a relevant article		
	Duration	2 Hours			
	% contribution to Summative Assessment Mark	100%	100%		
	Sub minimum	40%	40%		

MODULAR INFORMATION

Department:	Nursing Science			**School:**	HCS
Last Revision date:	N/A		**First Year Offered (New):**	2025	
Replace this Module existing module(s)?	**N/A**		**If YES, give the module codes:**		
Module linked to Qualification/s:	PGDNE				
Migration Strategy:	**None**	(If YES, Section G must also be completed)			

Module Code: (4 alphabetic & 3 numeric)	SEPP 180
Module Name:	Ethos and Professional Practice
Content:	• Professional practice aspects and issue: Nursing theories and their application in nursing and nursing practice, principles of professional practice as applied to nursing practice, moral reasoning models, critical decision making and clinical judgments; accountability for own professional judgment, and action, outcomes of specialist care. • Legal practice: current legislation, policies, regulations, guidelines about specialist nurse practice, labour relations. • Record keeping as a legal requirement in nursing practice. • Ethical practice: ethical framework in professional practice, ethical code of conduct, and role of the nurse specialist in the management of professional misconduct, moral and legal issues related to nursing practice, and the implications thereof inclusive of the scope of nursing practice. • Ethical and professional communication in the nursing profession: skills and channels. • Advocacy: advocacy principles and role of a specialist nurse/midwife. • Professional practice challenges Activity: - Participate in interest groups - Lobby for clients

<table>
<tr><td></td><td colspan="5">• Communication skills.</td></tr>
<tr><td>Learning Outcomes:</td><td colspan="5">The student should be able to:

• Practice and facilitate specialist nursing and midwifery, nursing education, or health services management within ethical-legal parameters of the profession:
- Demonstrate understanding of nursing theories, professionalism, and professional practice as it applies to nursing and the nursing profession.
- Apply ethical framework in nursing practice and conform to the ethical code of conduct.
- Practice nursing within the indicated scope.
- Use critical decision-making and moral reasoning to make clinical judgments and resolve ethical dilemmas within specialist practice.
- Demonstrate competence and take accountability for own professional judgment, actions, outcomes of specialist care, nursing education or health services management.
- Demonstrate ability to apply legislation, policies, regulations, and guidelines about specialist practice, nursing education, or health services management.
- Keep comprehensive accurate and correct records.
- Demonstrate knowledge of the nurse or midwife specialist's role in the management of professional misconduct according to institutional protocols within the ethical-legal framework.
• Facilitate advocacy for the profession and provide specialist professional support for personnel, patients or clients, families, and communities.
- Demonstrate the ability to resolve challenges related to professional practice as well as identify and address ethical issues based on critical reflection on the speciality.
- Demonstrate ability to advocate for clients in the relevant speciality.
- Apply advocacy principles to ensure safe and quality care.
Demonstrate appropriate communication channels and skills.</td></tr>
<tr><td rowspan="2">Module Information:</td><td colspan="2">SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td colspan="2">ITS Course Level</td><td>CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td colspan="2">8</td><td colspan="2">8</td><td>090899, 090811</td></tr>
<tr><td rowspan="2">Delivery Information:</td><td colspan="2">Campus</td><td colspan="2">Full/Part Time</td><td>Period (Year/1st/2ndSem)</td></tr>
<tr><td colspan="2">Sefako Makgatho Health Sciences University</td><td colspan="2">Full time</td><td>Year</td></tr>
<tr><td rowspan="2">Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Seminars</td><td>Independent Learning</td></tr>
<tr><td>2</td><td>2</td><td></td><td></td><td>4</td></tr>
<tr><td>Pre-requisite modules for this module:</td><td colspan="5">N/A</td></tr>
<tr><td>Co-requisites modules for module:</td><td colspan="5">N/A</td></tr>
<tr><td>Assessment criteria</td><td colspan="5">• Discuss legislation directing and controlling the practice of specialist nurses/midwives.
• Discuss the application of legislation and its impact on specialist nursing/midwifery.
• Demonstrate accountability for own professional judgment, actions, and outcomes of specialist care, nursing education, and health services management provided.</td></tr>
</table>

			• Outline current legislation, policies, regulations, guidelines, and scopes of function about specialist practice, nursing education, and health services management. • Apply the legal framework in keeping records in specialist practice. • Discuss the role of the nurse/midwife specialist in the management of professional misconduct and risk-taking initiatives. • Demonstrate the use of appropriate communication skills and channels to facilitate communication. • Apply advocacy principles to ensure safe and quality care in various health care settings. • Provide legal and ethical solutions to professional practice challenges.
Assessment method			Tests, assignments, portfolio, examination.
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%
		% Formative Assessment Mark	60%
		% Summative Assessment Mark	40%
	Minimum final mark to pass (%)		50%

		Paper 1	Paper 2	Paper 3	Paper 4
Summative Assessment Paper:	Theory/practical	Theory			
	Duration	2 Hours			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

SHCDIP1.19 POSTGRADUATE DIPLOMA IN NURSING RULES SPECIFIC TO THE CLINICAL PROGRAMMES (OCCUPATIONAL HEALTH NURSING, MENTAL HEALTH NURSING AND MIDWIFERY)

SHCDIP1.20 SELECTION AND ADMISSION REQUIREMENTS

SHCDIP1.21Selection

(a) Only a limited number of applicants can be admitted to the programme, as approved by the South African Nursing Council.
(b) Applicants are selected on merit by an SHSC selection committee.

SHCDIP1.22 Admission requirements

Applicants must meet the following requirements:

(a) Registration with the South African Nursing Council (SANC) as a Professional Nurse and Midwives, or a General Nurse with a Midwifery Qualification.
(b) 2-year Diploma (combination course) leading to registration as a General or Psychiatric Nurse offered under Government notice R.683, followed by 1-year Diploma in Midwifery offered under R.254 or
(c) 4-year Diploma in Nursing and Midwifery offered under Government notice R.425, or.
(d) 4-year bachelor's degree offered under Government Notice R. 425, or
(e) Diploma in General Nursing offered under Government notice R.171 and an Advance Diploma in Midwifery under R.1497, or
(f) 4-year bachelor's degree in nursing and midwifery under government notice R.174.
(g) A minimum of two (2) years of experience (inclusive of community service) after registration with the South African Nursing Council (SANC) as a Professional Nurse, General Nurse and Midwife.
(h) Proof of employment indicating years of experience in midwifery or mental health nursing except occupational health nursing.
(i) Approval from the employer to register for the programme for the employed applicants

SHCDIP1.23 SELECTION: INTERNATIONAL APPLICANTS

(a) International students 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 international students in the Fees Brochure.
(b) Before registration, international students must have at least 6 months in advance:
    i. Obtain a matric certificate or equivalent thereof from SAQA and HESA.
    ii. Submit your school leaving certificate to the South African Universities for approval.
    iii. Obtain a study permit from the Department of Home Affairs.
    iv. Obtain a provisional letter of acceptance for study at Sefako Makgatho Health Sciences University (SMU) and submit this to SANC
    v. Follow the SANC guidelines to apply for registration as a learner.
    vi. Evidence of personal medical assistance cover.
    vii. Valid passport and or any valid form of identity document

SHCDIP1.24 INDEMNITY REQUIRED FOR CLINICAL PROGRAMMES

(a) Students registered for a clinical programme should acquire indemnity cover and renew this yearly.

SHCDIP1.25 CLINICAL REQUIREMENTS

(a) Clinical learning is compulsory for the study year and requires a minimum of 840 clinical hours for the entire programme.
(b) All clinical requirements will apply according to SANC R.635.

SHCDIP1.26 REQUIREMENTS TO QUALIFY FOR THEORY SUMMATIVE ASSESMENT (THEORY MODULE)

A student must sit for formative and summative assessments according to the programme rules as applicable.

(a) In order to qualify for the summative assessments of each theory module, the student must meet the following:
   i. Satisfactory evidence of 75% attendance in the class.
   ii. A minimum of 40% formative assessment mark in each module.

SHCDIP1.27 REQUIREMENTS TO QUALIFY FOR CLINICAL SUMMATIVE ASSESSMENT (CLINICAL MODULE)

In order to sit for the summative assessment of each clinical module, the student must meet the following:

(a) Satisfactory evidence of 80% clinical attendance.
(b) Fifty per cent (50%) continuous assessment marks in all clinical modules.
(c) A minimum of 50% in each clinical field of the summative assessment.

SHCDIP1.28 SUMMATIVE ASSESSMENT

(a) In order for the students to pass a theoretical or clinical module, the students must obtain a minimum final mark of 50%.

SHCDIP1.29 CALCULATION OF FINAL MARK

(a) The final mark will be calculated using the 60/40 rule. Therefore, continuous assessments shall contribute 60% and summative assessments shall contribute 40% towards the final mark.

SHCDIP1.30 SUPPLEMENTARY THEORETICAL ASSESSMENT

(a) A student who obtains 45-49% of the final mark for the theory module will receive a supplementary assessment.
(b) However, a student who obtains below <40% on the summative assessment for the theory module fails the exam, qualifying for a supplementary assessment provided that the calculated final is 50% and greater.
(c) Notwithstanding point (b), a student who obtains a final grade below 45% calculated final mark fails the module.
(d) Calculation of the final mark for the supplementary assessment will be capped at 50% overall, regardless of the marks obtained in the module, where applicable.

SHCDIP1.31 SUPPLEMENTARY CLINICAL ASSESSMENT

(a) A student who obtains a subminimum of 45-49% in a clinical module shall be granted supplementary clinical assessment provided that the overall calculated final mark is 50% and above.
(b) A student who obtains a mark below 50% in the clinical module during supplementary assessment fails in the clinical module.
(c) 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.

SHCDIP1.32 REGISTRATION WITH THE SOUTH AFRICAN NURSING COUNCIL FOLLOWING COMPLETION OF THE PROGRAMME

(a) Students who complete and obtain their degree from Sefako Makgatho Health Sciences University can be registerable with the South African Nursing Council to recognise the post-graduate diploma obtained.

SHCDIP1.33 PGDIP IN MENTAL HEALTH NURSING CURRICULUM INFORMATION

CURRICULUM INFORMATION REQUIRED								
School:	Health Care Sciences			**Department**	Nursing Science			
Qualification Name:	Postgraduate Diploma in Mental Health Nursing			**Qualification Code:**	PGDMHN			
Campus:	Sefako Makgatho Health Sciences University			**Last Revision date:**	N/A			
Total SAQA Credits for Qualification:	140			**Is this a fixed Curriculum:**	**Yes**			
Once-off Implementation Year:	2025							
Migration Implementation Years:	**Year level 1:**	2025	**Year level 2:**		**Year level 3:**		**Year level 4:**	
	Year level 5:		**Year level 6:**		**Year level 7:**			

NEW PROGRAMME					
PERIOD OF STUDY / YEAR LEVEL					
Year Modules					
X[1]	**Module Code**	**Offering Period**[2]	**Possible major**[3]	**SAQA Credit**	**Hemis Credit**[4]
	The following module/s are **COMPULSORY**				

NEW PROGRAMME					
PERIOD OF STUDY / YEAR LEVEL					
Year Modules					
X[1]	**Module Code**	**Offering Period**[2]	**Possible major**[3]	**SAQA Credit**	**Hemis Credit**[4]
	The following module/s are **COMPULSORY**				

TOTAL CREDITS FOR YEAR LEVEL					

	SEPP180	1yr	No	8	0.06
	SEBP 180	lyr	No	12	0.09
	SPCD 180	1 yr	No	4	0.03
	SMSM 180	1yr	Yes	44	0.31
	SMHS 180	1yr	yes	40	0.29
	SCMH 180	1yr	Yes	32	0.22
TOTAL CREDITS FOR YEAR LEVEL				**140**	**1**

TOTAL CREDITS FOR QUALIFICATION		

TOTAL CREDITS FOR QUALIFICATION	**140**	**1**

MODULAR INFORMATION							
Department:	Nursing science				**School:**	Health Care Sciences	
Last Revision date:	N/A			**First Year Offered (New):**	2025		
Replace this Module existing module(s)?	**N/A**			**If YES, give the module codes:**			
Module linked to Qualification/s:	PGDMHN						
Migration Strategy:	**None**	(If YES, Section G must also be completed)					

Module Code: (4 alphabetic & 3 numeric)	**SEPP 180**
Module Name:	Ethos and professional practice
Content:	• Professional practice aspects and issues :Nursing theories and their application in nursing and nursing practice, principles of professional practice as applied to nursing practice, moral reasoning models, critical decision making and clinical judgements; accountability for own professional judgement, and action, outcomes of specialist care • Legal practice: current legislation, policies, regulations, guidelines pertaining to specialist nurse practice, labour relations • record keeping as a legal requirement in nursing practice • Ethical practice: Ethical framework in professional practice, ethical code of conduct, and role of the nurse specialist in the management of professional misconduct, moral and legal issues related to nursing practice and the implications thereof inclusive of the scope of nursing practice. • Ethical and professional communication in the nursing profession: skills and channels • Advocacy: advocacy principles and role of a specialist nurse/midwife, • Professional practice challenges Activity: - participate in interest groups

<table>
<tr><td></td><td>- Lobby for clients
• Communication skills.</td></tr>
<tr><td>Learning Outcomes:</td><td>The student should be able to:

• Practice and facilitate Specialist nursing and midwifery, nursing education or health services management within ethical-legal parameters of the profession:
- demonstrate understanding of nursing theories, professionalism; professional practice as it applies to nursing and the nursing profession
- Apply ethical framework in nursing practice and conform to the ethical code of conduct
- Practice nursing within the indicated scope
- Use critical decision making and moral reasoning to make clinical judgements and resolve ethical dilemmas within specialist practice.
- Demonstrate competence and take accountability for own professional judgement, actions, outcomes of specialist care, nursing education or health services management
- Demonstrate ability to apply legislation, policies, regulations and guidelines pertaining to specialist practice, nursing education or health services management
- Keep comprehensive accurate and correct records
- Demonstrate knowledge of the nurse or midwife specialist's role in the management of professional misconduct according to institutional protocols within ethical-legal framework
• Facilitate advocacy for the profession and provide specialist professional support for personnel, patients or client, families and communities
- Demonstrate the ability to resolve challenges related to professional practice as well as identify and address ethical issues based on critical reflection on the speciality.
- Demonstrate ability to advocate for clients in the relevant speciality.
- Apply advocacy principles to ensure safe and quality care.
• Demonstrate appropriate communication channels and skill</td></tr>
</table>

Module Information:	**SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)**	**ITS Course Level**	**CESM Code (3rd Order) (Six Numbers)**
	8	8	090808, 090811

Delivery Information:	**Campus**	**Full/Part Time**	**Period (Year/1st/2ndSem)**
	Sefako Makgatho Health Science University	**Full time**	Year

Periods per week:	**Classes**	**Practicals**	**Tutorial**	**Seminars**	**Independent Learning**

		2	2			4
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
Assessment criteria		• Discuss legislation directing and controlling the practice of specialist nurse/midwife. • Discuss the application of legislation and its impact on specialist nursing/midwifery. • Demonstrate accountability for own professional judgement, actions and outcomes of specialist care, nursing education and health services management provided. • Outline current legislation, policies, regulations, guidelines and scopes of function pertaining to specialist practice, nursing education and health services management. • Apply the legal framework in keeping records in specialist practice. • Discuss the role of the nurse/midwife specialist in the management of professional misconduct and risk-taking initiatives. • Demonstrate the use of appropriate communication skills and channels to facilitate communication • Apply advocacy principles to ensure safe and quality care in various health care settings • Provide legal and ethical solutions to professional practice challenges			
Assessment method		Lectures, tutorials, discussions, group work, seminars, presentations, multiple-choice tests and essays, project work, and end-of-module examinations.				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%				
	% Formative Assessment Mark	60%				
	% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)	50%				
Summative Assessment Paper:		**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**	
	Theory/practical	Theory				
	Duration	3 Hours				
	% contribution to Summative Assessment Mark	100%				
	Sub minimum	40%				

MODULAR INFORMATION							
Department:	Nursing Science					**School:**	Health Care Sciences
Last Revision date:	N/A			**First Year Offered (New):**		2025	
Replace this Module existing module(s)?		**N/A**		**If YES, give the module codes:**			
Module linked to Qualification/s:	PGDMHN						
Migration Strategy:	**None**		(If YES, Section G must also be completed)				

Module Code: (4 alphabetic & 3 numeric)	**SEBP 180**
Module Name:	Evidence-based practice and research
Content:	• The research process • The process of evidence-based practice, levels of evidence and critical analysis of evidence • Use of evidence-based practice, evidence-based nursing education, evidence-based health services management • Apply evidence-based specialist practice, nursing education, health services management • Methodology of gathering evidence for practice, education and management, such as systematic and scoping reviews, appraisals of articles, practice-based research, and publications • Research process: problem statement, purpose and objectives, designs and methodology • Appropriate search engines and databases for literature review to inform evidence-based practice, nursing education and health services management. • Journal reviews, generation of evidence to utilize in specialist practice, nursing education and health services management • Activities: portfolios, dialogues, debates, discourses in quality and practice improvement, Problem identification, data collection, critical data analysis, diagnosis, plan and implementation based on scientific evidence, recommendations and report writing on evidence-based practice.
Learning Outcomes:	Students should: • Apply knowledge of and facilitate evidence-based practice, nursing education or management in the specialist field to solve contextual problems and develop policies and guidelines - Understand the process of evidence-based practice - Engage in systematic reviews to inform evidence-based practice - Critically analyse assessment data from patients/clients, families, communities, students or employees to support problem identification, diagnosis, decision making and research - Apply models and strategies in research to implement evidence-based practice within the clinical nursing practice

	- Describe and apply the research process: formulate a problem statement, purpose of research and state the objectives and outline the research design and methodology. Differentiate between quantitative, qualitative and mixed research designs - Select and apply a theoretical framework appropriate to the study - Apply methods and principles to ensure ethical research conducted on human beings - Evaluate ethical implications of decisions and actions in relation to the research process with the professional context - Write a research report • Engage in scholarly activities to inform evidence-based practice, nursing education or health services management - Demonstrate knowledge of appropriate search engines and databases for review of literature to inform evidence-based practice, nursing education and health services management - Use appropriate methods to generate evidence to utilize in specialist practice - Actively participate in inter and intra-professional dialogues and debates in conferences and peer reviewed journals to improve quality of care • Utilizes, manages and communicates data to support decision-making and research - Critically argue for evidence-based nursing care using knowledge of research in the clinical nursing speciality - appraise the different sources of information to guide to guide evidence-based practice in the clinical nursing speciality - Apply evidence to clinical nursing specialization - Record keeping of information gathered in the context of the specialist practice • Demonstrate utilization of data/information/emerging evidence pertinent to the respective speciality to support the research process in evidence-based practice

Module Information:	**SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)**	**ITS Course Level**	**CESM Code (3rd Order) (Six Numbers)**
	12	8	9090808, 090811
Delivery Information:	**Campus**	**Full/Part Time**	**Period (Year/1st/2ndSem)**
	SMU	**Full time**	Year

Periods per week:	**Classes**	**Practicals**	**Tutorial**	**Seminars**	**Independent Learning**
	3	3		6	8

Pre-requisite modules for this module:			None			
Co-requisites modules for module:			None			
Assessment criteria			• Demonstrate understanding of the process of research and evidence-based practice: • Demonstrate knowledge of appropriate search engines and data bases for review of literature to inform evidence-based practice • Demonstrate ability to follow the methodology of gathering evidence for practice, education and management • Engage in systematic reviews to inform evidence-based practice • Critically analyse data to support decision making and research • Demonstrate the importance and relevance of research and evidence-based practice in the clinical nursing specialization • Identify, describe and apply major phases and steps in the research process • Write a research report • Use evidence-based practice in specialist nursing • Complete a portfolio of evidence and practically apply evidence to clinical nursing specialization.			
Assessment method			Group presentations, tests and essays, project work, assignments, and end-of-module examinations.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40% proposal writing			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:		**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**	
	Theory/practical	Theory	Submit a research proposal for assessment			
	Duration	2 hours				
	% contribution to Summative Assessment Mark	100%	100%			
	Sub minimum	40%	40%			
MODULAR INFORMATION						
Department:	Nursing Science			**School:**	Health Care Sciences	

Last Revision date:	N/a	**First Year Offered (New):**	2025
Replace this Module existing module(s)?	**N/A**	**If YES, give the module codes:**	
Module linked to Qualification/s:	PGDMHN		
Migration Strategy:	**None**	(If YES, Section G must also be completed)	

Module Code: (4 alphabetic & 3 numeric)	**SPCD 180**
Module Name:	Professional and career development
Content:	• Life skills: social determinants of health, lifestyle and behaviour, inclusive of interpersonal skills and communication, principles of healthy living • Human and patient's rights • adult learning perspectives and theories; adult learner characteristics and study preferences: • responsibilities of the nurse manager as educator; Principles of teaching and learning, the teaching-learning process, strategies and methods (with specific attention to the lecture method, simulation, group discussion,: both; classroom and clinical situation inclusive of assessment of learning outcomes), • Leadership: style; principles and theories • Continuous professional development for self and others: mentorship, preceptorship • performance management and staff appraisal, • the role of the nurse specialist in the planning, commissioning and managing of a health, education/midwifery facility/ unit • Designing a portfolio of evidence
Learning Outcomes:	• Appraises and develops self, peers and nurse/midwife specialist by facilitating self-directedness/leadership and lifelong learning to maintain competence: - Describe the nursing philosophy and the educational philosophy. - Describe relevant legislation in the management of health services, policies, regulation and guidelines pertaining to nursing education and health services management - Demonstrate leadership skills through appropriate leadership styles, theories and principles in nursing education and management - Describe management theories and their application in clinical specialist nursing - Apply the management process in the management of the education platform - Facilitate continuous professional development (CPD) for self and others and create a positive learning environment for lifelong learning through the processes of continuing education, in-service education, mentorship, preceptorship, supervision and performance appraisals

<table>
<tr><td></td><td colspan="6">- Describe the nurse teacher/manager as a role model: student support, structure and accompaniment.
- Explain the purpose and process of performance management and staff development systems
- Engage in performance appraisal
- Discuss risk management, crisis, conflict and time management
- Demonstrate ability to negotiate and make decisions
• Engage in planning, commissioning and managing a specialist unit, an educational entity or a health facility
- Describe the inter and intra professional roles and responsibilities of the nurse/midwife specialist</td></tr>
<tr><td rowspan="2">Module Information:</td><td colspan="2">SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td colspan="3">ITS Course Level</td><td>CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td colspan="2">4</td><td colspan="3">8</td><td>090808, 090811</td></tr>
<tr><td rowspan="2">Delivery Information:</td><td colspan="2">Campus</td><td colspan="3">Full/Part Time</td><td>Period (Year/1st/2ndSem)</td></tr>
<tr><td colspan="2">Sefako Makgatho Health Sciences University</td><td colspan="3">Full time</td><td>Year</td></tr>
<tr><td rowspan="2">Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td colspan="2">Seminars</td><td>Independent Learning</td></tr>
<tr><td>2</td><td>2</td><td></td><td colspan="2"></td><td>4</td></tr>
<tr><td>Pre-requisite modules for this module:</td><td colspan="6">None</td></tr>
<tr><td>Co-requisites modules for module:</td><td colspan="6">None</td></tr>
<tr><td>Assessment criteria</td><td colspan="6">• Demonstrate understanding of Health legislation and services in the RSA.
• Discuss the legal and ethical foundations of nursing administration.
• implement the management process
• Discuss the systems perspective and management by objectives.
• Demonstrate understanding of financial estimation and control.
• Discuss the philosophy of a health service.
• Discus the policy of a health and nursing service organization of a nursing service; planning; communication; delegation; decentralization; co-ordination; standardization and standards of nursing.
• Elaborate on leadership styles.
• Demonstrate understanding of the following: time management, management of stress and conflict, crisis management, roles of supervisors and managers, legal problems and risk management, the nursing process, performance appraisal, self-reflection.
• Describe the process of decision making
• Plan and commission a specialist unit</td></tr>
</table>

Assessment method			Formative: Seminar, presentations, participation. Blackboard activities and tests. Summative: written examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:			**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**
	Theory/practical		Theory			
	Duration		2Hours			
	% contribution to Summative Assessment Mark		100%			
	Sub minimum		40%			

MODULAR INFORMATION					
Department:	Nursing Science			**School:**	Health Care Sciences
Last Revision date:	N/A		**First Year Offered (New):**	2025	
Replace this Module existing module(s)?	**N/A**		**If YES, give the module codes:**		
Module linked to Qualification/s:	PGDMHN				
Migration Strategy:	**None**	(If YES, Section G must also be completed)			

Module Code: (4 alphabetic & 3 numeric)	**SMSM 180**
Module Name:	Mental health nursing skills and methods
Content:	Renders and co- ordinate mental health care user/client- centred mental health nursing practice within a continuum of mental health care using the scientific approach, integrating biomedical and psychosocial sciences including advanced pharmacology through:

	• Application of the nursing process to individuals, groups, families and communities. • Professional ethical practice. • Ethical dilemmas in mental health nursing • Referral: and referral resources related to mental health care. • Theories underlying psychotherapy, such as psycho-analysis/psychodynamic theory; cognitive theory, behavioural theory, client centred theory, interpersonal theory and postmodern approaches to psychotherapy • Quality assurance and auditing. • Psychopharmacology • Multiprofessional team approach • Policy development in mental health care and project management Mobilize appropriate resources to implement standards of nursing practice relevant to mental health nursing, to ensure quality mental health care and safety through • Individual therapy • Group therapy • Couples/ family therapy • Parental accompaniment • Milieu therapy • Crisis intervention.
Learning Outcomes:	The student should be able to: • Scientifically analyze the nursing process within various the theoretical frameworks for the individuals, groups, families and communities. • apply the nursing process to individuals, groups, families and communities based on nursing diagnoses • demonstrate professionalism guided by sound ethical practice • Analyze ethical dilemmas in mental health practice and display a professional commitment to ethical practice • demonstrate knowledge of use of appropriate referral systems related to mental health care • Demonstrate competency in advanced mental health nursing skills and methods as professional resources in the delivery of planned mental health care services to individuals, groups, families and communities with reference to crisis intervention, individual therapy, group therapy, couple and family therapy and parent accompaniment. • Demonstrate competency in the use of affective and cognitive, behavioural ecological systems and strategies in therapeutic interventions. • Know strategies for achieving inter and intra professional co-operation in mental health care.

Module Information:	**SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)**	**ITS Course Level**	**CESM Code (3rd Order) (Six Numbers)**
	44	8	090808, 090811
Delivery Information:	**Campus**	**Full/Part Time**	**Period**

					(Year/1st/2ndSem)
	Sefako Makgatho Health Sciences University		**Full time**		Year
Periods per week:	**Classes**	**Practicals**	**Tutorial**	**Seminars**	**Independent Learning**
	6	5	10	10	20
Pre-requisite modules for this module:	None				
Co-requisites modules for module:	None				
Assessment criteria	• Evaluate and implement the scientific nursing process within various the theoretical frameworks for the individual, family, group and community. • Apply advanced psychiatric nursing skills methods as professional resource in the delivery of mental health care services to individuals, groups, families and communities with reference to crisis intervention, individual therapy, group therapy, couple and family therapy and parent accompaniment. • Utilize knowledge of therapies and apply related clinical skills in working with the mental health care user, family and/or community to conduct a range of advanced evidence-based psychotherapeutic therapies and therapeutic programmes, in accordance with the developed care plan and best practice standards for individuals, families, groups and communities, including psychosocial rehabilitation, using a recovery-based approach. Therapies will be based on latest evidence such as psychoeducation, cognitive behavioural therapy (CBT), psychological first aid (PFA) or crisis therapy, structured family therapy etc. • Discuss the various theories underlying psychotherapy, such as psychoanalysis/psychodynamic theory; cognitive theory, behavioural theory, client centred theory, interpersonal theory and postmodern approaches to psychotherapy and their application • Apply affective, cognitive, cognitive behavioural and ecological systems strategies in therapeutic interventions. • Develop strategies for achieving co-operation between mental health professionals. • Evaluate ethical dilemmas in mental health care research and clinical practice and display a professional commitment to ethical practice.				
Assessment method	Assignments, tests, individual, group family and community studies, seminars. Lecturer-and peer group assessment. Practical assessment in simulation and in practice. Clinical workshops. Submit clinical work and hour book and evidence of prescribed (SANC) clinical experiential learning activities and hours.				

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

Summative Assessment Paper:		**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**
	Theory/practical	Practical			
	Duration	3Hours			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

MODULAR INFORMATION

Department:	Nursing Science	**School:**	Health Care Sciences
Last Revision date:	N/A	**First Year Offered (New):**	2025
Replace this Module existing module(s)?	**N/A**	**If YES, give the module codes:**	
Module linked to Qualification/s:	PGDMHN		
Migration Strategy:	**None**	(If YES, Section G must also be completed)	

Module Code: (4 alphabetic & 3 numeric)	**SMHS 180**
Module Name:	Mental Health Nurse Specialist
Content:	• Mental Health Profile SA: Policy making structures for Mental Health: Influencing factors; Appropriate legislation • Cultural and trans-cultural considerations in mental health and mental illness; Historical foundations; Theoretical foundations; Culture bound syndromes; Specific folk beliefs and healing practices • designing a comprehensive mental health programme • Neuroanatomy, Pathophysiology inclusive of psychosocial issues in mental health

	• Mental health and mental illness across the lifespan: Types, Characteristics and aetiology (inclusive of psychosocial issues) of mental health and mental illness and management thereof; chronic mental illness, Prevention of Mental illness. • Treatment Methods in mental health: psychopharmacology, psychotherapy, DSM V classification and ICD 10 diagnosis and treatment of various mental health disorders: Schizophrenic disorders; HIV and Violence • Adherence and relapse • support to people with mental illness at various levels of care: Consultation (Inter and intra professional); enrichment activities; standards of care guidelines, protocols and templates for care in mental health, • Change agent (transformational leader); • Accompaniment (patients and personnel);. • consequences of untreated mental health illnesses • Planning and commissioning of a mental health unit
Learning Outcomes:	• Develop specialized knowledge, skills and competency in mental health assessment, diagnosis, prevention, treatment and rehabilitation of individuals, families and the community along the health continuum in all settings. • Understand neuro-anatomical structures and the neuro-physiology responsible for human affect, thought, behaviour, memory, understanding of consequence and emotions. • Analyze the current mental health profile of South Africa, policy structures of mental health in South Africa as well as relevant legislation to sustain and improve current policy, • Understand health service delivery for mental health care users within the legislative framework in South Africa. • Demonstrate the correct and safe psychopharmacological management of mental health care users within the professional nurse's scope of practice. • Analyze selected mental health theories for their contribution to understanding individuals, groups, families and communities who access mental health services. • Evaluate the DSM V as a diagnostic system for clients diagnosed with mental illness in South Africa. • Develop leadership, knowledge and skills in mental health nursing. • Demonstrate competency in implementing the following advanced practice and leadership skills: Consultation, supervision, leadership and change agent, mental health education enrichment; and accompaniment • Skilfully implement advanced mental health nursing practice methods as a professional resource in the delivery of quality community service. • Assist individuals' families, groups and communities to mobilize resources necessary to promote, maintain and restore mental health as integral part of health. • Skilfully plan and implement research to promote and ensure scientific and evidence based mental health nursing practice. • Compare various nursing theories with reference to purpose, structure, application and process.

<table>
<tr><td rowspan="2">Module Information:</td><td colspan="2">SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td colspan="2">ITS Course Level</td><td>CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td colspan="2">40</td><td colspan="2">8</td><td>090808, 090811</td></tr>
<tr><td rowspan="2">Delivery Information:</td><td colspan="2">Campus</td><td colspan="2">Full/Part Time</td><td>Period (Year/1st/2ndSem)</td></tr>
<tr><td colspan="2">Sefako Makgatho Health Sciences University</td><td colspan="2">Full time</td><td>Year</td></tr>
<tr><td rowspan="2">Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Seminars</td><td>Independent Learning</td></tr>
<tr><td>6</td><td>6</td><td>10</td><td>10</td><td>20</td></tr>
<tr><td colspan="2">Pre-requisite modules for this module:</td><td colspan="4">N/A</td></tr>
<tr><td colspan="2">Co-requisites modules for module:</td><td colspan="4">N/A</td></tr>
<tr><td colspan="2">Assessment criteria</td><td colspan="4">• Evaluate the following departing from various philosophical and theoretical frameworks :
- Mental health and mental illness as foundational concepts
- The etiology of mental illness.
- Major mental health disorders across the lifespan
- Treatment methods in mental health
• Apply specialist knowledge and competencies in evidence based mental health nursing practice including pharmacotherapy..
• Evaluate and apply a variety of treatment approaches in the promotion, prevention, care and treatment and rehabilitation of persons, families and communities living with mental illness.
• Advocate for fair, safe and evidence base care treatment and rehabilitation of mental health care users
• Design and evaluate a preventative approach to mental health referring to primary, secondary and tertiary prevention.
• Apply selected mental health theories in mental health nursing.
• Apply and implement the following advanced practice and leadership skills in mental health nursing practice: Consultation, supervision, leadership and change agent, mental health education enrichment; and accompaniment
• Apply advanced mental health nursing methods as a professional resource in the delivery of quality community service.
• Conduct and implement research to promote and ensure scientific and evidence based mental health nursing practice.
• Distinguish between various nursing theories with reference to its purpose, structure and process.</td></tr>
<tr><td colspan="2">Assessment method</td><td colspan="4">Assignments, tests, case studies and seminars and examinations.
Lecturer- and peer group assessment.</td></tr>
<tr><td></td><td>Minimum Form Assessment Mark</td><td colspan="4">40%</td></tr>
</table>

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

Summative Assessment Paper:		**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**
	Theory/practical	Theory	Theory		
	Duration	3hours	3 hours		
	% contribution to Summative Assessment Mark	100%	100%		
	Sub minimum	40%	40%		

MODULAR INFORMATION							
Department:	Nursing Science				**School:**	Health Care Sciences	
Last Revision date:	N/A			**First Year Offered (New):**	2025		
Replace this Module existing module(s)?	**N/A**			**If YES, give the module codes:**			
Module linked to Qualification/s:	PGDMHN						
Migration Strategy:	**None**	(If YES, Section G must also be completed)					

Module Code: (4 alphabetic & 3 numeric)	**SCMH 180**
Module Name:	Community Mental Health
Content:	Mental health nursing in the community • Promotion of mental health in the community • Prevention of mental health disorders in the community • Community outreach programmes to promote mental health • Community engagement: creating mental health awareness within communities • Integration of the National Health Insurance in community mental health • Policy making structures for Mental Health • Referral systems within the different levels of care

<table>
<tr><td></td><td colspan="5">Mental health management in the community

• Mental health emergencies
- Aggressive or disruptive behaviour
- Suicidal behaviour
- Exposure to violence and trauma
- Complications of substance abuse
• Management of people with chronic mental health disorders living in the community
• Mental health rehabilitation: community mental health services, community mental health preventative services
• Trends in community mental health: impact of Violence: gender-based violence, impact of Covid-19, impact of HIV/AIDS and related disorders , LGBTQI+ and related mental health effects in the community</td></tr>
<tr><td>Learning Outcomes:</td><td colspan="5">• Demonstrate knowledge and competency in promotion of mental health and prevention of mental disorders in the community
• Implement community outreach programmes for promotion of mental health
• Design and participate in mental health awareness programmes
• Demonstrate understanding of the National Health Insurance using appropriate referral systems to different levels of care
• Analyze the current mental health profile of South Africa
• Participate in policy making structures for mental health
• Demonstrate knowledge and competency in management of mental health emergencies
• Demonstrate knowledge and competency in management of persons with chronic mental health disorders
• Apply specialized skills in rehabilitating those with mental disorders</td></tr>
<tr><td rowspan="2">Module Information:</td><td colspan="2">SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td colspan="2">ITS Course Level</td><td>CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td colspan="2">32</td><td colspan="2">8</td><td>090808, 090811</td></tr>
<tr><td rowspan="2">Delivery Information:</td><td colspan="2">Campus</td><td colspan="2">Full/Part Time</td><td>Period (Year/1st/2ndSem)</td></tr>
<tr><td colspan="2">Sefako Makgatho Health Sciences University</td><td colspan="2">Full time</td><td>Year</td></tr>
<tr><td rowspan="2">Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Seminars</td><td>Independent Learning</td></tr>
<tr><td>6</td><td>6</td><td>10</td><td>10</td><td>20</td></tr>
<tr><td>Pre-requisite modules for this module:</td><td colspan="5">N/A</td></tr>
<tr><td>Co-requisites modules for module:</td><td colspan="5">N/A</td></tr>
</table>

<table>
<tr><td colspan="2">Assessment criteria</td><td colspan="5">• Community engagement by promoting mental health in the community, creating awareness and addressing issues such as minimising stigma and discrimination, mental health literacy, mental wellbeing, healthy lifestyles, coping mechanisms and resilience, thereby building capacity and social capital
• Involve communities and role-players in the planning and implementation of programmes and activities.
• Conduct analyses of mental health needs to identify populations at risk of mental health problems, to recommend evidence-based prevention, screening and early detection activities
• Provide support to individuals, groups, families and communities to identify and assist in overcoming barriers to successful recovery (e.g. adherence, stigma, finances, accessibility, and access to social support).
• Develop effective care plans in collaboration individuals, groups, families and communities, to adhere to a recovery approach for individuals, families and groups in institutions as well as the community
• Utilize psychosocial rehabilitation in a goal-directed manner to foster recovery and physical and mental well-being of the individuals, groups, families and communities.</td></tr>
<tr><td colspan="2">Assessment method</td><td colspan="5">Assignments, tests, case studies and seminars and examinations.
Lecturer- and peer group assessment.</td></tr>
<tr><td rowspan="4">Mark Structure:</td><td colspan="2">Minimum Form Assessment Mark for exam admission (%)</td><td colspan="5">40%</td></tr>
<tr><td rowspan="2"></td><td>% Formative Assessment Mark</td><td colspan="5">60%</td></tr>
<tr><td>% Summative Assessment Mark</td><td colspan="5">40%</td></tr>
<tr><td colspan="2">Minimum final mark to pass (%)</td><td colspan="5">50%</td></tr>
<tr><td rowspan="4">Summative Assessment Paper:</td><td></td><td>Paper 1</td><td>Paper 2</td><td>Paper 3</td><td>Paper 4</td></tr>
<tr><td>Theory/practical</td><td>Theory</td><td>Theory</td><td></td><td></td></tr>
<tr><td>Duration</td><td>3Hours</td><td>3 Hours</td><td></td><td></td></tr>
<tr><td>% contribution to Summative Assessment Mark</td><td>100%</td><td>100%</td><td></td><td></td></tr>
<tr><td>Sub minimum</td><td>40%</td><td>100%</td><td></td><td></td></tr>
</table>

SHCDIP1.34 PGDIP IN MIDWIFERY CURRICULUM

CURRICULUM INFORMATION									
School:	Health Care Sciences					**Department**	Nursing Science		
Qualification Name:	Postgraduate Diploma in Midwifery					**Qualification Code:**	PGDHSM		
Campus:	Sefako Makgatho Health Sciences University					**Last Revision date:**	N/A		
Total SAQA Credits for Qualification:	140					**Is this a fixed Curriculum:**	**Yes**		
Once-off Implementation Year:	2025								
Migration Implementation Years:	**Year level 1:**	2025	**Year level 2:**		**Year level 3:**		**Year level 4:**		
	Year level 5:		**Year level 6:**		**Year level 7:**				

NEW PROGRAMME					
PERIOD OF STUDY / YEAR LEVEL					
Year Modules					
X[1]	**Module Code**	**Offering Period[2]**	**Possible major[3]**	**SAQA Credit**	**Hemis Credit[4]**
	The following module/s are **COMPULSORY**				
TOTAL CREDITS FOR YEAR LEVEL					

NEW PROGRAMME					
PERIOD OF STUDY / YEAR LEVEL					
Year Modules					
X[1]	**Module Code**	**Offering Period[2]**	**Possible major[3]**	**SAQA Credit**	**Hemis Credit[4]**
	The following module/s are **COMPULSORY**				
	SEBP 180	1yr	No	12	0.09
	SEPP 180	I yr	No	8	0.06
	SPCD 180	1yr	No	4	0.03
	SMLR 180	1yr	Yes	32	0.22
	SMHR180	1yr	Yes	40	0.29
	SAMP180	1yr	Yes	44	0.31
TOTAL CREDITS FOR YEAR LEVEL				**140**	**1**

MODULAR INFORMATION							
Department:	Nursing Science				**School:**	Health Care Sciences	
Last Revision date:	N/A			**First Year Offered (New):**	2025		
Replace this Module existing module(s)?	**N/A**			**If YES, give the module codes:**			
Module linked to Qualification/s:	PGDMID						
Migration Strategy:	**N/A**		(If YES, Section G must also be completed)				

Module Code: (4 alphabetic & 3 numeric)	**SEPP 180**
Module Name:	Ethos and professional practice
Content:	• Professional practice aspects and issues :Nursing theories and their application in nursing and nursing practice, principles of professional practice as applied to nursing practice, moral reasoning models, critical decision making and clinical judgements; accountability for own professional judgement, and action, outcomes of specialist care • Legal practice: current legislation, policies, regulations, guidelines pertaining to specialist nurse practice, labour relations • record keeping as a legal requirement in nursing practice • Ethical practice: Ethical framework in professional practice, ethical code of conduct, and role of the nurse specialist in the management of professional misconduct, moral and legal issues related to nursing practice and the implications thereof inclusive of the scope of nursing practice. • Ethical and professional communication in the nursing profession: skills and channels • Advocacy: advocacy principles and role of a specialist nurse/midwife, • Professional practice challenges Activity: - participate in interest groups - Lobby for clients • Communication skills.
Learning Outcomes:	The student should be able to: • Practice and facilitate Specialist nursing and midwifery, nursing education or health services management within ethical-legal parameters of the profession: - demonstrate understanding of nursing theories, professionalism; professional practice as it applies to nursing and the nursing profession - Apply ethical framework in nursing practice and conform to the ethical code of conduct - Practice nursing within the indicated scope - Use critical decision making and moral reasoning to make clinical judgements and resolve ethical dilemmas within specialist practice. - Demonstrate competence and take accountability for own professional judgement, actions, outcomes of specialist care, nursing education or health services management - Demonstrate ability to apply legislation, policies, regulations and guidelines pertaining to specialist practice, nursing education or health services management - Keep comprehensive accurate and correct records - Demonstrate knowledge of the nurse or midwife specialist's role in the management of professional misconduct according to institutional protocols within ethical-legal framework • Facilitate advocacy for the profession and provide specialist professional support for personnel, patients or client, families and communities

<table>
<tr><td></td><td colspan="5">- Demonstrate the ability to resolve challenges related to professional practice as well as identify and address ethical issues based on critical reflection on the speciality.
- Demonstrate ability to advocate for clients in the relevant speciality.
- Apply advocacy principles to ensure safe and quality care.
- Demonstrate appropriate communication channels and skill</td></tr>
<tr><td rowspan="2">Module Information:</td><td colspan="2">SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td colspan="2">ITS Course Level</td><td>CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td colspan="2">8</td><td colspan="2">8</td><td>0908, 090805, 090811</td></tr>
<tr><td rowspan="2">Delivery Information:</td><td colspan="2">Campus</td><td colspan="2">Full/Part Time</td><td>Period (Year/1st/2ndSem)</td></tr>
<tr><td colspan="2">Sefako Makgatho Health Science University</td><td colspan="2">Full time</td><td>Year</td></tr>
<tr><td rowspan="2">Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Periods per week:</td><td>Classes</td></tr>
<tr><td>2</td><td>2</td><td></td><td></td><td>2</td></tr>
<tr><td>Pre-requisite modules for this module:</td><td colspan="5">None</td></tr>
<tr><td>Co-requisites modules for module:</td><td colspan="5">None</td></tr>
<tr><td>Assessment criteria</td><td colspan="5">• Discuss legislation directing and controlling the practice of specialist nurse/midwife.
• Discuss the application of legislation and its impact on specialist nursing/midwifery.
• Demonstrate accountability for own professional judgement, actions and outcomes of specialist care, nursing education and health services management provided.
• Outline current legislation, policies, regulations, guidelines and scopes of function pertaining to specialist practice, nursing education and health services management.
• Apply the legal framework in keeping records in specialist practice.
• Discuss the role of the nurse/midwife specialist in the management of professional misconduct and risk-taking initiatives.
• Demonstrate the use of appropriate communication skills and channels to facilitate communication
• Apply advocacy principles to ensure safe and quality care in various health care settings and ethical solutions to professional practice challenges</td></tr>
<tr><td colspan="2">Assessment method</td><td colspan="4">Lectures, tutorials, discussions, group work, seminars, presentations, multiple-choice tests and essays, project work, and end-of-module examinations.</td></tr>
<tr><td rowspan="2">Mark Structure:</td><td colspan="2">Minimum Form Assessment Mark for exam admission (%)</td><td colspan="3">40%</td></tr>
<tr><td colspan="2">% Formative Assessment Mark</td><td colspan="3">60%</td></tr>
</table>

		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:		**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**	
	Theory/practical	Theory				
	Duration	3 Hours				
	% contribution to Summative Assessment Mark	100%				
	Sub minimum	40%				

MODULAR INFORMATION						
Department:	Nursing Science			**School:**	Health Care Sciences	
Last Revision date:	N/A		**First Year Offered (New):**	2025		
Replace this Module existing module(s)?	**No**		**If YES, give the module codes:**			
Module linked to Qualification/s:	PGDMID					
Migration Strategy:	**N/A**	(If YES, Section G must also be completed)				

Module Code: (4 alphabetic & 3 numeric)	**SEBP 180**
Module Name:	Evidence-based practice and research
Content:	• The research process • The process of evidence-based practice, levels of evidence and critical analysis of evidence • Use of evidence-based practice, evidence-based nursing education, evidence-based health services management • Apply evidence-based specialist practice, nursing education, health services management • Methodology of gathering evidence for practice, education and management, such as systematic and scoping reviews, appraisals of articles, practice-based research, and publications • Research process: problem statement, purpose and objectives, designs and methodology • Appropriate search engines and databases for literature review to inform evidence-based practice, nursing education and health services management. • Journal reviews, generation of evidence to utilize in specialist practice, nursing education and health services management • Activities: portfolios, dialogues, debates, discourses in quality and practice improvement, Problem identification, data collection, critical data analysis, diagnosis, plan and implementation based on scientific evidence, recommendations and report writing on evidence-based practice.

<table>
<tr><td>Learning Outcomes:</td><td colspan="3">Students should:
• Apply knowledge of and facilitate evidence-based practice, nursing education or management in the specialist field to solve contextual problems and develop policies and guidelines
- Understand the process of evidence-based practice
- Engage in systematic reviews to inform evidence-based practice
- Critically analyse assessment data from patients/clients, families, communities, students or employees to support problem identification, diagnosis, decision making and research
- Apply models and strategies in research to implement evidence-based practice within the clinical nursing practice
- Describe and apply the research process: formulate a problem statement, purpose of research and state the objectives and outline the research design and methodology. Differentiate between quantitative, qualitative and mixed research designs
- Select and apply a theoretical framework appropriate to the study
- Apply methods and principles to ensure ethical research conducted on human beings
- Evaluate ethical implications of decisions and actions in relation to the research process with the professional context
- Write a research report
• Engage in scholarly activities to inform evidence-based practice, nursing education or health services management
- Demonstrate knowledge of appropriate search engines and databases for review of literature to inform evidence-based practice, nursing education and health services management
- Use appropriate methods to generate evidence to utilize in specialist practice
- Actively participate in inter and intra-professional dialogues and debates in conferences and peer reviewed journals to improve quality of care
• Utilizes, manages and communicates data to support decision-making and research
- Critically argue for evidence-based nursing care using knowledge of research in the clinical nursing speciality
- appraise the different sources of information to guide to guide evidence-based practice in the clinical nursing speciality
- Apply evidence to clinical nursing specialization
- Record keeping of information gathered in the context of the specialist practice
- Demonstrate utilization of data/information/emerging evidence pertinent to the respective speciality to support the research process in evidence-based practice</td></tr>
<tr><td rowspan="2">Module Information:</td><td>SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td>ITS Course Level</td><td>CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td>4</td><td>8</td><td>0908, 090805, 090811</td></tr>
<tr><td rowspan="2">Delivery Information:</td><td>Campus</td><td>Full/Part Time</td><td>Period (Year/1st/2ndSem)</td></tr>
<tr><td>Sefako Makgatho Health Science University</td><td>Full time</td><td>Year</td></tr>
</table>

<table>
<tr><td colspan="2" rowspan="2">Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Periods per week:</td><td>Classes</td></tr>
<tr><td>3</td><td>3</td><td></td><td></td><td>3</td></tr>
<tr><td colspan="2">Pre-requisite modules for this module:</td><td colspan="5">None</td></tr>
<tr><td colspan="2">Co-requisites modules for module:</td><td colspan="5">None</td></tr>
<tr><td colspan="2">Assessment criteria</td><td colspan="5">• Demonstrate understanding of the process of research and evidence-based practice:
• Demonstrate knowledge of appropriate search engines and data bases for review of literature to inform evidence-based practice
• Demonstrate ability to follow the methodology of gathering evidence for practice, education and management
• Engage in systematic reviews to inform evidence-based practice
• Critically analyse data to support decision making and research
• Demonstrate the importance and relevance of research and evidence-based practice in the clinical nursing specialization
• Identify, describe and apply major phases and steps in the research process
• Write a research report
• Use evidence-based practice in specialist nursing
• Complete a portfolio of evidence and practically apply evidence to clinical nursing specialization.</td></tr>
<tr><td colspan="2">Assessment method</td><td colspan="5">Group presentations, tests and essays, project work, assignments, and end-of-module examinations.</td></tr>
<tr><td rowspan="4">Mark Structure:</td><td colspan="2">Minimum Form Assessment Mark for exam admission (%)</td><td colspan="5">40% proposal writing</td></tr>
<tr><td></td><td>% Formative Assessment Mark</td><td colspan="5">60%</td></tr>
<tr><td></td><td>% Summative Assessment Mark</td><td colspan="5">40%</td></tr>
<tr><td colspan="2">Minimum final mark to pass (%)</td><td colspan="5">50%</td></tr>
<tr><td rowspan="5">Summative Assessment Paper:</td><td></td><td>Paper 1</td><td>Paper 2</td><td>Paper 3</td><td>Paper 4</td></tr>
<tr><td>Theory/practical</td><td>Theory

2 hours</td><td>Submit a research proposal for assessment</td><td></td><td></td></tr>
<tr><td>Duration</td><td>2hours</td><td></td><td></td><td></td></tr>
<tr><td>% contribution to Summative Assessment Mark</td><td>100%</td><td>100%</td><td></td><td></td></tr>
<tr><td>Sub minimum</td><td>40%</td><td>40%</td><td></td><td></td></tr>
<tr><td colspan="7">Summative Assessment Paper:</td></tr>
<tr><td>Department:</td><td colspan="3">Nursing science</td><td>School:</td><td colspan="2">Health Care Sciences</td></tr>
</table>

Last Revision date:	N/A			**First Year Offered (New):**	2021		
Replace this Module existing module(s)?		**No**		**If YES, give the module codes:**			
Module linked to Qualification/s:	PGDMID						
Migration Strategy:	**None**		(If YES, Section G must also be completed)				

Module Code: (4 alphabetic & 3 numeric)	**SPCD 180**
Module Name:	Professional and career development
Content:	• Life skills: social determinants of health, lifestyle and behaviour, inclusive of interpersonal skills and communication, principles of healthy living • Human and patient's rights • adult learning perspectives and theories; adult learner characteristics and study preferences: • responsibilities of the nurse manager as educator; Principles of teaching and learning, the teaching-learning process, strategies and methods (with specific attention to the lecture method, simulation, group discussion,: both; classroom and clinical situation inclusive of assessment of learning outcomes), • Leadership: style; principles and theories • Continuous professional development for self and others: mentorship, preceptorship • performance management and staff appraisal, • the role of the nurse specialist in the planning, commissioning and managing of a health, education/midwifery facility/ unit • Designing a portfolio of evidence
Learning Outcomes:	• Appraises and develops self, peers and nurse/midwife specialist by facilitating self-directedness/leadership and lifelong learning to maintain competence: - Describe the nursing philosophy and the educational philosophy. - Describe relevant legislation in the management of health services, policies, regulation and guidelines pertaining to nursing education and health services management - Demonstrate leadership skills through appropriate leadership styles, theories and principles in nursing education and management - Describe management theories and their application in clinical specialist nursing - Apply the management process in the management of the education platform - Facilitate continuous professional development (CPD) for self and others and create a positive learning environment for lifelong learning through the processes of continuing education, in-service education, mentorship, preceptorship, supervision and performance appraisals - Describe the nurse teacher/manager as a role model: student support, structure and accompaniment.

<table>
<tr><td></td><td colspan="5">- Explain the purpose and process of performance management and staff development systems
- Engage in performance appraisal
- Discuss risk management, crisis, conflict and time management
- Demonstrate ability to negotiate and make decisions
• Engage in planning, commissioning and managing a specialist unit, an educational entity or a health facility
• Describe the inter and intra professional roles and responsibilities of the nurse/midwife specialist</td></tr>
<tr><td rowspan="2">Module Information:</td><td colspan="2">SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td colspan="2">ITS Course Level</td><td>CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td colspan="2">12</td><td colspan="2">8</td><td>0908, 090805, 090811</td></tr>
<tr><td rowspan="2">Delivery Information:</td><td colspan="2">Campus</td><td colspan="2">Full/Part Time</td><td>Period (Year/1st/2ndSem)</td></tr>
<tr><td colspan="2">Sefako Makgatho Health Sciences University</td><td colspan="2">Full time</td><td>Year</td></tr>
<tr><td rowspan="2">Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Periods per week:</td><td>Classes</td></tr>
<tr><td>2</td><td>2</td><td></td><td></td><td>2</td></tr>
<tr><td>Pre-requisite modules for this module:</td><td colspan="5">None</td></tr>
<tr><td>Co-requisites modules for module:</td><td colspan="5">None</td></tr>
<tr><td>Assessment criteria</td><td colspan="5">• Demonstrate understanding of Health legislation and services in the RSA.
• Discuss the legal and ethical foundations of nursing administration.
• implement the management process
• Discuss the systems perspective and management by objectives.
• Demonstrate understanding of financial estimation and control.
• Discuss the philosophy of a health service.
• Discus the policy of a health and nursing service organization of a nursing service; planning; communication; delegation; decentralization; co-ordination; standardization and standards of nursing.
• Elaborate on leadership styles.
• Demonstrate understanding of the following: time management, management of stress and conflict, crisis management, roles of supervisors and managers, legal problems and risk management, the nursing process, performance appraisal, self-reflection.
• Describe the process of decision making
• Plan and commission a specialist unit</td></tr>
<tr><td>Assessment method</td><td colspan="5">Formative: Seminar, presentations, participation. Blackboard activities and tests.

Summative: written examination</td></tr>
</table>

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**
Summative Assessment Paper:	Theory/practical	Theory			
	Duration	2Hours			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

MODULAR INFORMATION

Department:	Nursing Science	**School:**	Health Care Sciences
Last Revision date:	N/A	**First Year Offered (New):**	2025
Replace this Module existing module(s)?	**No**	**If YES, give the module codes:**	
Module linked to Qualification/s:	PGDMID		
Migration Strategy:	**None**	(If YES, Section G must also be completed)	

Module Code: (4 alphabetic & 3 numeric)	SMLR180
Module Name:	**Specialist Midwifery Care 1 - Low-Risk Midwifery**
Content:	**Low Risk /Normal Midwifery**: • Midwifery Care approaches and Models of care (midwife-led (inclusive of community midwifery) and medical model), Philosophy, Ethical –Legal Framework, Development of midwifery as a profession, training, and the role including the ability required of a Midwife specialist. • Current situation of midwifery: Concept of family-centered midwifery service • Trends in midwifery: Safe Motherhood initiatives, Respectful maternity care, Evidence-based practice and Better Birth initiatives and Mom-Connect; Baby friendly hospitals and mother-friendly initiatives; National Core standards in maternal health, International Confederation of Midwifery, Applied pharmacology • Complementary and alternative medicines

	• Anatomy and physiology of the female reproductive system, including spermatogenesis, oogenesis and menstrual cycle. • Preconception care, fertilization, Embryology and fetal development process in pregnancy, anatomical and physiological changes during pregnancy and labour; ethical-legal framework in reproductive health, human rights of the woman and the fetus, national priorities in midwifery care, development and implementation of policies, guidelines and protocols • Advanced knowledge of the scientific education and management of midwifery practice with emphasis on psycho-social and cultural aspects, and quality improvement. • Participation in inter and intra-professional team practice, ethical principles and decision-making. Norms and standards for safe practice addressing harmful traditional practices. • (Positive Practice environment) Contemporary issues specific to the midwifery; Interpret the international trends, modalities of care, Safe Motherhood programme, projects, indicators of reproductive health. • The role of the midwife specialist • Case management: promotion of inter and intra professional collaborative care, early referral. • The maternity unit: commissioning, resourcing • Psycho-social care in maternal health • Referral systems in maternal health • Documentation of perinatal care. • Maternal Death Notification Process, • Perinatal/Maternal Morbidity and Mortality Audits /Meetings Childbirth education class • Anatomical and physiological changes: pregnancy; labour and birth; postnatal; neonate • Diagnosis and management of related minor health problems: pregnancy; labour and birth; postnatal; neonate • Essential and Special investigations: pregnancy; labour and birth; postnatal; neonate • Comprehensive assessments and care: pregnancy; labour and birth; postnatal; neonate • Monitoring: Pregnancy; labour and birth; postnatal; neonate • Basic needs: Nutrition, hygiene, elimination, exercises: pregnancy; labour and birth; postnatal; neonate • Mental health in perinatal care • Infant feeding: • Postpartum contraception • Immunizations • Integrated management of childhood illness: young infant
Learning Outcomes:	• Demonstrate knowledge, application and evaluation of anatomy, physiology and patho-physiology that underpin pregnancy and birth including nutrition and breastfeeding in practice. Incorporate evidence-based assessment strategies

<table>
<tr><td></td><td colspan="5">and contextual relevant interventions in practice, as applied in clinical protocols and standards of care.
• Demonstrate competency in lifesaving skills in reproductive healthcare as well as diagnostic and surgical interventions per contextual demands.
• Apply knowledge of Midwifery practice, code of conduct, norms and standards, levels of care, policies and protocols to establish norms and standards for staffing and patient care.
• Evaluate mortality and morbidity statistics in reproductive health care and develop appropriate strategies for a midwifery unit to address these.
• Demonstrate accountability, ethical and professional behaviour and apply legislation to prevent litigation in practice.
• Develop a quality improvement plan and continuing education programme for a midwifery unit.</td></tr>
<tr><td rowspan="2">Module Information:</td><td colspan="2">SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td colspan="2">ITS Course Level</td><td>CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td colspan="2">32</td><td colspan="2">8</td><td>090805, 090811</td></tr>
<tr><td rowspan="2">Delivery Information:</td><td colspan="2">Campus</td><td colspan="2">Full/Part Time</td><td>Period (Year/1st/2ndSem)</td></tr>
<tr><td colspan="2">Sefako Makgatho Health Sciences University</td><td colspan="2">Full time</td><td>Year</td></tr>
<tr><td rowspan="2">Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Seminars</td><td>Independent Learning</td></tr>
<tr><td>12</td><td>6</td><td>10</td><td>10</td><td>10</td></tr>
<tr><td>Pre-requisite modules for this module:</td><td colspan="5">None</td></tr>
<tr><td>Co-requisites modules for module:</td><td colspan="5">None</td></tr>
<tr><td>Assessment criteria</td><td colspan="5">• Discuss anatomy, physiology that underpin normal pregnancy
• Apply the knowledge of natural sciences in the management of pregnancy, all stages of labour and postnatal care
• Use evidence in the provision of ante-natal care, safe delivery and postnatal care

• Critically evaluated mortality and morbidity in reproductive health care to develop appropriate strategies for a midwifery unit.
• Apply management skills in midwifery practice
• Develop a continuing education programme for professional nurses in a midwifery unit.
• Apply relevant legislation and ethical principles in midwifery practice.
• Discuss psych-social and cultural aspects that influence midwifery practice</td></tr>
</table>

Assessment method		Formative: Seminar, presentations, participation. Blackboard activities and tests. Summative: Written paper 2 x 3 hours.
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**
Summative Assessment Paper:	Theory/practical	Theory	Theory		
	Duration	3 Hrs	3 Hrs		
	% contribution to Summative Assessment Mark	100%	100%		
	Sub minimum	40%	40%		

MODULAR INFORMATION							
Department:	Nursing Science					**School:**	Health Care Sciences
Last Revision date:	N/A			**First Year Offered (New):**	2025		
Replace this Module existing module(s)?	**N/A**			**If YES, give the module codes:**			
Module linked to Qualification/s:	PGDMID						
Migration Strategy:	**None**	(If YES, Section G must also be completed)					

Module Code: (4 alphabetic & 3 numeric)	SMHR 180
Module Name:	**Specialist Midwifery Care 2 - High Risk/Complicated Midwifery**
Content:	• Maternal Morbidity and mortality: Main Causes of maternal morbidity and mortality, Quality improvement initiatives, Perinatal psychosocial aspects • Problems with fertility, Termination of pregnancy and post abortion care • Harmful cultural practices inclusive of female genital mutilation, Ethical dilemma , Applied genetics and genome • Perinatal problem identification programme, Prevention of mother to child transmission of Human immune deficiency virus Prevention of Covid 19 in midwifery • Pharmacology • Referral

<table>
<tr><td></td><td colspan="3">

- Documentation: Records and record-keeping

Complicated /high-risk pregnancy:

- Pathological changes: Anatomical and physiological; Abnormalities in pregnancy; Pregnancy during the teenage period and in advanced maternal age; Multiple pregnancy, Specialized maternal and fetal investigations; Problems of pregnancy, Common Medical disorders in pregnancy; Hypertensive disorders, Surgical conditions during pregnancy, Infections in pregnancy: Sexually transmitted, toxoplasmosis, reproductive tract infections.

Complicated /high risk Labour:

- Prolonged pregnancy and uterine action disorders; Malposition of the occiput, malpresentation and dysfunctional labour; Operative and instrument assisted births; Preterm and post term birth; Midwifery obstetric emergencies and interventions

Complications in puerperium:

- Maternal infections and other health problems; Bereavement and loss in maternity

Complicated /high risk neonate:

- Recognition of an ill/critically ill neonate, Maturation, growth and development in the neonate including the low and very low birth weight neonate, Congenital abnormalities; Jaundice and common infections; Prevention of mother to child transmission of Human immune deficiency virus and prevention of Covid 19 in the mother and neonate; Feeding problems
- Contemporary issues in maternal care inclusive of Covid-19, HIV and AIDS

</td></tr>
<tr><td>Learning Outcomes:</td><td colspan="3">

- Demonstrate knowledge, application and evaluation of anatomy, physiology and patho-physiology relating to the reproductive system
- Demonstrate competency in the management of pathological conditions in the neonate and the mother including nutrition and breastfeeding. Incorporate evidence-based assessment strategies and contextual relevant interventions in practice, as applied in clinical protocols and standards of care.
- Demonstrate competency in lifesaving skills in reproductive healthcare as well as diagnostic and surgical interventions per contextual demands.

</td></tr>
<tr><td rowspan="2">Module Information:</td><td>SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td>ITS Course Level</td><td>CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td>40</td><td>8</td><td>0908, 090805, 090811</td></tr>
<tr><td>Delivery Information:</td><td>Campus</td><td>Full/Part Time</td><td>Period (Year/1st/2ndSem)</td></tr>
</table>

	SMU		**Full time**		Year	
Periods per week:	**Classes**	**Practicals**	**Tutorial**	**Seminars**	**Independent Learning**	
	10	10	10	10	10	
Pre-requisite modules for this module:	N/A					
Co-requisites modules for module:	N/A					
Assessment criteria	• Describe the psychological changes of the postnatal period of the mother and the neonate • Discuss the pathological changes of the mother and baby during the post-natal period • Apply the standard of care as indicated in clinical protocols including pharmacotherapy • Develop evidence-based practice and nursing interventions, in neonatal, postnatal, maternal care and emergencies and apply this in practice.					
Assessment method	Formative: Seminar, presentations, demonstrations/simulations, Blackboard activities and tests. Summative: Written paper 2x 3 hours, and OSCE/clinical assessment for role taking					

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

Summative Assessment Paper:		**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**
	Theory/practical	Theory	Theory		
	Duration	3 Hrs	3 Hrs		
	% contribution to Summative Assessment Mark	100%	100%		
	Sub minimum	40%	40%		

MODULAR INFORMATION						
Department:	Nursing Science			**School:**	Health Care Sciences	
Last Revision date:	N/A		**First Year Offered (New):**	2025		
Replace this Module existing module(s)?	**N/A**		**If YES, give the module codes:**			
Module linked to Qualification/s:	PGDMID					
Migration Strategy:	**None**	(If YES, Section G must also be completed)				

Module Code: (4 alphabetic & 3 numeric)	**SAMP 180**
Module Name:	**Specialist - Advanced Midwifery Practice**
Content:	• Scientific processes, Ethical legal framework, guidelines and standards • Communication and interpersonal skills. • Conduct pre and post counselling for blood test, giving out results and in untoward childbirth related events • Conduct maternal and perinatal audit meetings • Participate in National committee for confidential enquiries in maternal deaths • Participate in the maternal death notification process • Manual Vacuum Aspiration of the products of conception in abortion care • Specialised fetal investigations • Non-stress and stress cardio tocogram and interpretation • Biophysical Profiling • Basic Ultrasound and bishop score investigations and interpretation thereof • Comprehensive assessment in pregnancy, labour, puerperium and neonate • Conduct Normal Breech delivery and instrument assisted birth in the event of emergency • Prepare the requirement for regional analgesia and anaesthesia • Prepare the mother for caesarean section and post-operative care • Insert intravenous infusion in the mother and neonate • Neonatal Umbilical Catheterization • Administer medication to mother and neonate • Cutting and suturing of episiotomy including suturing of the 2nd and 3rd degree perineal tears • Active management of the third stage of labour • Identify, Manage and refer obstetric emergencies - Cord prolapse - Maternal convulsions - Bimanual compression of the uterus - Manual removal of the placenta - maternal and neonatal resuscitation - ante, intra and postpartum hemorrhage and embolism - Witness intubation and nurse a ventilated neonate - Neonatal Rescucitation • Cup feed a neonate with cleft lip and palate • Inserting a nasogastric tube and feeding • Documentation and interpretation of care
Learning Outcomes:	• Demonstrate knowledge, application and evaluation of anatomy, physiology and patho-physiology that underpin

<table>
<tr><td></td><td colspan="5">neonatal care, antenatal, partum and post-natal care including nutrition and breastfeeding.
• Incorporate evidence based assessment strategies and contextual relevant interventions in practice, as applied in clinical protocols and standards of care. Develop competency in lifesaving skills in reproductive healthcare as well as diagnostic and surgical interventions per contextual demands.
• Render and co-ordinate patient centred midwifery and neonatal care using the scientific approach, integrating biomedical and psychosocial sciences including advanced pharmacology
• Mobilise appropriate resources to implement standards of practice in midwifery to ensure quality patient care and safety
• Collaborate within inter-and intra- professional teams by engaging in a health dialogue, shared leadership, decision making and sound clinical judgement
• Develop and implement institutional policies, protocols and guidelines in midwifery, utilizing the process of change management to improve the quality of care
• Participate in the design, development, implementation and evaluation of nursing and midwifery policies, programmes and projects nationally and provincially</td></tr>
<tr><td rowspan="2">Module Information:</td><td colspan="2">SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td colspan="2">ITS Course Level</td><td>CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td colspan="2">44</td><td colspan="2">8</td><td>090805, 090811</td></tr>
<tr><td rowspan="2">Delivery Information:</td><td colspan="2">Campus</td><td colspan="2">Full/Part Time</td><td>Period (Year/1st/2ndSem)</td></tr>
<tr><td colspan="2">Sefako Makgatho Health Sciences University</td><td colspan="2">Full time</td><td>Year</td></tr>
<tr><td rowspan="2">Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Seminars</td><td>Independent Learning</td></tr>
<tr><td>9</td><td>9</td><td></td><td>10</td><td>10</td></tr>
<tr><td>Pre-requisite modules for this module:</td><td colspan="5">N/A</td></tr>
<tr><td>Co-requisites modules for module:</td><td colspan="5">N/A</td></tr>
<tr><td>Assessment criteria</td><td colspan="5">• Conduct health education to promote good health before pregnancy, during and after pregnancy
• Describe the physical, and psychological changes during pregnancy
• Monitor fetal growth in utero
• Demonstrate knowledge of the process or steps followed in the development of policies, protocols and guidelines for the care in midwifery
• Apply the standard of care as indicated in clinical protocols including pharmacotherapy
• Develop evidence-based practice and nursing interventions, in the neonate, antenatal, during delivery, postnatal, and in emergencies.</td></tr>
</table>

			• Participate in project and show knowledge of own role and responsibilities within inter- and intra-professional project teams • Consultation is sought timeously in line with awareness of own competencies • Sound asset management principles are employed to ensure appropriate, adequate, well maintained, and up to date equipment			
Assessment method			Formative: Seminar, presentations, participation. Blackboard activities and tests. Summative: Written paper 1x 3 hours.			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:			**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**
		Theory/practical	Practical			
		Duration	3hours			
		% contribution to Summative Assessment Mark	100%			
		Sub minimum	40%			

SHCDIP1.35 PGDIP IN OCCUPATIONAL HEALTH NURSING CURRICULUM INFORMATION

SECTION E: CURRICULUM INFORMATION REQUIRED			
School:	Health Care Sciences	**Department**	Nursing Science
Qualification Name:	Postgraduate Diploma in Occupational Health Nursing	**Qualification Code:**	PGDOHN
Campus:	Sefako Makgatho Health Sciences University	**Last Revision date:**	N/A
Total SAQA Credits for Qualification:	140	**Is this a fixed Curriculum:**	**Yes**

Once-off Implementation Year:	2025							
Migration Implementation Years:	Year level 1:	2025	Year level 2:		Year level 3:		Year level 4:	
	Year level 5:		Year level 6:		Year level 7:			

NEW PROGRAMME					
PERIOD OF STUDY / YEAR LEVEL					
Year Modules					
X[1]	Module Code	Offering Period[2]	Possible major[3]	SAQA Credit	Hemis Credit[4]
	The following module/s are **COMPULSORY**				
TOTAL CREDITS FOR YEAR LEVEL					

NEW PROGRAMME					
PERIOD OF STUDY / YEAR LEVEL					
Year Modules					
X[1]	Module Code	Offering Period[2]	Possible major[3]	SAQA Credit	Hemis Credit[4]
	The following module/s are **COMPULSORY**				
	SEPP 180	1 year	Yes	8	0.06
	SEBP 180	1 year	Yes	12	0.08
	SPCD 180	1 year	Yes	4	0.03
	SOCH 180	1year	Yes	32	0.23
	SOHN180	1 year	Yes	40	0.29
	SOHP 180	1 year	Yes	44	0,31
TOTAL CREDITS FOR YEAR LEVEL				140	1

MODULAR INFORMATION						
Department:	Nursing Science			**School:**	Health Care Sciences	
Last Revision date:	N/A		**First Year Offered (New):**	2025		
Replace this Module with the existing module(s)?	**N/A**		**If YES, give the module codes:**	**N/A**		
Module linked to Qualification/s:	PGDOHN					
Migration Strategy:	**None**	(If YES, Section G must also be completed)				

Module Code: (4 alphabetic & 3 numeric)	**SEPP 180**
Module Name:	Ethos and professional practice
Content:	• Professional practice aspects and issue: Nursing theories and their application in nursing and nursing practice, principles of professional practice as applied to nursing practice, moral reasoning models, critical decision making and clinical judgments; accountability for own professional judgment, and action, outcomes of specialist care. • Legal practice: current legislation, policies, regulations, guidelines about specialist nurse practice, labour relations. • Record keeping as a legal requirement in nursing practice.

<table>
<tr><td></td><td>

- Ethical practice: ethical framework in professional practice, ethical code of conduct, and role of the nurse specialist in the management of professional misconduct, moral and legal issues related to nursing practice, and the implications thereof inclusive of the scope of nursing practice.
- Ethical and professional communication in the nursing profession: skills and channels.
- Advocacy: advocacy principles and role of a specialist nurse/midwife.
- Professional practice challenges
  Activity:
  - Participate in interest groups
  - Lobby for clients
- Communication skills.

</td></tr>
<tr><td>Learning Outcomes:</td><td>

The student should be able to:

- Practice and facilitate specialist nursing and midwifery, nursing education, or health services management within ethical-legal parameters of the profession:
  - Demonstrate understanding of nursing theories, professionalism, and professional practice as it applies to nursing and the nursing profession.
  - Apply ethical framework in nursing practice and conform to the ethical code of conduct.
  - Practice nursing within the indicated scope.
  - Use critical decision-making and moral reasoning to make clinical judgments and resolve ethical dilemmas within specialist practice.
  - Demonstrate competence and take accountability for own professional judgment, actions, outcomes of specialist care, nursing education or health services management.
  - Demonstrate ability to apply legislation, policies, regulations, and guidelines about specialist practice, nursing education, or health services management.
  - Keep comprehensive accurate and correct records.
  - Demonstrate knowledge of the nurse or midwife specialist's role in the management of professional misconduct according to institutional protocols within the ethical-legal framework.
- Facilitate advocacy for the profession and provide specialist professional support for personnel, patients or clients, families, and communities.
  - Demonstrate the ability to resolve challenges related to professional practice as well as identify and address ethical issues based on critical reflection on the speciality.
  - Demonstrate ability to advocate for clients in the relevant speciality.
  - Apply advocacy principles to ensure safe and quality care.
- Demonstrate appropriate communication channels and skills.

</td></tr>
</table>

Module Information:	**SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)**	**ITS Course Level**	**CESM Code (3rd Order) (Six Numbers)**
	8	8	090813, 090811

Delivery Information:	**Campus**	**Full/Part Time**	**Period (Year/1st/2ndSem)**
	Sefako Makgatho Health Sciences University	**Full time**	Year

Periods per week:	**Classes**	**Practicals**	**Tutorial**	**Seminars**	**Independent Learning**
	2	2			4

Pre-requisite modules for this module:	None					
Co-requisites modules for module:	None					
Assessment criteria	• Discuss legislation directing and controlling the practice of specialist nurses/midwives. • Discuss the application of legislation and its impact on specialist nursing/midwifery. • Demonstrate accountability for own professional judgment, actions, and outcomes of specialist care, nursing education, and health services management provided. • Outline current legislation, policies, regulations, guidelines, and scopes of function about specialist practice, nursing education, and health services management. • Apply the legal framework in keeping records in specialist practice. • Discuss the role of the nurse/midwife specialist in the management of professional misconduct and risk-taking initiatives. • Demonstrate the use of appropriate communication skills and channels to facilitate communication. • Apply advocacy principles to ensure safe and quality care in various health care settings. • Provide legal and ethical solutions to professional practice challenges.					
Assessment method	Lectures, tutorials, discussions, group work, seminars, presentations, multiple-choice tests and essays, project work, and end-of-module examinations.					
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			

		Paper 1	**Paper 2**	**Paper 3**	**Paper 4**
Summative Assessment Paper:	Theory/practical	Theory			
	Duration	Hours			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

MODULAR INFORMATION			
Department:	Nursing Science	**School:**	Health Care Sciences
Last Revision date:	N/A	**First Year Offered (New):**	2025
Replace this Module with the existing module(s)?	**N/A**	**If YES, give the module codes:**	

Module linked to Qualification/s:	PGDOHN					
Migration Strategy:	**None**	(If YES, Section G must also be completed)				

Module Code: (4 alphabetic & 3 numeric)	SEBP 180
Module Name:	Evidence-based practice and research
Content:	• The research process. • The process of evidence-based practice, levels of evidence, and critical analysis of evidence. • Use of evidence-based practice, evidence-based nursing education, evidence-based health services management. • Apply evidence-based specialist practice, nursing education, health services management. • Methodology of gathering evidence for practice, education, and management, such as systematic and scoping reviews, appraisals of articles, practice-based research, and publications. • Research process: problem statement, purpose, objectives, designs, and methodology. • Appropriate search engines and databases for literature review to inform evidence-based practice, nursing education, and health services management. • Journal reviews, generation of evidence to utilize in specialist practice, nursing education, and health services management. • Activities: portfolios, dialogues, debates, discourses in quality and practice improvement, problem identification, data collection, critical data analysis, diagnosis, plan and implementation based on scientific evidence, recommendations, and report writing on evidence-based practice.
Learning Outcomes:	**Students should:** • Apply knowledge of and facilitate evidence-based practice, nursing education, or management in the specialist field to solve contextual problems and develop policies and guidelines: - Understand the process of evidence-based practice. - Engage in systematic reviews to inform evidence-based practice. - Critically analyse assessment data from patients/clients, families, communities, students, or employees to support problem identification, diagnosis, decision-making, and research. - Apply models and strategies in research to implement evidence-based practice within the clinical nursing practice. - Describe and apply the research process: formulate a problem statement, purpose of research and state the objectives, and outline the research design and methodology. - Differentiate between quantitative, qualitative, and mixed method research designs. - Select and apply a theoretical framework appropriate to the study. - Apply methods and principles to ensure ethical research conducted on human beings. - Evaluate the ethical implications of decisions and actions about the research process in the professional context. - Write a research report. • Engage in scholarly activities to inform evidence-based practice, nursing education, or health services management:

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<tr><td></td><td colspan="5">

- Demonstrate knowledge of appropriate search engines and databases for review of the literature to inform evidence-based practice, nursing education, and health services management.
- Use appropriate methods to generate evidence to utilize in specialist practice.
- Actively participate in inter and intra-professional dialogues and debates in conferences and peer-reviewed journals to improve the quality of care.

Utilizes, manages, and communicates data to support decision-making and research:

- Critically argue for evidence-based nursing care using knowledge of research in the clinical nursing speciality.
- Appraise the different sources of information to guide evidence-based practice in the clinical nursing speciality.
- Apply evidence to clinical nursing specialization.
- Record keeping of information gathered in the context of the specialist practice.

Demonstrate utilization of data/information/emerging evidence pertinent to the respective specialty to support the research process in evidence-based practice.

</td></tr>
<tr><td rowspan="2">Module Information:</td><td>SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td colspan="2">ITS Course Level</td><td colspan="2">CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td>12</td><td colspan="2">8</td><td colspan="2">090813, 090811</td></tr>
<tr><td rowspan="2">Delivery Information:</td><td colspan="2">Campus</td><td colspan="2">Full/Part Time</td><td>Period (Year/1st/2ndSem)</td></tr>
<tr><td colspan="2">Sefako Makgatho Health Sciences University</td><td colspan="2">Full time</td><td>Year</td></tr>
<tr><td rowspan="2">Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Seminars</td><td>Independent Learning</td></tr>
<tr><td>3</td><td>3</td><td></td><td>6</td><td>8</td></tr>
<tr><td>Pre-requisite modules for this module:</td><td colspan="5">None</td></tr>
<tr><td>Co-requisites modules for module:</td><td colspan="5">None</td></tr>
<tr><td>Assessment criteria</td><td colspan="5">

Demonstrate understanding of the process of research and evidence-based practice.
Demonstrate knowledge of appropriate search engines and databases for review of the literature to inform evidence-based practice.
Demonstrate ability to follow the methodology of gathering evidence for practice, education, and management.
Engage in systematic reviews to inform evidence-based practice.
Critically analyse data to support decision-making and research.
Demonstrate the importance and relevance of research and evidence-based practice in the clinical nursing specialization.
Identify, describe, and apply major phases and steps in the research process.
Write a research report.
Use evidence-based practice in specialist nursing.
Complete a portfolio of evidence and practically apply evidence to clinical nursing specialization.

</td></tr>
<tr><td>Assessment method</td><td colspan="5">Group presentations, tests and essays, project work, assignments, and end-of-module examinations.</td></tr>
</table>

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

		Paper 1	**Paper 2**	**Paper 3**	**Paper 4**
Summative Assessment Paper:	Theory/practical	Theory	Submit a research proposal for assessment		
	Duration	2 hours			
	% contribution to Summative Assessment Mark	100%	100%		
	Sub minimum	40%	40%		

MODULAR INFORMATION

Department:	Nursing Science			**School:**	Health Care Sciences
Last Revision date:	N/A		**First Year Offered (New):**	2025	
Replace this Module with the existing module(s)?	**N/A**		**If YES, give the module codes:**		
Module linked to Qualification/s:	PGDOHN				
Migration Strategy:	**None**	(If YES, Section G must also be completed)			

Module Code: (4 alphabetic & 3 numeric)	**SPCD 180**
Module Name:	Professional and career development
Content:	• Life skills: social determinants of health, lifestyle, and behaviour, inclusive of interpersonal skills and communication, principles of healthy living. • Human and patient's rights. • Adult learning perspectives and theories; adult learner characteristics and study preferences: responsibilities of the nurse manager as educator; principles of teaching and learning, the teaching-learning process, strategies and methods (with specific attention to the lecture method, simulation, group discussion, both classroom and clinical situations inclusive of assessment of learning outcomes). • Leadership: style, principles and theories. • Continuous professional development for self and others: mentorship, preceptorship. • Performance management and staff appraisal.

<table>
<tr><td></td><td>

The role of the nurse specialist in the planning, commissioning, and managing of a health, education/midwifery facility/unit.
Designing a portfolio of evidence.

</td></tr>
<tr><td>Learning Outcomes:</td><td>

Appraises and develops self, peers, and nurse/midwife specialist by facilitating self-directedness/leadership and lifelong learning to maintain competence:

Describe the nursing philosophy and the educational philosophy.
Describe relevant legislation in the management of health services, policies, regulations, and guidelines about nursing education and health services management.
Demonstrate leadership skills through appropriate leadership styles, theories, and principles in nursing education and management.
Describe management theories and their application in clinical specialist nursing.
Apply the management process in the management of the education platform.
Facilitate continuous professional development (CPD) for self and others and create a positive learning environment for lifelong learning through the processes of continuing education, in-service education, mentorship, preceptorship, supervision, and performance appraisals.
Describe the nurse teacher/manager as a role model: student support, structure, and accompaniment.
Explain the purpose and process of performance management and staff development systems.
Engage in performance appraisal.
Discuss risk management, crisis, conflict, and time management.
Demonstrate ability to negotiate and make decisions.

Engage in planning, commissioning, and managing a specialist unit, an educational entity, or a health facility:

Describe the inter and intra-professional roles and responsibilities of the nurse/midwife specialist.

</td></tr>
<tr><td>Module Information:</td><td>
<table>
<tr><th>SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</th><th>ITS Course Level</th><th>CESM Code (3rd Order) (Six Numbers)</th></tr>
<tr><td>4</td><td>8</td><td>090813, 090811</td></tr>
</table>
</td></tr>
<tr><td>Delivery Information:</td><td>
<table>
<tr><th>Campus</th><th>Full/Part Time</th><th>Period (Year/1st/2ndSem)</th></tr>
<tr><td>Sefako Makgatho Health Sciences University</td><td>Full time</td><td>Year</td></tr>
</table>
</td></tr>
<tr><td>Periods per week:</td><td>
<table>
<tr><th>Classes</th><th>Practicals</th><th>Tutorial</th><th>Seminars</th><th>Independent Learning</th></tr>
<tr><td>2</td><td>2</td><td></td><td></td><td>4</td></tr>
</table>
</td></tr>
<tr><td>Pre-requisite modules for this module:</td><td>None</td></tr>
<tr><td>Co-requisites modules for module:</td><td>None</td></tr>
<tr><td>Assessment criteria</td><td>

Demonstrate understanding of health legislation and services in the RSA.
Discuss the legal and ethical foundations of nursing administration.
Implement the management process.
Discuss the systems perspective and management by objectives.
Demonstrate understanding of financial estimation and control.

</td></tr>
</table>

	• Discuss the philosophy of a health service. • Discus the policy of a health and nursing service organization of a nursing service; planning; communication; delegation; decentralization; co-ordination; standardization and standards of nursing. • Elaborate on leadership styles. • Demonstrate understanding of the following: time management, management of stress and conflict, crisis management, roles of supervisors and managers, legal problems and risk management, the nursing process, performance appraisal, and self-reflection. • Describe the process of decision making. • Plan and commission a specialist unit.
Assessment method	Formative: Seminar, presentations, participation. Blackboard activities and tests. Summative: written examination

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

		Paper 1	**Paper 2**	**Paper 3**	**Paper 4**
Summative Assessment Paper:	Theory/practical	Theory			
	Duration	2 Hours			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

MODULAR INFORMATION

Department:	Nursing Science	**School:**	Health Care Sciences
Last Revision date:	N/A	**First Year Offered (New):**	2025
Replace this Module with the existing module(s).	**N/A**	**If YES, give the module codes:**	
Module linked to Qualification/s:	PGDOHN		
Migration Strategy:	**None**	(If YES, Section G must also be completed)	

Module Code: (4 alphabetic & 3 numeric)	**SOCH 180**
Module Name:	Occupational health

<table>
<tr><td>Content:</td><td colspan="5">• The history of occupational health nationally and internationally includes trends that influenced occupational health development: economic and political factors; population and changing societal values, technological trends, work and the changing work processes, legislation, and resources.
• Occupational and related legislation (e.g. OHSA, COIDA, MHSA, Basic conditions of employment, Labour Relations Act 66 of 1995 (to include arbitration, mediation, collective bargaining, trade union, and industrial relations. Social, transcultural consideration for the workers. Viewpoints and approaches to occupational health.
• Work and safety: Workplace environmental assessment, identification of occupational risks/hazards, including occupational hygiene; ecological hazards; occupational safety which includes accident prevention, factors causing injuries in the workplace, personal protective equipment, safety representatives, and safety committees.
• Organization and management: Develop and implement strategies for quality assurance/improvement; decision making and policy formulation; cost containment – financial and human resource management.
• Records in occupational health.</td></tr>
<tr><td>Learning Outcomes:</td><td colspan="5">• Develop and implement institutional policies, protocols, and guidelines utilizing the process of change management to improve quality care.
• Provide comprehensive knowledge, skills, and competencies in occupational health that will enable learners to contribute profitably to the economy of the country.
• Collaborate within inter- and intra–professional teams by engaging in health dialogue, shared leadership, decision-making, and sound clinical judgment.</td></tr>
<tr><td rowspan="2">Module Information:</td><td colspan="2">SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td colspan="2">ITS Course Level</td><td>CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td colspan="2">32</td><td colspan="2">8</td><td>090813, 090811</td></tr>
<tr><td rowspan="2">Delivery Information:</td><td colspan="2">Campus</td><td colspan="2">Full/Part Time</td><td>Period (Year/1st/2ndSem)</td></tr>
<tr><td colspan="2">Sefako Makgatho Health Sciences University</td><td colspan="2">Full time</td><td>Year</td></tr>
<tr><td rowspan="2">Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Seminars</td><td>Independent Learning</td></tr>
<tr><td>12</td><td>4</td><td></td><td>4</td><td>12</td></tr>
<tr><td>Pre-requisite modules for this module:</td><td colspan="5">None</td></tr>
<tr><td>Co-requisites modules for module:</td><td colspan="5">None</td></tr>
<tr><td>Assessment criteria</td><td colspan="5">• Identify legislation applicable to occupational health.
• Apply the management principles in occupational health nursing.
• Compile a budget for an occupational health service.
• Demonstrate understanding of the basic principles of the organization of occupational health services and the different levels of prevention and cure provided.
• Identify and explain core concepts in development of a safety culture for the practice of occupational health and safety.
• Discuss the roles and responsibilities of the occupational health and safety teams in ensuring health and safety in the work environment.
• Compile an occupational disease profile based on the evidence available.
• Apply knowledge of accident investigation procedures, including interviewing and documentation skills.</td></tr>
</table>

	• Describe how the workers' compensation system functions, the documents to be completed, and the nature of health deviations that need to be reported to the compensation commissioner. • Explore an overview of the development of health promotion programmes based on the Ottawa Charter. • Describe approaches commonly used in health promotion in the workplace. • Conduct research to support evidence-based practice and write a research report. • Discuss EAP as a health promotion strategy. • Discuss the principles of pharmacokinetics and dynamics and apply them in your management of your clients. • Demonstrate appropriate leadership styles within the inter-and intra-professional team.
Assessment method	Group work, presentations, tests and essays, portfolio of evidence, and end-of-module examination.

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

		Paper 1	Paper 2	Paper 3	Paper 4
Summative Assessment Paper:	Theory/practical	Theory			
	Duration	3 Hours			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

MODULAR INFORMATION

Department:	Nursing Science	**School:**	Health Care Sciences
Last Revision date:	N/A	**First Year Offered (New):**	2025
Replace this Module with the existing module(s)?	**N/A**	**If YES, give the module codes:**	

Module linked to Qualification/s:	PGDOHN					
Migration Strategy:	**None**	(If YES, Section G must also be completed)				

Module Code: (4 alphabetic & 3 numeric)	**SOHN 180**
Module Name:	Occupational health nursing

<table>
<tr><td>Content:</td><td colspan="5">
• Principles of Occupational Health Nursing: History of national and international OHN; Socio-economic and political context; occupational legislation and related legislation e.g. OHSA, COIDA, MHSA, Basic conditions of employment, Labour relations to include arbitration, mediation, collective bargaining, trade union, and industrial relations. Social, transcultural considerations as they apply to health care.
• Theories and models of occupational health care, ethical issues in occupational health nursing; the benefits of an occupational health facility in the industry.
• Job description for an occupational health nurse, in-service programs for occupational health nurses.
• Nursing interventions: Medical surveillance. Occupational disease profile, international classification of occupational disorders.
• Ergonomics as a multi-disciplinary science, which includes human factor, engineering, anthropometry, occupational biomechanics, and work physiology.
• Crisis intervention, emergency care. Employee assistant program.
• Etiology of occupational diseases/conditions and disabilities, occupational toxicology, immunizations, and approaches in the health assessment of the worker. Diagnostic and treatment methods, referral and referral systems.
• Develop and implement institutional policies, protocols, and guidelines in the occupational health setting.
• Collaborate within the inter-professional team by engaging in health dialogue, shared leadership, decision-making, and sound clinical judgment.
• Management including financial and human resource management.
• Health promotion: Principles of teaching and learning. Health promotion, health marketing, group dynamics.
- Primary, secondary, and tertiary prevention of occupational health diseases.
- Social Sciences behavioral concept in health & illness. Community development. Reconstruction and development program, concept and process, approaches and principles.
• Pharmacology which includes principles of pharmacokinetics and pharmacodynamics, Administration, and formulation of drugs. Drugs applicable to occupational health nursing. Role and function of Occupational Health Practitioner.
NB! A certificate in ordering and prescribing of medications where possible.
• Record keeping in occupational health nursing.
</td></tr>
<tr><td>Learning Outcomes:</td><td colspan="5">
• Renders and coordinates comprehensive specialist nursing care using the scientific approach, integrating biomedical and psychosocial sciences including advanced pharmacology.
• Collaborates within the inter and intra-professional teams to provide comprehensive care.
• Develop and implement institutional policies, protocols, and guidelines to improve the quality of care at the workplace.
</td></tr>
<tr><td rowspan="2">Module Information:</td><td colspan="2">SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td colspan="2">ITS Course Level</td><td>CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td colspan="2">40</td><td colspan="2">8</td><td>090813, 090811</td></tr>
<tr><td rowspan="2">Delivery Information:</td><td colspan="2">Campus</td><td colspan="2">Full/Part Time</td><td>Period (Year/1st/2ndSem)</td></tr>
<tr><td colspan="2">Sefako Makgatho Health Sciences University</td><td colspan="2">Full time</td><td>Year</td></tr>
<tr><td>Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Seminars</td><td>Independent Learning</td></tr>
</table>

		9	3		3	9
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
Assessment criteria		• Identify legislation applicable to occupational health. • Apply the management principles in occupational health nursing. • Compile a budget for an occupational health service. • Demonstrate understanding of the basic principles of the organization of occupational health services and the different levels of prevention and cure provided. • Identify and explain core concepts in development of a safety culture for the practice of occupational health and safety. • Discuss the roles and responsibilities of the occupational health and safety team in ensuring health and safety in the work environment. • Compile an occupational disease profile based on the evidence available. • Discuss the most prevalent occupational diseases and develop surveillance programmes for these conditions. • Describe the health effects associated with a range of hazards encountered in the workplace. • Apply knowledge of accident investigation procedures, including interviewing and documentation skills. • Describe how the workers' compensation system functions, the documents to be completed, and the nature of health deviations that need to be reported to the compensation commissioner. • Assess and manage employees with different health problems and occupational diseases. • Develop and implement a health promotion programme based on the Ottawa Charter. • Identify and describe the levels of prevention and their importance in the workplace. • Discuss EAP as a health promotion strategy. • Discuss the principles of pharmacokinetics and dynamics and apply them in your management of your clients. • Demonstrate appropriate leadership styles within the occupational inter- and intra-professional teams.				
Assessment method		Lectures, tutorials, discussions, group work, seminars, presentations, multiple-choice tests and essays, portfolio of evidence, and end-of-module examination.				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%				
	% Formative Assessment Mark	60%				
	% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)	50%				
Summative Assessment Paper:		**Paper 1**		**Paper 3**	**Paper 4**	
	Theory/practical	Theory				

	Duration	3 Hours			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	40%			

MODULAR INFORMATION			
Department:	Nursing Science	**School:**	Health Care Sciences
Last Revision date:	N/A	**First Year Offered (New):**	2025
Replace this Module with the existing module(s)?	**N/A**	**If YES, give the module codes:**	
Module linked to Qualification/s:	PGDOHN		
Migration Strategy:	**None**	(If YES, Section G must also be completed)	

Module Code: (4 alphabetic & 3 numeric)	**SOHP 180**		
Module Name:	Occupational health nursing practice		
Content:	Workplace environmental assessment: • Pre-employment. periodic and exit medical surveillance. • Screening of workers for occupational exposures and diseases: visual screening, lung function tests, and biological monitoring. • Assessment, diagnosis, and treatment of workers with specific health problems. Crisis intervention, conflict management, and health education. Incident reports and guidelines for patient referrals, evacuation procedures, injuries on duty, and other relevant guidelines. • Generate reports and develop policy guidelines. • Resource mobilization to implement standards of practice to ensure quality health care and safety in an occupational health setting. • Special screening tests related to occupational health e.g., spirometry, audiometry, and vision screening. • Research to facilitate evidence-based practice. • Records in occupational health nursing: the portfolio of evidence.		
Learning Outcomes:	• Mobilise appropriate resources to implement standards of practice in occupational health nursing to ensure quality care and safety. • Provide comprehensive knowledge, skills, and applied competencies in occupational health nursing that will enable learners to contribute profitably to the economy of the country. • Render competent occupational health nursing services to employees in a variety of workplaces.		
Module Information:	**SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)**	**ITS Course Level**	**CESM Code (3rd Order) (Six Numbers)**
	44	8	090813, 090811
Delivery Information:	**Campus**	**Full/Part Time**	**Period (Year/1st/2ndSem)**
	Sefako Makgatho Health Sciences University	**Full time**	Year

Periods per week:		**Classes**	**Practicals**	**Tutorial**	**Seminars**	**Independent Learning**
		12	6			12
Pre-requisite modules for this module:		None				
Co-requisites modules for module:		None				
Assessment criteria		• Demonstrate the skills and knowledge to conduct a systematic health assessment for, pre-placement, periodic and exit assessments and employees with health problems. • Design a health and safety plan in collaboration with other occupational health practitioners. • Design and present health education and in-service programmes to employees and co-workers. • Perform special screening tests related to occupational health including spirometry, audiometry, and vision screening. • Apply skills and knowledge to manage injuries on duty and complete the relevant documents. • Conduct a field survey as a research or occupational health project.				
Assessment method		Formative assessment will include clinical work, clinical practice Summative assessment will include a portfolio of evidence				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%				
	% Formative Assessment Mark	60%				
	% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)	50%				
Summative Assessment Paper:		**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**	
	Theory/practical	Submit a portfolio of evidence				
	Duration					
	% contribution to Summative Assessment Mark	100%				
	Sub minimum	40%				

SHCDip2 Postgraduate Diploma Public Health (PPH01)

SCH Dip 2.1 Admission Requirements

The minimum admission requirement is a NQF level 7 three years bachelor's degree in health-related sciences, or social sciences, or medical and laboratory sciences, or equivalent NQF level 7 bachelor's degree. Average of 60% in the latest NQF 7 Academic transcript. Fluency in written/spoken English language, computer-competence, and Internet skills. The programme is aimed at people who would like to make an impact in their communities and institutions regarding various public health issues.

SCH Dip 2.2 Registration and Renewal of Registration

(i) A 75% of the participation in summer and winter schools, and in modules is mandatory, and if the candidate does not attend as prescribed, a supporting document is required. Students who fail to comply with this prescribed rule will not be allowed to continue with the module(s) registered in that applicable semester. In special circumstances consideration will be given as approved by the Dean.

(ii) The renewal of registration is dependent on satisfactory academic progress. A student may be refused renewal of registration if:
(a) At the end of the first year has not passed at least 3 of the required 6 modules of the qualification
(b) At the end of the second year has not completed all required modules of the qualification.

SCH Dip 2.3 Duration

One academic year

SCH Dip 2.4 Curriculum

Course Code	Course name	Credits	Semester
MPBA600	Public Health Research	40	1 and 2
MPBC602	Introduction to Health Education and Health Promotion	16	2
MPBE601	Public Health Sector in South Africa	16	1
MPBB602	Introduction to Monitoring and Evaluation	16	2
MPBD601	Population Health Measurements	16	1
MPBF602	The Environment and Health	16	2

The curriculum is structured in such a way that it gives the student the necessary knowledge and skills to manage public health programmes in a variety of settings. To meet the needs of various groups the required course combinations are determined in such a way that they enable students to gain skills in a specific area of public health practice. Six courses are required for completion of the programme, these being:

(i) The Public Health Sector in South Africa
(ii) The Environment and Health
(iii) Introduction to Health Education and Health Promotion
(iv) Introduction to Monitoring and Evaluation
(v) Population Health Measurements
(vi) Public Health Research

CURRICULUM INFORMATION			
School:	HEALTH CARE SCIENCES		
Qualification Name:	POSTGRADUATE DIPLOMA IN PUBLIC HEALTH	**Qualification Code:**	**PPH01**
Campus :	SMU	**Last Revision date:**	2022
Total SAQA Credits for Qualification:	120	**Is this a fixed Curriculum:**	YES

PERIOD OF STUDY / YEAR LEVEL 1				
Year Modules				
Module Code	**Offering Period**	**Possible major**	**SAQA Credit**	**Hemis Credit[4]**
The following module is **COMPULSORY**				
MPBA600	Y1	N	40	0.33
Total credits for Year module			**40**	**0.33**

PERIOD OF STUDY / YEAR LEVEL 1				
1st Semester				
Module Code	**Offering Period**	**Possible major**	**SAQA Credit**	**Hemis Credit**
The following 2 modules are **COMPULSORY**				
MPBD601	S1	N	16	0.13
MPBE601	S1	N	16	0.13
Total credits for Semester 1 modules				

PERIOD OF STUDY / YEAR LEVEL 1				
2nd Semester				
Module Code	**Offering Period**	**Possible major**	**SAQA Credit**	**Hemis Credit**
The following 3 modules are **COMPULSORY**				
MPBB602	S2	N	16	0.13
MPBC602	S2	N	16	0.13
MPBF602	S2	N	16	0.13
Total credits for Semester 2 modules				

TOTAL CREDITS FOR YEAR LEVEL 1: SAQA CREDITS = 120; HEMIS CREDITS = 1

MODULAR INFORMATION						
Offering Department:	PUBLIC HEALTH			**School:**	HEALTH SCIENCES	
Last Revision date:	2022			**First Year Offered (New):**		
Replace this Module existing module(s)?		**NO**		**If YES, give the module codes:**		
Module linked to Qualification/s:	MPH					

Module Code: (4 alphabetic & 3 numeric)	MPBA600				
Module Name:	Public Health Research				
Content:	The purpose of this module is to introduce the postgraduate diploma students to research in the fields of public health. This module is designed to run throughout the year. The first semester covers the theoretical background of public health research while the second semester occupied students in the principles of conducting a literature and a scoping review. Therefore, this will involve applying the research processes such as formulating a research topic, problem statement, aims and objectives, research question, differentiating the two research (qualitative and quantitative) methods, and conducting a fundamental literature and scoping review.				
Learning Outcomes:	1. To increase the students' knowledge of scientific approach and of every step of the research process. 2. To empower the students to apply the knowledge and abilities on identifying research gaps and synthesize information gathered. 3. To assist the students to demonstrate competence in conducting some of the public health research processes. 4. To teach the students Identify the types of research designs appropriate for studies in public health. 5. To enable the students to evaluate the strengths and weaknesses of methods used in various research studies. 6. To empower the students to conduct literature and scoping reviews related to specific public health problems.				
Module Information:	**SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)**		**NQF Level**		**CESM Code (3rd Order) (Six Numbers)**
	40		8		091301
Delivery Information:	**Campus**		**Full/Part Time**		**Period 1 year**
	SMU		Full/Part Time		1st year /second semester
Periods per week:	**Classes**	**Practicals**	**Tutorial**	**Seminars**	**Independent Learning**
				30 hours summer/ winter school	50
Pre-requisite modules for this module:	NA				
Co-requisites modules for module:	NO				

Assessment criteria			1. The assessment criteria comprise formative assessment on application of public health research. The methods of assessment for this module is continuous. 2. Formative assessment assesses individual lessons in various units, whilst assignments assess one or more than one unit of the course. 3. Formative assessment consists of 8 weekly online individual discussions and two individual assignments per semester. 4. Weekly online individual discussion contributions allow the students to apply and integrate skills and knowledge acquired during lesson activities. 5. The assignments prepare the students with skills of developing a sound scientifically literature review and scoping review approach.			
Assessment method			Formative Assessment (Four assignments)			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		NA			
		% Formative Assessment Mark	100%			
		% Summative Assessment Mark	N/A (No Examination)			
	Minimum final mark to pass (%)		50%			
Summative Assessment			**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**
	Theory (duration)					
	Duration		Year Module			
	% contribution to Summative Assessment Mark		N/A			
	Sub minimum		50%			

Module Code: (4 alphabetic & 3 numeric)	MPBC602
Module Name:	Introduction to Health Education and Health Promotion
Content:	This is an introductory module on Health Education and Health Promotion. It provides an overview of Health Education and Health Promotion, and how the two can be used to influence health outcomes.

<table>
<tr><td>Learning Outcomes:</td><td colspan="5">1. Demonstrate understanding of the Ottawa Charter as an overarching concept of global health promotion.
2. Define and explain the concepts of Health Education and Health Promotion
3. Differentiate between Health Education and Health Promotion
4. Demonstrate an understanding of health promotion component in South African Health services.
5. Explain how Socio-economic Status impacts on health outcomes.
6. Demonstrate knowledge and understanding of how individual factors impacts on health outcomes.
7. Demonstrate knowledge and understanding of how the social environment impacts on health.
8. Demonstrate knowledge and understanding of how community development can improve health outcomes.
9. Demonstrate the ability to distinguish between general literacy and health literacy, and how health literacy determines health outcomes.
10. Explain the role of communication in Health Promotion and Health Education.
11. Explain considerations and application of Ethics in Health Promotion practice.</td></tr>
<tr><td rowspan="2">Module Information:</td><td colspan="2">SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td colspan="2">NQF Level</td><td>CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td colspan="2">16</td><td colspan="2">8</td><td>091301</td></tr>
<tr><td rowspan="2">Delivery Information:</td><td colspan="2">Campus</td><td colspan="2">Full/Part Time</td><td>Period (Year/1st/2ndSem)</td></tr>
<tr><td colspan="2">SMU</td><td colspan="2">Full/Part Time</td><td>1st year /second semester</td></tr>
<tr><td rowspan="2">Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Seminars</td><td>Independent Learning</td></tr>
<tr><td>6</td><td></td><td></td><td>10 hours summer school</td><td>6</td></tr>
<tr><td>Pre-requisite modules for this module:</td><td colspan="5">NA</td></tr>
<tr><td>Co-requisites modules for module:</td><td colspan="5">NO</td></tr>
<tr><td>Assessment criteria</td><td colspan="5">Demonstrate understanding the concepts of Health Education and Health Promotion, the Ottawa Charter as an overarching concept of global health promotion and the understanding of health promotion component in South African Health services. Moreover, students should be able to describe how the social environment impacts on health, how community development can improve health outcomes and to distinguish between general literacy and health literacy, and how health literacy determines health outcomes.</td></tr>
<tr><td>Assessment method</td><td colspan="5">1. Formative assessment will consist of eight (8) weekly online discussions and 2 assignments (1 individual and 1 group assignment).
2. .Summative assessment: An open book examination lasting for 5 hours (09h00-14h00).</td></tr>
</table>

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**
Summative Assessment	Theory (duration)	Theory			
	Duration	5 hours			
	% contribution to Summative Assessment Mark	40%			
	Sub minimum	50%			

Module Code: (4 alphabetic & 3 numeric)	MPBB602
Module Name:	Introduction to Monitoring and Evaluation
Content:	The module introduces the need, concept and principles of monitoring and evaluation in Public Health interventions. It provides overall strategies and activities of monitoring and evaluation as applied to a variety of public health practice. Case studies from a variety of settings are used to skill the students on monitoring and evaluation approaches.
Learning Outcomes:	1. Describe the importance of evaluation and its role in public health 2. Explain what program evaluation is, major concepts, including vocabulary and standards 3. Differentiate between formative, process, impact and outcome evaluation 4. Integrate monitoring and evaluation into project planning 5. Identify suitable stakeholders to be engagement in evaluation 6. Select an appropriate evaluation design and indicators for measuring program outputs and outcomes 7. Develop a program logic model 8. Develop evaluation questions and identify appropriate data sources for program evaluation 9. Develop quantitative and qualitative data collection tools 10. Design an evaluation plan and a process or outcome evaluation

Module Information:	**SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)**		**NQF Level**		**CESM Code (3rd Order) (Six Numbers)**
	16		8		091301
Delivery Information:	**Campus**		**Full/Part Time**		**Period (Year/1st/2ndSem)**
	SMU		Full/Part Time		1st year /second semester
Periods per week:	**Classes**	**Practicals**	**Tutorial**	**Seminars**	**Independent Learning**
	6			10 hours summer school	6
Pre-requisite modules for this module:	NA				
Co-requisites modules for module:	NO				
Assessment criteria	Describe the importance of monitoring and evaluation and its role in public health, integrate monitoring and evaluation processes into project planning and identifying suitable stakeholders to be involved in monitoring and evaluation plannings.				
Assessment method	1. Formative assessment will consist of eight (8) weekly online discussions and 2 assignments (1 individual and 1 group assignment). 2. .Summative assessment: An open book examination lasting for 5 hours (09h00-14h00).				
Mark Structure: Minimum Form Assessment Mark for exam admission (%)	40%				
Mark Structure: % Formative Assessment Mark	60%				
Mark Structure: % Summative Assessment Mark	40%				
Mark Structure: Minimum final mark to pass (%)	50%				
Summative Assessment		**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**
	Theory (duration)	Theory			
	Duration	5 hours			
	% contribution to Summative	40%			

	Assessment Mark				
	Sub minimum	50%			

Module Code: (4 alphabetic & 3 numeric)	MPBF602				
Module Name:	The Environment and Health				
Content:	This course will introduce students to the basic principles and practices of environmental health. The course teaches students the basic concepts and definitions of environment health. The course focuses on topics such as environment, environmental health, environmental health in public health, legal issues in environmental health, environmental hazards, workplace environment, Human settlement and health, climate change, water and air pollution, waste management and sanitation, food safety and food security. This module provides students with knowledge and understanding of the interactions between environmental hazards (biological, chemical, physical, psychosocial, and mechanical) and media (air, food, and water) to human health. It also provides students with basic principles in the sub-discipline of Environmental Health and how it relates to the major discipline of Public Health.				
Learning Outcomes:	1. Identify the global and local environmental health problems and measures used to deal with them. 2. Identify environmental hazards and medias and to understand how they interact to affect the health of individuals and communities. 3. Understand the policies and legislation that governs environmental health				
Module Information:	**SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)**		**NQF Level**		**CESM Code (3rd Order) (Six Numbers)**
	16		8		091301
Delivery Information:	**Campus**		**Full/Part Time**		**Period (Year/1st/2ndSem)**
	SMU		Full/Part Time		1st year /second semester
Periods per week:	**Classes**	**Practicals**	**Tutorial**	**Seminars**	**Independent Learning**
	6			10 hours winter school	6
Pre-requisite modules for this module:	NA				
Co-requisites modules for module:	NO				
Assessment criteria	Environmental health assessments evaluate the potential adverse effects of environmental effects on human health. Some criteria used in				

			environmental health assessments include data availability and risk perceptions, communication between risk analysts and decision makers, environmental conditions, agents, and states use to causally assess the relationship with, and/or risks to health and wellbeing and socio-economic factors.			
Assessment method			1. Formative assessment will consist of eight (8) weekly online discussions and 2 assignments (1 individual and 1 group assignment). 2. .Summative assessment: An open book examination lasting for 5 hours (09h00-14h00).			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
		% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**
	Theory (duration)		Theory			
	Duration		5 hours			
	% contribution to Summative Assessment Mark		40%			
	Sub minimum		50%			

Module Code: (4 alphabetic & 3 numeric)	MPBD601
Module Name:	Population Health Measurements
Content:	This is an introductory module on health measurements, which is an overview of biostatistics and epidemiology. The module enables the students to learn the skills of basic analysis of quantitative data in health studies. It also covers the ability to explain and using quantitative tools in public health research.
Learning Outcomes:	1. Report an epidemiological event. 2. Interpret epidemiological data. 3. Select appropriate study designs and conduct appropriate data analysis

<table>
<tr><td colspan="2"></td><td colspan="5">4. Explain the limitations of observational data and sources of bias, and confounding
5. Compute appropriate measures of association including odds ratios, and risk ratios
6. Use appropriate indicators to measure health and disease.
7. Describe health-related data using simple biostatistics.
8. Use simple graphical data representation techniques
9. Consider the basic ethical principles when handling health -related data</td></tr>
<tr><td colspan="2" rowspan="2">Module Information:</td><td colspan="2">SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td colspan="2">NQF Level</td><td>CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td colspan="2">16</td><td colspan="2">8</td><td>091301</td></tr>
<tr><td colspan="2" rowspan="2">Delivery Information:</td><td colspan="2">Campus</td><td colspan="2">Full/Part Time</td><td>Period (Year/1st/2ndSem)</td></tr>
<tr><td colspan="2">SMU</td><td colspan="2">Full/Part Time</td><td>1st year /first semester</td></tr>
<tr><td colspan="2" rowspan="2">Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Seminars</td><td>Independent Learning</td></tr>
<tr><td>6</td><td></td><td></td><td>10 hours summer school</td><td>6</td></tr>
<tr><td colspan="2">Pre-requisite modules for this module:</td><td colspan="5">NA</td></tr>
<tr><td colspan="2">Co-requisites modules for module:</td><td colspan="5">NO</td></tr>
<tr><td colspan="2">Assessment criteria</td><td colspan="5">Distinguish between activities used in population health and public health approaches, ranking the epidemiological studies in the hierarchy of evidence/causality, calculating the morbidity and mortality indicators from a given health-related data set to determine the burden of disease and describing the types of data and distinguishing between scales of measurement.</td></tr>
<tr><td colspan="2">Assessment method</td><td colspan="5">1. Formative assessment will consist of eight (8) weekly online discussions and 2 assignments (1 individual and 1 group assignment).
2. .Summative assessment: An open book examination lasting for 5 hours (09h00-14h00).</td></tr>
<tr><td rowspan="3">Mark Structure:</td><td colspan="2">Minimum Form Assessment Mark for exam admission (%)</td><td colspan="5">40%</td></tr>
<tr><td></td><td>% Formative Assessment Mark</td><td colspan="5">60%</td></tr>
<tr><td></td><td>% Summative Assessment Mark</td><td colspan="5">40%</td></tr>
</table>

	Minimum final mark to pass (%)	50%			
Summative Assessment		**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**
	Theory (duration)	Theory			
	Duration	5 hours			
	% contribution to Summative Assessment Mark	40%			
	Sub minimum	50%			

Module Code: (4 alphabetic & 3 numeric)	MPBE602
Module Name:	Public Health Sector in South Africa
Content:	This module is an introductory to the Public Health Care Sector in South Africa, which focus on delivering healthcare through the District Health System with the emphasis on understanding how to strengthen the primary healthcare through deploying human resources, and applying the objectives of leadership and management practices. To grasp the importance of a public health sector it is important to link Health Acts and Health Policies and the National Health Insurance Act within the context of health by ensuring equity and addressing the inequalities presented by the current private and public health system in South Africa.
Learning Outcomes:	1. To understand the concepts "District Health System and Primary Health Care System", and demonstrate general awareness of the components within the South African healthcare systems 2. To understand Primary Health Care as a vehicle to strengthen the District Health System, and demonstrate familiarity with the broad spectrum of reforms currently underway within the South African public health sector 3. To understand the different cadre within the health workforce in South Africa, and demonstrate familiarity with the issues related to trends in the health workforce in South Africa 4. To understand the general issues around human resource within the public health sector, and demonstrate familiarity with strategies related to the supply of human resource for health in South Africa 5. To understand and apply the objectives or principles? of Leadership, Management and Strategic Management 6. To understand the need for health planning in different health settings, utilize and apply the different steps in health planning; and demonstrate familiarity of health planning in your 7. To understand the functions and roles carried out by Management; identify a framework for good leadership and management; and demonstrate familiarity with the different tasks and skills of different management

	8. To define and understand the characteristics of ethics, social responsibility and corporate governance in the South African public health sector; and demonstrate familiarity with the South African ethics, social responsibility and corporate governance in the public health sector 9. To understand the South African Health Act and Health Policies; and demonstrate familiarity with the South African Labour Relations Acts 10. To understand the objectives of health insurances and medical aid schemes in South Africa; and to demonstrate familiarity with the organizational framework of health insurance & managed care in South African 11. To understand the issues surrounding the National Health Insurance Act and it's expected funding in South Africa; and demonstrate familiarity with the idea of providing universal health coverage within any country's health system			
Module Information:	**SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)**		**NQF Level**		**CESM Code (3rd Order) (Six Numbers)**
	16		8		091301
Delivery Information:	**Campus**		**Full/Part Time**		**Period (Year/1st/2ndSem)**
	SMU		Full/Part Time		1st year /first semester
Periods per week:	**Classes**	**Practicals**	**Tutorial**	**Seminars**	**Independent Learning**
	6			10 hours summer school	6
Pre-requisite modules for this module:	NA				
Co-requisites modules for module:	NO				
Assessment criteria	Includes the initiatives to identify, analyse and describe the National Core Standards (NCS) for health establishments in South Africa as a set of standards and measurement tools that are used to assess compliance with the requirements for delivering quality health care. The ability to identify and report NCS are based on international best practices and evidence and are tailored to the South African health care context.				
Assessment method	1. Formative assessment will consist of eight (8) weekly online discussions and 2 assignments (1 individual and 1 group assignment). 2. .Summative assessment: An open book examination lasting for 5 hours (09h00-14h00).				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%		
	% Formative Assessment Mark		60%		

		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment			**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**
	Theory (duration)		Theory			
	Duration		5 hours			
	% contribution to Summative Assessment Mark		40%			
	Sub minimum		50%			

SHC M MASTERS PROGRAMMES

SHC M1 MASTER OF NURSING PROGRAMME (MNSG01) PART TIME

SHC M 1. 1 DURATION

The course shall be offered over one (1) year full-time and two (2) year part-time

SHC M1.2 SELECTION AND ADMISSION REQUIREMENTS

SHC M 1.2.1 Selection

(a) Only a limited number of applicants can be admitted to the programme.
(b) Applicants are selected on merit by an SHCS selection committee.

SHC M 1.2.2 Admission requirements

Applicants must be in good standing.

(a) have a four-year BCur degree or equivalent qualification (NQF level 8);
(b) obtained an average of 60% in the Bachelor's degree in the area of speciality;
(c) submit a research concept paper in the following niche areas:
   i. women and child health
   ii. maternal and perinatal mortality.
   iii. occupational health nursing
   iv. HIV/AIDS [HIV/TB co-infection, PrEP, PMTCT, Stigma]
   v. Adolescence and reproductive health
   vi. Mental health
   vii. Indigenous knowledge practice
   viii. Nursing Education
   ix. Health service management
   x. Health information management
   xi. Evidence-based practice
   xii. Climate Change and health

SELECTION: INTERNATIONAL APPLICANTS

(a) International students 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 international students in the Fees Brochure.
(b) Before registration, international students must do at least 6 months in advance:
   i. Obtain a matric certificate or equivalent thereof from SAQA.
   ii. Obtain a study permit from the Department of Home Affairs;

iii. Obtain a provisional letter of acceptance for study at Sefako Makgatho Health Sciences University (SMU) and submit this to SANC
iv. Evidence of personal medical assistance cover.
v. Valid passport and or any valid form of identity document

SHC M 1.2.3 Registration with the South African Nursing Council (SANC)

(a)
(a) Registration with the SA Nursing Council is compulsory.
(b) Applicants with international qualifications must submit proof of SAQA evaluation and SANC registration

SHC M 1.3. A master's degree by research require the completion of a full dissertation.

SHC M 1.4 Compulsory module

(a)
(a) Research Methodology (REME) non-credit bearing.
(b) This is a master's degree by research and requires the completion of a full dissertation

GENERAL

(a) Instructions for all students shall be such that the title chosen by the student is explored in depth using scientific theories to support such study.
(b) The research will be presented as a full dissertation.
(c) At the end of the study, the student must prove the ability to undertake research.
(d) Students who in their B Cur Honours programme completed the necessary course work shall, on registration, proceed with the research component of the course.
(e) All research projects must be individually designed.
(f) A summary of this must be published in a recognised research journal.
(g) Students must attend two (2) compulsory Research Methodology workshops with one in each semester at the beginning of the year?
(h) Students must make their own arrangements to attend scheduled classes.
(i) Student supervision meetings will be held monthly according to university guidelines

SHC M2 M OCC THER DEGREE PROGRAMME (MOT01)

SHC M 2.1 SELECTION AND ADMISSION REQUIREMENTS

SHC M 2.1.1. Selection

(i) All applicants must have at least one year of work experience in occupational therapy after community service.

(ii) Applicants who have been refused re-registration in a University of Health Sciences at any other University are not eligible.

SHC M 2.1.2 Admission requirements

Applicants must be in possession of a B OccTher, OR an equivalent qualification, , and be registered as an occupational therapist with the HPCSA according to the rules and regulations regarding university admission requirements.

SHC M2.2 CURRICULUM

SHC M 2.2.1 Proceeding by Research Work (OCTH808 Dissertation)

The candidate shall execute research under the guidance of a supervisor appointed by Senate, over a minimum period of twoyears. The candidate shall in the first year enrol for and pass the courses:

REME801 Research Methodology (Compulsory)
PROD801 Protocol Development

Attendance of research seminars will be compulsory

SHC M 2.2.2 Proceeding by Coursework and Dissertation

(i) The minimum duration of the programme is 2 years part-time

(ii) A major subject shall be selected from the following fields of practice Occupational Therapy: Psychosocial, Physical, Paediatrics and Community (Credits 60)

(iii) The curriculum consists of:

OCTH801 Occupational Therapy (Examination subject)
REME801 Research Methodology
PROD801 Protocol Development
OCTH802 Occupational Therapy (M)ini dissertation) (Credits 120)

CURRICULUM INFORMATION REQUIRED								
School: HEALTH CARE SCIENCES					**School:** HEALTH SCIENCES			
Qualification Name: MASTER OF OCCUPATIONAL THERAPY (by research)					**Qualification Code:** MOT01			
Campus: SMU					**Last Revision date:** 2002			
Total SAQA Credits for Qualification:	180				**Is this a fixed Curriculum:** Yes			
Once-off Implementation Year: Yes (All year levels changes are implemented in the same year)								
Migration Implementation Years:	Year level 1:	**2014**	Year level 2:	**20**	Year level 3:	**20**	Year level 4:	**20**
	Year level 5:	**20**	Year level 6:	**20**	Year level 7:	**20**	**N/A**	

PERIOD OF STUDY / YEAR LEVEL 1					
Year 1					
X[1]	**Module Code**	**Offering Period**[2]	**Possible major**[3]	**SAQA Credit**	**Hemis Credit**[4]
	The following **2** modules are **COMPULSORY**				
	OCTH808	1	Y	180	1
	REME801	1	N		
	PROD801	1	N		

PERIOD OF STUDY / YEAR LEVEL 1					
Year 2					
X[1]	**Module Code**	**Offering Period**[2]	**Possible major**[3]	**SAQA Credit**	**Hemis Credit**[4]
	The following module is **COMPULSORY**				
	OCTH808	1	Y	180	1
Total credits:				**180**	

CURRICULUM INFORMATION REQUIRED			
School: HEALTH CARE SCIENCES		**School:** HEALTH SCIENCES	
Qualification Name: MASTER OF OCCUPATIONAL THERAPY (Proceeding by Coursework)		**Qualification Code:** 053	
Campus: SMU		**Last Revision date:** 2002	

Total SAQA Credits for Qualification:	**180**				**Is this a fixed Curriculum:**		Yes	
Once-off Implementation Year:	Yes	(All year levels changes are implemented in the same year)						
Migration Implementation Years:	Year level 1:	**2014**	Year level 2:	**20**	Year level 3:	**20**	Year level 4:	**20**
	Year level 5:	**20**	Year level 6:	**20**	Year level 7:	**20**	**N/A**	

PERIOD OF STUDY / YEAR LEVEL 1				
Year / 1st Semester / 1st & 2nd Quarter				
Module Code	**Offering Period[2]**	**Possible major[3]**	**SAQA Credit**	**Hemis Credit[4]**
The following **2** module/s are **COMPULSORY**				
OCTH801	1	Y	180	1
OCTH802				
REME801	1	N		
PROD801	1	N		
Total credits for Semester 1			**180**	

PERIOD OF STUDY / YEAR LEVEL 2				
Year / 1st Semester / 1st & 2nd Quarter				
Module Code	**Offering Period[2]**	**Possible major[3]**	**SAQA Credit**	**Hemis Credit[4]**
The following module is **COMPULSORY**				
OCTH802	2	Y	180	
Total credits:			**180**	

SHC M3 MSc (Dietetics) DEGREE PROGRAMME (MDIA01)

SHC M 3.1 SELECTION AND ADMISSION REQUIREMENTS

SHC M 3.1.1 Selection

For practical reasons, only a limited number of applicants can 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.

SHC M 3.1.2 Admission requirements

Applicants must be in possession of a four-year qualification or an honours degree in nutrition/dietetics or have received status from Senate according to the rules and regulations regarding such admission.

SHC M 3.2 Duration

The minimum duration of the degree programme is 2 years and the maximum 4 years.

SHC M 3.3 Curriculum

The degree is obtained by completing a full dissertation (MDIA01 Dissertation)

The research topic may be in one of the following fields:

(i) Nutritional Physiology and/or Biochemistry
(ii) Community Nutrition
(iii) Therapeutic Nutrition
(iv) Foodservice Administration

The candidate shall submit a dissertation on completion of his/her studies.

CURRICULUM INFORMATION REQUIRED			
School: HEALTH CARE SCIENCES			
Qualification Name: MSc (Diet)		**Qualification Code:**	MDIA01
Campus: SMU		**Last Revision date:**	2013
Total SAQA Credits for Qualification:	180	**Is this a fixed Curriculum:**	Yes

PERIOD OF STUDY / YEAR LEVEL 1				
Year 1				
Module Code	**Offering Period[2]**	**Possible major[3]**	**SAQA Credit**	**Hemis Credit[4]**
The following **2** modules are **COMPULSORY**				
MDEA090	1	Y	180	1

PERIOD OF STUDY / YEAR LEVEL 1				
Year 2				
Module Code	**Offering Period[2]**	**Possible major[3]**	**SAQA Credit**	**Hemis Credit[4]**
The following module is **COMPULSORY**				
MDEA090	1	Y	180	1

REM E801	1	N		
PRO D801	1	N		

Total			**180**	**1**

SHC M4 MSC PHYSIOTHERAPY DEGREE PROGRAMME

SHC M 4.1 SELECTION AND ADMISSION REQUIREMENTS

SHC M 4.1.1 Selection

For practical reasons, only a limited number of applicants can 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.

SHC M4 .1.2 Admission requirements

Applicants must be in possession of a four-year qualification or an honours Physiotherapy or have received status from Senate according to the rules and regulations regarding such Admission.

SHC M 4.2 Duration

The minimum duration of the degree programme is 2 years and the maximum 4 years.

SHC M 4.3 Curriculum

i) The degree is obtained by completing course work and mini-dissertation of the following:
1. Master of Science in Physiotherapy (Sport Physiotherapy and Rehabilitation)
2. Masters in Community Physiotherapy

ii) All students registered for MSc Physiotherapy shall enroll and pass
1. REME801 Research Methodology
2. The candidate shall submit a mini-dissertation on completion of his/her studies.

SHCS M4.4 Registration with the Health Professional Council of South Africa (HPCSA)

All students must be registered with HPCSA and registration renewed annually. Students who complete and obtain their degree with SMU shall be able to register withHPCSA for the recognition of the postgraduate degree obtained.

SHC M4.5 Examination

i) Students who are registered for the structural Master's programme shall write a final examination on the course in the October to November examination period.
ii) During the study, each student must submit at least one draft article from each research undertaken for potential publication in a recognized research journal.
iii) A complete and bound dissertation/ thesis on the study project must be submitted for examination at the end of November.

SECTION CURRICULUM INFORMATION REQUIRED								
School:	HEALTH CARE SCIENCES				**Faculty:**	HEALTH SCIENCES		
Qualification Name:	Master of Science in Physiotherapy (Sport Physiotherapy and Rehabilitation)				**Qualification Code:**	MSPA01		
Campus:	MEDUNSA				**Last Revision date:**	2014		
Total SAQA Credits for Qualification:	180				**Is this a fixed Curriculum:**	Yes		
Once-off Implementation Year:	Yes (All year levels changes are implemented in the same year)							
Migration Implementation Years: N/A	**Year level 1:**		**Year level 2:**		**Year level 3:**		**Year level 4:**	
	Year level 5:		**Year level 6:**		**Year level 7:**			

EXISTING PROGRAMME					
PERIOD OF STUDY / YEAR LEVEL 1					
Year Modules					
	Module Code	**Offering Period[2]**	**Possible major[3]**	**SAQA Credit**	**Hemis Credit[4]**
	The following _____module/s are **COMPULSORY**				
Total credits for Year modules					

PROPOSED NEW PROGRAMME					
PERIOD OF STUDY / YEAR LEVEL 1					
Year Modules					
X[1]	**Module Code**	**Offering Period[2]**	**Possible major[3]**	**SAQA Credit**	**Hemis Credit[4]**
	The following _____**4**_____module/s are **COMPULSORY**				
	MANA190	Y	Y	8	0.044
	MPTA190	Y	Y	8	0.044
	MPTA090	Y	Y	60	0.334
	MPTB190	Y	Y	104	0.578
	REME801	Y	Y		
Total credits for Year modules				**180**	**1.000**

SECTION E: CURRICULUM INFORMATION REQUIRED			
School:	HEALTH CARE SCIENCES	**Faculty:**	HEALTH SCIENCES

Qualification Name:	Master of Science in Physiotherapy (Community Physiotherapy)	**Qualification Code:**	MSPB01
Campus:	MEDUNSA	**Last Revision date:**	2014
Total SAQA Credits for Qualification:	180	**Is this a fixed Curriculum:**	Yes
Once-off Implementation Year:	Yes	(All year levels changes are implemented in the same year)	

Migration Implementation Years: N/A	**Year level 1:**		**Year level 2:**		**Year level 3:**		**Year level 4:**	
	Year level 5:		**Year level 6:**		**Year level 7:**			

EXISTING PROGRAMME					
PERIOD OF STUDY / YEAR LEVEL 1					
Year Modules					
X[1]	**Module Code**	**Offering Period**[2]	**Possible major**[3]	**SAQA Credit**	**Hemis Credit**[4]
	The following _____module/s are **COMPULSORY**				

PROPOSED NEW PROGRAMME					
PERIOD OF STUDY / YEAR LEVEL 1					
Year Modules					
X[1]	**Module Code**	**Offering Period**[2]	**Possible major**[3]	**SAQA Credit**	**Hemis Credit**[4]
	The following _____**5**_____module/s are **COMPULSORY**				
	CHRC801	Y	Y	24	0.133
	ATHS801	Y	Y	24	0.133
	MPTA090	Y	Y	60	0.334

							ETBD701	Y	Y	32	0.178
							CPHY801	Y	Y	40	0.222
							REME801	Y	Y		
Total credits for Year modules						**Total credits for Year modules**				**180**	**1.00**

SECTION F: MODULAR INFORMATION REQUIRED							
Department:	Physiotherapy					**School:**	HEALTH CARE SCIENCES
Last Revision date:	2013			**First Year Offered (New):**	2013		
Replace this Module existing module(s)?	No			**If YES, give the module codes:**	**N/A**		
Module linked to Qualification/s:	MSPA01	MSPB01					
Migration Strategy:	No			(If YES, Section G must also be completed) N/A			

Module Code: (4 alphabetic & 3 numeric)	MPTA090
Module Name:	MINI-DISSERTATION (PHYSIOTHERAPY)
Content:	The student will conduct research in physiotherapy and submit the final mini-dissertation for examination.
Learning Outcomes:	Demonstrate an ability to conduct a systematic and structured research project; Reflect critically on theory and its application; Deal with complex issues both systematically and creatively; Design and critically appraise research; Make sound judgements using data and information at their disposal and communicate their conclusions clearly to specialist and non-specialist audiences; Demonstrate self-direction and originality in tackling and solving problems; Act autonomously in planning and implementing tasks with a theoretical underpinning and continue to advance their knowledge, understanding and skills.

<table>
<tr><td rowspan="2">Module Information:</td><td colspan="2">SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td colspan="2">ITS Course Level</td><td>CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td colspan="2">60</td><td colspan="2">8</td><td>091406</td></tr>
<tr><td rowspan="2">Delivery Information:</td><td colspan="2">Campus</td><td colspan="2">Full/Part Time</td><td>Period (Year/1st/2ndSem)</td></tr>
<tr><td colspan="2">MEDUNSA</td><td colspan="2">FULL TIME</td><td>YEAR</td></tr>
<tr><td rowspan="2">Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Seminars</td><td>Independent Learning</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="2">Pre-requisite modules for this module:</td><td colspan="4"></td></tr>
<tr><td colspan="2">Co-requisites modules for module:</td><td colspan="4"></td></tr>
<tr><td colspan="2">ASSESSMENT:</td><td colspan="4"></td></tr>
<tr><td colspan="2">Assessment Criteria:</td><td colspan="4">Produce an evidence of a portfolio of audit containing relevant research materials. Demonstrates understanding of research, including awareness of ethical issues
Construct a relevant, well organized, logical and contemporary literature review.
Demonstrate an understanding of research methodology , current good practice and the gaps in research
Plan and manage projects to achieve research objectives
Master procedures and tools including ability to collect and analyze data; Correctly interpret and report on the findings of their application and an ability to produce a scientific report.
Argue for or against the results and propose a way forward.</td></tr>
<tr><td colspan="2">Assessment Methods:</td><td colspan="4">Summative Assessment: The mini- dissertation is marked by two external and internal examiners during October exam period.</td></tr>
<tr><td rowspan="4">Mark Structure:</td><td colspan="2">Minimum Form Assessment Mark for exam admission (%)</td><td colspan="4"></td></tr>
<tr><td rowspan="2">Final mark =</td><td>% Formative Assessment Mark</td><td colspan="4"></td></tr>
<tr><td>% Summative Assessment Mark</td><td colspan="4">100%</td></tr>
<tr><td colspan="2">Minimum final mark to pass (%)</td><td colspan="4">50%</td></tr>
<tr><td rowspan="3">Summative Assessment Paper:</td><td></td><td>Paper 1</td><td>Paper 2</td><td>Paper 3</td><td>Paper 4</td></tr>
<tr><td>Theory / Practical</td><td>Mini-Dissertation</td><td></td><td></td><td></td></tr>
<tr><td>Duration</td><td>-</td><td></td><td></td><td></td></tr>
</table>

	% contribution to Summative Assessment Mark	100%			
	Sub minimum	50%			

SECTION F: MODULAR INFORMATION REQUIRED						
Department:	Physiotherapy			**School:**	HEALTH CARE SCIENCES	
Last Revision date:	2013		**First Year Offered (New):**	2013		
Replace this Module existing module(s)?	No		**If YES, give the module codes:**	**N/A**		
Module linked to Qualification/s:	MSPA01					
Migration Strategy:	No	(If YES, Section G must also be completed) N/A				

Module Code: (4 alphabetic & 3 numeric)	MPTB190				
Module Name:	SPORTS PHYSIOTHERAPY AND REHABILITATION				
Content:	The module consists of sports injury management and clinical component. Specialist knowledge will be offered to enable engagement with and critique of current research or practices, as well as advanced scholarship or research in sports physiotherapy and rehabilitation				
Learning Outcomes:	Demonstrate an understanding of sport physiotherapy and rehabilitation. Discuss biomechanical analysis of specific sport technique. Demonstrate specialized understanding of musculoskeletal injuries in specific sport. Demonstrate an understanding of Sports Psychology and Rehabilitation. Demonstrate an understanding of basic factors in Sports Nutrition.				
Module Information:	**SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)**		**ITS Course Level**		**CESM Code (3rd Order) (Six Numbers)**
	104		7		091406
Delivery Information:	**Campus**		**Full/Part Time**		**Period (Year/1st/2ndSem)**
	MEDUNSA		FULL TIME		YEAR
Periods per week:	**Classes**	**Practicals**	**Tutorial**	**Seminars**	**Independent Learning**
	3	1.5			

Pre-requisite modules for this module:						
Co-requisites modules for module:						
ASSESSMENT:			Formative Assessment: assignments and clinical assessment Summative assessment: 1 theory paper (3-hours) and clinical examination			
Assessment Criteria:			Produce evidence of competences in the specialty sport physiotherapy and rehabilitation as defined by the relevant curricula Appropriate knowledge and application of mechanical and biomechanical principles in performance and injury prevention. Properly identify movement patterns associated with functional and fitness activities specific to sport. Appreciative of psychological consequence of sports injury and rehabilitation. Propose nutritional strategies and plans for specific energy pathways. Conduct an evaluation and management of an injured sports person.			
Assessment Methods:			Case Studies Case Presentations Practical Demonstrations Clinical Practice Patient management			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
	Final mark =	% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:			**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**
	Theory / Practical		Theory	Practical		
	Duration		3hrs	2hrs		
	% contribution to Summative Assessment Mark		50%	50%		
	Sub minimum		40%	40%		

SECTION F: MODULAR INFORMATION REQUIRED			
Department:	Human Physiology	**School:**	Pathology and Pre-Clinical Sciences

Last Revision date:	2013			**First Year Offered (New):**	2013		
Replace this Module existing module(s)?		No		**If YES, give the module codes:**		**N/A**	
Module linked to Qualification/s:	MSPA01						
Migration Strategy:	No		(If YES, Section G must also be completed) N/A				

Module Code: (4 alphabetic & 3 numeric)	MPTA190				
Module Name:	EXERCISE PHYSIOLOGY				
Content:	Metabolic response to exercise The Cardio-respiratory response to exercise The Neuro-Muscular response to exercise The Neuro-Endocrine response to exercise Research methods for Sport and Exercise Sciences Ethical Guidelines and Procedures for Sport and Exercise Science Investigations Contemporary Issues in Physiological Measurement Environmental Stress and Performance Advances in Ergogenic Strategies to Enhance Sport and Exercise Contemporary Issues in Biomechanical Measurement Current Concepts in Sports Specific Biomechanics Critical Issues in Laboratory vs Field Based Biomechanical Testing				
Learning Outcomes:	Candidates should obtain specialist knowledge to enable engagement with and critique of current research or practices, as well as advanced scholarship or research in exercise physiology in the following areas: 1. understand, critical analyse and manage sport and exercise performance from a physiological perspective. 2. understand, critical analyse and manage training interventions from a physiological perspective 3. apply the principles of physiological processes to the design of sport and exercise interventions to improve performance.				
Module Information:	**SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)**		**ITS Course Level**		**CESM Code (3rd Order) (Six Numbers)**
	8		7		130808
Delivery Information:	**Campus**		**Full/Part Time**		**Period (Year/1st/2ndSem)**
	Medunsa		Contact – Fulltime		Year
Periods per week:	**Classes**	**Practicals**	**Tutorial**	**Seminars**	**Independent Learning**
	1				

Pre-requisite modules for this module:						
Co-requisites modules for module:						
ASSESSMENT:			Formative Assessment: assignments and a written test. Summative Assessment 3 hour written paper.			
Assessment Criteria:			. Identify and explain the physiological factors that determine performance in sport and exercise activities; . Apply the principles of physiological processes to the design of sport and exercise interventions to improve performance ; . Collect, analyse, interpret and present experimental data; . Evaluate experimental techniques used in sport and exercise physiology . Evaluate the effects of sport and exercise interventions on the participant			
Assessment Methods:			Assignments and written test			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
	Final mark =	% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:			**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**
	Theory / Practical		Theory	N/A		N/A
	Duration		3 hours	N/A	N/A	N/A
	% contribution to Summative Assessment Mark		100%	N/A	N/A	N/A
	Sub minimum		50%	N/A	N/A	N/A

SECTION F: MODULAR INFORMATION REQUIRED			
Department:	Human Anatomy and Histology	**School:**	Pathology and Pre-Clinical Sciences

Last Revision date:	2013	**First Year Offered (New):**	2013
Replace this Module existing module(s)?	No	**If YES, give the module codes:**	**N/A**

Module linked to Qualification/s:	MSPA01					
Migration Strategy:	No	(If YES, Section G must also be completed) N/A				

Module Code: (4 alphabetic & 3 numeric)	MANA190				
Module Name:	APPLIED ANATOMY				
Content:	Back and Spinal Cord Upper limb and shoulder girdle Lower limb Wrist, hand and ankle and foot				
Learning Outcomes	Demonstrate a high level of theoretical engagement and intellectual dependence in a range of context for professional practice such as Back and Spinal Cord, Upper limb and shoulder girdle, Lower limb, Wrist, hand and ankle and foot.				
Module Information:	**SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)**	**ITS Course Level**	**CESM Code (3rd Order) (Six Numbers)**		
	8	7	130402		
Delivery Information:	**Campus**	**Full/Part Time**	**Period (Year/1st/2ndSem)**		
	MEDUNSA	FULL TIME	Y		
Periods per week:	**Classes**	**Practicals**	**Tutorial**	**Seminars**	**Independent Learning**
	2	2			
Pre-requisite modules for this module:	N/A				
Co-requisites modules for module:	N/A				
ASSESSMENT					
Assessment Criteria	The graduated student must have demonstrated a capability to: deal with complex issues related to back and Spinal Cord, Upper limb and shoulder girdle, Lower limb, Wrist, hand and ankle and foot. both systematically and creatively				

			design and critically appraise research make sound judgements using data and information at their disposal and communicate their conclusions clearly to specialist and non-specialist audiences, demonstrate self-direction and originality in tackling and solving problems act autonomously in planning and implementing tasks with a theoretical underpinning and continue to advance their knowledge, understanding and skills.
Assessment Methods			Written test and spot test, presentation using
Mark Structure:	Minimum Formative Assessment Mark for exam admission (%)		40%
	Final mark =	% Formative Assessment Mark	60%
		% Summative Assessment Mark	40%
	Minimum final mark to pass (%)		50%

		Paper 1	Paper 2	Paper 3	Paper 4
Summative Assessment Paper:	Theory / Practical	THEORY	PRACTICAL TEST		
	Duration	3HOURS	1 HOUR		
	% contribution to Summative Assessment Mark	70%	30%		
	Sub minimum	40%	40%		

SECTION F: MODULAR INFORMATION REQUIRED			
Department:	Physiotherapy	**School:**	HEALTH CARE SCIENCES
Last Revision date:	2014	**First Year Offered (New):**	2014

Replace this Module existing module(s)?		No	**If YES, give the module codes:**		**N/A**	
Module linked to Qualification/s:	MSPB01					
Migration Strategy:	No		(If YES, Section G must also be completed) N/A			

Module Code: (4 alphabetic & 3 numeric)	CHRC801		
Module Name:	COMMUNICABLE AND NON-COMMUNICABLE CONDITIONS		
Content:	The module consists of chronic disease management and clinical component: Scope, definition and burden of Communicable and Non-communicable health related conditions Common upstream determinants and system approaches Downstream risk factors and epidemiological approaches Opportunities for prevention and treatment Health systems and capacity for Communicable and Non-communicable health related conditions Hot topics and future directions		
Learning Outcomes:	At the end of the module, the candidates should be able to: Critically evaluate the measures of Communicable and Non-communicable health related conditions and their management burden and their application from monitoring to policy evaluation; Understand and critical analyse how the broad evidence base can be synthesized into a common causal framework for the major NCDs; Explain and defend the importance of upstream determinants of NCDs and their implications for prevention; Critically evaluate available prevention strategies from health promotion to clinical health services; Evaluate health system requirements and capacity for combating global NCDs; Analyse the policy process and the effectiveness of policy opportunities at different stages of the causal pathway from system-wide changes to disease management; Explain and defend how NCDs are linked with other major global issues (e.g. social inequalities, climate changes, economic growth and development)		
Module Information:	**SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)**	**ITS Course Level**	**CESM Code (3rd Order) (Six Numbers)**
	24	7	091406
Delivery Information:	**Campus**	**Full/Part Time**	**Period (Year/1st/2ndSem)**
	MEDUNSA	FULL TIME	YEAR

Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	8				
Pre-requisite modules for this module:					
Co-requisites modules for module:					
ASSESSMENT:	Formative Assessment: assignments and clinical assessment Summative assessment: 1 theory paper (3-hours) and clinical examination				
Assessment Criteria:	Demonstrate the concepts and principles of communicable and non-communicable health conditions Demonstrate an ability to conduct an evaluation and management of disabled persons within their settings. Demonstrates awareness of the basics of managing communicable and non-communicable diseases Demonstrate an understanding of appropriate knowledge base, and ability to apply sound clinical judgement to problems Demonstrate proficiency in a range of procedures as defined by the core curriculum Demonstrate an ability to work without direct supervision where appropriate Demonstrate an ability to prioritise clinical need Demonstrate an ability to maximise safety and minimise risk				
Assessment Methods:	Case Studies Case Presentations Practical Demonstrations Clinical Practice Patient management Portfolio of evidence				

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

Summative Assessment Paper:		**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**
	Theory / Practical	Theory	Practical		
	Duration	3hrs	2hrs		
	% contribution to Summative Assessment Mark	50%	50%		

	Sub minimum	40%	40%		

SECTION F: MODULAR INFORMATION REQUIRED							
Department:	Physiotherapy				**School:**	School of Healthcare Sciences	
Last Revision date:	2014			**First Year Offered (New):**	2014		
Replace this Module existing module(s)?		Yes / **No**		**If YES, give the module codes:**			
Module linked to Qualification/s:		MSPB01					
Migration Strategy:	Yes / **No**	(If YES, Section G must also be completed)					

Module Code: (4 alphabetic & 3 numeric)	ATHS801		
Module Name:	HEALTH-RELATED ADMINISTRATIVE THEORY		
Content:	SA health systems management Community Development Health Promotion Principles of Community physiotherapy Screening of community diseases		
Learning Outcomes:	The candidate should be able to conduct community needs assessment, planning for intervention and evaluate the impact of intervention. Candidates should obtain specialist knowledge to enable engagement with and critique of current research or practices, as well as advanced scholarship or research in administrative theory and health-related social sciences: to develop, plan and manage health care operations and services within health care facilities and across health care systems and include competencies in planning business management, financial management, public relations, human resources management, health care systems operation and management, health care resource allocation and policy making, health law and regulations, and applications to specific types of health care services		
Module Information:	**SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)**	**ITS Course Level**	**CESM Code (3rd Order) (Six Numbers)**
	24	7	091309
Delivery Information:	**Campus**	**Full/Part Time**	**Period (Year/1st/2ndSem)**
	Medunsa	Contact – Fulltime	Year

<table>
<tr><td colspan="2" rowspan="2">Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Seminars</td><td>Independent Learning</td></tr>
<tr><td>8</td><td></td><td></td><td></td><td></td></tr>
<tr><td colspan="2">Pre-requisite modules for this module:</td><td colspan="5"></td></tr>
<tr><td colspan="2">Co-requisites modules for module:</td><td colspan="5"></td></tr>
<tr><td colspan="2">ASSESSMENT:</td><td colspan="5">Formative Assessment: assignments
Summative assessment: 1 theory paper (3-hours)</td></tr>
<tr><td colspan="2">Assessment Criteria:</td><td colspan="5">Demonstrates understanding of the basic principles of audit, clinical risk management, evidence-based practice, patient safety, and clinical quality improvement initiatives
Demonstrates knowledge of evidence-informed practice
Demonstrate an ability to work in multi-professional teams and supervise junior medical staff
Demonstrate an ability to show leadership, make decisions, organise and motivate other team members; for the benefit of patients through, for example, audit and quality improvement projects
Demonstrate an ability to work effectively with others.</td></tr>
<tr><td colspan="2">Assessment Methods:</td><td colspan="5">Case Studies
Case Presentations
Portfolio of evidence</td></tr>
<tr><td rowspan="4">Mark Structure:</td><td colspan="2">Minimum Form Assessment Mark for exam admission (%)</td><td colspan="5">40%</td></tr>
<tr><td rowspan="2">Final mark =</td><td>% Formative Assessment Mark</td><td colspan="5">60%</td></tr>
<tr><td>% Summative Assessment Mark</td><td colspan="5">40%</td></tr>
<tr><td colspan="2">Minimum final mark to pass (%)</td><td colspan="5">50%</td></tr>
<tr><td rowspan="4">Summative Assessment Paper:</td><td></td><td>Paper 1</td><td>Paper 2</td><td>Paper 3</td><td>Paper 4</td></tr>
<tr><td>Theory / Practical</td><td>Theory</td><td>N/A</td><td></td><td>N/A</td></tr>
<tr><td>Duration</td><td>3 hours</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
<tr><td>% contribution to Summative Assessment Mark</td><td>100%</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
<tr><td>Sub minimum</td><td>40%</td><td>N/A</td><td>N/A</td><td>N/A</td></tr>
</table>

SECTION F: MODULAR INFORMATION REQUIRED

Department:	Physiotherapy	**School:**	School of Healthcare Sciences
Last Revision date:	2014	**First Year Offered (New):**	2014
Replace this Module existing module(s)?	Yes / **No**	**If YES, give the module codes:**	
Module linked to Qualification/s:	MSPB01		
Migration Strategy:	Yes / **No**	(If YES, Section G must also be completed)	

Module Code: (4 alphabetic & 3 numeric)	ETBD701				
Module Name:	EPIDEMIOLOGIC THEORY,BIOSTATISTICS,DEMOGRAPHY				
Content:	An area of study which focuses on the scientific study of disease, disability, and trauma patterns within and across populations and the development of health management mechanisms to prevent and control disease outbreaks and impairment promoting behaviours.				
Learning Outcomes:	Candidates should obtain specialist knowledge to enable engagement with and critique of current research as well as advanced scholarship in Epidemiology, biostatistics and demography in the following areas: Planning and management of health services in local community settings, Coordination of related support services Principles in public health, community health services and delivery, Principles in health behaviour and cultural factors, Applying principles of health communication and promotion, Applying principles of epidemiology, biostatistics, family and community health to South African context				
Module Information:	**SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)**		**ITS Course Level**		**CESM Code (3rd Order) (Six Numbers)**
	32		7		131209
Delivery Information:	**Campus**		**Full/Part Time**		**Period (Year/1st/2ndSem)**
	Medunsa		Contact – Fulltime		Year
Periods per week:	**Classes**	**Practicals**	**Tutorial**	**Seminars**	**Independent Learning**
	2	3			
Pre-requisite modules for this module:					
Co-requisites modules for module:					

ASSESSMENT:			Formative Assessment: assignments Summative assessment: 1 theory paper (3-hours)			
Assessment Criteria:			Appropriate critique of current research as well as advanced scholarship in epidemiology, biostatistics and demography Able planning and management of health services in local community settings, Ability to coordination related support services Critique principles in public health, community health services and delivery, Understands principles in health behaviour and cultural factors, and can appropriately advise the public in these matters. Appropriately uses health communication methods to advance health promotion, Aptly applys principles of epidemiology, biostatistics, family and community health to South African context			
Assessment Methods:			Case Studies Case Presentations Portfolio of evidence Summative assessment			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
	Final mark =	% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:			**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**
	Theory / Practical		Theory	N/A		N/A
	Duration		3 hours	N/A	N/A	N/A
	% contribution to Summative Assessment Mark		100%	N/A	N/A	N/A
	Sub minimum		40%	N/A	N/A	N/A

SECTION F: MODULAR INFORMATION REQUIRED			
Department:	Physiotherapy	**School:**	HEALTH CARE SCIENCES
Last Revision date:	2014	**First Year Offered (New):**	2014

Replace this Module existing module(s)?	No		**If YES, give the module codes:**		**N/A**	
Module linked to Qualification/s:	MSB01					
Migration Strategy:	No		(If YES, Section G must also be completed) N/A			

Module Code: (4 alphabetic & 3 numeric)	CPHY801				
Module Name:	COMMUNITY PHYSIOTHERAPY				
Content:	The module consists of community physiotherapy theory Principles of community physiotherapy Community based clinical practice and outreach projects.				
Learning Outcomes:	Candidates should obtain specialist knowledge to enable engagement with and critique of current research as well as advanced scholarship in community physiotherapy in the following areas: Manage the study and prevention of disease processes occurring in communities and defined population groups The promotion of health-enhancing environments and behaviours. Assessment and control of environmental impairments; Assessment of population and individual health needs.				
Module Information:	**SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)**		**ITS Course Level**		**CESM Code (3rd Order) (Six Numbers)**
	40		7		091406
Delivery Information:	**Campus**		**Full/Part Time**		**Period (Year/1st/2ndSem)**
	MEDUNSA		FULL TIME		YEAR
Periods per week:	**Classes**	**Practicals**	**Tutorial**	**Seminars**	**Independent Learning**
	2	3			
Pre-requisite modules for this module:					
Co-requisites modules for module:					
ASSESSMENT:					
Assessment Criteria:	Has a clear understanding of the concepts and principles of community physiotherapy and rehabilitation and is able to critique, engage with and apply the principles to improve the health within the community. Conduct a comprehensive evaluation and provide appropriate advise, guidance and therapy of disabled persons within their settings.				
Assessment Methods:	Case Studies Case Presentations Practical Demonstrations Clinical Practice				

			Patient management Portfolio of evidence			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)		40%			
	Final mark =	% Formative Assessment Mark	60%			
		% Summative Assessment Mark	40%			
	Minimum final mark to pass (%)		50%			
Summative Assessment Paper:			**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**
	Theory / Practical		Theory	Practical		
	Duration		3hrs	2hrs		
	% contribution to Summative Assessment Mark		50%	50%		
	Sub minimum		40%	40%		

SHC M5 MASTERS IN PUBLIC HEALTH DEGREE PROGRAMMES (MPUA01)

SHC M 5 RULES FOR MPH

SHC M 5.1 Admission

An applicant must have

(i) A relevant 4-year bachelor's degree in a health-related or social science field; or
(ii) a three-year bachelor's degree PLUS a relevant honours' degree in a health-related or social science field; **or**
(iii) A 3-year bachelor's degree PLUS a Postgraduate Diploma in a health-related or social science field; and
(iv) An average of 60% in an NQF8 academic transcript in a health- related or social sciences field.
(v) Selected students will be required to write the online screening aptitude test conducted by the Department of Public Health to finalise the acceptance.
(vi) A minimum of two years' experience in the relevant field
(vii) The selection of applicants will be based on a scoring and ranking system that considers previous academic performance as reflected in the academic records, work experience (minimum of two years is required), previous health and/or social work-related experience, the area of specialization

For international students, the following additional requirements also apply:

(i) A certificate of evaluation of their qualifications by the South African Qualifications Authority stating the equivalence of their qualifications for admission and selection requirements for study purposes
(ii) Proof of proficiency of the English language

SHC 5.2 Registration and Renewal of Registration

(i) A 75% of the participation in summer and winter schools, or in modules is mandatory and if the candidate does not attend as prescribed, a supporting document is required. Students who fail to comply with this rule will not be allowed to continue with the modules in the applicable semester.

ii) The renewal of registration is dependent on satisfactory academic progress. A student may be refused renewal of registration if:

a) At the end of the first year has not passed at least 3 of the required 6 modules of the first year
b) At the end of the second year has not passed all 6 first year modules of the qualification
c) At the end of the first year has not submitted a draft proposal of the MPH research project
d) At the end of the second year does not have a proposal that is approved by the Research and Ethics Committee of the School of Health Care Sciences
e) At the end of the second year does not have a proposal that is approved by the University Research and Ethics Committee

SHC M 5.3 Progression

Unless by special consideration and permission from the Dean on recommendation of the Head of Department:

I) If students fail the minimum of three modules in the first year, the student will not be allowed to take any second-year modules until the student has passed all first-year modules.
II) A student will not be allowed to progress to the next year of study if the student fails the first-year module(s) which is a complete prerequisite to the next year of study.
III) The student will only be allowed to take the second-year module if failed less than three modules in the first year, and if there is no clash with the second-year modules

SHC M 5.4 Curriculum

The curriculum consists of the following:

(i) Core courses
(ii) Courses in cognate area
(iii) Compulsory Summer and Winter School, 2 of each
(iv) MPH Research Project

All the courses are worth 12 credits, except Research Methods in Public Health, which is worth 16 credits. The MPH Research Project is worth 100 credits**.**

SHC M 5.5 DURATION

The minimum duration of the degree programme is 2 years, and the maximum is 4 years.

SHC M 5.6 Examination Rules

Unless stated otherwise, the examination rules of the University and School apply

Rules applicable to all modules of the Department of Public Health are the following:

(i) All examination**s** will be written online
(ii) The examination for all modules is open book
(iii) Approved by the department, which they will need for the examination No email communication of any kind and with anyone will be allowed during the examination.
(iv) All the papers are for a duration of five hours
(v) The examination is written online and, on a Blackboard Ultra platform, therefore all the submission will be on Blackboard
(vi) All the answers must be submitted to the Blackboard at the end of examination session. Failure to submit the examination answer sheet to the Blackboard examination submission area before leaving the examination venue will result in disqualification for the examination. Any examination answer sheet submitted after leaving the examination venue or via the email will not be considered and the student will fail that module(s).
(vii) Re-examination and supplementary examinations do not apply for any modules

FIRST YEAR

Tracks	Code	Course Title	Credits	Pre-Requisite
FIRST SEMESTER				
All students	MPBA090	Master of Public Health Research Project	100	
All students	MPBA191	Principles of Public Health Education and Health Promotion	12	
	MPBB191	Principles of Health Systems Management	12	
	MPBC191	Research Methods in Public Health	16	
SECOND SEMESTER				
All students	MPBC192 MPBD192	Principles of Environmental Health OR Principles of Occupational Health	12	
	MPBA192	Principles of Epidemiology	12	
	MPBB192	Principles of Biostatistics	12	

SECOND YEAR

TRACK	CODE	COURSE TITLE	Credits	Pre-Requisite
FIRST SEMESTER				
Epidemiology and Biostatistics	MPBG191	Theoretical Foundations of Epidemiology	12	MPBA192
	MPBG192	Theoretical Foundations of Health System Management	12	MPBB191

Health Systems Management and Policy	MPBF191	Introduction to Health Policy	12	MPBB191
Social and Behavioural Health Sciences	MPBE192	Evaluation of Public Health Programs	12	MPBA191
	MPBD191	Theoretical Foundations of Public Health Education	12	MPBA191
All Students	MPBA090	Master of Public Health Research Project		Ongoing
SECOND SEMESTER				
All students	MPBA090	Master of Public Health Research Project		

CURRICULUM INFORMATION			
School:	HEALTH CARE SCIENCES		
Qualification Name:	MASTER OF PUBLIC HEALTH	**Qualification Code:**	MPUA01
Campus:	Sefako Makgatho health Science University (SMU)	**Last Revision date:**	2022
Total SAQA Credits for Qualification:	**200**	**Is this a fixed Curriculum:**	YES

PERIOD OF STUDY / YEAR LEVEL 1				
1st Semester				
Module Code	**Offering Period**	**Possible major**	**SAQA Credit**	**Hemis Credit[4]**
MPBA090	YEAR		**100**	**0.05**
The following 3 modules are **COMPULSORY**				
MPBA191	S1	Y	12	0.06
MPBB191	S1	Y	12	0.06
MPBC191	S1	Y	16	0.08
Total credits for Semester 1 modules			**140**	**0.20**

PERIOD OF STUDY / YEAR LEVEL 1				
2nd Semester				
Module Code	**Offering Period**	**Possible major**	**SAQA Credit**	**Hemis Credit**
The following 3 modules are **COMPULSORY**				
MPBC192 OR MPBD192	S2	Y	12	0.06
MPBA192	S2	Y	12	0.06
MPBB192	S2	Y	12	0.06
Total credits for Semester 2 modules			**36**	**0.18**

TOTAL CREDITS FOR YEAR LEVEL 1: SAQA CREDITS = 76; HEMIS CREDITS = 1

PERIOD OF STUDY / YEAR LEVEL 2				
1st Semester				
Module Code	**Offering Period**	**Possible**	**SAQA**	**Hemis**

PERIOD OF STUDY / YEAR LEVEL 2				
Module Code	**Offering Period**	**Possible**	**SAQA**	**Hemis**

		major	Credit	Credit
Choose **at least 1 of** the following **ELECTIVES**				
MPBD191	S1	Y	12	0.06
MPBF192	S1	Y	12	0.06
MPBG191	S1	Y	12	0.06
Total credits for Semester 1 modules			**12**	

		major	Credit	Credit
Choose **at least 1** of the following **ELECTIVES**				
MPBE192	S2	Y	12	0.06
MPBG192	S2	Y	12	0.06
Total credits for Semester 2 modules			**12**	

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

MODULAR INFORMATION						
Offering Department:	PUBLIC HEALTH			**School:**	HEALTH SCIENCES	
Last Revision date:	2022			**First Year Offered (New):**	2013	
Replace this Module existing module(s)?		**NO**		**If YES, give the module codes:**		
Module linked to Qualification/s:	0901	0608				

Module Code: (4 alphabetic & 3 numeric)	MPBA191
Module Name:	Principles of Public Health Education and Health Promotion
Content:	This is an introductory course in the areas of health education, health promotion, and behavioural health sciences. It equips the student with knowledge and skills that will enable him/her in development and implementation of public health education to promote positive health behaviours for prevention of disease and illness in groups of people, and promote health and well-being
Learning Outcomes:	. Understand determinants of health . Understand determinants of health behaviours . Conduct health needs assessment as a rationale for health promotion programme . Development of health promotion material for specific interventions . Plan and implement health promotion interventions . Determine the challenges of Health Promotion

Module Information:	**SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)**	**NQF Level**	**CESM Code (3rd Order) (Six Numbers)**
	12	9	091305

Delivery Information:	**Campus**		**Full/Part Time**		**Period (Year/1st/2nd Sem)**
	SMU		Full/Time		1st yea/1st semester
Periods per week:	**Classes**	**Practicals**	**Tutorial**	**Seminars**	**Independent Learning**
	6			1	6
Pre-requisite modules for this module:	NA				
Co-requisites modules for module:	NA				
Assessment criteria	. Discuss determinants of health in each population . Identify the relationships between knowledge, attitudes and behaviour . Use the determinants of health and determinants of behaviour to conduct needs assessment activities . Develop health promotion intervention objectives . Create the structure of a multi-component health promotion program . Discuss main considerations of ethical issues in public health education and health promotion				
Assessment method	. Online discussions . Assignments . Examination				

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

Summative Assessment		**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**
	Theory /Practical	Theory			
	Duration	5 hours			
	% contribution to Summative Assessment Mark	40%			
	Sub minimum	50%			

<table>
<tr><td colspan="2">Module Code: (4 alphabetic & 3 numeric)</td><td colspan="5">MPBB191</td></tr>
<tr><td colspan="2">Module Name:</td><td colspan="5">Principles of Health System Management</td></tr>
<tr><td colspan="2">Content:</td><td colspan="5">This is an introductory course in the areas of health policy and policy analysis. It equips the student with knowledge and skills that will enable him/her in development of health management concepts. The learners or health managers will acquire advance knowledge and skills to solve the problems and improve the performance of health systems.</td></tr>
<tr><td colspan="2">Learning Outcomes:</td><td colspan="5">. Ability to conduct assessment of health system performance
. Ability to apply management approaches in health care settings
. Understand and able to implement performance management in healthcare system</td></tr>
<tr><td colspan="2" rowspan="2">Module Information:</td><td colspan="2">SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td colspan="2">NQF Level</td><td>CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td colspan="2">12</td><td colspan="2">9</td><td>091309</td></tr>
<tr><td colspan="2" rowspan="2">Delivery Information:</td><td colspan="2">Campus</td><td colspan="2">Full/Part Time</td><td>Period (Year/1st/2ndSem)</td></tr>
<tr><td colspan="2">SMU</td><td colspan="2">Full/Time</td><td>1st yea/1st semester</td></tr>
<tr><td colspan="2" rowspan="2">Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Seminars</td><td>Independent Learning</td></tr>
<tr><td>6</td><td></td><td></td><td>1</td><td>6</td></tr>
<tr><td colspan="2">Pre-requisite modules for this module:</td><td colspan="5">NA</td></tr>
<tr><td colspan="2">Co-requisites modules for module:</td><td colspan="5">NA</td></tr>
<tr><td colspan="2">Assessment criteria</td><td colspan="5">. Explain need for health system performance assessment
. Apply management theories and concepts
. Set up practical individual performance and staff appraisal</td></tr>
<tr><td colspan="2">Assessment method</td><td colspan="5">. Online discussions
. Assignments
. Examination</td></tr>
<tr><td rowspan="3">Mark Structure:</td><td colspan="2">Minimum Form Assessment Mark for exam admission (%)</td><td colspan="5">40%</td></tr>
<tr><td></td><td>% Formative Assessment Mark</td><td colspan="5">60%</td></tr>
<tr><td></td><td>% Summative Assessment Mark</td><td colspan="5">40%</td></tr>
</table>

	Minimum final mark to pass (%)	50%			
Summative Assessment		**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**
	Theory /Practical	Theory			
	Duration	5 hours			
	% contribution to Summative Assessment Mark	40%			
	Sub minimum	50%			

Module Code: (4 alphabetic & 3 numeric)	MPBC191		
Module Name:	Research Methods in Public Health		
Content:	This course offers an introduction to the theory and practice of research methods in public health. It equips students with the knowledge and skills to develop a research proposal suitable for public health related research. The following content are contained in the course i.e. problem statement; developing the aims and objectives, and research questions; conducting a literature search and write a literature review; introduction of a proposal; study designs; settings and study population; sampling and sample size; data collection tool; procedure and recruitment; tool development; validity, reliability, and bias; ethical consideration; budgeting and project scheduling		
Learning Outcomes:	1. Conceptualise a study based on a researchable public health problem. 2. Search for, critically read and appraise research articles. 3. Develop a mind map and/or literature review matrix to synthesise information from the literature. 4. Calculate or determine an appropriate sample size for the study. 5. Develop an appropriate data collection tool or interview guide for the study 6. Produce a complete research proposal covering all aspects of a proposal.		
Module Information:	**SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)**	**NQF Level**	**CESM Code (3rd Order) (Six Numbers)**
	16	9	091304
Delivery Information:	**Campus**	**Full/Part Time**	**Period (Year/1st/2ndSem)**
	SMU	Full/Time	1st year/1st semester

Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	12			10 hours	6
Pre-requisite modules for this module:	NA				
Co-requisites modules for module:	NA				
Assessment criteria	. Identify a current public health problem . Develop research purpose and objectives for an identified research area . Search for and review literature on a selected research area . Develop a research design . Integrate the above components to develop a research proposal				
Assessment method	. Online discussions . Assignments . Oral presentation of proposal				

Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	NA
	% Formative Assessment Mark	100%
	% Summative Assessment Mark	N/A
	Minimum final mark to pass (%)	50%

		Paper 1	Paper 2	Paper 3	Paper 4
Summative Assessment	Theory /Practical	N/A			
	Duration	N/A			
	% contribution to Summative Assessment Mark	100%			
	Sub minimum	50%			

Module Code: (4 alphabetic & 3 numeric)	MPBC192
Module Name:	Principles of Environmental Health

<table>
<tr><td colspan="2">Content:</td><td colspan="5">Overview of principles and major issues in contemporary environmental health; air, food, water, waste disposal, rodents and insects; radiation, toxicology; disaster response; setting environmental standards; monitoring environmental hazards; risk assessment.</td></tr>
<tr><td colspan="2">Learning Outcomes:</td><td colspan="5">. Explanation of the concepts of environment and environmental health
. Description of the causes, effects and solutions to major contemporary environmental health issues facing the world
. Description of the types and characteristics of environmental hazards and media
. Discussion of scope and purpose of national environmental laws</td></tr>
<tr><td colspan="2" rowspan="2">Module Information:</td><td colspan="2">SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)</td><td colspan="2">NQF Level</td><td>CESM Code (3rd Order) (Six Numbers)</td></tr>
<tr><td colspan="2">12</td><td colspan="2">9</td><td>091304</td></tr>
<tr><td colspan="2" rowspan="2">Delivery Information:</td><td colspan="2">Campus</td><td colspan="2">Full/Part Time</td><td>Period (Year/1st/2ndSem)</td></tr>
<tr><td colspan="2">SMU</td><td colspan="2">Full/Time</td><td>1st yea/2nd semester</td></tr>
<tr><td colspan="2" rowspan="2">Periods per week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Seminars</td><td>Independent Learning</td></tr>
<tr><td>6</td><td></td><td></td><td>10</td><td>6</td></tr>
<tr><td colspan="2">Pre-requisite modules for this module:</td><td colspan="5">NA</td></tr>
<tr><td colspan="2">Co-requisites modules for module:</td><td colspan="5">NA</td></tr>
<tr><td colspan="2">Assessment criteria</td><td colspan="5">. Describe the branches of environmental health
. List the categories of environmental hazards and media; and describe their features
. List the four major strategies and their interrelations with specific environmental hazards
. Identify laws that relate to specific environmental hazards and media</td></tr>
<tr><td colspan="2">Assessment method</td><td colspan="5">. Online discussions
. Assignments
. Examination</td></tr>
<tr><td rowspan="3">Mark Structure:</td><td colspan="2">Minimum Form Assessment Mark for exam admission (%)</td><td colspan="4">40%</td></tr>
<tr><td></td><td>% Formative Assessment Mark</td><td colspan="4">60%</td></tr>
<tr><td></td><td>% Summative Assessment Mark</td><td colspan="4">40%</td></tr>
</table>

	Minimum final mark to pass (%)	50%			
Summative Assessment		**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**
	Theory /Practical	Theory			
	Duration	5 hours			
	% contribution to Summative Assessment Mark	40%			
	Sub minimum	50%			

Module Code: (4 alphabetic & 3 numeric)	MPBD192		
Module Name:	Principles of Occupational Health		
Content:	The course focuses on the principles and practices of occupational health and safety (i.e. work and health, occupational injuries and diseases, workplace hazards identification and risk assessment, psychosocial factors and violence in the workplace, ergonomics, occupational health and safety laws and workplace health promotion). It equips the student with the knowledge and skills that will enable him/her to effectively develop, implement, monitor and evaluate the various aspects of occupational health and safety management systems which will promote the quality of work life for all employees in the workplace.		
Learning Outcomes:	. Demonstration of knowledge and understanding of the concept a safe, healthy work environment. . Description of the major occupational health and safety challenges facing public health professionals . Discuss the elements of the Occupational Health and Safety Act. . Application related legislation to the recognition, reduction and prevention of occupationally related adverse health effects . Evaluation of control strategies for occupational health and safety problems, at different levels of intervention, i.e. primary, secondary and tertiary interventions		
Module Information:	**SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)**	**NQF Level**	**CESM Code (3rd Order) (Six Numbers)**
	12	9	091304
Delivery Information:	**Campus**	**Full/Part Time**	**Period (Year/1st/2ndSem)**
	SMU	Full/Time	1st yea/2nd semester

Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6			1	6
Pre-requisite modules for this module:					
Co-requisites modules for module:					
Assessment criteria	. Demonstrate knowledge and display understanding of the nature and importance of a safe, healthy work environment and a work environment that enhances the quality of work life. . Identify and describe the major occupational health and safety challenges facing public health professionals today . Display knowledge and understanding of the most important considerations of the Occupational Health and Safety Act. . Describe the application of environmental, biological, medical and public health principles and related legislation to the recognition, reduction and prevention of occupationally related adverse health effects . Develop and evaluate control strategies for occupational health and safety problems, at different levels of intervention, i.e. primary, secondary and tertiary interventions				
Assessment method	. Online discussions . Assignments . Project . Examination				
Mark Structure: Minimum Form Assessment Mark for exam admission (%)	40%				
% Formative Assessment Mark	60%				
% Summative Assessment Mark	40%				
Minimum final mark to pass (%)	50%				

Summative Assessment		**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**
	Theory /Practical	Theory			
	Duration	5 hours			
	% contribution to Summative Assessment Mark	40%			

	Sub minimum	50%			

Module Code: (4 alphabetic & 3 numeric)	MPBA192				
Module Name:	Principles of Epidemiology				
Content:	This course introduces the basic principles and methods of epidemiology, with an emphasis on critical thinking, analytic skills, and application of epidemiological methods in research. Topics include outcome measures, public health surveillance and disease outbreaks, quantitative study designs, and sources of data. Epidemiological calculations based on rates, ratios proportions and methods of direct and indirect adjustment. Ability to understand description and measures of disease distribution in different populations. Various epidemiologic study designs for investigating associations between risk factors and disease outcomes are also introduced. The use of descriptive epidemiology using statistical methods. The influence of epidemiology on legal and ethical issues are also discussed. It equips the student with knowledge and skills that will enable him/her in development and implementation of public health education to promote positive health behaviours for prevention of disease and illness in groups of people and promote health and well-being.				
Learning Outcomes:	. Understanding of the epidemiological approach to disease occurrence . Ability to quantify disease occurrence as a basis for intervention and health planning . Understanding the concepts of causal reasoning in epidemiology . Understanding the principles of sampling in epidemiologic research				
Module Information:	**SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)**		**NQF Level**		**CESM Code (3rd Order) (Six Numbers)**
	12		9		091399
Delivery Information:	**Campus**		**Full/Part Time**		**Period (Year/1st/2ndSem)**
	SMU		Full/Time		1st yea/2nd semester
Periods per week:	**Classes**	**Practicals**	**Tutorial**	**Seminars**	**Independent Learning**
	6			10 hours	6
Pre-requisite modules for this module:	NA				
Co-requisites modules for module:	NA				
Assessment criteria	. Discuss the epidemiologic approach to the prevention of diseases . Define the measurements of disease frequency . Describe the impact of confounding on causal reasoning				

		. Discuss appropriate sampling strategies for all epidemiologic studies				
Assessment method		. Online discussions . Assignments . Examination				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%				
	% Formative Assessment Mark	60%				
	% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)	50%				
Summative Assessment		**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**	
	Theory /Practical	Theory				
	Duration	5 hours				
	% contribution to Summative Assessment Mark	40%				
	Sub minimum	50%				

Module Code: (4 alphabetic & 3 numeric)	MPBB192
Module Name:	Introduction to Biostatistics
Content:	Basic concepts and terminology, descriptive statistics, sampling distribution, estimation, confidence interval, hypothesis testing, Student's ttest, ANOVA, Chi-square, Fisher's exact, Cramer's V, Correlation, Linear regression, Logistic regression, and modified Poisson regression (alternative to logistic regression). Use of STATA data analysis software to clean, code, label and analyse data.
Learning Outcomes:	1.Apply knowledge of biostatistics to identify and conduct appropriate statistical tests based on the data and analysis objectives. 2. Use STATA to prepare raw data (clean, code, label variables and generate new variables) for analysis. 3. Use of STATA statistical software to analyse and effectively interpret statistical outputs.

	4. Use STATA and/or Microsoft Excel to generate graphs and tables for meaningfully communicate statistical results. .					
Module Information:	**SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)**		**NQF Level**		**CESM Code (3rd Order) (Six Numbers)**	
	12		9		091399	
Delivery Information:	**Campus**		**Full/Part Time**		**Period (Year/1st/2ndSem)**	
	SMU		Full/Time		1st yea/2nd semester	
Periods per week:	**Classes**	**Practicals**	**Tutorial**	**Seminars**	**Independent Learning**	
	6	4		1	6	
Pre-requisite modules for this module:	NA					
Co-requisites modules for module:	NA					
Assessment criteria	1. Choose appropriate statistical test based on the objectives and type of data. 2. Summarise and present data in tables and graphs 3. Analyse data using STATA statistical software 4. Present the analysis results in a meaningful way.					
Assessment method	. Online discussions . Assignments . Examination					
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%				
	% Formative Assessment Mark	60%				
	% Summative Assessment Mark	40%				
	Minimum final mark to pass (%)	50%				

		Paper 1	**Paper 2**	**Paper 3**	**Paper 4**
Summative Assessment	Theory /Practical	Theory			
	Duration	5 hours			
	% contribution to Summative	40%			

	Assessment Mark				
	Sub minimum	50%			

Module Code: (4 alphabetic & 3 numeric)	MPBD191				
Module Name:	Theoretical Foundations of Public Health Education and Health Promotion				
Content:	Role of theory in shaping research and public health practice; ongoing interaction between health education and applied social science; intra-personal, interpersonal, group and institutionally applicable theories; limitations of theory; Cultural aspects of health promotion and health education theories				
Learning Outcomes:	. Description of features of theories and models for human behaviour change . Use theories/models to explain health behaviour . Use theories/models to predict health behaviour . Use theories/models to design and develop a health promotion intervention . Use theories/models to explain the process of health behaviour change				
Module Information:	**SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)**		**NQF Level**		**CESM Code (3rd Order) (Six Numbers)**
	12		9		091305
Delivery Information:	**Campus**		**Full/Part Time**		**Period (Year/1st/2ndSem)**
	SMU		Full/Time		2nd year/1st semester
Periods per week:	**Classes**	**Practicals**	**Tutorial**	**Seminars**	**Independent Learning**
	6			10 hours	6
Pre-requisite modules for this module:	MPBA191				
Co-requisites modules for module:	NA				
Assessment criteria	. Differentiate between a theory and a model used for human behaviour change . Describe constructs of theories that explain health behaviour change. . Use theories/models to explain health behaviour . Use theories/models to predict health behaviour . Use theories/models to design and develop a health promotion intervention . Utilize theories, to explain how they can change health behaviour of the community				
Assessment method	. Online discussions				

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

		Paper 1	**Paper 2**	**Paper 3**	**Paper 4**
Summative Assessment	Theory /Practical	Theory			
	Duration	5 hours			
	% contribution to Summative Assessment Mark	40%			
	Sub minimum	50%			

Module Code: (4 alphabetic & 3 numeric)	MPBF191
Module Name:	Introduction to Health Policy
Content:	The introductory course in Principles of Health policy will examine the dynamics of health care provision around the troika of the policy makes, health care provider and the public. Introduction to health policy will review some of the theoretical underpinnings of health policymaking; health law will deal with germane topics on the rights of the patient in her dealings with health care provider; labor law and industrial relations will address contemporary issues in the labor market that impinge on the rights and responsibilities of the employer and employee. .
Learning Outcomes:	. Ability to analyze the basis and need of policy and consequences, both desired and undesired. . Analysis of resource and systemic constraints impeding policy implementation . Explanation of policy design and the role of decision making . Discussion of the methodological and conceptual aspects of policy analysis

Module Information:	**SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)**		**NQF Level**		**CESM Code (3rd Order) (Six Numbers)**
	12		9		091309
Delivery Information:	**Campus**		**Full/Part Time**		**Period (Year/1st/2ndSem)**
	SMU		Full/Time		2nd year/1st semester
Periods per week:	**Classes**	**Practicals**	**Tutorial**	**Seminars**	**Independent Learning**
	6			1	6
Pre-requisite modules for this module:	NA				
Co-requisites modules for module:	NA				
Assessment criteria	. Analyze the basis and need of policy and consequences, both desired and undesired. . Analyse resource and systemic constraints impeding policy implementation . Identify the relationship between policy design and decision making . Discuss the methodological and conceptual aspects of policy analysis				
Assessment method	. Online discussions . Assignments . Examination				
Mark Structure: Minimum Form Assessment Mark for exam admission (%)	40%				
% Formative Assessment Mark	60%				
% Summative Assessment Mark	40%				
Minimum final mark to pass (%)	50%				

		Paper 1	**Paper 2**	**Paper 3**	**Paper 4**
Summative Assessment	Theory /Practical	Theory			
	Duration	5 hours			
	% contribution to Summative Assessment Mark	40%			

	Sub minimum	50%			

Module Code: (4 alphabetic & 3 numeric)		MPBG191			
Module Name:		Theoretical Foundations of Epidemiology			
Content:		This is an advanced course that builds on the foundation laid in the Principles of Epidemiology (MPB192). It is assumed that the student is familiar with basic epidemiological concepts, study designs and epidemiologic measures and incidence, prevalence and measures of association. The central theme of the course is causation.			
Learning Outcomes:		. Understanding of epidemiological reasoning and causation . Ability to design, implement and analyse epidemiologic research studies . Skills to design and carry out meta-analysis . Ability to use epidemiologic software in carrying out epidemiologic studies			
Module Information:		**SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)**		**NQF Level**	**CESM Code (3rd Order) (Six Numbers)**
		12		9	091301
Delivery Information:		**Campus**		**Full/Part Time**	**Period (Year/1st/2ndSem)**
		SMU		Full/Time	2nd year/1st semester
Periods per week:		**Classes**	**Practicals**	**Tutorial**	**Seminars**	**Independent Learning**
		6			10 hours	6
Pre-requisite modules for this module:		MPBA192			
Co-requisites modules for module:		NA			
Assessment criteria		. Explain epidemiological reasoning and causation . Design, carry out and analyse epidemiologic research studies . Design and carry out meta-analysis . Use epidemiologic software in carrying out epidemiologic studies			
Assessment method		. Online discussions . Assignments . Examination			
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%			
	% Formative Assessment Mark	60%			

		% Summative Assessment Mark	40%			
		Minimum final mark to pass (%)	50%			
Summative Assessment			**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**
		Theory /Practical	Theory			
		Duration	5 hours			
		% contribution to Summative Assessment Mark	40%			
		Sub minimum	50%			

Module Code: (4 alphabetic & 3 numeric)	MPBE192
Module Name:	Evaluation of Public Health Programs
Content:	This module is designed to address the need for evaluation of public health programmes. Its content focuses on the main concept of evaluation which is the Evaluation Theory Tree. It includes pre-evaluation activities and basic evaluation concepts, key components of evaluation designs, standards and types of evaluation. It covers areas of planning, implementation and dissemination. In addition, a selection of theories and models used in evaluation are covered in this module.
Learning Outcomes:	1. Identify the origins of Evaluation, match a type of evaluation to relevant roots, branches and leaves and motivate for selecting a particular strand for evaluating a health program 2. Conduct a needs assessment including problem identification, and a root cause analysis 3. Compare types of evaluation and differentiate between evaluation designs 4. Create an evaluation plan for different evaluation designs including identifying elements of an evaluation plan. 5. Apply a Logic Model in an evaluation. 6. Formulate Success Indicators and develop evaluation questions 7. Recommend strategies or guidelines that can improve a program using evaluation results 8. Demonstrate participation in an international or national program evaluation network .

Module Information:	SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)	NQF Level	CESM Code (3rd Order) (Six Numbers)
	12	9	091301

Delivery Information:	Campus	Full/Part Time	Period (Year/1st/2ndSem)
	SMU	Full/Time	2nd year/2nd semester

Periods per week:	Classes	Practicals	Tutorial	Seminars	Independent Learning
	6			10 hours	6

Pre-requisite modules for this module:	MPBA191
Co-requisites modules for module:	NA
Assessment criteria	. Describe evaluation models and designs . Match pre-evaluation activities to a given evaluation scenario . Design evaluation instruments and decide on appropriate data collection methods . Use data to write an evaluation report
Assessment method	. Online discussions . Assignments . Examination

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

Summative Assessment		Paper 1	Paper 2	Paper 3	Paper 4
	Theory /Practical	Theory			
	Duration	5 hours			
	% contribution to Summative Assessment Mark	40%			

	Sub minimum	50%			

Module Code: (4 alphabetic & 3 numeric)	MPBG192				
Module Name:	Theoretical Foundations of Health Systems Management				
Content:	This is an intermediary course in the areas of health system management. It equips the student with knowledge and skills that will enable him/her in development of health project management at an advanced level. Learners will benefit from an enhanced understanding of the way project management are applicable to the public health field. The module will be of immediate benefit in extending the capabilities of practicing project managers. Long term benefits will include an enhanced capability to interact with stakeholders and utilize different project management approaches to various situations				
Learning Outcomes:	. Understand and clarify the application of key macroeconomic principles and concepts relevant to the health sector; . Relate and explain contribution of public finance to current health policy debates; . Matching of budgeting and financial management to resource allocation to various health settings; . Ability to analyse and identify some critical elements of financial management reform				
Module Information:	**SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)**		**NQF Level**		**CESM Code (3rd Order) (Six Numbers)**
	12		9		091309
Delivery Information:	**Campus**		**Full/Part Time**		**Period (Year/1st/2ndSem)**
	SMU		Full/Time		2nd year/2nd semester
Periods per week:	**Classes**	**Practicals**	**Tutorial**	**Seminars**	**Independent Learning**
	6			10 hours	6
Pre-requisite modules for this module:	MPBB191				
Co-requisites modules for module:	NA				
Assessment criteria	. Explain how the economy impinges on health and how health affects economic performance. . Provide suitable/practical examples of public finance related to health and policy issues . Define and explain basic terms used in macroeconomics Discuss how the GNP, employment, economic growth, inflation impact health care delivery.				

Assessment method		. Online discussions . Assignments . Examination
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	40%
	% Formative Assessment Mark	60%
	% Summative Assessment Mark	40%
	Minimum final mark to pass (%)	50%

		Paper 1	**Paper 2**	**Paper 3**	**Paper 4**
Summative Assessment	Theory /Practical	Theory			
	Duration	5 hours			
	% contribution to Summative Assessment Mark	40%			
	Sub minimum	50%			

Module Code: (4 alphabetic & 3 numeric)	MPBA090		
Module Name:	MPH Research Project		
Content:	The Public Health research project is initiated by the development of a research proposal. The proposal must be approved by both the Research Committee of the School of Public Health and the Faculty Research Committee before it is implemented. The implementation of the project must be according to the approved proposal.		
Learning Outcomes:	Written research report		
Module Information:	**SAQA Credits (4; 8; 12; 16; 20; 24; 28;32)**	**NQF Level**	**CESM Code (3rd Order) (Six Numbers)**
	100	9	091301
Delivery Information:	**Campus**	**Full/Part Time**	**Period (Year/1st/2ndSem)**
	SMU	Full/Time	1st year/1st Sem

Periods per week:		**Classes**	**Practicals**	**Tutorial**	**Seminars**	**Independent Learning**
		4				50
Pre-requisite modules for this module:		NA				
Co-requisites modules for module:		Preparation in research methodology				
Assessment criteria		. Develop a research proposal . Collect data . Analyze data . Write a research report from the analyzed data .				
Assessment method		Written Mini-disertation report				
Mark Structure:	Minimum Form Assessment Mark for exam admission (%)	NA				
	% Formative Assessment Mark	NA				
	% Summative Assessment Mark	100%				
	Minimum final mark to pass (%)	50%				
Summative Assessment		**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**	
	Theory /Practical	Theory				
	Duration	NA				
	% contribution to Summative Assessment Mark	100%				
	Sub minimum	NA				

SHC M6 MASTER IN AUDIOLOGY DEGREE PROGRAMME (MAUD01) / MASTER IN SPEECH-LANGUAGE PATHOLOGY DEGREE PROGRAMME (MSLP01)

SHC M6.1 SELECTION AND ADMISSION REQUIREMENTS

SHC M6.1.1 Selection

For practical reasons only a limited number of applicants can 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.

SHC M6.1.2 Admission requirements

Applicants must be in possession of a qualification as a speech-language therapist and/or an audiologist.
Applicants must be registered at the HPCSA as a speech-language therapist and/or an audiologist and the registration of selected applicants must be renewed annually.
Applicants must have at least one year of work experience in speech-language pathology and/or audiology.
Applicants must submit a concept paper which will be scored and ranked.

For foreign students, the following additional requirements also apply:

(i) A certificate of evaluation of their qualifications by the South African Qualifications Authority stating the equivalence of their qualifications for admission and selection requirements for study purposes

(ii) Proof of proficiency of the English language

SHC M6.1.3 Renewal of Registration and Progress

Full attendance of on campus weeks is compulsory. Candidates who fail to attend the research methodology course will not be allowed to continue with the protocol development.

The renewal of registration is dependent on satisfactory academic progress.
Candidates must obtain 50% for the protocol to continue with the research and dissertation. The research protocol must be approved by SMUREC before the data collection can commence.

SHC M6.2 DURATION

The minimum duration of the degree programme is 2 years and the maximum 4 years.

SHC M6.3 CURRICULUM

The degree courses shall be a:
MAUD01 Master's degree in Audiology by research OR
MSLP01 Master's degree in Speech-Language Pathology by research

The candidate shall in the first year enrol for and pass the following module:
The candidate has to attend a module on Research Methodology and develop a protocol
AUAR090 Applied research (Audiology) OR
SARE090 Applied research (Speech-Language Pathology)

The candidate shall in the second year execute research under guidance of a supervisor/s appointed by Senate
AUDA090 Dissertation (Audiology) OR

SLPA090 Dissertation (Speech-Language Pathology)

The candidate shall submit a dissertation on completion of his/her studies.

Dissertation format: The following format will be followed which will include ONE article embedded within the dissertation or a publication embedded within the dissertation. The article will present the results obtained from the research and discussion thereof, and the conclusion. Thus, a dissertation together with a *publication-ready* article *or a published article* based on the candidate's research, of which the candidate is the first author (or lead author in those disciplines that list journal authors alphabetically) to be presented.

CURRICULUM INFORMATION			
School:	Health Care Sciences	Health Sciences	
Qualification Name:	Master in Audiology	**Qualification Code:**	MAUD01
Campus:	SMU	**Last Revision date:**	2020
Total SAQA Credits for Qualification:	180	**Is this a fixed Curriculum:**	Yes

PERIOD OF STUDY / YEAR LEVEL 1				
Year				
Module Code	**Offering Period**	**Possible major**	**SAQA Credit**	**Hemis Credit**
The following year module is **COMPULSORY**				
AUAR090	Y	Y	20	1
Total credits for Year 1 module(s)			**20**	**1**
TOTAL CREDITS FOR YEAR LEVEL 1: SAQA CREDITS = 20; HEMIS CREDITS = 1				

PERIOD OF STUDY / YEAR LEVEL 2				
Year				
Module Code	**Offering Period**	**Possible major**	**SAQA Credit**	**Hemis Credit**
The following year module is **COMPULSORY**				
AUDA090	Y	Y	160	1
Total credits for Year 2 module(s)			**160**	**1**
TOTAL CREDITS FOR YEAR LEVEL 2: SAQA CREDITS = 160 ; HEMIS CREDITS = 1				

Module Code: (4 alphabetic & 3 numeric)	AUAR090
Module Name:	Applied Research (Audiology)
Module Content:	esearch methodology and proposal

Learning Outcomes:	The student should be able to develop an understanding of the qualitative and quantitative research paradigms within a health sciences context as applied to the field of Audiology; demonstrate an understanding of the challenges in the field of Audiology practice; plan and develop a research proposal demonstrating an understanding of the scientific process.		
Module Information:	**SAQA Credits**	**NQF Level**	**CESM Code (3rd Order)**
	20	9	090202

Delivery Information:	**Campus**		**Full/Part Time**		**Period (1st/2ndSem)**	
	SMU		Full time		Y	
Periods per Week:	**Classes**	**Practicals**	**Tutorial**	**Seminars**	**Independent Learning**	
	2 weeks per year	0	1	0	10	
Pre-requisite modules for this module:	N/A					
Co-requisites modules for module:	N/A					
Assessment Criteria:	The student will be required to: Demonstrate an understanding of the research process Compare qualitative and quantitative paradigms Identify research topics and problems most suitable to each of the paradigms Identify an individual research topic most suitable for the student and the research context Motivate the need/ importance/ rationale of the study to be conducted Design a proposal by integrating and describing relevant research methods and procedures Submit the proposed study for ethical clearance					
Assessment Methods:	Assessment of proposal according to the university guidelines					
Mark Structure	Min Formative Assessment mark for exam admission (%)				50%	
	Final mark =	% Formative Assess Mark			0	
		% Summative Assess Mark			100%	
	Min Final Assessment mark to pass (%)				50%	
Summative Assessment Paper:		**Paper 1**	**Paper 2**	**Paper 3**	**Paper 4**	
	Theory / Practical	Proposal	Choose an item.	Choose an item.	Choose an item.	
	Duration					
	Sub minimum	50%				

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

Module Code: (4 alphabetic & 3 numeric)	AUDA090				
Module Name:	Dissertation (Audiology)				
Module Content:	esearch project and dissertation				
Learning Outcomes:	The student should be able to: reflect critically on Audiology theory and its application; design and critically appraise research; make sound judgments using data and information at their disposal; communicate their conclusions clearly; demonstrate self-direction and originality in tackling and solving problems and continue to advance their knowledge, understanding and skills.				
Module Information:	**SAQA Credits**		**NQF Level**		**CESM Code (3rd Order)**
	160		9		090202
Delivery Information:	**Campus**		**Full/Part Time**		**Period (1st/2ndSem)**
	SMU		Full time		Y
Periods per Week:	**Classes**	**Practicals**	**Tutorial**	**Seminars**	**Independent Learning**
	0	0	1	0	10
Pre-requisite modules for this module:	The student must attend the research methodology course and pass the proposal.				
Co-requisites modules for module:	N/A				
Assessment Criteria:	Produce a portfolio of evidence containing relevant research materials Demonstrate an understanding of research methodology, current good practice and the gaps in research Plan and manage projects to achieve research objectives Master procedures and tools including the ability to collect and analyze data Interpret and report on the findings and their application and Produce a scientific report				
Assessment Methods:	Assessment of dissertation according to the university guidelines				
Mark Structure	Min Formative Assessment mark for exam admission (%)				50%
	Final mark =	% Formative Assess Mark			0
		% Summative Assess Mark			100%
	Min Final Assessment mark to pass (%)				50%

		Paper 1	Paper 2	Paper 3	Paper 4
Summative Assessment Paper:	Theory / Practical	Dissertation	Choose an item.	Choose an item.	Choose an item.
	Duration				
	Sub minimum	50%			
	% Distribution (if more than one "Paper")	100%			

CURRICULUM INFORMATION			
School:	Health Care Sciences	Health Sciences	
Qualification Name:	Master in Speech-Language Pathology	**Qualification Code:**	MSLP01
Campus:	SMU	**Last Revision date:**	2020
Total SAQA Credits for Qualification:	180	**Is this a fixed Curriculum:**	Yes

PERIOD OF STUDY / YEAR LEVEL 1				
Year				
Module Code	**Offering Period**	**Possible major**	**SAQA Credit**	**Hemis Credit**
The following year module is **COMPULSORY**				
SARE090	Y	Y	20	1
Total credits for Year 1 module(s)			**20**	**1**
TOTAL CREDITS FOR YEAR LEVEL 1: SAQA CREDITS = 20; HEMIS CREDITS = 1				

PERIOD OF STUDY / YEAR LEVEL 2				
Year				
Module Code	**Offering Period**	**Possible major**	**SAQA Credit**	**Hemis Credit**
The following year module is **COMPULSORY**				
SLPA090	Y	Y	160	1
Total credits for Year 2 module(s)			**160**	**1**
TOTAL CREDITS FOR YEAR LEVEL 2: SAQA CREDITS = 160; HEMIS CREDITS = 1				

Module Code: (4 alphabetic & 3 numeric)	SARE090
Module Name:	Applied Research (Speech-Language Pathology)
Module Content:	esearch methodology and proposal

<table>
<tr><td colspan="2">Learning Outcomes:</td><td colspan="6">The student should be able to develop an understanding of the qualitative and quantitative research paradigms within a health sciences context as applied to the field of Speech-Language Pathology; demonstrate an understanding of the challenges in the field of Audiology practice; plan and develop a research proposal demonstrating an understanding of the scientific process.</td></tr>
<tr><td colspan="2" rowspan="2">Module Information:</td><td colspan="2">SAQA Credits</td><td colspan="2">NQF Level</td><td>CESM Code (3rd Order)</td></tr>
<tr><td colspan="2">20</td><td colspan="2">9</td><td>090203</td></tr>
<tr><td colspan="2" rowspan="2">Delivery Information:</td><td colspan="2">Campus</td><td colspan="2">Full/Part Time</td><td>Period (1st/2ndSem)</td></tr>
<tr><td colspan="2">SMU</td><td colspan="2">Full time</td><td>Y</td></tr>
<tr><td colspan="2" rowspan="2">Periods per Week:</td><td>Classes</td><td>Practicals</td><td>Tutorial</td><td>Seminars</td><td>Independent Learning</td></tr>
<tr><td>2 weeks per year</td><td>0</td><td>1</td><td>0</td><td>10</td></tr>
<tr><td colspan="2">Pre-requisite modules for this module:</td><td colspan="6">N/A</td></tr>
<tr><td colspan="2">Co-requisites modules for module:</td><td colspan="6">N/A</td></tr>
<tr><td colspan="2">Assessment Criteria:</td><td colspan="6">The student will be required to:
Demonstrate an understanding of the research process
Compare qualitative and quantitative paradigms
Identify research topics and problems most suitable to each of the paradigms
Identify an individual research topic most suitable for the student and the research context
Motivate the need/ importance/ rationale of the study to be conducted
Design a proposal by integrating and describing relevant research methods and procedures
Submit the proposed study for ethical clearance</td></tr>
<tr><td colspan="2">Assessment Methods:</td><td colspan="6">Assessment of proposal according to the university guidelines</td></tr>
<tr><td colspan="2" rowspan="4">Mark Structure</td><td colspan="4">Min Formative Assessment mark for exam admission (%)</td><td>50%</td></tr>
<tr><td rowspan="2">Final mark =</td><td colspan="3">% Formative Assess Mark</td><td>0</td></tr>
<tr><td colspan="3">% Summative Assess Mark</td><td>100%</td></tr>
<tr><td colspan="4">Min Final Assessment mark to pass (%)</td><td>50%</td></tr>
<tr><td rowspan="4">Summative Assessment Paper:</td><td></td><td>Paper 1</td><td>Paper 2</td><td>Paper 3</td><td>Paper 4</td></tr>
<tr><td>Theory / Practical</td><td>Proposal</td><td>Choose an item.</td><td>Choose an item.</td><td>Choose an item.</td></tr>
<tr><td>Duration</td><td></td><td></td><td></td><td></td></tr>
<tr><td>Sub minimum</td><td>50%</td><td></td><td></td><td></td></tr>
</table>

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

Module Code: (4 alphabetic & 3 numeric)	SLPA090				
Module Name:	Dissertation (Speech-Language Pathology)				
Module Content:	esearch project and dissertation				
Learning Outcomes:	The student should be able to: reflect critically on Speech-Language Pathology theory and its application; design and critically appraise research; make sound judgments using data and information at their disposal; communicate their conclusions clearly; demonstrate self-direction and originality in tackling and solving problems and continue to advance their knowledge, understanding and skills.				
Module Information:	**SAQA Credits**		**NQF Level**		**CESM Code (3rd Order)**
	160		9		090203
Delivery Information:	**Campus**		**Full/Part Time**		**Period (1st/2ndSem)**
	SMU		Full time		Y
Periods per Week:	**Classes**	**Practicals**	**Tutorial**	**Seminars**	**Independent Learning**
	0	0	1	0	10
Pre-requisite modules for this module:	The student must attend the research methodology course and pass the proposal.				
Co-requisites modules for module:	N/A				
Assessment Criteria:	Produce a portfolio of evidence containing relevant research materials Demonstrate an understanding of research methodology, current good practice and the gaps in research Plan and manage projects to achieve research objectives Master procedures and tools including the ability to collect and analyze data Interpret and report on the findings and their application and Produce a scientific report				
Assessment Methods:	Assessment of dissertation according to the university guidelines				
Mark Structure	Min Formative Assessment mark for exam admission (%)				50%
	Final mark =	% Formative Assess Mark			0
		% Summative Assess Mark			100%
	Min Final Assessment mark to pass (%)				50%
	Paper 1	**Paper 2**	**Paper 3**		**Paper 4**

Summative Assessment Paper:	Theory / Practical	Dissertation	Choose an item.	Choose an item.	Choose an item.
	Duration				
	Sub minimum	50%			
	% Distribution (if more than one “Paper”)	100%			

SHCD DOCTORAL DEGREE PROGRAMMES (DHMA03)

ADMISSION REQUIREMENTS

Unless otherwise indicated, the General Rules for postgraduate students apply.

SHC D1 PhD (Occupational Therapy – DHMA03)

(i) Applicants must be in possession of a master's degree in Occupational Therapy or by special permission of Senate.
(ii) The examination comprises a thesis on an original research project approved by Senate.
(iii) The degree shall not be awarded until at least two years after completion of the master's degree.
(iv) The thesis code is **MNTA100**

SHC D2 PhD (Dietetics – DHMA03)

(i) Applicants must be in possession of a MSc (Diet) degree or have received such status from Senate.
(ii) The thesis code is **MAEA100**

SHC D3 PhD (Physiotherapy – DHMA03)

(i) Applicants must be in possession of an appropriate master's degree in Physiotherapy or have received status from Senate.
(ii) The thesis code is **MNTB100**

SHC D4 PhD in (Nursing Science – DHMA03)

DURATION

(a) The course shall be offered over three (3) years and not longer than five (5) years.

SELECTION AND ADMISSION REQUIREMENTS

Selection

(a) Only a limited number of applicants can be admitted to the programme.
(b) Applicants are selected on merit by an SHSC selection committee.

Admission requirements

Unless otherwise specified, the general university rules apply. Applicants must be:

(a) Obtained an average of 60% in a master's degree in nursing or its equivalent
(b) Submit a research concept paper in the following niche areas:

i. women and child health
ii. maternal and perinatal mortality.
iii. occupational health nursing
iv. HIV/AIDS [HIV/TB co-infection, PrEP, PMTCT, Stigma]

v. Adolescence and reproductive health
vi. Mental health
vii. Indigenous knowledge practice
viii. Nursing Education
ix. Management of health services
x. Health information management
xi. Evidence-based practice
xii. Climate Change and health

SELECTION: INTERNATIONAL APPLICANTS

(a) International students 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 international students in the Fees Brochure.
(b) Before registration, international students must have at least 6 months in advance:

i. Obtain a matric certificate or equivalent thereof from SAQA;
ii. Obtain a study permit from the Department of Home Affairs;
iii. Obtain a provisional letter of acceptance for study at Sefako Makgatho Health Sciences University (SMU) and submit this to SANC
iv. Evidence of personal medical assistance cover.
v. Valid passport and or any valid form of identity document

SHC D5 DrPH (Doctor of Public Health – DPU01) Not offered in 2025

SCH D 5 RULES FOR DOCTORAL STUDY FOR THE DrPH

SCH D 5.1 THE DEGREE

The Doctor of Public Health (DrPH) programme is designed to prepare leaders in the public health profession who are equipped to address complex health issues in society. Graduates will be able to combine advanced analytic and research skills with a comprehensive understanding of the political, scientific, medical, statistical, psychosocial, ethical, and economic factors contributing to public health challenges. The DrPH curriculum emphasizes intensive practical instruction and offers opportunities for experiential learning in various public health institutions. This hands-on approach ensures that students gain real-world experience alongside their theoretical knowledge. The programme culminates in a professional dissertation showcasing students' ability to apply their knowledge to a significant public health issue. The programme entails coursework, experiential learning rotation through various institutions, fieldwork, and seminar presentations.

The Doctor of Public Health (DrPH) is a doctoral program culminating in submitting a thesis on a public health topic. Based on an original research project approved by the Senate, this thesis is the primary component of the examination process. Admission to the DrPH program is highly competitive. Preference is given to applicants who have previous experience in public health, particularly those with an M.P.H. degree or an equivalent qualification, such as a master's degree in Epidemiology or a health-related degree with substantial public health content, from an accredited institution.

SCH D 5.2 REGISTRATION AND RENEWAL OF REGISTRATION

SHC D 5.2.1

A candidate for the DrPH degree must have the following qualifications.

(a) Master's degree in a health-related field or social sciences; or equivalent NQF level 9 master's degree.

(b) An average of 60% across is required from both dissertation and coursework.

(c) At least two years of experience after obtaining a master's degree in public health and practising as a health practitioner.

SCH D 5.2.2

A student registered for the degree must renew his or her registration annually. The renewal of registration is dependent on satisfactory academic progress. A student may be refused renewal of registration if:
a) At the end of the first year, the student does not have a proposal for the doctoral research project; or
b) At the end of the second year, the student does not have a research proposal that is approved by the university.

SHC D 5.2.3.1: DURATION

The minimum duration of the degree programme is 3 years, and the maximum is 5 years

SCH D 5.3. Thesis

A candidate for the DrPH must undertake research under a supervisor appointed by the Senate and submit a thesis that meets the requirements for a doctoral degree as provided for in the General rules.

CURRICULUM INFORMATION			
School:	Health Care Sciences	**Faculty:**	HEALTH SCIENCES
Qualification Name:	Doctor of Public Health	**Qualification Code:**	DPU01
Campus:	SMU	**Last Revision date:**	2024
Total SAQA Credits for Qualification:	360	**Is this a fixed Curriculum:**	**No**

PERIOD OF STUDY / YEAR LEVEL 1				
Year Modules				
Module Code	**Offering Period[2]**	**Possible major[3]**	**SAQA Credit**	**Hemis Credit[4]**
The following module is **COMPULSORY**				
PHDI900	Y	Y	360	2
Total credits for Year 1			**360**	**2**

SHC D6 PhD (Doctor of Philosophy in Public Health – DHC005)

SCH D6 RULES FOR DOCTORAL STUDY FOR PHD IN PUBLIC HEALTH

SCH D6.1 THE DEGREE

The PhD in Public Health is a doctoral program culminating in the submission of a thesis on a public health topic. This thesis, based on an original research project approved by the Senate, is the primary component of the examination process.

The degree will not be awarded until at least two years after the completion of a master's degree. The PhD in Public Health is designed to equip candidates in health-related fields with advanced research skills, enabling them to contribute significantly to the field of public health through rigorous and impactful research.

Acceptance into the PHD programme will be subject to G54.3

SHC D6.2 REGISTRATION AND RENOVAL OF REGISTRATION

SHC D6.2.1

A candidate for the DPH degree must have the following qualifications.

(a) Master's degree in a health-related field and social sciences; and

(b) An average of 60% across is required from both dissertation and coursework., and

(c) at least two years' experience after obtaining a master's degree in health-related field and practicing in that field.

CURRICULUM INFORMATION			
School:	Health Care Sciences	**Faculty:**	HEALTH SCIENCES
Qualification Name:	Doctor of Philosophy in Public Health	**Qualification Code:**	DHC005
Campus:	SMU	**Last Revision date:**	2024
Total SAQA Credits for Qualification:	360	**Is this a fixed Curriculum:**	**No**

SCHC D6.2.2

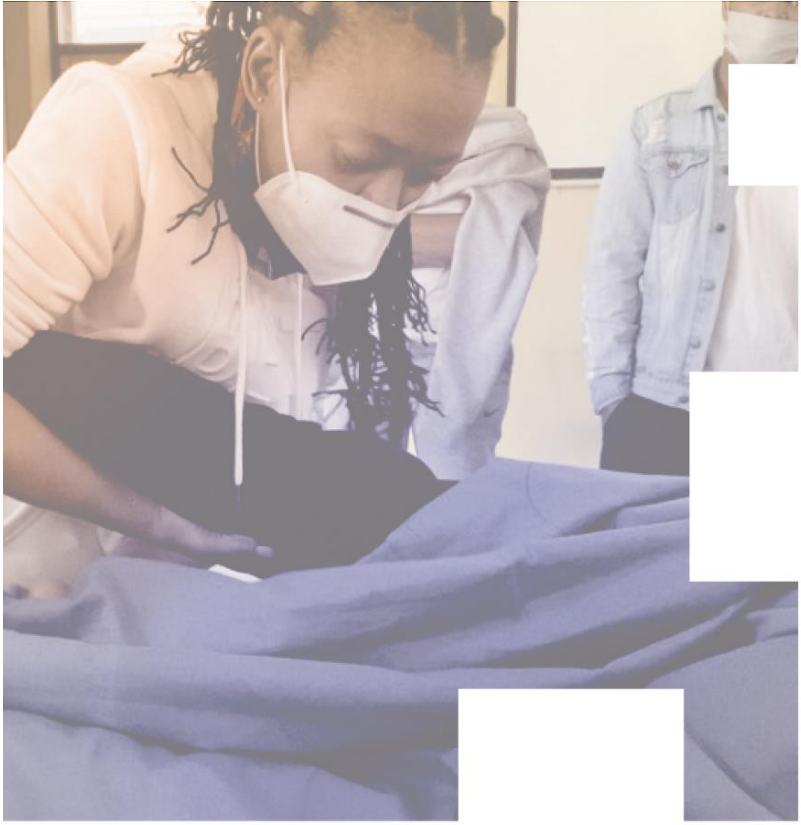
A student registered for the degree must renew his or her registration annually. The renewal of registration is dependent on satisfactory academic progress. A student may be refused renewal of registration if:

a) At the end of the first year does not have a proposal for the doctoral research project; or

b) At the end of the second year does not have a research proposal that is approved by the University ethical committee.

SCHC D6.2.3 Thesis

A candidate for the PhD must undertake research under a supervisor appointed by the Senate and submit a thesis that meets the requirements for a doctoral degree as provided for in the General rules. The thesis code is MPHT100



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